B. E. ELECTRICAL AND ELECTRONICS ENGINEERING
Choice Based Credit System (CBCS) and Outcome Based Education (OBE)
SEMESTER – VII

POWER SYSTEM SIMULATION LABORATORY

Course Code	**18EEL76**	CIE Marks	40
Number of Practical Hours/Week(L:T:P)	0:2:2	SEE Marks	60
Credits	02	Exam Hours	03

Course Learning Objectives:

To explain the use of standard software package:
(Ex: MATLAB/C or C ++/Scilab/ Octave/Python software)

- To assess the performance of medium and long transmission lines.
- To obtain the power angle characteristics of salient and non- salient pole alternator.
- To study transient stability of radial power systems under three phase fault conditions.
- To develop admittance and impedance matrices of interconnected power systems.
- To explain the use of suitable standard software package.
- To solve power flow problem for simple power systems.
- To perform fault studies for simple radial power systems.
- To study optimal generation scheduling problems for thermal power plants.

Sl. No.		Experiments
1	Use of Standard Simulation Software Package	Formation for symmetric π /T configuration for Verification of Determination of Efficiency and Regulation.
2		Determination of Power Angle Diagrams, Reluctance Power, Excitation, EMF and Regulation for Salient and Non-Salient Pole Synchronous Machines.
3		To obtain Swing Curve and to Determine Critical Clearing Time, Regulation, Inertia Constant/Line Parameters /Fault Location/Clearing Time/Pre-Fault Electrical Output for a Single Machine connected to Infinite Bus through a Pair of identical Transmission Lines Under 3-Phase Fault On One of the two Lines.
4		Y Bus Formation for Power Systems with and without Mutual Coupling, by Singular
5		Formation of Z Bus(without mutual coupling) using Z-Bus Building Algorithm.
6		Determination of Bus Currents, Bus Power and Line Flow for a Specified System Voltage
7		Formation of Jacobian for a System not Exceeding 4 Buses in Polar Coordinates.
8		Load Flow Analysis using Gauss Siedel Method, NR Method and Fast Decoupled Method for Both PQ and PV Buses.
9		To Determine Fault Currents and Voltages in a Single Transmission Line System with
10		Optimal Generation Scheduling for Thermal power plants by simulation.

Course Outcomes: At the end of the course the student will be able to:

- Develop a program in suitable package to assess the performance of medium and long transmission lines.
- Develop a program in suitable package to obtain the power angle characteristics of salient and non-salient pole alternator.
- Develop a program in suitable package to assess the transient stability under three phase fault at different locations in a of radial power systems.
- Develop programs in suitable package to formulate bus admittance and bus impedance matrices of interconnected power systems.
- Use suitable package to solve power flow problem for simple power systems.
- Use suitable package to study unsymmetrical faults at different locations in radial power systems
- Use of suitable package to study optimal generation scheduling problems for thermal power plants.

B. E. ELECTRICAL AND ELECTRONICS ENGINEERING
Choice Based Credit System (CBCS) and Outcome Based Education (OBE)
SEMESTER – VII

RELAY AND HIGH VOLTAGE LABORATORY

Course Code	**18EEL77**	CIE Marks	40
Number of Practical Hours/Week	0:2:2	SEE Marks	60
Credits	02	Exam Hours	03

Course Learning Objectives:

- To conduct experiments to verify the characteristics of over current, over voltage, under voltage relays both electromagnetic and static type.
- To verify the operation of negative sequence relay.
- To conduct experiments to verify the characteristics of microprocessor based over current, over voltage, under voltage relays and distance relay.
- To conduct experiments on generator, motor and feeder protection.
- To conduct experiments to study the spark over characteristics for both uniform and non-uniform configurations using High AC and DC voltages.
- To measure high AC and DC voltages
- To experimentally measure the breakdown strength of transformer oil**.**
- To experimentally measure the capacitance of different electrode configuration models using
- Electrolytic Tank. To generate standard lightning impulse voltage and determine efficiency, energy of impulse generator and 50% probability flashover voltage for air insulation.

Sl. NO		Experiments
Total of Six experiments are to be conducted by selecting Two experiments from each Part – A, Part – B and Part – C. Five out of six experiments are to be conducted under Part – D.		
1	**Part - A**	Over Current Relay: (a)Inverse Definite Minimum Time(IDMT)Non-Directional Characteristics (b) Directional Features (c) IDMT Directional.
2		IDMT Characteristics of Over Voltage or Under Voltage Relay (Solid State or Electromechanical type).
3		Operation of Negative Sequence Relay.
4	**Part - B**	Operating Characteristics of Microprocessor Based (Numeric) Over –Current Relay.
5		Operating Characteristics of Microprocessor Based (Numeric) Distance Relay.
6		Operating Characteristics of Microprocessor Based (Numeric) Over/Under Voltage
7	**Part - C**	Generation Protection: Merz Price Scheme.
8		Feeder Protection against Faults.
9		Motor Protection against Faults.
10	**Part - D**	Spark Over Characteristics of Air subjected to High Voltage AC with Spark Voltage Corrected to Standard Temperature and Pressure for Uniform [as per IS1876: 2005]and Non-uniform [as per IS2071(Part 1) : 1993] Configurations: Sphere – Sphere, Point –Plane,
11		Spark Over Characteristics of Air subjected to High voltage DC.
12		Measurement of HVAC and HVDC using Standard Spheres as per IS 1876 :2005
13		Measurement of Breakdown Strength of Transformer Oil as per IS 1876 :2005
14		Field Mapping using Electrolytic Tank for any one of the following Models: Cable/ Capacitor/
15		(a) Generation of standard lightning impulse voltage and to determine efficiency and energy of impulse generator. (b) To determine 50% probability flashover voltage for air insulation subjected to impulse voltage.

V Semester

Engineering Management & Entrepreneurship			Semester	V
Course and Course Code	HSMS	BEE501	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0		SEE Marks	50
Total Hours of Pedagogy	40 hours		Total Marks	100
Credits	3		Exam Hours	3
Examination nature (SEE)	Theory			

Course objectives:

After completion of the course, the students will be able to

- Understand basic skills of Management
- Understand the need for Entrepreneurs and their skills
- Identify the Management functions and Social responsibilities.
- Understand the identification of Business, drafting the Business plan and sources of funding.

Teaching-Learning Process (General Instructions)

These are sample Strategies; that teachers can use to accelerate the attainment of the various course outcomes.

- Lecture method (L) does not mean only the traditional lecture method, but a different type of teaching method may be adopted to develop the outcomes.
- Show Video/animation films to explain the functioning of various techniques.
- Encourage collaborative (Group) Learning in the class
- Ask at least three HOTS (Higher-order Thinking) questions in the class, which promotes critical thinking
- Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
- Topics will be introduced in multiple representations.
- Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
- Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

MODULE – 1

Management: Nature and Functions of Management – Importance, Definition, Management Functions, Levels of Management, Roles of Manager, Managerial Skills, Management & Administration, Management as a Science, Art & Profession (Selected topics of Chapter 1, Text 1).

Planning: Planning-Nature, Importance, Types, Steps and Limitations of Planning; Decision Making – Meaning, Types and Steps in Decision Making(Text 1).

Teaching-Learning Process	Chalk and talk method, YouTube Videos, Power Point Presentation.
RBT Levels	L2, L3

MODULE – 2

Organizing and Staffing: Organization-Meaning, Characteristics, Process of Organizing, Principles of Organizing, Span of Management (meaning and importance only), Departmentalization-Process Departmentalization, Purpose Departmentalization ,Committees– Meaning, Types of Committees.

Staffing-Need and Importance, Recruitment and Selection Process.

Directing and Controlling: Meaning and Requirements of Effective Direction, Giving Orders; Motivation-Nature of Motivation, Motivation Theories (Maslow's Need-Hierarchy Theory and Herzberg's Two Factor Theory); Communication – Meaning, Importance and Purposes of Communication (Text 1).

Teaching-Learning Process	Chalk and talk method, YouTube Videos, Power Point Presentation.
RBT Levels	L2, L3

MODULE – 3

Leadership-Meaning, Characteristics, Behavioural Approach of Leadership; Coordination-Meaning, Types, Techniques of Coordination; Controlling – Meaning, Need for Control System, Benefits of Control, Essentials of Effective Control System, Steps in Control Process (Text 1).

Social Responsibilities of Business: Meaning of Social Responsibility, Social Responsibilities of Business towards Different Groups, Social Audit, Business Ethics and Corporate Governance (Text 1).

Teaching-Learning Process	Chalk and talk method, YouTube Videos, Power Point Presentation.
RBT Levels	L1, L2, L3

MODULE – 4

Entrepreneurship: Introduction, Evolution of the concept of Entrepreneurship, Entrepreneurship today, Types of Entrepreneurs, Entrepreneurship, Entrepreneurial competencies, Capacity Building for Entrepreneurs.

Identification of Business Opportunities: Introduction, Mobility of Entrepreneurs, Business opportunities in India, Models for opportunity Evaluation.

Teaching-Learning Process	Chalk and talk method, YouTube Videos, Power Point Presentation.
RBT Levels	L1, L2, L3

MODULE – 5

Business plans: Introduction, purpose of a Business plan, contents of a Business plan, presenting a Business plan, why do some Business plan fail? Procedure for setting up an Enterprise.

Institutions supporting Business opportunities: Central level institutions- National Board for micro, small & medium Enterprises(NBMSME),MSME-DO, National Small Industries Corporation. State level institutions- state Directorate Industries and commerce, District Industries Centres, state financial Corporations, State Industrial Development Corporation(SIDC), State Industrial Area Development Board (SIADB). Other Institutions - NABARD, Technical consultancy organisation (TCO), Small Industries Development Bank of India(SIDBI), Export Promotion Councils, Non governmental Organisations.

Teaching-Learning Process	Chalk and talk method, YouTube Videos, Power Point Presentation.
RBT Levels	L1, L2, L3

Course outcomes (Course Skill Set):

At the end of the course, the student will be able to:

1) Understand the fundamental concepts of Management and its functions.
2) Understand the different functions to be performed by managers/Entrepreneur.
3) Understand the social responsibilities of a Business.
4) Understand the Concepts of Entrepreneurship and to identify Business opportunities.
5) Understand the components in developing a business plan and awareness about various sources of funding and Institutions supporting Entrepreneur.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/

course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks

Suggested Learning Resources:

Text Books

1) Principles of Management – P.C Tripathi, P.N Reddy, McGraw Hill Education, 6th Edition, 2017. ISBN-13:978-93-5260-535-4.
2) Entrepreneurship Development Small Business Enterprises- Poornima M Charantimath,2nd Edition, Pearson Education 2018, ISBN 978-81-317-6226-4.

Reference Books

1) Essentials of Management: An International, Innovation and Leadership perspective by Harold Koontz, Heinz Weihrich McGraw Hill Education, 10th Edition 2016. ISBN- 978-93-392-2286-4.

Web links and Video Lectures (e-Resources):

- https://nptel.ac.in/courses/110107094
- https://nptel.ac.in/courses/110106141
- https://nptel.ac.in/courses/122106031

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Quizzes,
- Assignments,
- Seminars

SIGNALS AND DSP			
IPCC Course Code	**BEE 502**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 12 Lab slots	Total Marks	100
Credits	04	Exam Hours	03

Course objectives:

1. To explain basic signals, their classification, basic operations on signals, sampling of analog signals, and the properties of the systems.
2. To explain the convolution of signals in continuous and discrete time domain and the properties of impulse response representation.
3. To explain the computation of Discrete Fourier Transform of a sequence by direct method, Linear transformation Method and using Fast Fourier Transformation Algorithms.
4. To explain design of IIR all pole analog filters and transform them into digital filter using Impulse Invariant and Bilinear transformation Techniques and to obtain their Realization.
5. To explain design of FIR filters using Window Method and Frequency Sampling Method and to obtain their Realization.

Teaching-Learning Process (General Instructions)

These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teachingmethods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinkingskills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the studentsto come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

MODULE-1

Signals, systems and signal processing, classification of signals, Basic Operations on Signals, Basic Elementary Signals, properties of systems. concept of frequency in continuous and Discrete time signals, sampling of analog signals, the sampling theorem , quantization of continuous amplitude and sinusoidal signals , coding of quantized samples, digital to analog conversion,

Time-domain representations for LTI systems: Convolution, impulse response representation, Convolution Sum and Convolution Integral, properties of impulse response representation, solution of difference equations.

Teaching-Learning Process	Chalk and Board, Power Point Presentation, You Tube Videos.

MODULE-2	
Discrete Fourier Transforms (DFT): Introduction to DFT, definition of DFT and its inverse, matrix relation to find DFT and IDFT ,Properties of DFT, linearity, circular time shift, circular frequency shift, circular folding, symmetry of : real valued sequences, real even and odd sequences, DFT of complex conjugate sequence, multiplication of two DFTs- the circular convolution, Parseval's theorem, circular correlation, Digital linear filtering using DFT. Signal segmentation , overlap-save and overlap-add method.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation, You Tube Videos.
MODULE-3	
Fast-Fourier-Transform (FFT) algorithms: Direct computation of DFT, need for efficient computation of the DFT (FFT algorithms)., speed improvement factor, Radix-2 FFT algorithm for the computation of DFT and IDFT–decimation-in-time and Decimation-in-frequency algorithms , calculation of DFT when N is not a power of 2.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation, You Tube Videos.
MODULE-4	
IIR filter design: Classification of analog filters, generation of Butterworth polynomials, frequency transformations. Design of Butterworth filters, low pass, high pass, band pass and band stop filters, Generation of Chebyshev polynomials, design of Chebyshev filters, design of Butterworth and Chebyshev filters using bilinear transformation and Impulse invariance method, representation of IIR filters using direct form one and two, series form and parallel form.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation, You Tube Videos.
MODULE 5	
FIR filter design: Introduction to FIR filters, symmetriv and antisymmetric FIR filters, design of linear phase FIR filters using - Rectangular, Bartlett, Hamming, Hanning and Blackman windows, design of FIR differentiators and Hilbert transformers, FIR filter design using frequency sampling Technique. Representation of FIR filters using direct form and lattice structure.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation, You Tube Videos.

Sl. NO	**Experiments**
1	Verification of Sampling Theorem in time and frequency domains
2	Generation of different signals in both continuous and discrete time domains
3	To perform basic operations on given sequences- Signal folding, evaluation of even and odd signals
4	Evaluation of impulse response of a system.

5.	Solution of a difference equation.
6.	Evaluation of linear convolution and circular convolution of given sequences
7	Computation of N- point DFT and IDFT of a given sequence by use of (a) Defining equation; (b) FFT method
8	Evaluation of circular convolution of two sequences using DFT and IDFT approach.
9	Design and implementation of IIR filters to meet given specification (Low pass, high pass, band pass and band reject filters).
10	Design and implementation of FIR filters to meet given specification (Low pass, high pass, band pass and band reject filters) using different window functions.
11	Design and implementation of FIR filters to meet given specification (Low pass, high pass, band pass and band reject filters) using frequency sampling technique.
12	Realization of IIR and FIR filters.
13	**Following experiments to be done using DSP Kit:** a)Obtain the linear convolution of two sequences b)Compare circular convolution of two sequences c)To find N –point DFT of given sequence d)To find impulse response of first and second order system e)Generation of sine wave and standard test signals

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

(1)Discuss classification and basic operations that can be performed on both continuous and discrete time signals and to understand sampling theorem.

(2)Evaluate Discrete Fourier Transform of a sequence , to understand the various properties of DFT and signal segmentation using overlap and overlap add method.

(3)Evaluate Discrete Fourier Transform of a sequence using decimation in time and decimation in frequency methods.

(4) To design Butterworth and Chebyshev IIR digital filters and to represent the filters using different methods and to represent IIR filter using different methods.

(5)To design FIR filters using windows method and frequency sampling method and to represent FIR filters using direct method and lattice method.

Text Books/Reference Books:

1.Introduction to Digital Signal Processing, Jhonny R. Jhonson, Pearson 1 st Edition, 2016.
2.Digital Signal Processing – Principles, Algorithms, and Applications,Jhon G. Proakis Dimitris G. Manolakis, Pearson, 4 th Edition, 2007.
3. Digital Signal Processing, A.NagoorKani, McGraw Hill, 2nd Edition, 2012.
4. Digital Signal Processing, Shaila D. Apte,Wiley, 2nd Edition, 2009.

5. Digital Signal Processing, Ashok Amberdar, Cengage, 1st Edition, 2007.
6. Digital Signal Processing, Tarun Kumar Rawat, Oxford, 1st Edition, 2015.

Web links and Video Lectures (e-Resources):

1. http://www.freebookcentre.net/Electronics/DSP-Books
2. https://www.electronicsforu.com/special/cool-stuff-misc/8-free-digital-signal-processing-ebooks

MOOCs

1. https://nptel.ac.in/courses/117102060

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

CIE for the theory component of the IPCC (maximum marks 50)

- IPCC means practical portion integrated with the theory of the course.
- CIE marks for the theory component are 25 marks and that for the practical component is 25 marks.
- 25 marks for the theory component are split into 15 marks for two Internal Assessment Tests (Two Tests, each of 15 Marks with 01-hour duration, are to be conducted) and 10 marks for other assessment methods mentioned in 22OB4.2. The first test at the end of 40-50% coverage of the syllabus and the second test after covering 85-90% of the syllabus.
- Scaled-down marks of the sum of two tests and other assessment methods will be CIE marks for the theory component of IPCC (that is for 25 marks).
- The student has to secure 40% of 25 marks to qualify in the CIE of the theory component of IPCC.

CIE for the practical component of the IPCC

- 15 marks for the conduction of the experiment and preparation of laboratory record, and 10 marks for the test to be conducted after the completion of all the laboratory sessions.
- On completion of every experiment/program in the laboratory, the students shall be evaluated including viva-voce and marks shall be awarded on the same day.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to 15 marks.
- The laboratory test (duration 02/03 hours) after completion of all the experiments shall be conducted for 50 marks and scaled down to 10 marks.
- Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for 25 marks.
- The student has to secure 40% of 25 marks to qualify in the CIE of the practical component of the IPCC.

SEE for IPCC

Theory SEE will be conducted by University as per the scheduled timetable, with common question

Power Electronics		Semester	V
Course Code	BEE503	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	4:0:0:0	SEE Marks	50
Total Hours of Pedagogy	50	Total Marks	100
Credits	04	Exam Hours	
Examination type (SEE)	Theory		

Course objectives:

(1) To give an overview of applications power electronics, different types of power semiconductor devices, their switching characteristics.

(2) To explain power diode characteristics, types, their operation and the effects of power diodes on RL circuits.

(3)To explain the techniques for design and analysis of single phase diode rectifier circuits.

(4) To explain different power transistors, their steady state and switching characteristics and imitations.

(5) To explain different types of Thyristors, their gate characteristics and gate control requirements.

(6)To explain the design, analysis techniques, performance parameters and characteristics of controlled rectifiers, DC- DC, DC -AC converters and Voltage controllers.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1 Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2 Lectures with discussions, question and answer sessions.
3 Informal quizzes.
4 Use of Video/Animation to explain functioning of various concepts.
5 Encourage collaborative (Group Learning) Learning in the class.
6 Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
7 Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
8 Introduce Topics in manifold representations.
9 Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
10 Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Introduction: Applications of Power Electronics, Ideal Characteristics of switches Characteristics of practical devices; Specifications of Switches, control characteristics of power devices, Types of Power Electronic Circuits, Peripheral Effects, Intelligent Modules.

Power Diodes: Introduction, Diode Characteristics, Reverse Recovery Characteristics, Power Diode Types, Silicon Carbide Diodes, Silicon Carbide Schottky Diodes, Freewheeling diodes**,** Freewheeling diodes with RL load.

Diode Rectifiers: Introduction, Diode Circuits with DC Source connected to R and RL load, Single-Phase Full-Wave Rectifiers with R load, Single-Phase Full-Wave Rectifier with RL Load.

Module-2

Power Transistors: Introduction, Bipolar Junction Transistors – Steady State Characteristics, Switching Characteristics, Switching Limits, Power MOSFETs – Steady State Characteristics, Switching Characteristics, IGBTs; BJT Base Drive, MOSFET Gate Drive, Isolation of Gate and Base Drives, Pulse transformers and Opto-couplers.

Module-3

Thyristors: Introduction, Thyristor Characteristics, Two-Transistor Model of Thyristor, Thyristor Turn- On, Thyristor Turn-Off, A brief study on Thyristor Types, Series Operation of Thyristors, Parallel Operation of Thyristors, di/dt Protection, dv/dt Protection, Thyristor Firing Circuits, Unijunction Transistor.

Module-4

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- There are 25 marks for the CIE's Assignment component and 25 for the Internal Assessment Test component.
- Each test shall be conducted for 25 marks. The first test will be administered after 40-50% of the coverage of the syllabus, and the second test will be administered after 85-90% of the coverage of the syllabus. The average of the two tests shall be scaled down to 25 marks
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The schedule for assignments shall be planned properly by the course teacher. The teacher should not conduct two assignments at the end of the semester if two assignments are planned. Each assignment shall be conducted for 25 marks. (If two assignments are conducted then the sum of the two assignments shall be scaled down to 25 marks)
- The final CIE marks of the course out of 50 will be the sum of the scale-down marks of tests and assignment/s marks.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks.

Suggested Learning Resources:

Books

Textbook

1 Power Electronics: Circuits Devices and Applications, Mohammad H Rashid, Pearson 4th Edition, 2014.

Reference Books

1 Power Electronics, P.S. Bimbhra, Khanna Publishers, 5th Edition, 2012.
2 Power Electronics: Converters, Applications and Design, Ned Mohan et al, Wiley 3rd Edition, 2014.
3 Power Electronics, Daniel W Hart, McGraw Hill, 1st Edition, 2011.
4 Elements of Power Electronics, Philip T Krein, Oxford, Indian Edition, 2008.

Web links and Video Lectures (e-Resources):

Power Electronics Laboratory		Semester	V
Course Code	BEEL504	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Credits	01	Exam Hours	100
Examination type (SEE)	Practical		

Course objectives:

1) To conduct experiments on semiconductor devices to obtain their static characteristics. To study different methods of triggering the SCR
2) To study the performance of single phase controlled full wave rectifier and AC voltage controller with R and RL loads.
3) To control the speed of a DC motor, universal motor and stepper motors.
4) To study single phase full bridge inverter connected to resistive load.

Sl.NO	Experiments
1	Static Characteristics of SCR.
2	Static Characteristics of MOSFET and IGBT.
3	Characteristic of TRIAC.
4	SCR turn on circuit using synchronized UJT relaxation oscillator.
5	SCR digital triggering circuit for a single phase controlled rectifier and ac voltage regulator.
6	Single phase controlled full wave rectifier with R load, R –L load, R-L-E load with and without freewheeling diode.
7	AC voltage controller using TRIAC and DIAC combination connected to R and RL loads.
8	Speed control of DC motor using single phase semi converter.
9	Speed control of stepper motor.
10	Speed control of universal motor using ac voltage regulator.
11	Speed control of a separately excited D.C. Motor using an IGBT or MOSFET chopper.
12	Single phase MOSFET/IGBT based PWM inverter.

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

1. Obtain static characteristics of semiconductor devices to discuss their performance.
2. Trigger the SCR by different methods
3. Verify the performance of single phase controlled full wave rectifier and AC voltage controller with R and RL loads.
4. Control the speed of a DC motor, universal motor and stepper motors.
5. Verify the performance of single phase full bridge inverter connected to resistive load.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation (CIE):

CIE marks for the practical course are **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment is to be evaluated for conduction with an observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments are designed by the faculty who is handling the laboratory session and are made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled down to **30 marks** (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct a test of 100 marks after the completion of all the experiments listed in the syllabus.
- In a test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability.
- The marks scored shall be scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and marks of a test is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

- SEE marks for the practical course are 50 Marks.
- **SEE shall be conducted by the two examiners. One from the same institute as an internal examiner and another from a different institute as an external examiner, appointed by the university.**
- The examination schedule and names of examiners are informed to the university before the conduction of the examination. These practical examinations are to be conducted between the schedule mentioned in the academic calendar of the University.
- All laboratory experiments are to be included for practical examination.
- (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.
- Students can pick one question (experiment) from the questions lot prepared by the examiners jointly.
- Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

Change of experiment is allowed only once and 15% of Marks allotted to the procedure part are to be made zero.

The minimum duration of SEE is 02 hours

Suggested Learning Resources:

High Voltage Engineering		Semester	V
Course Code	BEE515A	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	
Examination type (SEE)	Theory		

Course objectives:

1. To understand the conduction and breakdown mechanism in gases, liquid and solid dielectrics.
2. To know about generation of high voltages and currents and their measurement.
3. To understand the various types of over voltages phenomenon and protection methods.
4. To discuss non-destructive testing of materials and electric apparatus.
5. To discuss high-voltage testing of electrical equipment

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.

Discuss how every concept can be applied to the real world-and when that's possible, it helps improve the students' understanding..

Module-1

Introduction: Electric field stress, gas, liquid, solid and composite dielectrics.

Conduction and Breakdown in Gases: Gases as Insulating Media, Collision Process – types of collision, Mobility of ions and electrons. Ionization Processes- Ionization by collision. Townsend's Current Growth Equation--Current Growth in the Presence of primary and Secondary Processes, Townsend's Criterion for Breakdown, Breakdown in Electronegative Gases, Time Lags for Breakdown, Paschen's Law, Corona Discharges.

Conduction and Breakdown in Liquid Dielectrics: purification of liquid dielectrics, Breakdown in Liquid dielectrics. - Suspended particle, bubble and stressed oil volume mechanism.

Conduction and Breakdown in Solid Dielectrics: Intrinsic Breakdown, Electromechanical Breakdown, Thermal Breakdown.

Module-2

Generation of High Direct Current Voltages: Voltage Doubler circuit, Voltage multiplier circuit- Cockcroft Walton circuit, Ripple and voltage drop in multiplier circuit. Vandegraaff generator. **Generation of High Alternating Voltages**: Cascade transformers, Resonant transformers, Tesla coil. **Generation of Impulse Voltages and currents:** Standard impulse wave, Circuit for producing impulse waves- Analysis of impulse generator RLC circuit, Wave shape control, Marx circuit , Generation of impulse current: standard impulse current wave ,Circuit for producing impulse current wave.
Module-3
Measurement of High DC Voltages and Currents: Measurement of High DC Voltages – Series Resistance micro ammeter, Resistance potential divider, Generating voltmeter. **Measurement of High AC voltages-** Series impedance voltmeter, Series capacitance voltmeter, Capacitance potential dividers, Capacitance voltage transformers. Electrostatic voltmeter, series capacitance peak voltmeter (chubb-Fortscue method), Spark gaps for measurement of High dc, ac and Impulse voltages - Spark gap measurements, Factors influencing the spark over voltage of sphere gaps. **Measurement of Impulse Voltages** – Resistance potential dividers, capacitance voltage dividers, Mixed R-C potential dividers Peak reading voltmeters for impulse voltages. **Measurement of High DC, AC and impulse Currents -** Hall generator, Resistive shunt, Rogowski coils and Magnetic links.
Module-4
Natural Causes for Over voltages **Lightning phenomenon** –Charge formation in the clouds, Mechanism of lightning strokes, Mathematical model for lighting, Over voltages due to indirect stroke. **Power frequency Overvoltage** – Sudden load rejection, Ferranti effect. Control of over voltages due to switching. **Protection of transmission lines against over voltages**- Using shielded or ground wires, Ground rods and counter poise wires, Surge arresters -Protector tubes, Nonlinear element surge arrestor.
Module-5
Non-Destructive Testing of Materials and Electrical Apparatus Power frequency measurements- Schering bridge for audio frequency, transformer ratio arm bridge. Partial discharge measurements- straight discharge detection, Balance detection. **High Voltage Testing of Electrical Apparatus-**Testing of insulators, bushings, circuit breakers, cables. Testing of transformers- Impulse test, Tests on surge arrestors.

Course outcome (Course Skill Set)

At the end of the course the student will be able to:

1. Have detailed knowledge of conduction and breakdown phenomenon in gases, liquids and solid dielectrics.
2. Ability to design and simulate the generation of high voltages and currents
3. Ability to design and analyze the measurement techniques for high voltages and currents
4. Summarize overvoltage phenomenon and protection of electric power systems.
5. Explain non-destructive testing of materials and high-voltage testing of electric apparatus

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- There are 25 marks for the CIE's Assignment component and 25 for the Internal Assessment Test component.
- Each test shall be conducted for 25 marks. The first test will be administered after 40-50% of the coverage of the syllabus, and the second test will be administered after 85-90% of the coverage of the syllabus. The average of the two tests shall be scaled down to 25 marks
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The schedule for assignments shall be planned properly by the course teacher. The teacher should not conduct two assignments at the end of the semester if two assignments are planned. Each assignment shall be conducted for 25 marks. (If two assignments are conducted then the sum of the two assignments shall be scaled down to 25 marks)
- The final CIE marks of the course out of 50 will be the sum of the scale-down marks of tests and assignment/s marks.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks.

Power Electronics for Renewable Energy Systems		Semester	V
Course Code	BEE515B	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
Examination type (SEE)	Theory		

Course objectives:

- To appreciate the advantages of renewable energy sources over conventional energy sources
- To study solar PV systems – stand alone and grid connected - and their maximum power tracking methods
- To study wind energy systems and the electrical machines (DFIG) used in WES
- To study MPPT methods and in WES.
- To study other renewable energy sources- biomass, fuel cells and ocean energy
- To study power electronics converters for PV and WES

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Chalk and board
2. PPT

Module-1

Review of Power semiconductor devices: Thyristors, GTOs, POWER MOSFETS, IGBTs, MCTs.

Classification of Energy Sources – Importance of Non-conventional energy sources, Advantages and disadvantages of conventional energy sources, Impacts of renewable energy generation on the environment.

Module-2

Solar PV Systems: Solar PV characteristics, Grid requirement for PV, Power electronic converters used for solar PV, Control techniques, 12-pulse rectifier circuits - high voltage 12-pulse rectifier, and high current 12- pulse rectifier, MPPT, Grid connected and Islanding mode, Grid synchronization, PLLs, battery charging in PV systems.

Module-3

Wind Energy Conversion: Wind Turbine characteristics, Grid requirement for Wind, PMSM and DFIG for wind generators, Power electronic converters for PMSM and DFIG rotor side and stator side converters, Control techniques, MPPT, Grid connected and Islanding mode of operation.

Module-4

Qualitative study of other renewable energy resources: Ocean energy, Biomass energy, Hydrogen energy, Fuel cells: Operating principles and characteristics

Module-5

Power Converters and their control in AC microgrids: Microgrid architecture, AC, Microgrid, AC/DC microgrid, Schematics of solar PV and WT powered DC and DC/AC microgrids, Grid-forming, grid-feeding, current source based grid supporting and voltage source based

grid supporting converters. Grid feeding converters- Droop control with dominant inductive and dominant resistive grids, overview of virtual impedance control, overview of hierarchical control.

Course outcome (Course Skill Set)

At the end of the course, the student will be able to :

1. Describe WES and PV systems
2. Develop MPPT algorithms for PV systems and WES.
3. Design converters for PVS and SES
4. Describe biomass, fuel cells and oceanic energy sources
5. Discuss grid connection issues of renewable energy sources.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- There are 25 marks for the CIE's Assignment component and 25 for the Internal Assessment Test component.
- Each test shall be conducted for 25 marks. The first test will be administered after 40-50% of the coverage of the syllabus, and the second test will be administered after 85-90% of the coverage of the syllabus. The average of the two tests shall be scaled down to 25 marks
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The schedule for assignments shall be planned properly by the course teacher. The teacher should not conduct two assignments at the end of the semester if two assignments are planned. Each assignment shall be conducted for 25 marks. (If two assignments are conducted then the sum of the two assignments shall be scaled down to 25 marks)
- The final CIE marks of the course out of 50 will be the sum of the scale-down marks of tests and assignment/s marks.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks.

Suggested Learning Resources:

Books

1. Fang Lin Luo, Hong Ye, "Advanced DC/AC Inverters: Applications in Renewable

@#@

ELECTRIC VEHIVLE FUNDAMENTALS		Semester	V
Course Code	BEE515C	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2:2:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
Examination type (SEE)	Theory		

Course objectives:

- To understand the concept of electric vehicles.
- To study about the motors & drives for electric vehicles.
- To understand the electronics and sensors in electric vehicles.
- To understand the concept of hybrid vehicles.
- To study about fuel cell for electric vehicles.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1 Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2 Lectures with discussions, question and answer sessions.
3 Informal quizzes.
4 Use of Video/Animation to explain functioning of various concepts.
5 Encourage collaborative (Group Learning) Learning in the class.
6 Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
7 Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
8 Introduce Topics in manifold representations.
9 Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.

Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Introduction to Electric Vehicles : Electric Vehicle – Need - Types – Cost and Emissions – End of life. Electric Vehicle Technology – layouts, cables, components, Controls. Batteries – overview and its types. Battery plug-in and life. Ultra-capacitor, Charging – Methods and Standards. Alternate charging sources – Wireless & Solar.

Module-2

Electric Vehicle Motors: Motors (DC, Induction, BLDC) – Types, Principle, Construction, Control. Electric Drive Trains (EDT) – Series HEDT (Electrical Coupling) – Power Rating Design, Peak Power Source (PPS); Parallel HEDT (Mechanical Coupling) – Torque Coupling and Speed Coupling. Switched Reluctance Motors (SRM) Drives – Basic structure, Drive Convertor, Design.

Module-3

Electronics and Sensor-less control in EV: Basic Electronics Devices – Diodes, Thyristors, BJTs, MOSFETs, IGBTs, Convertors, Inverters. Safety – Risks and Guidance, Precautions, High Voltage safety, Hazard management. Sensors - Autonomous EV cars, Self drive Cars, Hacking; Sensor less – Control methods- Phase Flux Linkage-Based Method, Phase Inductance Based, Modulated Signal Injection, Mutually Induced Voltage-Based, Observer-Based.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- There are 25 marks for the CIE's Assignment component and 25 for the Internal Assessment Test component.
- Each test shall be conducted for 25 marks. The first test will be administered after 40-50% of the coverage of the syllabus, and the second test will be administered after 85-90% of the coverage of the syllabus. The average of the two tests shall be scaled down to 25 marks
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The schedule for assignments shall be planned properly by the course teacher. The teacher should not conduct two assignments at the end of the semester if two assignments are planned. Each assignment shall be conducted for 25 marks. (If two assignments are conducted then the sum of the two assignments shall be scaled down to 25 marks)
- The final CIE marks of the course out of 50 will be the sum of the scale-down marks of tests and assignment/s marks.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks.

Suggested Learning Resources:

Books

1. Jack Erjavec and Jeff Arias, "Hybrid, Electric and Fuel Cell Vehicles", Cengage Learning, 2012.
2. Mehrdad Ehsani, Yimin Gao, sebastien E. Gay and Ali Emadi, "Modern Electric, Hybrid Electric and Fuel Cell Vehicles: Fundamentals, Theory and Design", CRC Press, 2009.

Web links and Video Lectures (e-Resources):

- https://archive.nptel.ac.in/courses/108/106/108106170/

FUNDAMENTALS OF VLSI DESIGN		Semester	V
Course Code	BEE515D	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
Examination nature (SEE)	Theory		

Course objectives:

Impart knowledge of mass transistors theory and CMOS technology.

- Understand the basic electrical properties of mass and BICMOS circuits.
- Cultivate the concept of subsystem design and layout processes .
- Understand the concept of design process computational elements.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1 Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2 Lectures with discussions, question and answer sessions.
3 Informal quizzes.
4 Use of Video/Animation to explain functioning of various concepts.
5 Encourage collaborative (Group Learning) Learning in the class.
6 Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
7 Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
8 Introduce Topics in manifold representations.
9 Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
10. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Moore's law, speed power performance, nMOS fabrication, CMOS fabrication: n-well, p-well processes, BiCMOS, Comparison of bipolar and CMOS.

Basic Electrical Properties of MOS And BiCMOS Circuits: Drain to source current versus voltage characteristics, threshold voltage, transconductance.

Module-2

Basic Electrical Properties of MOS And BiCMOS Circuits: nMOS inverter, Determination of pull up to pull downratio, nMOS inverter driven through one or more pass transistors, alternative forms of pull up, CMOS inverter,BiCMOS inverters, latch up.

Basic Circuit Concepts: Sheet resistance, area capacitance calculation, Delay unit, inverter delay, estimation ofCMOS inverter delay, driving of large capacitance loads, super buffers, BiCMOS drivers.

Module-3

MOS and BiCMOS Circuit Design Processes: MOS layers, stick diagrams, nMOS design style, CMOS design style, design rules and layout, λ - based design.

Scaling of MOS Circuits: scaling factors for device parameters, limitations of scaling.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks

Suggested Learning Resources:

Books

1. Basic VLSI Design -3rd Edition, Douglas A Pucknell, KamaranEshraghian, Prentice Hall of India publication, 2005.
2. CMOS Digital Integrated Circuits, Analysis And Design, 3rd Edition, Sung – Mo (Steve) Kang, Yusuf Leblbici, Tata McGraw Hill, 2002.
3. VLSI Technology - S.M. Sze, 2nd edition Tata McGraw Hill, 2003.

Web links and Video Lectures (e-Resources):

POWER SYSTEM ANALYSIS I		Semester	VI
Course Code	**BEE601**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 10 Lab slots	Total Marks	100
Credits	04	Exam Hours	03
Examination nature (SEE)	Theory		

Course objectives:

- To introduce the per unit system and explain its advantages and computation and explain the concept of single line (one line) diagram and its implementation in problems.
- To explain analysis of three phase symmetrical faults on synchronous machine and simple power systems.
- To explain symmetrical components, their advantages and the calculation of symmetrical components of voltages and currents in un-balanced three phase circuits.
- To explain the concept of sequence impedance and sequence networks in three phase unbalanced circuits.
- To explain the analysis of synchronous machine and simple power systems for different unsymmetrical faults using symmetrical components.
- Discuss stability and types of stability for a power system and the equal area criterion for the evaluation of stability of a simple system.

Teaching-Learning Process (General Instructions)

These are sample Strategies; that teachers can use to accelerate the attainment of the various course outcomes.

1. Lecture method (L) need not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain function for various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which foster students 'Analytical skills, develop design thinking skill such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world-and when that's possible, it will improve the students understanding.

MODULE-1

Representation of Power System Components: Introduction, Single-phase Representation of Balanced Three Phase Networks, One-Line Diagram and Impedance or Reactance Diagram, Per Unit (PU)System, Steady State Model of Synchronous Machine, Power Transformer, Transmission of Electrical Power, Representation of Loads.

MODULE-2

PRACTICAL COMPONENT OF IPCC

Sl.NO	Experiments
1	Write a program to draw power angle curves for salient and non-salient pole synchronous machines, reluctance power, excitation, EMF and regulation.
2	Write a program to calculate Sag of a transmission line for i)Poles at equal height ii)Poles at unequal height
3	Write a program to determine the efficiency, Regulation, ABCD parameters for short and long transmission line and verify AD-BC=1.
4	Write a program to determine the efficiency, Regulation and ABCD parameters for medium transmission line for i) Π- configuration ii) T- Configuration and verify AD-BC=1.
5	Write a program to calculate sequence components of line voltages given the unbalanced phase voltages.
6	Write a program to calculate the sequence components of line currents, given the unbalanced phase currents in a three phase i) 3-wire system ii) 4 wire system.
7	Determination of fault currents and voltages in a single transmission line for i) Single Line to Ground Fault. ii)Line to Line Fault iii) Double Line to Ground Fault Using suitable simulating software package.
8	Determination of fault currents and voltages in a single transmission line for Three phase Fault Using suitable simulating software package.
9	Write a program to obtain critical disruptive voltage for various atmospheric and conductor conditions.
10	Write a program to evaluate transient stability of single machine connected to infinite bus.

Course outcomes (Course Skill Set):

At the end of the course, the student will be able to:

1. Model the power system components &construct per unit impedance diagram of power system.
2. Analyse three phase symmetrical faults on power system.
3. Compute unbalanced phasors in terms of sequence components and vice versa, also develop sequence networks.
4. Analyse various unsymmetrical faults on power system.
5. Examine dynamics of synchronous machine and determine the power system stability.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

The IPCC means the practical portion integrated with the theory of the course. CIE marks for the theory component are **25 marks** and that for the practical component is **25 marks.**

CIE for the theory component of the IPCC

- 25 marks for the theory component are split into **15 marks** for two Internal Assessment Tests (Two Tests, each of 15 Marks with 01-hour duration, are to be conducted) and **10 marks** for other assessment methods mentioned in 22OB4.2. The first test at the end of 40-50% coverage of the syllabus and the second test after covering 85-90% of the syllabus.

- Scaled-down marks of the sum of two tests and other assessment methods will be CIE marks for the theory component of IPCC (that is for **25 marks).**
- The student has to secure 40% of 25 marks to qualify in the CIE of the theory component of IPCC.

CIE for the practical component of the IPCC

- **15 marks** for the conduction of the experiment and preparation of laboratory record, and **10 marks** for the test to be conducted after the completion of all the laboratory sessions.
- On completion of every experiment/program in the laboratory, the students shall be evaluated including viva-voce and marks shall be awarded on the same day.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to **15 marks**.
- The laboratory test **(duration 02/03 hours)** after completion of all the experiments shall be conducted for 50 marks and scaled down to **10 marks.**
- Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **25 marks**.
- The student has to secure 40% of 25 marks to qualify in the CIE of the practical component of the IPCC.

SEE for IPCC

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**)

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored by the student shall be proportionally scaled down to 50 Marks

The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper may include questions from the practical component.

- The minimum marks to be secured in CIE to appear for SEE shall be 10 (40% of maximum marks-25) in the theory component and 10 (40% of maximum marks -25) in the practical component. The laboratory component of the IPCC shall be for CIE only. However, in SEE, the questions from the laboratory component shall be included**.** The maximum of 04/05 sub-questions are to be set from the practical component of IPCC, the total marks of all questions should not be more than 20 marks.
- SEE will be conducted for 100 marks and students shall secure 35% of the maximum marks to qualify for the SEE. Marks secured will be scaled down to 50.
- The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

<table>
<tr><td colspan="4" align="center">B.E ELECTRICALANDELECTRONICSENGINEERING(EEE)
CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER-VI</td></tr>
<tr><td colspan="4" align="center">CONTROLSYSTEMS (PCC)</td></tr>
<tr><td>Subject Code</td><td>BEE602</td><td>IA Marks</td><td>50</td></tr>
<tr><td>Number of Lecture Hours/Week</td><td>03:02:00:00</td><td>Exam Hours</td><td>03</td></tr>
<tr><td>Total Number of Lecture Hours</td><td>50</td><td>Exam Marks</td><td>50</td></tr>
<tr><td colspan="4" align="center">Credits-04</td></tr>
</table>

Course objectives:

(1)To analyze and model electrical and mechanical system using analogous systems.
(2) To formulate transfer functions using block diagram and signal flow graphs.
(3) To analyze the transient and steady state time response.
(4) To illustrate the performance of a given system in time and frequency domains, stability analysis using Root locus and Bode plots.
(5) To discuss stability analysis using Nyquist plots, Design controller and compensator for a given specification.

<table>
<tr><td colspan="3">Module-1</td></tr>
<tr><td colspan="2">Introduction to control systems: Introduction, classification of control systems.
Mathematical models of physical systems: Modeling of mechanical system elements, electrical systems, Analogous systems, Transfer function, Single input single output systems, Procedure for Deriving transfer functions, servomotors, gear trains.</td><td rowspan="2"></td></tr>
<tr><td>Revised Bloom's Taxonomy Level</td><td>L_1–Remembering, L_2–Understanding, L_3–Applying, L_4–Analysing.</td></tr>
<tr><td colspan="3">Module-2</td></tr>
<tr><td colspan="2">Block diagram: Elements of Block Diagram, Block diagram of a closed loop system, Block diagram reduction techniques, procedure for block diagram reduction to find transfer function. Numerical.
Signal flow graphs: Construction of signal flow graphs, definition of some important terms, basic properties of signal flow graph, Mason's gain formula, signal flow graph algebra, Numerical</td><td rowspan="2"></td></tr>
<tr><td>Revised Bloom's Taxonomy Level</td><td>L_1–Remembering,L_2–Understanding,L_3–Applying,L_4–Analysing.</td></tr>
<tr><td colspan="3">Module-3</td></tr>
<tr><td colspan="2">Time Domain Analysis: Introduction, Standard test signals, time response of first order systems, time response of second order systems, Time response specifications, steady state errors and error constants, Approximation of higher order systems and step response of second order systems with zero's.
Routh Stability criterion: BIBO stability, Necessary conditions for stability, Routh stability criterion, difficulties in formulation of Routh table, application of Routh stability criterion to linear feedback systems, relative stability analysis. Numerical</td><td rowspan="2"></td></tr>
<tr><td>RevisedBloom's TaxonomyLevel</td><td>L_2–Understanding,L_3–Applying,L_4–Analysing,L_5–Evaluating.</td></tr>
<tr><td colspan="3">Module-4</td></tr>
<tr><td colspan="2">Root locus : Introduction, root locus concepts, construction of root loci, rules for the construction of root locus. Numerical
Frequency domain analysis: Introduction, Co-relation between time and frequencyresponse–2^{nd}order systems only.
Bode plots: Basic factors G(iw)/H(jw), General procedure for constructing Bode plots, computation of gain margin and phase margin. Numerical</td><td rowspan="2"></td></tr>
<tr><td>Revised Bloom's Taxonomy Level</td><td>L_1–Remembering, L_2–Understanding, L_3–Applying, L_4–Analysing.</td></tr>
<tr><td colspan="2">Module-5</td><td></td></tr>
<tr><td colspan="2">Control Systems – Compensators and Controllers: Introduction, Phase-Lead Compensator, Phase-Lag Compensator, Lead-Lag Compensator. Proportional controller, Derivative controller, Integral controller, PD Controller, PI Controller, PID Controller,
State space model- Concepts of State, State variable and State model, State Model for linear continuous time systems, Transfer Function from State Space Model, State Transition Matrix and its Properties, Solution of state equation.</td><td rowspan="2"></td></tr>
<tr><td>RevisedBloom's TaxonomyLevel</td><td>L_1–Remembering, L_2–Understanding, L_3–Applying, L_4–Analysing.</td></tr>
</table>

Medium Voltage Substation Design		Semester	VI
Course Code	BEE613A	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
Examination type (SEE)	Theory		

Course objectives:

- Explain the concepts behind substation engineering and design.
- Demonstrate how to prepare and read SLD for substation.
- Demonstrate how to size and select LV and HV equipment's for power distribution, protection and switchgear.
- Formulate and analyze erection key diagram, layout preparation and necessary sectional clearance in substation installation.
- Assess multi-disciplinary approach in substation erection.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Chalk and Talk,
2. Discussion and Q & A
3. Quizzes
4. Videos and E –resources
5. Substation Visits etc

Module-1

Substation Basics

Substation Introduction and Classifications, Busbar Types in Outdoor Switchyard, Outdoor /Indoor Substation - Auxiliary Equipment in a Substation, Standards and Practices, Factors Influencing Substation Design -Different factors like Altitude, Ambient Temperature etc. with animation, Selection of Dielectric Strength for Electrical Equipment with animation on creepage distance, Testing of Electrical Equipment, Concepts of Single Line Diagram.

Module-2

Transformers and Switchgears

Classification of Transformers with a practical overview, Transformer Percentage Impedance and Losses, Construction including busbar arrangement and safety features, Classifications of MV Switchgear and Key Design Parameters, MV Switchgear Construction, LV Compartment, Security Interlocks & General Arrangement, Control Circuit Components - Control Relays, Time Delay Relays & Latched Relays), Control Scheme Basics, Trip Lockout, TCS and Anti-pumping Circuits, Logic Schemes.

Module-3

Protection and Station Auxiliary equipment and Digital Substation

Power System Network, Protection System, Overcurrent and Earth Fault, Overcurrent and Earth Fault – Coordination. Distribution Feeder Protection, Transformer – Unit/Main Protection, Transformer Protection, Familiarization of NUMERICAL Relays, Diesel Generator System, Instrument transformers (CT), Basics of AC/DC Auxiliary Power System & Sizing of Aux. Transformer, DC System Components, Battery Sizing & charger Sizing, DG Set Classification, and sizing. Evolution of Substation Automation, Communication System Fundamentals, Substation Automation System: DI, DO, AI, AO, Remote Terminal Unit –

RTU, Substation Automation Requirements – Time Synchronizing, HMI, SCADA.
Module-4
Cabling System & Illumination, Outdoor SS Layout engineering, Erection Key Diagram, Earthing and Lighting Protection LV Cables - Power & Control, MV Cables, Methods for Cable Installation, Practical aspects of Cable Sizing, Cable Glands, Lugs, and their Accessories, Types and Classifications of Surge Arresters, Characteristics of Surge Arresters, Illumination System Design, Equipment Layout engineering aspects for Outdoor Substation and related calculations and guide lines, Basics of Outdoor Air Insulated Substation up to 33 kV - Statutory Clearances, Practical approach to Cable routing layout for Outdoor S/S, Practical approach to Erection Key Diagram (EKD) for outdoor switchyard, Importance and Types of Earthing, Earthing Design, Types of Earthing Material, Lightning Protection.
Module-5
MV substation Civil design, Fire Protection, HVAC, Maintenance and Safety Transformer Foundation, Fire Wall, and Fire Rated Doors, Civil & Structural Engineering - MV SS, Fire Detection & Alarm System and Fire Suppression System, Heating, Ventilation and Air-conditioning (HVAC) for Substation, Need for Maintenance of a Substation & schedule, Electrical Safety Rules, Standard Operating Procedures.
Course outcome (Course Skill Set) At the end of the course, the student will be able to : 1. Explain the key concepts of design, construction, operation, and maintenance of electrical substations. 2. Develop design calculations in substation engineering such as earth-mat, lightning protection, earthing, lighting, and cable sizing. 3. Develop design calculation for sizing of power transformers, diesel generator. 4. Select LV and HV equipment's in substation for power distribution, protection, and switchgear. 5. Explain Electrical Safety Rules, SOPs.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- There are 25 marks for the CIE's Assignment component and 25 for the Internal Assessment Test component.
- Each test shall be conducted for 25 marks. The first test will be administered after 40-50% of the coverage of the syllabus, and the second test will be administered after 85-90% of the coverage of the syllabus. The average of the two tests shall be scaled down to 25 marks
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The schedule for assignments shall be planned properly by the course teacher. The teacher should not conduct two assignments at the end of the semester if two assignments are planned. Each assignment shall be conducted for 25 marks. (If two assignments are conducted then the sum of the two assignments shall be scaled down to 25 marks)
- The final CIE marks of the course out of 50 will be the sum of the scale-down marks of tests and assignment/s marks.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks.

Suggested Learning Resources:

Books

1. Partap Singh Satnam, P.V. Gupta, "Sub-station Design and Equipment", Dhanpat Rai Publications, 1 st Edition, 2013
2. Sunil S. Rao, "Switchgear Protection and Power Systems (Theory, Practice & Solved Problems)", Khanna Publications, 14th Edition, 2019.
3. Electrical substation and engineering & practice by S. Rao, Khanna Publishers 2015
4. McDonald John D, "Electric Power Substations Engineering," CRC Press, 3 rd. Edition, 2012

Web links and Video Lectures (e-Resources):

EMBEDDED SYSTEM DESIGN		Semester	VI
Course Code	**BEE613B**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
Examination nature (SEE)	Theory		

Course objectives:
To teach students

- Introductory topics of Embedded System design
- Characteristics & attributes of Embedded System
- Introduction of Embedded System Software and Hardware development
- RTOS based Embedded system design

Teaching-Learning Process (General Instructions)
These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.
. These are sample Strategies, which teacher can use to accelerate the attainment of the various course
outcomes and make Teaching –Learning more effective
1. Lecturer method (L) does not mean only the traditional lecture method, but a different type of teaching method may be adopted to develop the outcomes.
2. Show Video/animation films to explain the functioning of various analog and digital circuits.
3. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyse information rather than simply recall it.
4. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
5. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding

Module-1

Introduction: Embedded Systems and general purpose computer systems, history, classifications, applications and purpose of embedded systems (Chapter 1 – Text 1)
Core of Embedded Systems : Microprocessors and microcontrollers, RISC and CISC controllers, Big endian and Little endian processors, Application specific ICs, Programmable logic devices, COTS, sensors and actuators, communication interface, embedded firmware, other system components, PCB and passive components (Chapter 2 – Text 1)

Module-2

Characteristics and quality attributes of embedded systems: Characteristics, Operational and nonoperational quality attributes, application specific embedded system - washing machine, domain specific – automotive (Chapter 3 & 4 – Text 1)

Module-3

Hardware Software Co design and Program Modelling : Fundamental issues in Hardware Software Co-design, Computational models in Embedded System Design (Chapter 7 – Text 1: 7.1, 7.2)
Embedded Hardware Design and Development: Analog Electronic Components, Digital Electronic Components, VLSI & Integrated Circuit Design, Electronic Design Automation Tools (Chapter 8 – Text 1: 8.1, 8.2, 8.3, 8.4)

Module-4

Embedded Firmware Design and Development: Embedded Firmware Design Approaches, Embedded Firmware Development Languages (Chapter 9 – Text 1: 9.1, 9.2)
Embedded System Development Environments: Types of files generated on cross compilation (only explanation – programming codes need not be dealt), disassemble/decompliler, Simulators, Emulators and Debugging (Chapter 13 – Text 1: 13.2, 13.3,13.4)

Module-5

Real-time Operating System(RTOS) based Embedded System Design: Operating System basics, Types of Operating Systems, Tasks, Process and Threads, Multiprocessing and Multitasking, Task Scheduling (Chapter 10 – Text 1: 10.1 to 10.5)

Course outcome (Course Skill Set)

At the end of the course, the student will be able to :

1. Explain characteristics of Embedded System design
2. Acquire knowledge about basic concepts of circuit emulators, debugging and RTOS
3. Analyse embedded system software and hardware requirements
4. Develop programming skills in embedded systems for various applications
5. Design basic embedded system for real time applications

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks

Suggested Learning Resources:

Books

1.Shibu K V, "Introduction to Embedded Systems", Second Edition, McGraw Hill Education

FACTS AND HVDC TRANSMISSION		Semester	VI
Course Code	BEE613C	CIE Marks	50
Teaching Hours/Week(L:T:P:S)	(3:0:0)	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
Examination type (SEE)	Theory		

Course objectives:

- To discuss transmission interconnections, flow of Power in an AC System, limits of the loading capability, dynamic stability considerations of a transmission interconnection and controllable parameters.
- To explain the basic concepts, definitions of flexible ac transmission systems and benefits from FACTS technology.
- To describe shunt controllers, Static Var Compensator and Static Compensator for injecting reactive power in the transmission system in enhancing the controllability and power transfer capability.
- To describe series Controllers Thyristor-Controlled Series Capacitor (TCSC) and the Static Synchronous Series Compensator (SSSC) for control of the transmission line current.
- To explain advantages of HVDC power transmission, overview and organization of HVDC system.
- To describe the basic components of a converter, the methods for compensating the reactive power demanded by the converter.
- Explain converter control for HVDC systems, commutation failure, control functions.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

FACTS Concept and General System Considerations: Transmission Interconnections, Flow of Power in an AC System, What Limits the Loading Capability? Power Flow and Dynamic Stability Considerations of a Transmission Interconnection, Relative Importance of Controllable Parameters, Basic Types of FACTS Controllers, Brief Description and Definitions of FACTS Controllers, Checklist of Possible Benefits from FACTS Technology, In Perspective: HVDC or FACTS.

Module-2

Static Shunt Compensators: Objectives of Shunt Compensation - Midpoint Voltage Regulation for Line Segmentation, End of Line Voltage Support to Prevent Voltage Instability, Improvement of Transient Stability. Methods of Controllable Var Generation –Thyristor controlled Reactor (TCR) and Thyristor Switched Reactor (TSR), Thyristor Switched Capacitor (TSC).Operation of Single Phase TSC – TSR. Switching Converter Type Var Generators, Basic Operating Principles, Basic Control Approaches.

Course outcome(Course Skill Set) *At the end of the course, the student will be able to :* 1. Explain the basic concepts, definitions of flexible ac transmission systems and benefits from FACTS technology. 2. Describe shunt controllers, Static Var Compensator and Static Compensator for injecting reactive power in the transmission system in enhancing the controllability and power transfer capability. 3. Describe series Controllers Thyristor-Controlled Series Capacitor (TCSC) and the Static Synchronous Series Compensator (SSSC) for control of the transmission line current. 4. Explain advantages of HVDC power transmission, overview and organization of HVDC system. 5. Explain converter control for HVDC systems, commutation failure, control.
Assessment Details (both CIE and SEE) *The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.* *Continuous Internal Evaluation:* • *There are 25 marks for the CIE's Assignment component and 25 for the Internal Assessment Test component.* • *Each test shall be conducted for 25 marks. The first test will be administered after 40-50% of the coverage of the syllabus, and the second test will be administered after 85-90% of the coverage of the syllabus. The average of the two tests shall be scaled down to 25 marks* • *Any two assignment methods mentioned in the22OB2.4,if an assignment is project-based then only one assignment for the course shall be planned. The schedule for assignments shall be planned properly by the course teacher. The teacher should not conduct two assignments at the end of the semester if two assignments are planned. Each assignment shall be conducted for 25 marks. (If two assignments are conducted then the sum of the two assignments shall be scaled down to 25 marks)* • *The final CIE marks of the course out of 50 will be the sum of the scale-down marks of tests and assignment/s marks.* *Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.* *Semester-End Examination:* *Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (duration 03 hours).* *1. The question paper will have ten questions. Each question is set for 20 marks.* *2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), should have a mix of topics under that module.* *3. The students have to answer 5 full questions, selecting one full question from each module.* *4. Marks scored shall be proportionally reduced to50 marks.*
Suggested Learning Resources: *Books*

Electric Motor and Drive Systems for Electric Vehicles		Semester	VI
Course Code	BEE613D	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	
Examination type (SEE)	Theory		

Course objectives:

Course Objectives :The objective of this course is to make the student

1. Understand the concept of electric vehicles technology
2. Gain knowledge on power requirement of EV
3. Know the performance and control of various motors for EVs

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.

Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Introduction -History of Electric and Hybrid Electric Vehicles.

Vehicle Fundamentals-General Description of Vehicle Movement, Power Train Tractive Effort and Vehicle Speed.

Vehicle Performance –Maximum Speed of a Vehicle , Gradeability, Acceleration Performance ,Braking Performance , Braking Force , Braking Distribution on Front and Rear Axles

Module-2

Electric Vehicles:

Configurations of Electric Vehicles, Performance of Electric Vehicles , Traction Motor Characteristics, Tractive Effort and Transmission Requirement , Vehicle Performance , Energy Consumption.

Module-3

@#@

DC Motor Drives: Operating principle, Speed characteristics of DC motors, Combined Armature Voltage and Field Control, Chopper Control of DC Motors. **Control Methods-** Two-Quadrant Control **-**Single Chopper with a Reverse Switch, Class C Two-Quadrant Chopper, Four-Quadrant control.
Module-4
Induction Motor Drives: Basic Operation Principles of Induction Motors , Steady-State Performance Constant v/f Control, Power Electronic Control. **Field Orientation Control(FOC):** Principles of FOC. **Control methods**- Direction Rotor Flux control, Indirect Rotor Flux control, Voltage Source Inverter control - Voltage Control, Current Control.
Module-5
BLDC Motor Drives: BLDC Machine Construction and Classification, Performance Analysis, Control of BLDC Motor Drives. **Control Techniques -** Methods Using Observers, Methods Using Back EMF Sensing. **Switched Reluctance Motor Drives (SRM)-**Basic Magnetic Structure, Torque Production, **Methods of Control -**Phase Flux Linkage Method, Mutually Induced Voltage Method, Observer-Based Method, Self-Tuning Using an Artificial Neural Network.
Course outcome (Course Skill Set) At the end of the course, the student will be able to : 1.Explain the Fundamental and Performance of EV 2. Understand the Characteristics of motor control and energy consumption for EV operation 3.Analyse the Power electronics and sensors in DC motor electric vehicles. 4. Design and Analysethe induction motor drives and discuss methods for controlling them. 5. Comprehend the construction, working principle and controlof BLDC and SRM motors.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- There are 25 marks for the CIE's Assignment component and 25 for the Internal Assessment Test component.
- Each test shall be conducted for 25 marks. The first test will be administered after 40-50% of the coverage of the syllabus, and the second test will be administered after 85-90% of the coverage of the syllabus. The average of the two tests shall be scaled down to 25 marks
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The schedule for assignments shall be planned properly by the course teacher. The teacher should not conduct two assignments at the end of the semester if two assignments are planned. Each assignment shall be conducted for 25 marks. (If two assignments are conducted then the sum of the two assignments shall be scaled down to 25 marks)
- The final CIE marks of the course out of 50 will be the sum of the scale-down marks of tests and assignment/s marks.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks.

Suggested Learning Resources:

Text Books

1. Modern Electric, Hybrid Electric, and Fuel Cell Vehicles.
Fundamentals, Theory, and Design by Mehrdad Ehsani, Yimin Gao, Sebastien E. Gay, Ali Emadi, CRC Press, 2004.

1. Electric and Hybrid Vehicles Design Fundamentals Third Edition Iqbal Husain, CRC Press

Reference Books:

1. Hybrid ElectricVehicles, Principles And ApplicationsWith Practical Perspectives by
Chris Mi , M. Abul Masrur, David Wenzhong Gao John Wiley & Sons, 2011.

2 Electric and Hybrid Vehicles, .T. Denton, Routledge, 2016.

3. Permanent Magnet Synchronous and Brushless DC Motor Drives , R Krishnan, CRC Press

4. Switched Reluctance Motor Drives, Berker B., James W. J. & A. Emadi, CRC Press

Web links and Video Lectures (e-Resources):

Utilization of Electric Power		Semester	VI
Course Code	**BEE654A**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
Examination type (SEE)	Theory		

Course objectives:

(1) To discuss electric heating, air-conditioning and electric welding.
(2) To explain laws of electrolysis, extraction and refining of metals and electro deposition.
(3) To explain the terminology of illumination, laws of illumination, construction and working of electric lamps.
(4) To explain design of interior and exterior lighting systems- illumination levels for various purposes light fittings- factory lighting- flood lighting-street lighting
(5) To discuss systems of electric traction, speed time curves and mechanics of train movement.
(6) To discuss motors used for electric traction and their control.
(7) To discuss braking of electric motors, traction systems and power supply and other traction systems.
(8) To Give awareness of technology of electric and hybrid electric vehicles.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1 Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2 Use of Video/Animation to explain functioning of various concepts.
3 Encourage collaborative (Group Learning) Learning in the class.
4 Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5 Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6 Introduce Topics in manifold representations.
7 Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8 Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Heating and welding: Electric Heating, Resistance ovens, Radiant Heating, Induction Heating, High frequency Eddy Current Heating, Dielectric Heating, The Arc Furnace, Heating of Buildings, Air – Conditioning, ElectricWelding, Modern Welding Techniques.

Electrolytic Electro – Metallurgical Process: Ionization, Faraday's Laws of Electrolysis, Definitions, Extraction of Metals, Refining of Metals, Electro Deposition.

Module-2

Illumination: Introduction, Radiant Energy, Definitions, Laws of Illumination, Polar Curves, Photometry,Measurement of Mean Spherical Candle Power by Integrating Sphere, Illumination Photometer, Energy Radiation and luminous Efficiency, electric Lamps, Cold Cathode Lamp, Lighting Fittings, Illumination for Different Purposes, Requirements of Good Lighting.

Module-3

Electric Traction Speed - Time Curves and Mechanics of Train Movement: Introduction, Systems of Traction, Systems of electric Traction, Speed - Time Curves for Train Movement, Mechanics of Train Movement, Train Resistance, Adhesive Weight, Coefficient of Adhesion.

Motors for Electric traction: Introduction, Series and Shunt Motors for Traction Services, Two Similar Motors(Series Type) are used to drive a Motor Car, Tractive Effort and Horse Power, AC Series Motor, Three Phase Induction Motor.

Control of motors: Control of DC Motors, Tapped Field Control or Control by Field Weakening, MultipleUnit Control, Control of Single Phase Motors, Control of Three Phase Motors.

Module-4
Braking: Introduction, Regenerative Braking with Three Phase Induction Motors, Braking with Single Phase Series Motors, Mechanical braking, Magnetic Track Brake, Electro – Mechanical Drum Brakes. **Electric Traction Systems and Power Supply:** System of Electric Traction AC Electrification, Transmission Lines to Sub - Stations, Sub – Stations, Feeding and Distribution System of AC Traction Feeding and Distribution System for DC Tramways, Electrolysis by Currents through Earth, Negative Booster, System of Current Collection, Trolley Wires. **Trams, Trolley Buses and Diesel – Electric Traction:** Tramways, The Trolley – Bus, Diesel Electric Traction.
Module-5
Electric Vehicles: Configurations of Electric Vehicles, Performance of Electric Vehicles, Tractive Effort in Normal Driving, Energy Consumption. **Hybrid Electric Vehicles:** Concept of Hybrid Electric Drive Trains, Architectures of Hybrid Electric Drive Trains.
Course outcome (Course Skill Set) At the end of the course the student will be able to : 1. Discuss different methods of electric heating & welding. 2. Discuss the laws of electrolysis, extraction, refining of metals and electro deposition process. 3. Discuss the laws of illumination, different types of lamps, lighting schemes and design of lighting systems. Analyze systems of electric traction, speed time curves and mechanics of train movement. 4. Explain the motors used for electric traction, their control & braking and power supply system used for electric traction.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- There are 25 marks for the CIE's Assignment component and 25 for the Internal Assessment Test component.
- Each test shall be conducted for 25 marks. The first test will be administered after 40-50% of the coverage of the syllabus, and the second test will be administered after 85-90% of the coverage of the syllabus. The average of the two tests shall be scaled down to 25 marks
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The schedule for assignments shall be planned properly by the course teacher. The teacher should not conduct two assignments at the end of the semester if two assignments are planned. Each assignment shall be conducted for 25 marks. (If two assignments are conducted then the sum of the two assignments shall be scaled down to 25 marks)
- The final CIE marks of the course out of 50 will be the sum of the scale-down marks of tests and assignment/s marks.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks.

Suggested Learning Resources:

Books

Textbooks

1. A Text Book on Power System Engineering, A. Chakrabarti et al, Dhanpat Rai and Co, 2nd Edition, 2010.
2. Modern Electric, Hybrid Electric, and Fuel Cell Vehicles: Fundamentals Theory, and Design, (Chapters 04and 05 for module 5), Mehrdad Ehsani et al, CRC Press, 1st Edition, 2005.

Reference Books

1. Utilization, Generation and Conservation of Electrical Energy, Sunil S Rao, Khanna Publishers, 1st Edition,2011.
2. Utilization of Electric Power and Electric Traction, G.C. Garg, Khanna Publishers, 9th Edition, 2014.

Web links and Video Lectures (e-Resources):

- .

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

-

Technologies of Renewable Energy Sources		Semester	VI
Course Code	**BEE654B**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
Examination type (SEE)	Theory		

Course objectives:

(1) To discuss causes of energy scarcity and its solution, energy resources and availability of renewable energy.
(2) To explain sun – earth geometric relationship, Earth – Sun Angles and their Relationships.
(3) To discuss about solar energy reaching the Earth's surface and solar thermal energy applications.To discuss types of solar collectors, their configurations and their applications.
(4) To explain the components of a solar cell system, equivalent circuit of a solar cell, its characteristicsand applications.
(5) To discuss benefits of hydrogen energy, production of hydrogen energy, storage its advantages and disadvantages.
(6) To discuss wind turbines, wind resources, site selection for wind turbine.
(7) To discuss geothermal systems, their classification and geothermal based electric power generation (9To discuss waste recovery management systems, advantages and disadvantages.
(8) To discuss biomass composition, production, types of biomass gasifiers, properties of producer gas benefits.
(9) To discuss tidal energy resources, energy availability, power generation.
(10) To explain motion in the sea wave, power associated with sea wave and energy availability and the devicesfor harnessing wave energy.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1 Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2 Use of Video/Animation to explain functioning of various concepts.
3 Encourage collaborative (Group Learning) Learning in the class.
4 Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5 Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6 Introduce Topics in manifold representations.
7 Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8 Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Introduction: Causes of Energy Scarcity, Solution to Energy Scarcity, Factors Affecting Energy Resource Development, Energy Resources and Classification, Renewable Energy – Worldwide Renewable Energy Availability, Renewable Energy in India.

Energy from Sun: Sun- earth Geometric Relationship, Layer of the Sun, Earth – Sun Angles andtheir Relationships, Solar Energy Reaching the Earth's Surface, Solar Thermal Energy Applications.

Module-2

Solar Thermal Energy Collectors: Types of Solar Collectors, Configurations of Certain Practical Solar Thermal Collectors, Material Aspects of Solar Collectors, Concentrating Collectors, Parabolic Dish – Stirling Engine System, Working of Stirling or Brayton Heat Engine, Solar Collector Systems into Building Services, Solar Water Heating Systems, Passive Solar Water Heating Systems, Applications of Solar Water Heating Systems, Active Solar Space Cooling, Solar Air Heating, Solar Dryers, Crop Drying, Space Cooing, Solar Cookers, Solar pond.

Solar Cells: Components of Solar Cell System, Elements of Silicon Solar Cell, Solar Cell materials, Practical Solar Cells, I – V Characteristics of Solar Cells, Efficiency of Solar Cells, Photovoltaic panels (series and parallel arrays).

Module-3
Hydrogen Energy: Benefits of Hydrogen Energy, Hydrogen Production Technologies, Hydrogen Energy Storage, Use of Hydrogen Energy, Advantages and Disadvantages of Hydrogen Energy, Problems Associated with Hydrogen Energy. **Wind Energy:** Windmills, Wind Turbines, Wind Resources, Wind Turbine Site Selection. **Geothermal Energy:** Geothermal Systems, Classifications, Geothermal Resource Utilization, Resource Exploration, Geothermal Based Electric Power Generation, Associated Problems, environmental Effects. **Solid waste and Agricultural Refuse:** Waste is Wealth, Key Issues, Waste Recovery Management Scheme, Advantages and Disadvantages of Waste Recycling, Sources and Types of Waste, Recycling of Plastics.
Module-4
Biomass Energy: Biomass Production, Energy Plantation, Biomass Gasification, Theory of Gasification, Gasifier and Their Classifications, Chemistry of Reaction Process in Gasification, Updraft, Downdraft and Cross-draft Gasifiers, Fluidized Bed Gasification, Use of Biomass Gasifier, Gasifier Biomass Feed Characteristics, Applications of Biomass Gasifier, Cooling and Cleaning of Gasifiers. **Biogas Energy:** Introduction, Biogas and its Composition, Anaerobic Digestion, Biogas Production, Benefitsof Biogas, Factors Affecting the Selection of a Particular Model of a Biogas Plant, Biogas Plant Feeds and theirCharacteristics. **Tidal Energy:** Introduction, Tidal Energy Resource, Tidal Energy Availability, Tidal Power Generation in India, Leading Country in Tidal Power Plant Installation, Energy Availability in Tides, Tidal Power Basin, Turbines for Tidal Power, Advantages and Disadvantages of Tidal Power, Problems Faced in Exploiting Tidal Energy.
Module-5
Sea Wave Energy: Introduction, Motion in the sea Waves, Power Associated with Sea Waves, Wave Energy Availability, Devices for Harnessing Wave Energy, Advantages and Disadvantages of Wave Power. **Ocean Thermal Energy:** Introduction, Principles of Ocean Thermal Energy Conversion (OTEC), Ocean Thermal Energy Conversion plants, Basic Rankine Cycle and its Working, Closed Cycle, Open Cycle and Hybrid Cycle, Carnot Cycle, Application of OTEC in Addition to Produce Electricity, Advantages, Disadvantages and Benefits of OTEC.
Course outcome (Course Skill Set) At the end of the course the student will be able to : 1. Discuss causes of energy scarcity and its solution, energy resources and availability of renewable energy. Outline energy from sun, energy reaching the Earth's surface and solar thermal energy applications. 2. Discuss types of solar collectors, their configurations, solar cell system, its characteristics and their applications. 3. Explain generation of energy from hydrogen, wind, geothermal system, solid waste and agriculture refuse. 4. Discuss production of energy from biomass, biogas. 5. Summarize tidal energy resources, sea wave energy and ocean thermal energy.
Assessment Details (both CIE and SEE) The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- There are 25 marks for the CIE's Assignment component and 25 for the Internal Assessment Test component.
- Each test shall be conducted for 25 marks. The first test will be administered after 40-50% of the coverage of the syllabus, and the second test will be administered after 85-90% of the coverage of the syllabus. The average of the two tests shall be scaled down to 25 marks
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The schedule for assignments shall be planned properly by the course teacher. The teacher should not conduct two assignments at the end of the semester if two assignments are planned. Each assignment shall be conducted for 25 marks. (If two assignments are conducted then the sum of the two assignments shall be scaled down to 25 marks)
- The final CIE marks of the course out of 50 will be the sum of the scale-down marks of tests and assignment/s marks.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks.

Suggested Learning Resources:

Books

Textbook

1. Nonconventional Energy Resources, Shobh Nath Singh, Pearson, 1st Edition, 2015.

Reference Books

1. Nonconventional Energy Resources, B.H. Khan, McGraw Hill, 3rd Edition.
2. Renewable Energy; Power for a sustainable Future, Godfrey Boyle, Oxford, 3rd Edition, 2012.
3. Renewable Energy Sources: Their Impact on global Warming and Pollution, Tasneem Abbasi S.A. Abbasi, PHI,1st Edition, 2011.

Web links and Video Lectures (e-Resources):

- .

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

-

Industrial Servo Control Systems		Semester	VI
Course Code	BEE654C	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
Examination type (SEE)	Theory		

Course objectives:

(1) To explain the evolution and classification of servos, with descriptions of servo drive actuators, amplifiers, feedback transducers, performance, and troubleshooting techniques.
(2) To discuss system analogs and vectors, with a review of differential equations.
(3) To discuss the concept of transfer functions for the representation of differential equations.
(4) To discuss mathematical equations for electric servo motors, both DC and brushless DC servo motors.
(5) To represent servo drive components by their transfer function, to combine the servo drive building blocks intosystem block diagrams.
(6) To determine the frequency response techniques for proper servo compensation.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1 Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2 Use of Video/Animation to explain functioning of various concepts.
3 Encourage collaborative (Group Learning) Learning in the class.
4 Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5 Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6 Introduce Topics in manifold representations.
7 Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8 Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Servos: Introduction, Benefits of Servo Systems, Types of Servos - Evolution of Servo Drives, Classification of Drives, Components of Servos - Hydraulic/Electric Circuit Equations, Actuators- Electric, Actuators-Hydraulic,Amplifiers-Electric,Amplifiers-Hydraulic,Transducers (Feedback).

Module-2

Machine Servo Drives: Types of Drives, Feed Drive Performance.
Troubleshooting Techniques: Techniques by Drive, Problems: Their Causes and Cures.
Machine Feed Drives: Advances in Technology, Parameters for making Application Choices.
Application of Industrial Servo Drives: Introduction, Physical System Analogs, Quantities and Vectors, Differential Equations for Physical Systems, Electric Servo Motor Transfer Functions and Time Constants, Transport Lag Transfer Function, Hydraulic Servo Motor Characteristics, General Transfer Characteristics

Module-3

Generalized Control Theory: Servo Block Diagrams, Frequency-Response Characteristics and Construction of Approximate (Bode) Frequency Charts, Nichols Charts, Servo Analysis Techniques, Servo Compensation. **Indexes of Performance:** Definition of Indexes of Performance for Servo Drives, Indexes of Performance for Electric and Hydraulic Drives.

Module-4

Performance Criteria: Percent Regulation, Servo System Responses.
Servo Plant Compensation Techniques: Dead-Zone Nonlinearity, Change-in-Gain Nonlinearity, Structural Resonances, Frequency Selective Feedback, Feed forward Control. Machine Considerations: Machine feed drive Considerations, Ball Screw Mechanical Resonances and Reflected Inertias for Machine Drives.

Module-5
Machine Considerations: Drive Stiffness, Drive Resolution, Drive Acceleration, Drive Speed Considerations, Drive Ratio Considerations, Drive Thrust/Torque And Friction Considerations, Drive Duty Cycles.

Course outcome (Course Skill Set)

1. Explain the evolution and classification of servos, with descriptions of servo drive actuators, amplifiers,feedback transducers, performance, and troubleshooting techniques.
2. Discuss system analogs, vectors and transfer functions of differential equations.
3. Discuss mathematical equations for electric servo motors, both DC and brushless DC servo motors.
4. Represent servo drive components by their transfer function, to combine the servo drive building blocksinto system block diagrams.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- There are 25 marks for the CIE's Assignment component and 25 for the Internal Assessment Test component.
- Each test shall be conducted for 25 marks. The first test will be administered after 40-50% of the coverage of the syllabus, and the second test will be administered after 85-90% of the coverage of the syllabus. The average of the two tests shall be scaled down to 25 marks
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The schedule for assignments shall be planned properly by the course teacher. The teacher should not conduct two assignments at the end of the semester if two assignments are planned. Each assignment shall be conducted for 25 marks. (If two assignments are conducted then the sum of the two assignments shall be scaled down to 25 marks)
- The final CIE marks of the course out of 50 will be the sum of the scale-down marks of tests and assignment/s marks.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks.

SEMICONDUCTOR DEVICES		Semester	VI
Course Code	BEE654D	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
Examination nature (SEE)	Theory		

Course objectives:

Courseobjectives:

1)To learn basics of various types of power electronic devices
2)To study Snubber circuits for the protection of power semiconductor devices.
3)To learn gate and base drive circuits for power semiconductor devices
4) To develop a heat sink to control the temperature rise of semiconductor devices
5)Learn to design magnetic components inductors and transformers used in the power electronic circuits

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

. These are sample Strategies, which teacher can use to accelerate the attainment of the various course
outcomes and make Teaching –Learning more effective

1. Lecturer method (L) does not mean only the traditional lecture method, but a different type of teaching method may be adopted to develop the outcomes.
2. Show Video/animation films to explain the functioning of various analog and digital circuits.
3. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyse information rather than simply recall it.
4. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
5. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding

Module-1

Power Electronics: Introduction, Converter Classification, Power Electronics Concepts, Electronic Switches, Switch Selection, Spice, PSpice and Capture, Representation of switches in Pspice -The Voltage-Controlled Switch, Transistors, Diodes and Thyristors (SCRs).

Power Computations: Introduction, Power and Energy, Inductors and Capacitors, Energy Recovery, Effective Values, Apparent Power and Power Factor, Power Computations for Sinusoidal AC Circuits, Power Computations for Nonsinusoidal Periodic Waveforms, Power Computations Using Pspice.

Basic Semiconductor Physics: Introduction, Conduction Processes in Semiconductors pn Junctions, Charge Control Description of pn-Junction Operation, Avalanche Breakdown

Module-2

@#@

Power Diodes: Introduction, Basic Structure and I – V characteristics, Breakdown Voltage Considerations, On –State Losses, Switching Characteristics, Schottky Diodes.
Bipolar Junction Transistors: Introduction, Vertical Power Transistor Structures, Z-V Characteristics, Physics of BJT Operation, Switching Characteristics, Breakdown Voltages, Second Breakdown, On-State Losses, Safe Operating areas.
Power MOSFETs : Introduction, Basic Structure, I-V Characteristics, Physics of Device Operation, Switching Characteristics, Operating Limitations and Safe Operating Areas

Module-3

Thyristors: Introduction, Basic Structure, I-V Characteristics, Physics of Device Operation, Switching Characteristics, Methods of Improving di/dt and dv/dt Ratings.
Gate Turn-Off Thyristors: Introduction, Basic Structure and Z-V Characteristics,
Physics of Turn-Off Operation, GTO Switching Characteristics, Overcurrent Protection of GTOs.
Insulated Gate Bipolar Transistors: Introduction, Basic Structure, I-V Characteristics, Physics of Device Operation, Latchup in IGBTs, Switching Characteristics, Device Limits and SOAs.
Emerging Devices and Circuits: Introduction, Power Junction Field Effect Transistors, Field-Controlled Thyristor, JFET-Based Devices versus Other Power Devices, MOS-Controlled Thyristors, Power Integrated Circuits, New Semiconductor Materials for Power Devices

Module-4

Snubber Circuits: Function and Types of Snubber Circuits, Diode Snubbers, Snubber Circuits for Thyristors, Need for Snubbers with Transistors, Turn-Off Snubber, Overvoltage Snubber, Turn-On Snubber, Snubbers for Bridge Circuit Configurations, GTO Snubber Considerations.
Gate and Base Drive Circuits: Preliminary Design Considerations, dc-Coupled Drive Circuits, Electrically Isolated Drive Circuits, Cascode-Connected Drive Circuits, Thyristor Drive Circuits, Power Device Protection in Drive Circuits, Circuit Layout Considerations

Module-5

Component Temperature Control and Heat Sinks: Control of Semiconductor Device Temperatures, Heat Transfer by Conduction, Heat sinks, Heat Transfer by Radiation and Convection.
Design of Magnetic Components: Magnetic Materials and Cores, Copper Windings, Thermal Considerations, Analysis of a Specific Inductor Design, Inductor Design Procedures, Analysis of a Specific Transformer Design, Eddy Currents, Transformer Leakage Inductance, Transformer Design Procedure, Comparison of Transformer and Inductor Sizes

Course outcome (Course Skill Set)

At the end of the course the student will be able to:
1) Discuss power electronic concepts, electronic switches and semiconductor physics.
2) Explain representation of switches in P-spice and power computations.
3) Explain the internal structure, the principle of operation, characteristics and base drive circuits of power semiconductor devices; power diodes, power BJT, power MOSFET.
4) Explain the internal structure, the principle of operation, characteristics and base drive circuits of power semiconductor devices; thyristors, power IGBT, power FET

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks

Suggested Learning Resources:

Books

1. Power Electronics, Daniel W Hart, McGraw Hill.
2. Power Electronics Converters, Applications, and Design, Ned Mohan et al, Wiley, 3rd Edition, 2014.
3. Semiconductor Device Modeling with Spice, G. Massobrio, P. Antognetti, McGraw-Hill, 2nd Edition, 2010.
4. Power Semiconductor Devices, B. JayantBaliga, Springer, 2008.
5. Power Electronics Principles and Applications, Joseph Vithayathil, McGraw-Hill, 2011.

Web links and Video Lectures (e-Resources):

B. E. ELECTRICAL AND ELECTRONICS ENGINEERING Choice Based Credit System (CBCS) and Outcome Based Education (OBE) SEMESTER – VI			
CONTROL SYSTEM LABORATORY			
Course Code	**BEEL606**	CIE Marks	50
Number of Practical Hours/Week(L:T:P)	0:2:2	SEE Marks	50
Credits	01	Exam Hours	03

Course Learning Objectives:

- To draw the speed torque characteristics of AC and DC servo motor.
- To determine the time and frequency reposes of a given second order system using discrete components.
- To design and analyze Lead, Lag and Lag – Lead compensators for given specifications.
- To study the feedback control system and to study the effect of P, PI, PD andPID controller and Lead compensator on the step response of the system.
- To simulate and write a script files to plot root locus, bode plot, to study the stability of the system

Sl. NO	Experiments
1	Experiment to draw the speed torque characteristics of (i) AC servo motor (ii) DC servo motor
2	Experiment to draw synchro pair characteristics
3	Experiment to determine frequency response of a second order system
4	(a) To design a passive RC lead compensating network for the given specifications, viz, the maximum phase lead and the frequency at which it occurs and to obtain the frequency response.
5	(a) To design a passive RC lag compensating network for the given specifications, viz, the maximum phase lag and the frequency at which it occurs and to obtain the frequencyresponse. (b) To determine experimentally the transfer function of the lag compensating network
6	Experiment to draw the frequency response characteristics of the lag – lead compensator network and determination of its transfer function.
7	To study a second order system and verify the effect of (a) P, (b) PI, (c) PD and (d) PID controller on the step response.
8	(a) To simulate a typical second order system and determine step response and evaluate time response specifications. (b) To evaluate the effect of adding poles and zeros on time response of second order system. (c) To evaluate the effect of pole location on stability
9	(a) To simulate a D.C. Position control system and obtain its step response. (b) To verify the effect of input waveform, loop gain and system type on steady state errors. (c) To perform trade-off study for lead compensator. (d) To design PI controller and study its effect on steady state error.
10	(a) To examine the relationship between open-loop frequency response and stability, open-loop frequency and closed loop transient response (b) To study the effect of open loop gain on transient response of closed loop system using root locus.
11	(a) To study the effect of open loop poles and zeros on root locus contour (b) Comparative study of Bode, Nyquist and root locus with respect to stability.

Note:

Sl.	Description	Experiment numbers
1	Perform experiments using suitable components/equipment's	1 & 2
2	Perform experiments using suitable components/equipment's and verify the results using standard simulation package	3,4,5,6 and 7
3	Perform simulation only using standard package	8,9,10 and 11

Energy Management in Electric Vehicles		Semester	VI
Course Code	BEE657A	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	1:0:0:0	SEE Marks	50
Total Hours of Pedagogy	15	Total Marks	100
Credits	01	Exam Hours	01
Examination type (SEE)	MCQ		

Course objectives:

- To provide a comprehensive understanding of energy management principles and strategies specific to electric vehicles.
- To familiarize students with the various components and systems involved in energy management in electric vehicles.
- To equip students with the knowledge and skills to apply optimization techniques for efficient energy management in electric vehicles.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Interactive Lectures: Conduct interactive lectures where the instructor presents the theoretical concepts, principles, and case studies related to energy management in electric vehicles.
2. Case Studies and Projects: Assign case studies and projects that require students to apply the concepts and strategies learned in class to real-world scenarios.
3. Guest Lectures and Industry Visits: Invite guest speakers from the industry or research organizations who are experts in the field of energy management in electric vehicles.

Module-1

Introduction to Electric Vehicles and Energy Management Overview of electric vehicles (EVs) - Types of EVs (Battery Electric Vehicles, Plug-in Hybrid Electric Vehicles); Advantages and challenges of EVs. Introduction to energy management in EVs - Importance of energy management; Key objectives of energy management in EVs. Electric vehicle components and systems- Battery systems; Power electronics and motor drive systems; Regenerative braking systems; Energy storage and management systems

Module-2

Fundamentals of Energy Management Energy storage technologies for EVs - Lithium-ion batteries; Solid-state batteries; Supercapacitors; Fuel cells. Battery charging and discharging techniques - Charging infrastructure for EVs; Charging modes (AC and DC charging); Fast charging vs. slow charging; Battery management systems (BMS). Energy efficiency and energy loss analysis - Losses in power electronics and motor drive systems; Losses in battery systems; Factors affecting energy efficiency in EVs.

Module-3

Advanced Energy Management Strategies State-of-charge (SoC) estimation and management - SoC estimation techniques (Coulomb counting, Kalman filtering, etc.); SoC balancing techniques; Impact of SoC on battery life and performance. Power management strategies - Optimal power allocation between different vehicle systems; Dynamic power allocation based on driving conditions; Power flow control in EVs. Regenerative braking and energy recovery - Principles of regenerative braking; Control strategies for regenerative braking; Energy recovery and utilization.

Module-4
Optimization Techniques for Energy Management Optimization models for energy management - Linear programming and nonlinear optimization; Model predictive control (MPC) for energy management; Genetic algorithms and other heuristic optimization techniques. Intelligent energy management systems - Artificial intelligence (AI) and machine learning techniques for energy management; Reinforcement learning-based energy management; Data-driven approaches for energy optimization. Realtime energy management algorithms - Real-time optimization algorithms for energy allocation; Adaptive control strategies for energy management; Integration of energy management with navigation systems.
Module-5
Case Studies and Applications Energy management in electric buses and fleet management - Challenges and strategies for energy management in public transportation; Fleet management and scheduling optimization. Energy management in electric vehicles charging infrastructure - Smart charging stations and grid integration; Demand-side management and load balancing. Emerging trends and future directions in energy management - Wireless charging technologies; Vehicle-to-vehicle (V2V) communication for energy optimization; Advanced energy storage and conversion technologies.
Course outcome (Course Skill Set) At the end of the course the student will be able to: 1. Understand and analyse the energy storage technologies used in electric vehicles. 2. Understand the design and implementation of energy management strategies for electric vehicles, considering factors such as battery charging, power allocation and regenerative braking. 3. Understand optimization techniques and intelligent algorithms to optimize energy management in electric vehicles, considering real-time constraints and factors such as driving conditions and energy efficiency goals.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous internal Examination (CIE)

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examinations (SEE)

SEE paper shall be set for 50 questions, each of the 01 marks. The pattern of the question paper is MCQ (multiple choice questions). The time allotted for SEE is **01 hour.** The student has to secure a minimum of 35% of the maximum marks meant for SEE.

Suggested Learning Resources:

Books

1. "Electric Vehicle Technology" by H. C. Rai
2. "Electric Vehicle Energy Management System for Efficiency Optimization" by Jingang Han, Linlin Tan, and Xinbo Ruan
3. "Advanced Electric Drive Vehicles" edited by Ali Emadi
4. "Electric Vehicle Technology Explained" by James Larminie and John Lowry

Web links and Video Lectures (e-Resources):

- makes.mindmatrix.io

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

-

Simulation and Control of Power Electronics Circuits		Semester	
Course Code	BEEL657B	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0-0-1	SEE Marks	50
Credits	01	Exam Hours	100
Examination type (SEE)	practical/Viva-Voce		

Course objectives:

- To be able to simulate any DC-DC converter and observe the performance under various test conditions
- To be able to simulate single phase and three phase DC –AC converters and observe the performance under various test conditions
- To be able to simulate uncontrolled, half controlled and fully controlled AC-DC converters and observe the performance under various test conditions

Sl.NO	Experiments
1	(a)Simulate a single phase half wave diode bridge rectifier. Input 100V, 50 Hz. AC supply. At the out put, resistance of 50 ohms. (b)Simulate a single phase full wave diode bridge rectifier. Input 100V, 50 Hz. AC supply. At the out put, resistance of 50 ohms.
2	(a) Simulate a single phase half controlled full wave rectifier. Input 100V, 50 Hz. AC supply. At the out put, resistance of 50 ohms. (b) Simulate a single phase fully controlled full wave rectifier. Input 100V, 50 Hz. AC supply. At the out put, resistance of 50 ohms.
3	Simulate a buck converter with 20 V DC input, and regulate the output at 10 V by implementing a PI controller for closed loop operation. The out put power to vary from 10 W to 20 W. Ensure that voltage ripple is limited to 1%.
4	Simulate a boost converter with 20 V DC input, and regulate the output at 35 V by implementing a PI controller for closed loop operation. The out put power to vary from 30W to 60 W. Ensure that voltage ripple is limited to 1%
5	Simulate a single phase AC voltage controller using a triac with 100V ,50 Hz. AC supply for an RL load of 10 oms and 2 mH.
6	Simulate a three phase inverter with 180 degree conduction mode with DC input of 100V and a star connected balanced resistive of 40 ohms each. Use IGBT for inverter.
7	Simulate a single phase SPWM inverter with 50V DC input with modulation indices of 0.5, 0.6 and 0.8. connect a resistance of 25 ohms at the output of inverter. Use power Mosfets for inverter.
8	Simulate a three phase inverter with 120 degree mode of conduction. Take input DC voltage of 100V and three phase star connected balanced resistive load of 50 ohms each.
	Demonstration Experiments (For CIE)
9	In expt. 8. connect suitable LC filter at the output to obtain a sinusoidal output with THD of less than 8 %.

10	Simulate a three phase SPWM inverter with 50V DC input with modulation indices of 0.5, 0.6 and 0.8. connect a star connected resistances of 25 ohms each at the output of the inverter. Use power Mosfets for inverter.
11	Simulate a three phase, 5 level, neutral point clamped (NPC) inverter. Input DC voltage is 100V. The inverter output is connected to a balanced 3 phase resistive load of 40 Ohms each.
12	Simulate a forward converter with input DC voltage of 30 V. Take transformer ratio of 1.5:1. Observe the output voltages for duty cycles of 0.4, 0.6 and 0.8. Ensure that the output voltage ripple is less than 0.5 V. The load resistance is 10 Ohms.

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

- Simulate any given power electronic circuit and evaluate its performance under different test conditions and also observe the performance for different values of passive filtering elements used in the converter.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation (CIE):

CIE marks for the practical course are **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment is to be evaluated for conduction with an observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments are designed by the faculty who is handling the laboratory session and are made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled down to **30 marks** (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct a test of 100 marks after the completion of all the experiments listed in the syllabus.
- In a test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability.
- The marks scored shall be scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and marks of a test is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

- SEE marks for the practical course are 50 Marks.
- **SEE shall be conducted by the two examiners. One from the same institute as an internal examiner and another from a different institute as an external examiner, appointed by the university.**
- The examination schedule and names of examiners are informed to the university before the conduction of the examination. These practical examinations are to be conducted between the schedule mentioned in the

Energy Audit Project		Semester	
Course Code	**BxxLxxx**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)		SEE Marks	50
Credits	01	Exam Hours	03
Examination type (SEE)	Practical		

Course objectives:

- Along with prescribed hours of teaching –learning process, provide opportunity to perform the experiments/programmes at their own time, at their own pace, at any place as per their convenience and repeat any number of times to understand the concept.
- Provide unhindered access to perform whenever the students wish.
- Vary different parameters to study the behaviour of the circuit without the risk of damaging equipment / device or injuring themselves.
- To carryout Energy Audit for an industry, business establishment, organization and its computation using
- Scilab Software and proposing possible remedial measures to reduce the energy consumption.

Students shall select real time project/audit with the approval of the guide. The following shall be considered by the students and guide while auditing.

(1) **Building and Utility Data Analysis**: The main purpose of this step is to evaluate the characteristics of the energy systems and the patterns of energy use for the premises considered. The premises characteristics can be collected from the architectural/ mechanical/electrical drawings and/or from consultation/discussions with premises operators. The energy use patterns can be obtained from a compilation of utility bills over a period.

(2) **Walk-Through Survey**: This step should identify potential energy savings measures. The results of this stepare important since they determine if the building warrants any further energy auditing work. Some of the tasks involved in this step are • Identify the customer's concerns and needs • Check the current operating and maintenance procedures • Determine the existing operating conditions of major energy use equipment (lighting,HVAC systems, motors, etc.) • Estimate the occupancy, equipment, and lighting (energy use density and hours of operation).

(3)**Baseline for Building Energy Use**: The main purpose of this step is to develop a base-case model that represents the existing energy use and operating conditions for the building. This model will be used as a reference to estimate the energy savings due to appropriately selected energy conservation measures.

Evaluation of Energy-Saving Measures: In this step, a list of cost-effective energy conservation measures is determined using both energy savings and economic analysis.

Based on the ability/abilities of the student/s and recommendations of the mentor, a single discipline or a multidisciplinary project under ability enhancement can be assigned to an individual student or to a group havingnot more than 4 students.

Assessment Details (both CIE and SEE)

CIE procedure for project ability enhancement course:

(i) Single discipline: The CIE marks shall be awarded by a committee consisting of the Head of the concernedDepartment and two senior faculty members of the Department, one of whom shall be the Guide. The CIE marks awarded for the project work, shall be based on the evaluation of project report, project presentation skill and question and answer session in the ratio 50:25:25.The marks awarded for the project reportshall be the same for all the batch mates.

Interdisciplinary: Continuous Internal Evaluation shall be group wise at the college level with the participation of all the guides of the college.

The CIE marks awarded for the project, shall be based on the evaluation of project report, project presentation skill and question and answer session in the ratio 50:25:25.The marks awarded for the project report shall be thesame for all the batch mates.

SEE for project:

(i) Single discipline: Contribution to the Mini-project and the performance of each group member shall be assessed individually in the semester end examination (SEE) conducted at the department.

(ii) Interdisciplinary: Contribution to the Mini-project and the performance of each group member shall be assessed individually in semester end examination (SEE) conducted separately at the departments to which the student/s belong to.

The SEE marks awarded for the project, shall be based on the evaluation of project report, project presentation skill and question and answer session in the ratio 50:25:25.The marks awarded for the project report shall be thesame for all the batch mates.

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

- Analyze the data collected for energy audit of a building or industry or organization.
- Perform comparative analysis with and without energy audit.
- Analyze the energy saving measures to be considered with economy considerations.
- Analyse in a systematic way, think better, and perform better

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation (CIE):

CIE marks for the practical course are **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment is to be evaluated for conduction with an observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments are designed by the faculty who is handling the laboratory session and are made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled down to **30 marks** (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct a test of 100 marks after the completion of all the experiments listed in the syllabus.
- In a test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability.
- The marks scored shall be scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and marks of a test is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

- SEE marks for the practical course are 50 Marks.
- **SEE shall be conducted by the two examiners. One from the same institute as an internal examiner and another from a different institute as an external examiner, appointed by the university.**
- The examination schedule and names of examiners are informed to the university before the conduction of the examination. These practical examinations are to be conducted between the schedule mentioned in the academic calendar of the University.
- All laboratory experiments are to be included for practical examination.
- (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be

Project on Renewable Energy Sources		Semester	VI
Course Code	BEEL657D	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Credits	01	Exam Hours	03
Examination type (SEE)	Practical		

Course objectives:

- Along with prescribed hours of teaching –learning process, provide opportunity to perform the experiments/programmes at their own time, at their own pace, at any place as per their convenience and repeat any number of times to understand the concept.
- Provide unhindered access to perform whenever the students wish.
- Vary different parameters to study the behavior of the circuit without the risk of damaging equipment/ deviceor injuring themselves.

Students can select appropriate projects with the approval of the guide. The projects be applicationoriented and can be considering any of the following or any other.

Automatic solar tracking system.
Solar based small traffic control system.
Solar mobile charger.
Vertical axis wind turbine system.
Solar powered Smart irrigation system.
Renewable energy based home automation system.
Domestic illumination using solar.
Solar grass cutter.
Solar UPS.

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

(1) Analyse in a systematic way, think better, and perform better.

Based on the ability/abilities of the student/s and recommendations of the mentor, a single discipline or a multidisciplinary project under ability enhancement can be assigned to an individual student or to a group having not more than 4 students.

Assessment Details (both CIE and SEE)

CIE procedure for project ability enhancement course:

(i) Single discipline: The CIE marks shall be awarded by a committee consisting of the Head of the concerned Department and two senior faculty members of the Department, one of whom shall be the Guide.

The CIE marks awarded for the project work, shall be based on the evaluation of project report, project presentation skill and question and answer session in the ratio 50:25:25.The marks awarded for the project report shall be the same for all the batch mates.

(ii) Interdisciplinary: Continuous Internal Evaluation shall be group wise at the college level with the participation of all the guides of the college.

The CIE marks awarded for the project, shall be based on the evaluation of project report, project presentation skill and question and answer session in the ratio 50:25:25.The marks awarded for the project report shall be the same for all the batch mates.

SEE for project:

(i) Single discipline: Contribution to the Mini-project and the performance of each group member shall be assessed individually in the semester end examination (SEE) conducted at the department.

(ii) Interdisciplinary: Contribution to the Mini-project and the performance of each group member shall be assessed individually in semester end examination (SEE) conducted separately at the departments to which the student/s belong to.

The SEE marks awarded for the project, shall be based on the evaluation of project report, project presentation skill and question and answer session in the ratio 50:25:25.The marks awarded for the project report shall be the same for all the batch mates.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation (CIE):

CIE marks for the practical course are **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment is to be evaluated for conduction with an observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments are designed by the faculty who is handling the laboratory session and are made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled down to **30 marks** (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct a test of 100 marks after the completion of all the experiments listed in the syllabus.
- In a test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability.
- The marks scored shall be scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and marks of a test is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

- SEE marks for the practical course are 50 Marks.
- **SEE shall be conducted by the two examiners. One from the same institute as an internal examiner and another from a different institute as an external examiner, appointed by the university.**
- The examination schedule and names of examiners are informed to the university before the conduction of the examination. These practical examinations are to be conducted between the schedule mentioned in the academic calendar of the University.
- All laboratory experiments are to be included for practical examination.
- (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.
- Students can pick one question (experiment) from the questions lot prepared by the examiners jointly.
- Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

Change of experiment is allowed only once and 15% of Marks allotted to the procedure part are to be made zero.

The minimum duration of SEE is 02 hours

Suggested Learning Resources:

Switchgear and Protection		Semester	VII
Course Code	BEE701	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 10 Lab slots	Total Marks	100
Credits	04	Exam Hours	03
Examination nature (SEE)	Theory		

Course objectives:

- To discuss performance of protective relays, components of protection scheme and relay terminology.
- To explain Over current protection using electromagnetic and static relays and Over current protective schemes and microprocessor -based Protective Relays.
- To discuss pilot protection; wire pilot relaying and carrier pilot relaying differential protection, protection of generators, motors, Transformer and Bus Zone Protection.
- To explain the principle of circuit interruption and different types of circuit breakers.
- To describe the construction and operating principle of different types of fuses and to give the definitions of different terminologies related to a fuse.
- Experimentally verify the characteristics of over current, over voltage, under voltage using electromagnetic, static, distance and impedance relays.
- To discuss protection Against Over voltages and Gas Insulated Substation (GIS).
- To discuss the construction, operating principles and performance characteristics of protective devices.
- To conduct experiments and verify the characteristics of electromechanical and microprocessor based relays.
- To verify the operation of motor protection for different faults

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

MODULE-1

Introduction to Power System Protection: Need for protective schemes, Nature and Cause of Faults, Types of Fault, Effects of Faults, Fault Statistics, Zones of Protection, Primary and Backup Protection, Essential Qualities of Protection, Performance of Protective Relaying, Classification of Protective Relays, Automatic Reclosing, Current Transformers for protection, Voltage Transformers for Protection. **Relay Construction and Operating Principles:** Introduction, Electromechanical Relays, Static Relays – Merits and Demerits of Static Relays, Numerical Relays, Comparison between Electromechanical Relays and Numerical Relays.
MODULE-2
Overcurrent Protection Introduction, Time – current Characteristics, Current Setting, Time Setting. Overcurrent Protective Schemes, Reverse Power or Directional Relay, Protection of Parallel Feeders, Protection of Ring Mains, Earth Fault and Phase Fault Protection, Combined Earth Fault and Phase Fault Protective Scheme, Phase Fault Protective Scheme, Directional Earth Fault Relay, Static Overcurrent Relays, Numerical Overcurrent Relays. **Microprocessor -based Protective Relays:** Introduction, Overcurrent relays, Impedance relay.
MODULE-3
Pilot Relaying Schemes: Introduction, Wire Pilot Protection, Carrier Current Protection. **Differential Protection:** Introduction, Differential Relays, Simple Differential Protection, Percentage or Biased Differential Relay, Differential Protection of 3 Phase Circuits, Balanced (Opposed) Voltage Differential Protection. **Rotating Machines Protection:** Introduction, Protection of Generators. **Transformer and Bus zone Protection**: Introduction, Transformer Protection, Bus zone Protection, Frame Leakage Protection.
MODULE-4
Circuit Breakers: Introduction, Fault Clearing Time of a Circuit Breaker, Arc Voltage, Arc Interruption, Restriking Voltage and Recovery Voltage, Current Chopping, Interruption of Capacitive Current, Classification of Circuit Breakers, Air – Break Circuit Breakers, Oil Circuit Breakers, Air – Blast Circuit Breakers, SF6 Circuit Breakers, Vacuum Circuit Breakers, High Voltage Direct Current Circuit Breakers, Rating of Circuit Breakers, Testing of Circuit Breakers.
MODULE-5
Fuses: Introductions, Definitions, Fuse Characteristics, Types of Fuses, Applications of HRC Fuses, Selection of Fuses, Discrimination. **Protection against Over voltages**: Causes of Overvoltages, Lightning phenomena, Wave Shape of Voltage due to Lightning, Over Voltage due to Lightning, Klydonograph and Magnetic Link, Protection of Transmission Lines against Direct Lightning Strokes, Protection of Stations and Sub – Stations from Direct Strokes, Protection against Travelling Waves, Insulation Coordination, Basic Impulse Insulation Level (BIL). **Modern Trends in Power System Protection:** Introduction, gas insulated substation/switchgear (GIS).

PRACTICAL COMPONENT OF IPCC (Any 10 Experiments. But recommended to carryout others experiments)

Sl.NO	Experiments
1	Over Current Relay: (a) Inverse Definite Minimum Time (IDMT) Non - Directional Characteristics (b) Directional Features (c) IDMT Directional.
2	IDMT Characteristics of Over Voltage or Under Voltage Relay (Solid State or Electromechanical type).

3	Operation of Negative Sequence Relay.
4	IDMT Characteristics of Over Voltage or Under Voltage Relay (Solid State or Electromechanical type)
5	Operating Characteristics of Microprocessor Based (Numeric) Over –Current Relay
6	Operating Characteristics of Microprocessor Based (Numeric) Distance Relay.
7	Operating Characteristics of Microprocessor Based (Numeric) Over/Under Voltage Relay.
8	Generation Protection: Merz Price Scheme.
9	Feeder Protection against Faults.
10	Motor Protection against Faults.
11	Fuse Characteristics
12	Measurement of Breakdown Strength of Transformer Oil as per IS 1876 :2005
13	Field Mapping using Electrolytic Tank for any one of the following Models: Cable/ Capacitor/ Transmission Line/ Sphere Gap.

Course outcomes (Course Skill Set):

At the end of the course, the student will be able to:

1. Discuss the general concepts of power system protection, construction and operation of relays.
2. Explain the construction and operation of different types of overcurrent relays and protection schemes.
3. Discuss pilot protection, construction, operating principles and performance of differential relays and discuss protection of generators, motors, transformer and Bus Zone Protection.
4. Explain the construction and operation of different types of circuit breakers.
5. Outline features of fuse, causes of over voltages and its protection, also modern trends in Power System Protection.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

The IPCC means the practical portion integrated with the theory of the course. CIE marks for the theory component are **25 marks** and that for the practical component is **25 marks.**

CIE for the theory component of the IPCC

- 25 marks for the theory component are split into **15 marks** for two Internal Assessment Tests (Two Tests, each of 15 Marks with 01-hour duration, are to be conducted) and **10 marks** for other assessment methods mentioned in 22OB4.2. The first test at the end of 40-50% coverage of the syllabus and the second test after covering 85-90% of the syllabus.

- Scaled-down marks of the sum of two tests and other assessment methods will be CIE marks for the theory component of IPCC (that is for **25 marks)**.
- The student has to secure 40% of 25 marks to qualify in the CIE of the theory component of IPCC.

CIE for the practical component of the IPCC

- **15 marks** for the conduction of the experiment and preparation of laboratory record, and **10 marks** for the test to be conducted after the completion of all the laboratory sessions.
- On completion of every experiment/program in the laboratory, the students shall be evaluated including viva-voce and marks shall be awarded on the same day.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to **15 marks**.
- The laboratory test **(duration 02/03 hours)** after completion of all the experiments shall be conducted for 50 marks and scaled down to **10 marks.**
- Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **25 marks**.
- The student has to secure 40% of 25 marks to qualify in the CIE of the practical component of the IPCC.

SEE for IPCC

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**)

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored by the student shall be proportionally scaled down to 50 Marks

The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper may include questions from the practical component.

- The minimum marks to be secured in CIE to appear for SEE shall be 10 (40% of maximum marks-25) in the theory component and 10 (40% of maximum marks -25) in the practical component. The laboratory component of the IPCC shall be for CIE only. However, in SEE, the questions from the laboratory component shall be included. The maximum of 04/05 sub-questions are to be set from the practical component of IPCC, the total marks of all questions should not be more than 20 marks.
- SEE will be conducted for 100 marks and students shall secure 35% of the maximum marks to qualify for the SEE. Marks secured will be scaled down to 50.
- The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

B. E. ELECTRICAL AND ELECTRONICS ENGINEERING CHOICE BASED CREDIT SYSTEM (CBCS) AND OUTCOME BASED EDUCATION (OBE) SEMESTER – VII			
INDUSTRIAL DRIVES AND APPLICATION (PCC)			
Course Code	BEE702	CIE Marks	50
Teaching Hours/Week (L:T:P)	(3:0:0)	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	04	Exam Hours	03
Examination nature (SEE)	Theory		

Course Learning Objectives:

- To define electric drive, its parts, advantages and explain choice of electric drive.
- To explain dynamics and modes of operation of electric drives.
- To explain selection of motor power ratings and control of DC motor using rectifiers.
- To analyze the performance of induction motor drives under different conditions.
- To explain the control of induction motor, synchronous motor and stepper motor drives.
- To discuss typical applications electrical drives in the industry.

Module-1

Electrical Drives: Electrical Drives, Advantages of Electrical Drives. Parts of Electrical Drives, Choice of Electrical Drives, Status of DC and AC Drives.
Dynamics of Electrical Drives: Fundamental Torque Equations, Speed Torque Conventions and Multi-quadrant Operation. Equivalent values of Drive parameters, Components of Load Torques, Nature and Classification of Load Torques, Calculation of Time and Energy Loss in Transient Operations, Steady State Stability, Load Equalization.
Control Electrical Drives: Modes of Operation, Speed Control and Drive Classifications, Closed loop Control of Drives. Phase locked Loop control (PLL)

Module-2

Direct Current Motor Drives: Controlled Rectifier Fed DC Drives, Single Phase Fully Controlled Rectifier Control of DC Separately Excited Motor, Single Phase Half Controlled Rectifier Control of DC Separately Excited Motor, Three Phase Fully Controlled Rectifier Control of DC Separately Excited Motor, Three Phase Half Controlled Rectifier Control of DC Separately Excited Motor, Multi-quadrant Operation of DC Separately Excited Motor Fed Form Fully Controlled Rectifier, Rectifier Control of DC Series Motor, Supply Harmonics, Power Factor and Ripple in Motor Current, Chopper Control of Separately Excited DC Motor, Chopper Control of Series Motor.

Module-3

Induction Motor Drives: Analysis and Performance of Three Phase Induction Motors, Operation with Unbalanced Source Voltage and Single Phasing, Operation with Unbalanced Rotor Impedances, Analysis of Induction Motor Fed From Non-Sinusoidal Voltage Supply, Starting, Braking, Transient Analysis. Speed Control Techniques-Stator Voltage Control, Variable Voltage Frequency Control from Voltage Sources. Voltage Source Inverter (VSI) Control, Cycloconverter Control, Closed Loop Speed Control and Converter Rating for VSI and Cycloconverter Induction Motor Drives, Variable Frequency Control from a Current Source, Current Source inverter (CSI) Control, Comparision of VSI and CSI, current regulated voltage source inverter control, speed control of single phase induction motors.

Module-4

Synchronous Motor Drives: Operation from fixed frequency supply-starting, synchronous motor variable speed drives, variable frequency control of multiple synchronous motors. Self-controlled synchronous motor drive employing loadcommutated thyristor inverter, Starting Large Synchronous Machines, Permanent Magnet ac (PMAC) Motor Drives, Sinusoidal PMAC Motor Drives, Brushless DC Motor Drives.
Stepper Motor Drives: Variable Reluctance, Permanent Magnet, Important Features of Stepper Motors, Torque Versus Stepping rate Characteristics, Drive Circuits for Stepper Motor.

Module-5

Energy conservation in Electrical Drives: Losses in electrical drive system, Measures for energy conservation in Electrical drives, Energy efficient operation of drive, use of right rating motors, improvement of quality of supply.
Solar powered Drives: Solar powered pump drives, solar powered Electric vehicles.
Industrial Drives: Textile Mills, Steel Rolling Mills, Cranes and Hoists, Machine Tools, use of single to three phase semiconductor converters in rural applications.

POWER SYSTEM ANALYSIS II		Semester	VII
Course Code	**BEE 703**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 10 Lab slots	Total Marks	100
Credits	04	Exam Hours	03
Examination nature (SEE)	Theory		

Course objectives:

- To explain formulation of network models and bus admittance matrix for solving load flow problems.
- To discuss optimal operation of generators on a bus bar and optimum generation scheduling.
- To explain symmetrical fault analysis and algorithm for short circuit studies.
- To explain formulation of bus impedance matrix for the use in short circuit studies on power systems.
- To explain numerical solution of swing equation for multi-machine stability.
- To develop admittance and impedance matrices of interconnected power systems.
- To explain the use of suitable standard software package.
- To solve power flow problem for simple power systems.
- To perform fault studies for simple radial power systems.
- To study optimal generation scheduling problems for thermal power plants.

Teaching-Learning Process (General Instructions)

These are sample Strategies; which teachers can use to accelerate the attainment for various course outcomes.

1. Lecturer method (L) needs not to be only tradition lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning(PBL), which fosters students 'Analytical skills, develop design thinking Skill such as the ability to design, evaluates, generalize, and analyze information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world-and when that's possible, it helps improve the students understanding.

MODULE-1

Network Topology: Introduction and basic definitions of Elementary graph theory Tree, cut-set, loop. Formation of Incidence Matrices. Primitive network-Impedance form and admittance form, Formation of Y Bus by Singular Transformation. Y bus by Inspection Method. Illustrative examples.

MODULE-2

Load Flow Studies: Introduction, Classification of buses. Power flow equation, Operating Constraints, Data For Load flow, Gauss Seidal iterative method. Illustrative examples.

MODULE-3

Load Flow Studies(continued): Newton-Raphson method derivation in Polar form, Fast decoupled load flow method, Flow charts of LF methods. Comparison of Load Flow Methods. Illustrative examples

MODULE-4

Economic Operation of Power System: Introduction and Performance curves Economic generation Scheduling neglecting losses and generator limits Economic generation scheduling including generator limits and neglecting losses Economic dispatch including transmission losses Derivation of transmission loss formula. Illustrative examples.

Unit Commitment: Introduction, Constraints and unit commitment solution by prior list method and dynamic forward DP approach (Flow chart and Algorithm only).

MODULE-5

PRACTICAL COMPONENT OF IPCC

Sl.NO	Experiments
1	To obtain Swing Curve and to Determine Critical Clearing Time, Regulation, Inertia Constant/Line Parameters /Fault Location/Clearing Time/Pre-Fault Electrical Output for a Single Machine connected to Infinite Bus through a Pair of identical Transmission Lines Under 3-Phase Fault On One of the two Lines. (Using suitable simulation package.)
2	Y-Bus Formation for Power Systems with and without Mutual Coupling, by Singular Transformation.
3	Y-Bus Formation for Power Systems without Mutual Coupling, by Inspection method
4	Formation of Z-Bus (without mutual coupling) using Z-Bus Building Algorithm.
5	Formation of Jacobian matrix in Polar Coordinates, for a System having less than 4 Buses.
6	Determination of Bus Currents, Bus Power and Line Flows, for a Specified System Voltage.
7	Load Flow Analysis using Gauss Siedal Method for the system with both PQ buses and PV Buses. By simulation
8	Load Flow Analysis using NR Method and Fast Decoupled Method for the system with both PQ buses and PV Buses. (Using suitable simulation package.)
9	Write a program to generate unit commitment schedule for a system with three units using priority listing method (priority based on least cost).
10	Optimal Generation Scheduling for Thermal power plants (Using suitable simulation package.)

Course outcomes (Course Skill Set):

At the end of the course, the student will be able to:

1. Formulate network matrices and models for solving load flow problems.
2. Perform steady state power flow analysis of power systems using numerical iterative techniques.
3. Solve issues of economic load dispatch and unit commitment problems.
4. Analyse short circuit faults in power system networks using bus impedance matrix. Apply Point by Point method and Runge Kutta Method to solve Swing Equation.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

The IPCC means the practical portion integrated with the theory of the course. CIE marks for the theory component are **25 marks** and that for the practical component is **25 marks.**

CIE for the theory component of the IPCC

- 25 marks for the theory component are split into **15 marks** for two Internal Assessment Tests (Two Tests, each of 15 Marks with 01-hour duration, are to be conducted) and **10 marks** for other assessment methods mentioned in 22OB4.2. The first test at the end of 40-50% coverage of the syllabus and the second test after covering 85-90% of the syllabus.

- Scaled-down marks of the sum of two tests and other assessment methods will be CIE marks for the theory component of IPCC (that is for **25 marks).**
- The student has to secure 40% of 25 marks to qualify in the CIE of the theory component of IPCC.

CIE for the practical component of the IPCC

- **15 marks** for the conduction of the experiment and preparation of laboratory record, and **10 marks** for the test to be conducted after the completion of all the laboratory sessions.
- On completion of every experiment/program in the laboratory, the students shall be evaluated including viva-voce and marks shall be awarded on the same day.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to **15 marks**.
- The laboratory test **(duration 02/03 hours)** after completion of all the experiments shall be conducted for 50 marks and scaled down to **10 marks.**
- Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **25 marks**.
- The student has to secure 40% of 25 marks to qualify in the CIE of the practical component of the IPCC.

SEE for IPCC

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**)

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored by the student shall be proportionally scaled down to 50 Marks

The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper may include questions from the practical component.

- The minimum marks to be secured in CIE to appear for SEE shall be 10 (40% of maximum marks-25) in the theory component and 10 (40% of maximum marks -25) in the practical component. The laboratory component of the IPCC shall be for CIE only. However, in SEE, the questions from the laboratory component shall be included**.** The maximum of 04/05 sub-questions are to be set from the practical component of IPCC, the total marks of all questions should not be more than 20 marks.
- SEE will be conducted for 100 marks and students shall secure 35% of the maximum marks to qualify for the SEE. Marks secured will be scaled down to 50.
- The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Power System Operation and Control		Semester	VII
Course Code	**BEE714A**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
Examination type (SEE)	Theory		

Course objectives:

- To describe various levels of controls in power systems and the vulnerability of the system.
- To explain components, architecture and configuration of SCADA.
- To explain basic generator control loops, functions of Automatic generation control, speed governors and mathematical models of Automatic Load Frequency Control
- To explain automatic generation control, voltage and reactive power control in an interconnected power system.
- To explain reliability and contingency analysis, state estimation and related issues.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L)needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning(PBL),which fosters students' Analytical skills, develop design thinking skills
Such as the ability to design, evaluate, generalize, andanalyzeinformation rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world -and when that's possible, it helps improve the students' understanding.

Module-1

Introduction: Operating States of Power System, Objectives of Control, Key Concepts of Reliable Operation, Preventive and Emergency Controls, Energy Management Centers.
Supervisory Control and Data acquisition (SCADA): Introduction, components, applicationin Power System, basic functions and advantages. Building blocks of SCADA system, components of RTU, communication subsystem, IED functional block diagram.
Classification of SCADA system: Single master–single remote; Single master–multiple RTU; Multiple master–multiple RTUs; and Singlemaster, multiple submaster, multiple remote.

Module-2

Automatic Generation Control(AGC): Introduction, Schematic diagram of load frequency and excitation voltage regulators of turbo generators.
Load frequency control(Single area case), Turbine speed governing system, Model of speed governing system, Turbine model, Generator load model, Complete block diagram of Representation of load frequency control of an isolated power system, Steady state analysis, Control area concept, Proportional plus Integral Controller

Module-3

Automatic Generation Control in Interconnected Power system: Two real load frequency control, Optimal(Two area) load frequency control by state variable, Automatic voltage control, Load frequency control with generation rate constraints (GRCs), Speed governor and its effect on AGC, Digital LF Controllers, Decentralized control.

Module-4

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- There are 25 marks for the CIE's Assignment component and 25 for the Internal Assessment Test component.
- Each test shall be conducted for 25 marks. The first test will be administered after 40-50% of the coverage of the syllabus, and the second test will be administered after 85-90% of the coverage of the syllabus. The average of the two tests shall be scaled down to 25 marks
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The schedule for assignments shall be planned properly by the course teacher. The teacher should not conduct two assignments at the end of the semester if two assignments are planned. Each assignment shall be conducted for 25 marks. (If two assignments are conducted then the sum of the two assignments shall be scaled down to 25 marks)
- The final CIE marks of the course out of 50 will be the sum of the scale-down marks of tests and assignment/s marks.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks.

Suggested Learning Resources:

Books

1. Power System Operation and Control, K. Uma Rao, Wiley, 1st Edition, 2012.
2. Modern Power System Analysis, D. P.Kothari, McGraw Hill, 4th Edition, 2011.
3. Power Generation Operation and Control, Allen J Wood etal, Wiley, 2nd Edition, 2003.
4. Electric Power Systems, B M Weedy, B J Cory, Wiley. 4th Edition, 2012.

Web links and Video Lectures (e-Resources):

- https://nptel.ac.in/courses/108101040
- https://nptel.ac.in/courses/108104052

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Seminar, Quizzes

AI TECHNIQUES FOR ELECTRIC AND HYBRID ELECTRIC VEHICLES		Semester	VII
Course Code	**BEE714B**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	
Examination type (SEE)	Theory		

Course objectives:

- To explain IoT Based Battery Management System (BMS) and types of batteries for Hybrid Electric Vehicles (HEV)
- To explain advantages of AI, the use of brushless DC motor and its control in electric vehicle.
- To explain the optimization techniques and control strategies for active magnetic bearing (AMB) system for electric vehicle.
- To explain the modelling and analysis of power converters and hybrid energy storage system for electric vehicles.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. .

Module-1

IoT Based Battery Management System (BMS) for Hybrid Electric Vehicles (HEV) : Introduction, Battery configuration, Types of batteries for HEV and Electric Vehicles (EV), Functional Blocks of Battery Management Systems, IoT based BMS.

Module-2

Brushless Direct Current Motor Drive Using Artificial Intelligence for Optimum Operation of the Electric Vehicle: Basics of Artificial Intelligence, Advantages of Artificial Intelligence in EV, Brushless DC Motor, Mathematical Representation Brushless DC Motor, Closed-Loop Model of BLDC Motor Drive, PID Controller, Fuzzy Control, Auto-Tuning Type Fuzzy PID Controller, Genetic Algorithm, Artificial Neural Network-Based Controller, BLDC Motor Speed Controller with ANN Based PID Controller, Analysis of Different Speed Controllers.

Module-3

Optimization Techniques Used in Active Magnetic Bearing System for Electric Vehicles : Basic Components of an Active Magnetic Bearing (AMB), Active Magnetic Bearing in Electric Vehicles System, Control Strategies for AMB in EVs.

Module-4

Small-Signal Modeling Analysis of Three-Phase Power Converters for EV Applications : Introduction, Overall System Modeling, Mathematical Modeling and Analysis of Small Signal Modeling.

Module-5

Energy Management of Hybrid Energy Storage System (HESS) in PHEV With Various Driving Mode: Introduction, Problem Description, and Formulation, Modeling of HESS and its Analysis.

Course outcome (Course Skill Set)

At the end of the course, the student will be able to :

1. Discuss IoT Based Battery Management System and type of batteries for EV and HEV.
2. Explain AI Based BLDC drive for optimum operation of EV.
3. Explain Active Magnetic Bearing system for EVs.
4. Model and analyse three phase converters for EV applications.
5. Model and analyse Energy Management of HESS in PHEV.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- There are 25 marks for the CIE's Assignment component and 25 for the Internal Assessment Test component.
- Each test shall be conducted for 25 marks. The first test will be administered after 40-50% of the coverage of the syllabus, and the second test will be administered after 85-90% of the coverage of the syllabus. The average of the two tests shall be scaled down to 25 marks
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The schedule for assignments shall be planned properly by the course teacher. The teacher should not conduct two assignments at the end of the semester if two assignments are planned. Each assignment shall be conducted for 25 marks. (If two assignments are conducted then the sum of the two assignments shall be scaled down to 25 marks)
- The final CIE marks of the course out of 50 will be the sum of the scale-down marks of tests and assignment/s marks.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks.

Suggested Learning Resources:

Books

1. Artificial Intelligent Techniques for Electric and Hybrid Electric Vehicles, Chitra A, P. Sanjeevikumar, and S. Himavathi, Wiley, 2020.

Web links and Video Lectures (e-Resources):

Programmable Logic Controllers		Semester	VII
Course Code	BEE714C	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	
Examination type (SEE)	Theory		

Course objectives:

(1) To explain advantages and disadvantages, main parts and their functions, basic sequence of operation of PLC.
(2) To describe the hardware components: I/O modules, CPU, memory devices, other support devices and the functions of PLC memory map.
(3) To describe program scan sequence, the communication of information to the PLC using different languages, internal relay instruction.
(4) To explain identification of common operating modes found in PLCs, writing and entering the ladder logic programs.
(5) To define the functions of Relays, Contactors, Motor Starters, Switches, Sensors, Output Control Devices, Seal-In Circuits and Latching Relays.
(6) To explain conversion of relay schematics into PLC ladder logic programs and writing PLC programs directly from narrative descriptions.
(7) To explain the functions of PLC counter instructions, applying combinations of counters and timers to control systems.
(8) To describe the function of selectable timed interrupt and fault routine files and use of temporary end instruction.
(9) To explain the execution of data transfer instructions, interruption of data transfer and data compare instructions.
(10) To explain the basic operation of PLC closed-loop control system, various forms of mechanical sequencers and their operations.
(11) To describe the operation of bit and word shift registers and develop programs that use shift registers.
(12) To discuss the operation of various processes, structures of control systems and the method of communication between different industrial processes.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1 Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2 Use of Video/Animation to explain functioning of various concepts.
3 Encourage collaborative (Group Learning) Learning in the class.
4 Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5 Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6 Introduce Topics in manifold representations.
7 Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8 Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Programmable Logic Controllers: Introduction, Parts of a PLC, Principles of Operation, Modifying the Operation, PLCs versus Computers, PLC Size and Application.

PLC Hardware Components: The I/O Section, Discrete I/O Modules, Analog I/O Modules, Special I/O Modules, I/O Specifications, The Central Processing Unit (CPU), Memory Design, Memory Types, Programming Terminal Devices, Recording and Retrieving Data, Human Machine Interfaces (HMIs)

Basics of PLC Programming: Processor Memory Organization, Program Scan, PLC Programming Languages, Relay-Type Instructions, Instruction Addressing, Branch Instructions, Internal Relay Instructions, Programming Examine If Closed and Examine If Open Instructions, Entering the Ladder Diagram, Modes of Operation.

Module-2
Developing Fundamental PLC Wiring Diagrams and Ladder Logic Programs: Electromagnetic Control Relays, Contactors, Motor Starters, Manually Operated Switches, Mechanically Operated Switches, Sensors, Output Control Devices, Seal-In Circuits, Latching Relays, Converting Relay Schematics into PLC Ladder Programs, Writing a Ladder Logic Program Directly from a Narrative Description. **Programming Timers:** Mechanical Timing Relays, Timer Instructions, On-Delay Timer Instruction, Off-Delay Timer Instruction, Retentive Timer, Cascading Timers.
Module-3
Programming Counters: Counter Instructions, Up-Counter, Down-Counter, Cascading Counters, Incremental Encoder-Counter Applications, Combining Counter and Timer Functions. **Program Control Instructions:** Master Control Reset Instruction, Jump Instruction, Subroutine Functions, Immediate Input and Immediate Output Instructions, Forcing External I/O Addresses, Safety Circuitry, Selectable Timed Interrupt, Fault Routine, Temporary End Instruction, Suspend Instruction
Module-4
Data Manipulation Instructions: Data Manipulation, Data Transfer Operations, Data Compare Instructions, Data Manipulation Programs, Numerical Data I/O Interfaces, Closed-Loop Control. **Math Instructions:** Math Instructions, Addition Instruction, Subtraction Instruction, Multiplication Instruction, Division Instruction, Other Word-Level Math Instructions, File Arithmetic Operations
Module-5
Sequencer and Shift Register Instructions: Mechanical Sequencers, Sequencer Instructions, Sequencer Programs, Bit Shift Registers, Word Shift Operations. **Process Control, Network Systems, and SCADA:** Types of Processes, Structure of Control Systems, On/Off Control, PID Control, Motion Control, Data Communications, Supervisory Control and Data Acquisition (SCADA).
Course outcome (Course Skill Set) At the end of the course the student will be able to: 1. Describe the hardware components of PLC: I/O modules, CPU, memory devices, other support devices,operating modes and PLC programming. 2. Develop Fundamental PLC Wiring Diagrams and Ladder Logic Programs 3. Describe the operation of different program control instructions. 4. Discuss the execution of data transfer instructions, data compare instructions and the basic operation of PLC closed-loop control system. 5. Describe the operation of mechanical sequencers, bit and word shift registers, processes and structure of control systems and communication between the processes.
Assessment Details (both CIE and SEE) The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- There are 25 marks for the CIE's Assignment component and 25 for the Internal Assessment Test component.
- Each test shall be conducted for 25 marks. The first test will be administered after 40-50% of the coverage of the syllabus, and the second test will be administered after 85-90% of the coverage of the syllabus. The average of the two tests shall be scaled down to 25 marks
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The schedule for assignments shall be planned properly by the course teacher. The teacher should not conduct two assignments at the end of the semester if two assignments are planned. Each assignment shall be conducted for 25 marks. (If two assignments are conducted then the sum of the two assignments shall be scaled down to 25 marks)
- The final CIE marks of the course out of 50 will be the sum of the scale-down marks of tests and assignment/s marks.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks.

Suggested Learning Resources:

Books

Textbook

1. Programmable Logic Controllers, Frank D Petruzella, McGraw Hill, 4th Edition, 2011

Reference Books

1. Programmable Logic Controllers anEngineer's Guide, E A Parr Newnes, 3rd Edition, 2013
2. Introduction Programmable LogicControllers, Gary Dunning, Cengage, 3rd Edition, 2006

Web links and Video Lectures (e-Resources):

- .

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

-

B. E. ELECTRICAL AND ELECTRONICS ENGINEERING

CHOICE BASED CREDIT SYSTEM (CBCS) AND OUTCOME BASED EDUCATION (OBE)

SEMESTER – VII

BIG DATA ANALYTICS IN POWER SYSTEMS (PROFESSIONAL ELECTIVE)			
Course Code	BEE714D	CIE Marks	50
Teaching Hours/Week (L:T:P)	(3:0:0)	SEE Marks	50
Credits	03	Exam Hours	03

Course objectives:

- To define big data and to explain big data application and analytics to power systems.
- To explain the role of big data in smart grid communications and optimization of big data in electric power systems.
- To explain security methods for the infrastructure communication and data mining methods for theft detection in power systems.
- To explain the application of unit commitment method in the control of smart grid.
- To explain protection algorithm for transformer based on data pattern recognition

Module-1

Introduction: Big Data, Future Power Systems.
Big Data Application and Analytics in a Large - Scale Power System: Introduction, General Applications of Big Data, Algorithms for Processing Big Data, Application of Big Data in Power Systems.

Module-2

Role of Big Data in Smart Grid Communications: Introduction, The Grid Modernization, The Grid Interconnection with the Internet of Things, Data Traffic Pattern in a Smart Grid Environment, The Massive Flow of Information in a Smart Scenario ,The Volume of Generated Data in a Smart Distribution System: A Case of Study.
Big Data Optimization in Electric Power Systems: Introduction, Background, Scientometric Analysis of Big Data, Big Data and Power Systems, Optimization Techniques Used in the Big Data Analysis.

Module-3

Security Methods for Critical Infrastructure Communications: Introduction, Effects of Successful Communication System Threats, General Communication System Operations, Industrial Control Networks and Operations, High-Level Communication System Threats, Cyber Threats and Security.
Data - Mining Methods for Electricity Theft Detection: Introduction, Transmission and Distribution System Losses, Electricity Theft Methods, Data Mining and Electricity Theft, Issues and Directions in Electricity Theft-Related Data-Mining Research.

Module-4

Unit Commitment Control of Smart Grids: Introduction, Renewable Energy Resources, The Unit Commitment Problem, A Multi-agent Architecture, Illustrative Example.

Module-5

Transformer Differential Protection Algorithm Based on Data Pattern Recognition: Big Data and Power System Protection, Methods for Differential Protection Blocking, Principal Component Analysis, Curvilinear Component Analysis (CCA), PCA Applied to Discriminate Between Inrush and Fault, Currents in Transformers, Application of the CCA as a Base for a Differential Protection System Under Study, Results.

ELECTRIC VEHICLE TECHNOLOGIES		Semester	VII
Course Code	BEE755A	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2:2:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
Examination type (SEE)	Theory		

Course objectives:

- To understand the workingof ElectricVehicles and recent trends.
- To design Hybrid Electric Drive Train
- To design converters for battery charging
- To analyze different power grid used for electric vehicle application.
- To develop the modes of control for electrical vehicles

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Chalk and Talk
2. PPT
3. Demo

Module-1

Electric and Hybrid Electric Vehicles:

History of Electric Vehicles, Hybrid Electric Vehicles, Fuel Cell Vehicles, Performance of EVs - Traction Motor Characteristics, Tractive Effort and Transmission Requirement, Vehicle performance, Energy Consumption

Hybrid Electric Vehicles Concept of Hybrid Electric Drive Trains, Architectures of Hybrid Electric Drive Trains

Module-2

Design Principle of Series and parallel Hybrid Electric Drive Train

Operation Patterns, Control Strategies-Max. SOC-of-PPS and Engine On–Off

Series Hybrid Electric Drive Train Design Electrical Coupling Device, Power Rating Design of the Traction Motor, Power Rating Design of the Engine/Generator, Design of PPS, Power Capacity of PPS, Energy Capacity of PPS.

Parallel Hybrid Electric Drive Train Design

Drive Train Configuration and Design Objectives, Control Strategies, Max. SOC-of-PPS Control Strategy Engine On–Off (Thermostat) Control Strategy, Constrained Engine On–Off Control Strategy.

Module-3

Batteries in Electric and Hybrid vehicles

Basics of Battery-Battery cell Structure and Chemical reactions. Battery Parameters -Battery capacity, Open circuit voltage, Terminal voltage, Practical capacity, Discharge rate, State of charge, Battery energy, Battery power, Specific power,

Fuel Cells

Operating Principles, Fuel Cell System Characteristics, Fuel Cell Technologies, Proton Exchange Membrane Fuel Cells (PEMFC)Types of fuel cells-Alkaline,, Phosphoric Acid, Molten Carbonate, Solid Oxide, Direct Methanol.

Module-4

Power Grid of Electric Vehicles

Vehicle grid interface -electric vehicle charging -dc fast chargers,480 V Fast Charger, MV Fast Charger, Electric vehicle Charging station, Grid impact of fast chargers, Electric vehicles in micro grids. Micro grid and controls --Primary- and Secondary-Level Controls, Droop-Based Controls, Oscillator-Based Controls, Tertiary control,V2G and G2V power converter, Solar generation Integration with electric Vehicles --Coordinated Control of Solar PV Generation, Storage and PEV

Module-5

Strategy of Hybrid Vehicle Control vehicle supervisory controller, Mode selection strategy--Mechanical power-split hybrid modes, Electric Only (Low Speeds, Reverse, Battery Charging), Parallel Mode, Power-Split Mode, Engine Brake Mode, Regeneration mode. Modal control strategies --series and parallel control.

Course outcome (Course Skill Set)

At the end of the course, the student will be able to :

1. Explain the working of Electric Vehicles and recent trends.
2. Design Hybrid Electric Drive Train
3. Develop a converters for battery charging
4. Different power grid used for electric vehicle application.
5. Develop the modes of control for electrical vehicles.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- There are 25 marks for the CIE's Assignment component and 25 for the Internal Assessment Test component.
- Each test shall be conducted for 25 marks. The first test will be administered after 40-50% of the coverage of the syllabus, and the second test will be administered after 85-90% of the coverage of the syllabus. The average of the two tests shall be scaled down to 25 marks
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The schedule for assignments shall be planned properly by the course teacher. The teacher should not conduct two assignments at the end of the semester if two assignments are planned. Each assignment shall be conducted for 25 marks. (If two assignments are conducted then the sum of the two assignments shall be scaled down to 25 marks)
- The final CIE marks of the course out of 50 will be the sum of the scale-down marks of tests and assignment/s marks.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks.

Suggested Learning Resources:

Books

Energy Conservation and Audit		Semester	VII
Course Code	**BEE755B**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
Examination type (SEE)	Theory		

Course objectives:

- Understand the current energy scenario and importance of energy conservation.
- Understand the methods of improving energy efficiency in different electrical systems.
- Realize energy auditing.
- Explain about various pillars of electricity market design.
- To explain the scope of demand side management, its concept and implementation issues and strategies.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methodscould be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students tocome up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Energy Scenario: Commercial and Non-commercial energy, primary energy resources, commercial energy production, final energy consumption, energy needs of growing economy, long term energy scenario, energy pricing, energy sector reforms, energy and environment, energy security, energy conservation and its importance, restructuring of the energy supply sector, energy strategy for the future, air pollution, climate change. Energy Conservation Act-2001 and its features.

Module-2

Energy Efficiency in Electrical Systems: Electricity billing, Electrical load management and maximum demand Control, Maximum demand controllers; Power factor improvement, Automatic power factor controllers, efficient operation of transformers, energy efficient motors, Soft starters, Variable speed drives; Performance evaluation of fans and pumps, Flow control strategies and energy conservation opportunities in fans and pumps, Electronic ballast, Energy efficient lighting and measures of energy efficiency in lighting system.

Module-3

Energy auditing: Introduction, Elements of energy audits, different types of audit, energy use profiles, measurements in energy audits, presentation of energy audit results.

Module-4

Electricity vis-à-vis Other Commodities: Distinguishing features of electricity as a commodity, Four pillars of market design: Imbalance, Scheduling and Dispatch, Congestion Management, Ancillary Services. Framework of Indian power sector and introduction to the availability based tariff (ABT).

Module-5

Energy Audit Applied to Buildings: Energy – Saving Measures in New Buildings, Water Audit, Method of Audit, General Energy – Savings Tips Applicable to New as well as Existing Buildings.
Demand side Management: Scope of DSM, Evolution of DSM concept, DSM planning and Implementation, Load management as a DSM strategy, Applications of Load Control, End use energy conservation, Tariff options for DSM.

Course outcome (Course Skill Set)

At the end of the course, the student will be able to :

1. Analyze about energy scenario nationwide and worldwide, also outline Energy Conservation Act and it features.
2. Discuss load management techniques and energy efficiency.
3. Understand the need of energy audit and energy audit methodology.
4. Understand various pillars of electricity market design.
5. Conduct energy audit of electrical systems and buildings.
6. Show an understanding of demand side management and energy conservation.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- There are 25 marks for the CIE's Assignment component and 25 for the Internal Assessment Test component.
- Each test shall be conducted for 25 marks. The first test will be administered after 40-50% of the coverage of the syllabus, and the second test will be administered after 85-90% of the coverage of the syllabus. The average of the two tests shall be scaled down to 25 marks
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The schedule for assignments shall be planned properly by the course teacher. The teacher should not conduct two assignments at the end of the semester if two assignments are planned. Each assignment shall be conducted for 25 marks. (If two assignments are conducted then the sum of the two assignments shall be scaled down to 25 marks)
- The final CIE marks of the course out of 50 will be the sum of the scale-down marks of tests and assignment/s marks.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks.

PLC and SCADA		Semester	VII
Course Code	**BEE755C**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	
Examination type (SEE)	Theory		

Course objectives:

(1) To explain advantages and disadvantages, main parts and their functions, basic sequence of operation of PLC.
(2) To describe the hardware components: I/O modules, CPU, memory devices, other support devices, and the functions of PLC memory map.
(3) To describe program scan sequence, the communication of information to the PLC using different languages, internal relay instruction.
(4) To explain identification of common operating modes found in PLCs, writing and entering the ladder logic programs.
(5) To define the functions of Relays, Contactors, Motor Starters, Switches, Sensors, Output Control Devices, Seal-in circuits and Latching Relays.
(6) To explain conversion of relay schematics into PLC ladder logic programs and writing PLC programs directly from narrative descriptions.
(7) To explain the functions of PLC counter instructions, applying combinations of counters and timers to control systems.
(8) To describe the function of selectable timed interrupt and fault routine files and use of temporary end instruction.
(9) To explain the execution of data transfer instructions, interruption of data transfer and data compare instructions.
(10) To explain the basic operation of PLC closed-loop control system, various forms of mechanical sequencers, and their operations.
(11) To describe the operation of bit and word shift registers and develop programs that use shift registers.
(12) To discuss the operation of various processes, structures of control systems and the method of communication between different industrial processes.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1 Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2 Use of Video/Animation to explain functioning of various concepts.
3 Encourage collaborative (Group Learning) Learning in the class.
4 Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5 Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6 Introduce Topics in manifold representations.
7 Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8 Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Programmable Logic Controllers: Introduction, Parts of a PLC, Principles of Operation, Modifying the Operation, PLCs versus Computers, PLC Size and Application.

PLC Hardware Components: The I/O Section, Discrete I/O Modules, Analog I/O Modules, Special I/O Modules, I/O Specifications, The Central Processing Unit (CPU), Memory Design, Memory Types, Programming Terminal Devices, Recording and Retrieving Data, Human Machine Interfaces (HMIs).

Basics of PLC Programming: Processor Memory Organization, Program Scan, PLC Programming Languages, Relay-Type Instructions, Instruction Addressing, Branch Instructions, Internal Relay Instructions, Programming Examine If Closed and Examine If Open Instructions, Entering the Ladder Diagram, Modes of Operation.

Module-2
Developing Fundamental PLC Wiring Diagrams and Ladder Logic Programs: Electromagnetic Control Relays, Contactors, Motor Starters, Manually Operated Switches, Mechanically Operated Switches, Sensors, Output Control Devices, Seal-In Circuits, Latching Relays, Converting Relay Schematics into PLC Ladder Programs, Writing a Ladder Logic Program Directly from a Narrative Description. **Programming Timers:** Mechanical Timing Relays, Timer Instructions, On-Delay Timer Instruction, Off-Delay Timer Instruction, Retentive Timer, Cascading Timers.
Module-3
Programming Counters: Counter Instructions, Up-Counter, Down-Counter, Cascading Counters, Incremental Encoder-Counter Applications, Combining Counter and Timer Functions. **Program Control Instructions:** Master Control Reset Instruction, Jump Instruction, Subroutine Functions, Immediate Input and Immediate Output Instructions, Forcing External I/O Addresses, Safety Circuitry, Selectable Timed Interrupt, Fault Routine, Temporary End Instruction, Suspend Instruction.
Module-4
Data Manipulation Instructions: Data Manipulation, Data Transfer Operations, Data Compare Instructions, Data Manipulation Programs, Numerical Data I/O Interfaces, Closed-Loop Control. Math Instructions: Math Instructions, Addition Instruction, Subtraction Instruction, Multiplication Instruction, Division Instruction, Other Word-Level Math Instructions, File Arithmetic Operations.
Module-5
Sequencer and Shift Register Instructions: Mechanical Sequencers, Sequencer Instructions, Sequencer Programs, Bit Shift Registers, Word Shift Operations. **Process Control, Network Systems, and SCADA:** Types of Processes, Structure of Control Systems, On/Off Control, PID Control, Motion Control, Data Communications, Supervisory Control and Data Acquisition (SCADA).
Course outcome (Course Skill Set) At the end of the course the student will be able to : 1. Discuss history of PLC and describe the hardware components of PLC: I/O modules, CPU, memory devices, other support devices, operating modes and PLC programming. 2. Describe field devices Relays, Contactors, Motor Starters, Switches, Sensors, Output Control Devices, Seal-In Circuits, and Latching Relays commonly used with I/O module. 3. Analyze PLC timer and counter ladder logic programs and describe the operation of different program control instructions 4. Discuss the execution of data transfer instructions, data compare instructions and the basic operation of PLC closed-loop control system. 5. Describe the operation of mechanical sequencers, bit and word shift registers, processes and structure of control systems and communication between the processes.
Assessment Details (both CIE and SEE) The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- There are 25 marks for the CIE's Assignment component and 25 for the Internal Assessment Test component.
- Each test shall be conducted for 25 marks. The first test will be administered after 40-50% of the coverage of the syllabus, and the second test will be administered after 85-90% of the coverage of the syllabus. The average of the two tests shall be scaled down to 25 marks
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The schedule for assignments shall be planned properly by the course teacher. The teacher should not conduct two assignments at the end of the semester if two assignments are planned. Each assignment shall be conducted for 25 marks. (If two assignments are conducted then the sum of the two assignments shall be scaled down to 25 marks)
- The final CIE marks of the course out of 50 will be the sum of the scale-down marks of tests and assignment/s marks.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks.

Suggested Learning Resources:

Books

Textbook

1. Programmable Logic Controllers, Frank D Petruzella, McGraw Hill, 4th Edition, 2011.

Reference Books

1. Programmable Logic Controllers an Engineer's Guide, E A Parr, Newnes, 3rd Edition, 2013.
2. Introduction Programmable Logic Controllers, Gary Dunning, Cengage, 3rd Edition, 2006.

Web links and Video Lectures (e-Resources):

- .

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

-

OPTIMISATION TECHNIQUES		Semester	VII
Course Code	BEE755D	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	
Examination type (SEE)	Theory		

Course objectives:

- To introduce the basic concepts of linear programming
- To educate on the advancements in Linear programming techniques
- To introduce non-linear programming techniques
- To introduce the interior point methods of solving problems
- To introduce the dynamic programming method

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1.

Module-1

LINEAR PROGRAMMING:

Introduction - formulation of linear programming model-Graphical solution–solving LPP using simplex algorithm – Revised Simplex Method.

Module-2

ADVANCES IN LP:

Duality theory- Dual simplex method - Sensitivity analysis–-Transportation problems–Assignment problems-Travelling sales man problem -Data Envelopment Analysis.

Module-3

NON LINEAR PROGRAMMING:

Classification of Non Linear programming – Lagrange multiplier method – Karush – Kuhn Tucker conditions–Reduced gradient algorithms–Quadratic programming method – Penalty and Barrier method.

Module-4

INTERIOR POINT METHODS:

Karmarkar's algorithm–Projection Scaling method–Dual affine algorithm–Primal affine algorithm Barrier algorithm.

Module-5

DYNAMIC PROGRAMMING:

Formulation of Multi stage decision problem–Characteristics–Concept of sub-optimization and the principle of optimality–Formulation of Dynamic programming–Backward and Forward recursion– Computational procedure–Conversion offinal value problem in to Initial value problem.

Course outcome (Course Skill Set)

At the end of the course, the student will be able to :

1. Understand and formulate Linear Programming model.
2. Solve problems on Duality theory, transportation, Assignment problems-Travelling sales man problem.
3. Classify Non Linear programming and solve related problems.
4. Understand interior point methods.
5. Understand and formulate multi stage decision problem and explain the concept of sub optimisation.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- There are 25 marks for the CIE's Assignment component and 25 for the Internal Assessment Test component.
- Each test shall be conducted for 25 marks. The first test will be administered after 40-50% of the coverage of the syllabus, and the second test will be administered after 85-90% of the coverage of the syllabus. The average of the two tests shall be scaled down to 25 marks
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The schedule for assignments shall be planned properly by the course teacher. The teacher should not conduct two assignments at the end of the semester if two assignments are planned. Each assignment shall be conducted for 25 marks. (If two assignments are conducted then the sum of the two assignments shall be scaled down to 25 marks)
- The final CIE marks of the course out of 50 will be the sum of the scale-down marks of tests and assignment/s marks.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks.

Suggested Learning Resources:

Books

1. Hillier and Lieberman "Introduction to Operations Research", TMH, 2000.
2. R.Panneerselvam, "Operations Research", PHI, 2006
3. Hamdy ATaha, "Operations Research –An Introduction", Prentice Hall India, 2003.

Updated on 16.04.2020/28092020

B. E. MECHANICAL ENGINEERING Choice Based Credit System (CBCS) and Outcome Based Education (OBE) SEMESTER - VII			
DESIGN LAB			
Course Code	**18MEL77**	CIE Marks	40
Teaching Hours /Week (L:T:P)	0:2:2	SEE Marks	60
Credits	02	Exam Hours	03

Course Learning Objectives:

- To understand the concepts of natural frequency, logarithmic decrement, damping and damping ratio.
- To understand the techniques of balancing of rotating masses.
- To verify the concept of the critical speed of a rotating shaft.
- To illustrate the concept of stress concentration using Photo elasticity.
- To appreciate the equilibrium speed, sensitiveness, power and effort of a Governor.
- To illustrate the principles of pressure development in an oil film of a hydrodynamic journal bearing.

Sl. No.	Experiments
	PART - A
1	Determination of natural frequency, logarithmic decrement, damping ratio and damping coefficient in a single degree of freedom vibrating systems (longitudinal and torsional).
2	Balancing of rotating masses
3	Determination of critical speed of a rotating shaft
4	Determination of equilibrium speed, sensitiveness, power and effort of Porter/Proell /Hartnel Governor.
	PART - B
5	Determination of Fringe constant of Photo-elastic material using. a) Circular disc subjected to diametral compression. b) Pure bending specimen (four-point bending.
6	Determination of stress concentration using Photo-elasticity for simple components like plate with a hole under tension or bending, circular disk with circular hole under compression, 2D Crane hook
7	Determination of Pressure distribution in Journal bearing
8	Determination of Principal Stresses and strains in a member subjected to combined loading using Strain
9	Determination of stresses in Curved beam using strain gauge.

Course Outcomes: At the end of the course, the student will be able to:

CO1: Compute the natural frequency of the free and forced vibration of single degree freedom systems, critical
speed of shafts.

CO2: Carry out balancing of rotating masses.

CO3: Analyse the governor characteristics.

CO4: Determine stresses in disk, beams, plates and hook using photo elastic bench.

CO5: Determination of Pressure distribution in Journal bearing

CO6: Analyse the stress and strains using strain gauges in compression and bending test and stress distribution
in curved beams.

Conduct of Practical Examination:

1. All laboratory experiments are to be included for practical examination.
2. Breakup of marks and the instructions printed on the cover page of answer script to be strictly adhered by the examiners.
3. Students can pick one experiment from the questions lot prepared by the examiners.

Scheme of Examination: One question from Part A: 40 marks One question from Part B: 40 Marks Viva voce: 20 Marks Total: 100 Marks

B. E. MECHANICAL ENGINEERING
Choice Based Credit System (CBCS) and Outcome Based Education (OBE)
SEMESTER - VIII

ENERGY ENGINEERING

Course Code	**18ME81**	CIE Marks	40
Teaching Hours /Week (L:T:P)	3:0:0	SEE Marks	60
Credits	03	Exam Hours	03

Course Learning Objectives:

- Understand energy scenario, energy sources and their utilization
- Learn about energy conversion methods
- Study the principles of renewable energy conversion systems.

Module-1

STEAM GENERATORS Coal and ash handling, Generation of steam using forced circulation, high and supercritical pressures, LaMount, Benson, Velox, Loeffer, Schmidt steam generators, Cooling towers and Ponds, Accessories such as Superheaters, De-superheater, Economizers, Air preheaters.

Module-2

Solar Energy: Introduction, Solar radiation at the earth's surface, Solar radiation measurements, Flat plate collectors, Focussing collectors, Solar pond, Solar electric power generation-Solar photovoltaics.

Biomass Energy: Photosynthesis, photosynthetic oxygen production, energy plantation. Bio Chemical Route: Biogas production from organic wastes by anaerobic fermentation, Bio gas plants-KVIC, Janta, Deenbhandu models, factors affecting bio gas generation. Thermal gasification of biomass, updraft and downdraft

Module-3

Geothermal Energy: Forms of geothermal energy, Dry steam, wet steam, hot dry rock and magmatic chamber systems.

Tidal Energy: Tidal power, Site selection, Single basin and double basin systems, Advantages and disadvantages of tidal energy.

Wind Energy: Wind energy-Advantages and limitations, wind velocity and wind power, Basic components of wind energy conversion systems, horizontal and vertical axis wind mills, coefficient of performance of a wind mill rotor, Applications of wind energy.

Module-4

Hydroelectric plants: Advantages & disadvantages of water power, Hydrographs and flow duration curves-numericals, Storage and pondage, General layout of hydel power plants- components such as Penstock, surge tanks, spill way and draft tube and their applications, pumped storage plants, Detailed classification of hydroelectric plants, water hammer.

Ocean Thermal Energy: Ocean thermal energy conversion, Principle and working of Rankine cycle, Problems associated with OTEC.

Module-5

NUCLEAR ENERGY Principles of release of nuclear energy-Fusion and fission reactions. Nuclear fuels used in the reactors, Chain reaction, Moderation, breeding, Multiplication and thermal utilization factors. General components of a nuclear reactor and materials, Brief description-Pressurized water reactor, Boiling water reactor, Sodium graphite reactor, Fast Breeder reactor, Homogeneous graphite reactor and gas cooled reactor, Radiation hazards, Shielding, Nuclear waste, Radioactive waste disposal.

Course Outcomes: At the end of the course the student will be able to:

CO1: Understand the construction and working of steam generators and their accessories.

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E. in MECHANICAL ENGINEERING
Scheme of Teaching and Examinations2021
Outcome Based Education(OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 - 22)

III SEMESTER

Sl. No	Course and Course Code	Course Title	Teaching Department (TD) and Question Paper Setting Board (PSB)	Teaching Hours /Week				Examination				Credits
				Theory Lecture	Tutorial	Practical / Drawing	Self -Study	Duration in hours	CIE Marks	SEE Marks	Total Marks	
				L	T	P	S					
1	BSC 21MAT31	Transform Calculus, Fourier Series And Numerical Techniques	Maths	2	2	0	0	03	50	50	100	3
2	IPCC 21ME32	Metal casting, Forming and Joining Processes	TD: ME PSB: ME	3	0	2	0	03	50	50	100	4
3	IPCC 21ME33	Material Science and Engineering	TD: ME PSB ME	3	0	2	0	03	50	50	100	4
4	PCC 21ME34	Thermodynamics	TD: ME PSB ME	2	2	0	0	03	50	50	100	3
5	PCC 21MEL35	Machine Drawing and GD & T	TD: ME PSB ME	0	0	2	0	03	50	50	100	1
6	UHV 21UH36	Social Connect and Responsibility	Any Department	0	0	1	0	01	50	50	100	1
7	HSMC 21KSK37/47	Samskrutika Kannada	TD and PSB: HSMC	1	0	0	0	01	50	50	100	1
	HSMC 21KBK37/47	Balake Kannada										
	OR											
	HSMC 21CIP37/47	Constitution of India and Professional Ethics										
8	AEC 21ME38X	Ability Enhancement Course – III	TD: Concerned department PSB: Concerned Board	If offered as Theory Course				01	50	50	100	1
				0	2	0						
				If offered as lab. course				02				
				0	0	2						
								Total	400	400	800	18

Sl. No		Course Code	Course Title		
9	Scheduled activities for III to VIII semesters	NMDC 21NS83	National Service Scheme (NSS)	NSS	All students have to register for any one of the course namely National Service Scheme, Physical Education (PE)(Sports and Athletics) and Yoga with the concerned coordinator of the course during the first week of III semester.The activities shall be carried out from (for 5 semesters) between III semester to VIII semester. SEE in the above courses shall be conducted during VIII semester examinations and the accumulated CIE marks shall be added to the SEE marks. Successful completion of the registered course is mandatory for the award of the degree. The events shall be appropriately scheduled by the colleges and the same shall be reflected in the colander prepared for
		NMDC 21PE83	Physical Education (PE)(Sports and Athletics)	PE	
		NMDC 21YO83	Yoga	Yoga	

B. E. MECHANICAL ENGINEERING Choice Based Credit System (CBCS) and Outcome Based Education (OBE) SEMESTER - VII			
DESIGN LAB			
Course Code	**18MEL77**	CIE Marks	40
Teaching Hours /Week (L:T:P)	0:2:2	SEE Marks	60
Credits	02	Exam Hours	03

Course Learning Objectives:

- To understand the concepts of natural frequency, logarithmic decrement, damping and damping ratio.
- To understand the techniques of balancing of rotating masses.
- To verify the concept of the critical speed of a rotating shaft.
- To illustrate the concept of stress concentration using Photo elasticity.
- To appreciate the equilibrium speed, sensitiveness, power and effort of a Governor.
- To illustrate the principles of pressure development in an oil film of a hydrodynamic journal bearing.

Sl. No.	Experiments
	PART - A
1	Determination of natural frequency, logarithmic decrement, damping ratio and damping coefficient in a single degree of freedom vibrating systems (longitudinal and torsional).
2	Balancing of rotating masses
3	Determination of critical speed of a rotating shaft
4	Determination of equilibrium speed, sensitiveness, power and effort of Porter/Proell /Hartnel Governor.
	PART - B
5	Determination of Fringe constant of Photo-elastic material using. a) Circular disc subjected to diametral compression. b) Pure bending specimen (four-point bending.
6	Determination of stress concentration using Photo-elasticity for simple components like plate with a hole under tension or bending, circular disk with circular hole under compression, 2D Crane hook
7	Determination of Pressure distribution in Journal bearing
8	Determination of Principal Stresses and strains in a member subjected to combined loading using Strain
9	Determination of stresses in Curved beam using strain gauge.

Course Outcomes: At the end of the course, the student will be able to:

CO1: Compute the natural frequency of the free and forced vibration of single degree freedom systems, critical
speed of shafts.

CO2: Carry out balancing of rotating masses.

CO3: Analyse the governor characteristics.

CO4: Determine stresses in disk, beams, plates and hook using photo elastic bench.

CO5: Determination of Pressure distribution in Journal bearing

CO6: Analyse the stress and strains using strain gauges in compression and bending test and stress distribution
in curved beams.

Conduct of Practical Examination:

1. All laboratory experiments are to be included for practical examination.
2. Breakup of marks and the instructions printed on the cover page of answer script to be strictly adhered by the examiners.
3. Students can pick one experiment from the questions lot prepared by the examiners.

Scheme of Examination: One question from Part A: 40 marks One question from Part B: 40 Marks Viva voce: 20 Marks Total: 100 Marks

B. E. MECHANICAL ENGINEERING
Choice Based Credit System (CBCS) and Outcome Based Education (OBE)
SEMESTER - VIII

ENERGY ENGINEERING

Course Code	**18ME81**	CIE Marks	40
Teaching Hours /Week (L:T:P)	3:0:0	SEE Marks	60
Credits	03	Exam Hours	03

Course Learning Objectives:

- Understand energy scenario, energy sources and their utilization
- Learn about energy conversion methods
- Study the principles of renewable energy conversion systems.

Module-1

STEAM GENERATORS Coal and ash handling, Generation of steam using forced circulation, high and supercritical pressures, LaMount, Benson, Velox, Loeffer, Schmidt steam generators, Cooling towers and Ponds, Accessories such as Superheaters, De-superheater, Economizers, Air preheaters.

Module-2

Solar Energy: Introduction, Solar radiation at the earth's surface, Solar radiation measurements, Flat plate collectors, Focussing collectors, Solar pond, Solar electric power generation-Solar photovoltaics.

Biomass Energy: Photosynthesis, photosynthetic oxygen production, energy plantation. Bio Chemical Route: Biogas production from organic wastes by anaerobic fermentation, Bio gas plants-KVIC, Janta, Deenbhandu models, factors affecting bio gas generation. Thermal gasification of biomass, updraft and downdraft

Module-3

Geothermal Energy: Forms of geothermal energy, Dry steam, wet steam, hot dry rock and magmatic chamber systems.

Tidal Energy: Tidal power, Site selection, Single basin and double basin systems, Advantages and disadvantages of tidal energy.

Wind Energy: Wind energy-Advantages and limitations, wind velocity and wind power, Basic components of wind energy conversion systems, horizontal and vertical axis wind mills, coefficient of performance of a wind mill rotor, Applications of wind energy.

Module-4

Hydroelectric plants: Advantages & disadvantages of water power, Hydrographs and flow duration curves-numericals, Storage and pondage, General layout of hydel power plants- components such as Penstock, surge tanks, spill way and draft tube and their applications, pumped storage plants, Detailed classification of hydroelectric plants, water hammer.

Ocean Thermal Energy: Ocean thermal energy conversion, Principle and working of Rankine cycle, Problems associated with OTEC.

Module-5

NUCLEAR ENERGY Principles of release of nuclear energy-Fusion and fission reactions. Nuclear fuels used in the reactors, Chain reaction, Moderation, breeding, Multiplication and thermal utilization factors. General components of a nuclear reactor and materials, Brief description-Pressurized water reactor, Boiling water reactor, Sodium graphite reactor, Fast Breeder reactor, Homogeneous graphite reactor and gas cooled reactor, Radiation hazards, Shielding, Nuclear waste, Radioactive waste disposal.

Course Outcomes: At the end of the course the student will be able to:

CO1: Understand the construction and working of steam generators and their accessories.

					the NSS, PE and Yoga activities.

Course prescribed to lateral entry Diploma holders admitted to III semester B.E./B.Tech programs

1	NCMC 21MATDIP31	Additional Mathematics - I	Maths	02	02	--	--	---	100	---	100	0

Note:BSC: Basic Science Course, **IPCC:** Integrated Professional Core Course, **PCC:** Professional Core Course,**INT** –Internship, **HSMC:** Humanity and Social Science & Management Courses, **AEC**–Ability Enhancement Courses. **UHV:** Universal Human Value Course.

L –Lecture, **T –** Tutorial, P- Practical/ Drawing, **S –** Self Study Component, **CIE:** Continuous Internal Evaluation, **SEE:** Semester End Examination.**TD-** Teaching Department, **PSB**: Paper Setting department

21KSK37/47 Samskrutika Kannada is for students who speak, read and write Kannada and **21KBK37/47** Balake Kannada is for non-Kannada speaking, reading, and writing students.

Integrated Professional Core Course (IPCC): Refers to Professional Theory Core Course Integrated with Practicals of the same course. Credit for IPCC can be 04 and its Teaching–Learning hours (L : T : P) can be considered as (3 : 0 : 2) or (2 : 2 : 2). The theory part of the IPCC shall be evaluated both by CIE and SEE. The practical part shall be evaluated by only CIE (no SEE). However, questions from the practical part of IPCC shall be included in the SEE question paper.For more details, the regulation governing the Degree of Bachelor of Engineering /Technology (BE/B.Tech.) 2021-22 may be referred.

21INT49 Inter/Intra Institutional Internship: All the students admitted to engineering programs under the lateral entry category shall have to undergo a mandatory 21INT49 Inter/Intra Institutional Internshipof 03 weeks during the intervening period of III and IV semesters. The internship shall be slated for CIE only and will not have SEE. The letter grade earned through CIE shall be included in the IV semester grade card.The internship shall be considered as a head of passing and shall be considered for vertical progression and for the award of degree. Those, who do not take up / complete the internship shall be declared fail and shall have to complete during subsequently after satisfying the internship requirements. The faculty coordinator or mentor shall monitor the students' internship progress and interact with them for the successful completion of the internship.

Non–credit mandatory courses (NCMC):

(A)Additional Mathematics I and II:

(1) These courses are prescribed for III and IV semesters respectively to lateral entry Diploma holders admitted to III semester of B.E./B.Tech., programs. They shall attend the classes during the respective semesters to complete all the formalities of the course and appear for the Continuous Internal Evaluation (CIE). In case, any student fails to register for the said course/fails to secure the minimum 40 % of the prescribed CIE marks, he/she shall be deemed to have secured an F grade. In such a case, the student has to fulfill the course requirements during subsequent semester/s to earn the qualifying CIE marks. These courses are slated for CIE only and has no SEE.

(2) Additional Mathematics I and II shall not be considered for vertical progression as well as for the calculation of SGPA and CGPA, but completion of the courses shall be mandatory for the award of degree.

(3) Successful completion of the coursesAdditional Mathematics I and IIshall be indicated as satisfactory in the grade card. Non-completion of the courses. Additional Mathematics I and IIshall be indicated as Unsatisfactory.

(B) National Service Scheme/Physical Education (Sport and Athletics)/ Yoga:

(1) Securing 40 % or more in CIE,35 % or more marks in SEE and 40 % or more in the sum total of CIE + SEE leads to successful completion of the registered course.

(2) In case, students fail to secure 35 % marks in SEE, they has to appear for SEE during the subsequent examinations conducted by the University.

(3) In case, any student fails to register for NSS, PE or Yoga/fails to secure the minimum 40 % of the prescribed CIE marks, he/she shall be deemed to have not completed the requirements of the course. In such a case, the student has to fulfill the course requirements during subsequent semester/s to earn the qualifying CIE marks.

(4) Successful completion of the course shall be indicated as satisfactory in the grade card. Non-completion of the course shall be indicated as Unsatisfactory.

(5) These courses shall not be considered for vertical progression as well as for the calculation of SGPA and CGPA, but completion of the courses shall be mandatory for the award of degree.

Ability Enhancement Course – III

21ME381	Introduction to PYTHON (0-0-2-0)	21ME383	Digital Society(0-2-0-0)
21ME382	Fundamentals of Virtual Reality (0-2-0-0)		

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E. in MECHANICAL ENGINEERING
Scheme of Teaching and Examinations 2021
Outcome-Based Education(OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 - 22)

IV SEMESTER

Sl. No	Course and Course Code	Course Title	Teaching Department (TD) and Question Paper Setting	Teaching Hours /Week: Theory Lecture (L)	Tutorial (T)	/ (P)	Self -Study (S)	Examination: Duration in hours	CIE Marks	SEE Marks	Total Marks	Credits
1	BSC 21ME41	Complex Analysis, Probability and Linear Programming.	Maths	2	2	0	0	03	50	50	100	3
2	IPCC 21ME42	Machining Science and Jigs & Fixtures	TD: ME PSB: ME	3	0	2	0	03	50	50	100	4
3	IPCC 21ME43	Fluid Mechanics	TD: ME PSB: ME	3	0	2	0	03	50	50	100	4
4	PCC 21ME44	Mechanics of Materials	TD: ME PSB: ME	2	2	0	0	03	50	50	100	3
5	AEC 21BE45	Biology For Engineers	BT, CHE, PHY	2	0	0	0	02	50	50	100	2
6	PCC 21MEL46	Mechanical Measurements and Metrology Lab	TD: ME PSB: ME	0	0	2	0	03	50	50	100	1
7	HSMC 21KSK37/47 HSMC 21KBK37/47 OR HSMC 21CIP37/47	Samskrutika Kannada Balake Kannada Constitution of India & Professional Ethics	HSMC	1	0	0	0	01	50	50	100	1
8	AEC 21XX48X	Ability Enhancement Course- IV	TD and PSB: Concerned department	If offered as theory Course: 0 If offered as lab. Course: 0	2 0	0 2		01 02	50	50	100	1
9	UHV 21UH49	UniversalHumanValues	Any Department	1	0	0		01	50	50	100	1
10	INT 21INT49	Inter/Intra Institutional Internship	Evaluation By the appropriate authorities	Completed during the intervening period ofII and III semesters by students admitted to first year of BE./B.Tech and during the intervening period of III and IV semesters by Lateral entry students admitted to III semester.				3	100	--	100	2

								Total	**550**	**450**	**1000**	**22**
Course prescribed to lateral entry Diploma holders admitted to III semester of Engineering programs												
1	NCMC 21MATDIP41	Additional Mathematics – II	Maths	02	02	--	--	--	100	--	100	0

Note: BSC: Basic Science Course, IPCC: Integrated Professional Core Course, PCC: Professional Core Course, AEC –Ability Enhancement Courses, HSMC: Humanity and Social Science and Management Courses, UHV- Universal Human Value Courses.
L –Lecture, T – Tutorial, P- Practical/ Drawing, S – Self Study Component, CIE: Continuous Internal Evaluation, SEE: Semester End Examination.

21KSK37/47 Samskrutika Kannada is for students who speak, read and write Kannada and 21KBK37/47 Balake Kannada is for non-Kannada speaking, reading, and writing students.

Integrated Professional Core Course (IPCC): Refers to Professional Theory Core Course Integrated with Practicals of the same course. Credit for IPCC can be 04 and its Teaching – Learning hours (L : T : P) can be considered as (3 : 0 : 2) or (2 : 2 : 2). The theory part of the IPCC shall be evaluated both by CIE and SEE. The practical part shall be evaluated by only CIE (no SEE). However, questions from practical part of IPCCshall be included in the SEE question paper.For more details the regulation governing the Degree of Bachelor of Engineering /Technology (BE/B.Tech.) 2021-22 may be referred.

Non – credit mandatory course (NCMC):
Additional Mathematics - II:
(1) Lateral entry Diploma holders admitted to III semester of B.E./B.Tech., shall attend the classes during the IV semester to complete all the formalities of the course and appear for the Continuous Internal Evaluation (CIE). In case, any student fails to register for the said course/fails to secure the minimum 40 % of the prescribed CIE marks, he/she shall be deemed to have secured an F grade. In such a case, the student has to fulfill the course requirements during subsequent semester/s to earn the qualifying CIE marks. These courses are slated for CIE only and has no SEE.
(2) Additional Mathematics I and II shall not be considered for vertical progression as well as for the calculation of SGPA and CGPA, but completion of the courses shall be mandatory for the award of degree.
(3) Successful completion of the course Additional Mathematics IIshall be indicated as satisfactory in the grade card. Non-completion of the coursesAdditional Mathematics IIshall be indicated as Unsatisfactory.

Ability Enhancement Course – IV			
21ME481	Spread Sheets for Engineers (0-0-2-0)	21ME483	Fundamentals of Augmented Reality (0-2-0-0)
21ME482	Introduction to AI and ML (0-2-0-0)		

Internship of 04 weeks during the intervening period of IV and V semesters; 21INT68Innovation/ Entrepreneurship/ Societalbased Internship.
(1) All the students shall have to undergo a mandatory internship of 04 weeks during the intervening period of IV and V semesters. The internship shall be slated for CIE only and will not have SEE. The letter grade earned through CIE shall be included in the VI semester grade card.The internship shall be considered as a head of passing and shall be considered for vertical progression and for the award of degree. Those, who do not take up / complete the internship shall be considered under F (fail) grade and shall have to complete during subsequently after satisfying the internship requirements.
(2) Innovation/ Entrepreneurship Internshipshall be carried out at industry, State and Central Government /Non-government organizations (NGOs), micro, small and medium enterprise (MSME), Innovation centers or Incubation centers. Innovation need not be a single major breakthrough, it can also be a series of small or incremental changes.Innovation of any kind can also happen outside of the business world.
Entrepreneurship internships offers a chance to gain hands on experience in the world of entrepreneurship and helps to learn what it takes to run a small entrepreneurial business by performing intern duties with an established company. This experience can then be applied to future business endeavours.Start-ups and small companies are a preferred place to learn the business tack ticks for future entrepreneurs as learning how a small business operates will serve the intern well when he/she manages his/her own company. Entrepreneurship acts as a catalyst to open the minds to creativity and innovation.Entrepreneurship internship can be from several sectors, including technology, small and medium-sized, and the service sector.
(3) Societal or social internship.
Urbanization is increasing on a global scale; and yet, half the world's population still resides in rural areas and is devoid of

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E. in MECHANICAL ENGINEERING
Scheme of Teaching and Examinations 2021
Outcome Based Education(OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 - 22)

V SEMESTER

Sl. No	Course and Course Code	Course Title	Teaching Department (TD) and Question Paper Setting Board (PSB)	Teaching Hours /Week				Examination				Credits
				Theory Lecture	Tutorial	/	Self -Study	Duration in hours	CIE Marks	SEE Marks	Total Marks	
				L	T	P	S					
1	BSC 21ME51	Theory of Machines	TD: ME PSB: ME	2	2	0	0	03	50	50	100	3
2	IPCC 21ME52	Thermo-fluids Engineering	TD: ME PSB: ME	3	0	2	0	03	50	50	100	4
3	PCC 21ME53	Finite Element Analysis	TD: ME PSB: ME	2	0	2	0	03	50	50	100	3
4	PCC 21ME54	Modern Mobility and Automotive Mechanics	TD: ME PSB: ME	3	0	0	0	03	50	50	100	3
5	PCC 21MEL55	Design lab	TD: ME PSB: ME	0	0	2	0	03	50	50	100	1
6	AEC 21XX56	Research Methodology & Intellectual Property Rights	TD: Any Department PSB: As identified by University	2	0	0	0	02	50	50	100	2
7	HSMC 21CIV57	Environmental Studies	TD: Civil/ Environmental /Chemistry/ Biotech. PSB: Civil Engg	2	0	0	0	1	50	50	100	1
8	AEC 21ME58X	Ability Enhancement Course-V	Concerned Board	If offered as Theory courses				01	50	50	100	1
				0	2	0						
				If offered as lab.Courses				02				
				0	0	2						
								Total	**400**	**400**	**800**	**18**

Ability Enhancement Course – IV

21ME581	Basics of MATLAB(0-0-2-0)	21ME583	VFX – Visual Effects (0-2-0-0)
21ME582	Digital Marketing (0-2-0-0)		

Note: BSC: Basic Science Course, PCC: Professional Core Course, IPCC: Integrated Professional Core Course, AEC –Ability Enhancement Course INT –Internship, HSMC: Humanity and Social Science & Management Courses.
L –Lecture, T – Tutorial, P- Practical/ Drawing, S – Self Study Component, CIE: Continuous Internal Evaluation, SEE: Semester End Examination.

Integrated Professional Core Course (IPCC): refers to Professional Theory Core Course Integrated with Practical of the same course. Credit for IPCC can be 04 and its Teaching – Learning hours (L : T : P) can be considered as (3 : 0 : 2) or (2 : 2 : 2). Theory part of the IPCC shall be evaluated both by CIE and SEE. The practical part shall be evaluated by CIE only and there shall be no SEE. For more details the regulation governing the Degree of Bachelor of Engineering /Technology (BE/B.Tech.) 2021-22 may be referred.

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E. in MECHANICAL ENGINEERING
Scheme of Teaching and Examinations 2021
Outcome-Based Education(OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 - 22)

VI SEMESTER

Sl. No	Course and Course Code	Course Title	Department (TD) and Question Paper Setting Board	Teaching Hours /Week				Examination				Credits
				Theory Lecture L	Tutorial T	/ P	Self -Study S	Duration in hours	CIE Marks	SEE Marks	Total Marks	
1	HSMC 21ME61	Production and Operations Management	TD: ME PSB: ME	3	0	0	0	03	50	50	100	3
2	IPCC 21ME62	Heat Transfer	TD: ME PSB: ME	3	0	2	0	03	50	50	100	4
3	PCC 21ME63	Machine design	TD: ME PSB: ME	2	2	0	0	03	50	50	100	3
4	PEC 21ME64x	ProfessionalElective Course-I	TD: ME PSB: ME	3	0	0	0	03	50	50	100	3
5	OEC 21ME65x	OpenElective Course-I	TD: ME PSB: ME	3	0	0	0	03	50	50	100	3
6	PCC 21MEL66	CNC Programming and 3-D Printing Lab	TD: ME PSB: ME	0	0	2	0	03	50	50	100	1
7	MP 21MEMP67	Mini Project		Two contact hours /week for interaction between the faculty and students.				--	100	--	100	2
8	INT 21INT68	Innovation/Entrepreneurship /Societal Internship	Completed during the intervening period of IV and V semesters.					--	100	--	100	3
								Total	**500**	**300**	**800**	**22**

Professional Elective – I

21ME641	Supply Chain Management & Introduction to SAP	21ME643	Autonomous vehicles
21ME642	Mechatronic System Design	21ME644	Internet of Things (IoT) (2-0-2-0)

Open Electives – I offered by the Department to other Department students

21ME651	Project Management	21ME653	Mechatronics
21ME652	Renewable Energy Power Plants	21ME654	Modern Mobility

Note: HSMC: Humanity and Social Science & Management Courses, **IPCC:** Integrated Professional Core Course, **PCC:** Professional Core Course, **PEC:** Professional Elective Courses, O**EC**–Open Elective Course, **MP** –Mini Project, INT – Internship.
L –Lecture, T – Tutorial, P - Practical / Drawing, S – Self Study Component, CIE: Continuous Internal Evaluation, SEE: Semester End Examination.

Integrated Professional Core Course (IPCC): Refers to Professional Theory Core Course Integrated with Practical of the same course. Credit for IPCC can be 04 and its Teaching – Learning hours (L : T : P) can be considered as (3 : 0 : 2) or (2 : 2 : 2). The theory part of the IPCC shall be evaluated both by CIE and SEE. The practical part shall be evaluated by CIE only and there shall be no SEE. For more details, the regulation governing the Degree of Bachelor of Engineering /Technology (BE/B.Tech) 2021-22 may be referred.

Professional Elective Courses(PEC):
A professional elective (PEC) course is intended to enhance the depth and breadth of educational experience in the

Engineering and Technology curriculum. Multidisciplinary courses that are added supplement the latest trend and advanced technology in the selected stream of engineering. Each group will provide an option to select one course out of five course. The minimum students' strength for offering professional electives is 10. However, this conditional shall not be applicable to cases where the admission to the programme is less than 10.
Open Elective Courses: Students belonging to a particular stream of Engineering and Technology are not entitled for the open electives offered by their parent Department. However, they can opt an elective offered by other Departments, provided they satisfy the prerequisite condition if any. Registration to open electives shall be documented under the guidance of the Program Coordinator/ Advisor/Mentor. Selection of an open elective shall **not be allowed** if, **(i)** The candidate has studied the same course during the previous semesters of the program. **(ii)** The syllabus content of open electives is similar to that of the Departmental core courses or professional electives. **(iii)** A similar course, under any category, is prescribed in the higher semesters of the program. In case, any college is desirous of offering a course (not included in the Open Elective List of the University) from streams such as Law, Business (MBA), Medicine, Arts, Commerce, etc., can seek permission, at least one month before the commencement of the semester, from the University by submitting a copy of the syllabus along with the details of expertise available to teach the same in the college. The minimum students' strength for offering open electives is 10. However, this conditional shall not be applicable to cases where the admission to the programme is less than 10.
Mini-project work: Mini Project is a laboratory-oriented course which will provide a platform to students to enhance their practical knowledge and skills by the development of small systems/applications. Based on the ability/abilities of the student/s and recommendations of the mentor, a single discipline or a multidisciplinary Mini- project can be assigned to an individual student or to a group having not more than 4 students. **CIE procedure for Mini-project:** **(i) Single discipline:** The CIE marks shall be awarded by a committee consisting of the Head of the concerned Department and two faculty members of the Department, one of them being the Guide. The CIE marks awarded for the Mini-project work shall be based on the evaluation of project report, project presentation skill, and question and answer session in the ratio of 50:25:25. The marks awarded for the project report shall be the same for all the batch mates. **(ii) Interdisciplinary:** Continuous Internal Evaluation shall be group-wise at the college level with the participation of all the guides of the project. The CIE marks awarded for the Mini-project, shall be based on the evaluation of project report, project presentation skill, and question and answer session in the ratio 50:25:25. The marks awarded for the project report shall be the same for all the batch mates. **No SEE component for Mini-Project.**
VII semester Classwork and Research Internship /Industry Internship (21INT82) **Swapping Facility** Institutions can swap VII and VIII Semester Scheme of Teaching and Examinations to accommodate research internship/ industry internship after the VI semester. **(2)** Credits earned for the courses of VII and VIII Semester Scheme of Teaching and Examinations shall be counted against the corresponding semesters whether VII or VIII semester is completed during the beginning of IV year or later part of IV year of the program. **Elucidation:** At the beginning of IV year of the programme i.e., after VI semester, VII semester classwork and VIII semester Research Internship /Industrial Internship shall be permitted to be operated simultaneously by the University so that students have ample opportunity for internship. In other words, a good percentage of the class shall attend VII semester classwork and similar percentage of others shall attend to Research Internship or Industrial Internship. Research/Industrial Internship shall be carried out at an Industry, NGO, MSME, Innovation centre, Incubation centre, Start-up, Centers of Excellence (CoE), Study Centre established in the parent institute and /or at reputed research organizations / institutes. The intership can also be rural internship. The mandatory Research internship /Industry internship is for 24 weeks. The internship shall be considered as a head of passing and shall be considered for the award of degree. Those, who do not take up/complete the internship shall be declared fail and shall have to complete during the subsequent University examination after satisfying the internship

requirements.
INT21INT82 Research Internship/ Industry Internship/Rural Internship **Research internship:** A research internship is intended to offer the flavour of current research going on in the research field. It helps students get familiarized with the field and imparts the skill required for carrying out research. **Industry internship:** Is an extended period of work experience undertaken by students to supplement their degree for professional development. It also helps them learn to overcome unexpected obstacles and successfully navigate organizations, perspectives, and cultures. Dealing with contingencies helps students recognize, appreciate, and adapt to organizational realities by tempering their knowledge with practical constraints. **Rural internship:** A long-term goal, as proposed under the AICTE rural internship programme, shall be counted as rural internship activity. The student can take up Interdisciplinary Research Internship or Industry Internship. The faculty coordinator or mentor has to monitor the students' internship progress and interact with them to guide for the successful completion of the internship. The students are permitted to carry out the internship anywhere in India or abroad. University shall not bear any expenses incurred in respect of internship.

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E. in MECHANICAL ENGINEERING
Scheme of Teaching and Examinations 2021
Outcome Based Education(OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 - 22)

Swappable VII and VIII SEMESTER

VII SEMESTER

Sl. No	Course and Course Code	Course Title	Department (TD) and Question Paper Setting Board	Teaching Hours /Week				Examination				Credits
				Theory Lecture	Tutorial	/	Self -Study	Duration in hours	CIE Marks	SEE Marks	Total Marks	
				L	T	P	S					
1	PCC 21ME71	Automation and Robotics	TD: ME PSB: ME	3	0	0	0	3	50	50	100	3
2	PCC 21ME72	Control Engg	TD: ME PSB: ME	3	0	0	0	3	50	50	100	2
3	PEC 21ME73X	Professional elective Course-II	TD: ME PSB: ME	3	0	0	0	3	50	50	100	3
4	PEC 21ME74X	Professional elective Course-III	TD: ME PSB: ME	3	0	0	0	3	50	50	100	3
5	OEC 21ME75X	Open elective Course-II	TD: ME PSB: ME	3	0	0	0	3	50	50	100	3
6	Project 21MEP76	Project work		Two contact hours /week for interaction between the faculty and students.				3	100	100	200	10
								Total	**350**	**350**	**700**	**24**

VIII SEMESTER

Sl. No	Course and Course Code		Course Title	Teaching Department	Teaching Hours /Week				Examination				Credits
					Theory Lecture	Tutorial	/	Self -Study	Duration in hours	CIE Marks	SEE Marks	Total Marks	
					L	T	P	S					
1	Seminar 21XX81		Technical Seminar		One contact hour /week for interaction between the faculty and students.				--	100	--	100	01
2	INT 21INT82		Research Internship/ Industry Internship		Two contact hours /week for interaction between the faculty and students.				03 (Batch wise)	100	100	200	15
3	NCMC	21NS83	National Service Scheme (NSS)	NSS	Completed during the intervening period of III semester to VIII semester.				--	50	50	100	0
		21PE83	Physical Education (PE) (Sports and Athletics)	PE									
		21YO83	Yoga	Yoga									
									Total	**250**	**150**	**400**	**16**

Professional Elective – II

21ME731	Additive Manufacturing	21ME734	MEMS and Microsystem Technology
21ME732	Total Quality Management	21ME735	Design for Manufacturing and Assembly
21ME733	Refrigeration and Air conditioning		
Professional Elective – III			
21ME741	Advanced Vibrations and Condition Monitoring	21ME744	Product Design and Ergonomics
21ME742	Theory and Design of IC Engines		
21ME743	Advanced Turbomachines		

Open Electives - II offered by the Department to other Department students			
21ME751	Non-traditional Machining	21ME7533	Operations Research
21ME752	Hydraulics and Pneumatics		

Note: PCC: Professional Core Course, **PEC:** Professional Elective Courses, **OEC**–Open Elective Course, **AEC** –Ability Enhancement Courses.
L –Lecture, T – Tutorial, P- Practical / Drawing, S – Self Study Component, CIE: Continuous Internal Evaluation, SEE: Semester End Examination.

Note: VII and VIII semesters of IV year of the programme
(1) Institutions can swap VII and VIII Semester Scheme of Teaching and Examinations to accommodate research internship/ industry internship after the VI semester**.**
(2) Credits earned for the courses of VII and VIII Semester Scheme of Teaching and Examinations shall be counted against

PROJECT WORK (21XXP75): The objective of the Project work is
- **(i)** To encourage independent learning and the innovative attitude of the students.
- **(ii)** To develop interactive attitude, communication skills, organization, time management, and presentation skills.
- **(iii)** To impart flexibility and adaptability.
- **(iv)** To inspire team working.
- **(v)** To expand intellectual capacity, credibility, judgment and intuition.
- **(vi)** To adhere to punctuality, setting and meeting deadlines.
- **(vii)** To instill responsibilities to oneself and others.
- **(viii)**To train students to present the topic of project work in a seminar without any fear, face the audience confidently, enhance communication skills, involve in group discussion to present and exchange ideas.

CIE procedure for Project Work:
(1) Single discipline: The CIE marks shall be awarded by a committee consisting of the Head of the concerned Department and two senior faculty members of the Department, one of whom shall be the Guide.
The CIE marks awarded for the project work, shall be based on the evaluation of project work Report, project presentation skill, and question and answer session in the ratio 50:25:25. The marks awarded for the project report shall be the same for all the batch mates.
(2) Interdisciplinary: Continuous Internal Evaluation shall be group-wise at the college level with the participation of all

TECHNICAL SEMINAR (21XXS81): The objective of the seminar is to inculcate self-learning, present the seminar topic confidently, enhance communication skill, involve in group discussion for exchange of ideas. Each student, under the guidance of a Faculty, shall choose, preferably, a recent topic of his/her interest relevant to the programme of Specialization.
- **(i)** Carry out literature survey, systematically organize the content.
- **(ii)** Prepare the report with own sentences, avoiding a cut and paste act.
- **(iii)**Type the matter to acquaint with the use of Micro-soft equation and drawing tools or any such facilities.
- **(iv)** Present the seminar topic orally and/or through PowerPoint slides.
- **(v)** Answer the queries and involve in debate/discussion.
- (**vi)** Submit a typed report with a list of references.

The participants shall take part in the discussion to foster a friendly and stimulating environment in which the students are motivated to reach high standards and become self-confident.
Evaluation Procedure:

The CIE marks for the seminar shall be awarded (based on the relevance of the topic, presentation skill, participation in the question and answer session, and quality of report) by the committee constituted for the purpose by the Head of the Department. The committee shall consist of three teachers from the department with the senior-most acting as the Chairman.

Marks distribution for CIE of the course:

Seminar Report:50 marks

Presentation skill:25 marks

Question and Answer: 25 marks.■ No SEE component for Technical Seminar

Non – credit mandatory courses (NCMC):

National Service Scheme/Physical Education (Sport and Athletics)/ Yoga:

(1) Securing 40 % or more in CIE,35 % or more marks in SEE and 40 % or more in the sum total of CIE + SEE leads to successful completion of the registered course.

(2) In case, students fail to secure 35 % marks in SEE, they has to appear for SEE during the subsequent examinations conducted by the University.

(3) In case, any student fails to register for NSS, PE or Yoga/fails to secure the minimum 40 % of the prescribed CIE marks, he/she shall be deemed to have not completed the requirements of the course. In such a case, the student has to fulfill the course requirements during subsequently to earn the qualifying CIE marks subject to the maximum programme period.

(4) Successful completion of the course shall be indicated as satisfactory in the grade card. Non-completion of the course shall be indicated as Unsatisfactory.

(5) These course shall not be considered for vertical progression as well as for the calculation of SGPA and CGPA, but completion of the courses shall be mandatory for the award of degree.

Choice Based Credit System (CBCS) and Outcome-Based Education (OBE)

SEMESTER - III

TRANSFORM CALCULUS, FOURIER SERIES AND NUMERICAL TECHNIQUES			
Course Code	**21MAT 31**	CIE Marks	50
Teaching Hours/Week (L:T:P:S)	2:2:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives: The goal of the course Transform Calculus, Fourier series and Numerical techniques 21MAT 31 is

- To have an insight into solving ordinary differential equations by using Laplace transform techniques
- Learn to use the Fourier series to represent periodical physical phenomena in engineering analysis.
- To enable the students to study Fourier Transforms and concepts of infinite Fourier Sine and Cosine transforms and to learn the method of solving difference equations by the z-transform method.
- To develop proficiency in solving ordinary and partial differential equations arising in engineering applications, using numerical methods

Teaching-Learning Process (General Instructions):

ThesearesampleStrategies,whichteacherscanusetoacceleratetheattainmentofthevariouscourse outcomes.

1. Inadditiontothetraditionallecturemethod,differenttypesofinnovativeteachingmethodsmay be adopted so that the delivered lessons shall develop students' theoretical and applied mathematicalskills.
2. StatetheneedforMathematicswithEngineeringStudiesandProvidereal-lifeexamples.
3. Supportandguidethestudentsforself–study.
4. Youwillalsoberesponsibleforassigninghomework,gradingassignmentsandquizzes,and documenting students'progress.
5. Encouragethestudentsforgrouplearningtoimprovetheircreativeandanalyticalskills.
6. Showshortrelatedvideolecturesinthefollowingways:
   - Asanintroductiontonewtopics(pre-lectureactivity).
   - As a revision of topics (post-lectureactivity).
   - As additional examples (post-lectureactivity).
   - Asanadditionalmaterialofchallengingtopics(pre-andpost-lectureactivity).
   - Asamodelsolutionforsomeexercises(post-lectureactivity).

Module-1: Laplace Transform (8 Hours)

Definition and Laplace transforms of elementary functions (statements only). Problems on Laplace's Transform of $e^{at}f(t)$, $t^n f(t)$, $\frac{f(t)}{t}$. Laplace transforms of Periodic functions (statement only) and unit-step function – problems. Inverse Laplace transforms definition and problems, Convolution theorem to find the inverse Laplace transforms (without Proof) problems. Laplace transforms of derivatives, solution of differential equations. **(8 Hours)**

Self-study: Solution of simultaneous first-order differential equations.

(RBT Levels: L1, L2 and L3)

Teaching-Learning Process	Chalk and talk method / PowerPoint Presentation

Module-2: Fourier Series (8 Hours)

Introduction to infinite series, convergence and divergence. Periodic functions, Dirichlet's condition. Fourier series of periodic functions with period 2π and arbitrary period. Half range Fourier series. Practical harmonic analysis.

Self-study: Convergence of series by D'Alembert's Ratio test and, Cauchy'sroot test.

(RBT Levels: L1, L2 and L3)

Teaching-Learning Process	Chalk and talk method / PowerPoint Presentation

Module-3: Infinite Fourier Transforms and Z-Transforms (8 Hours)

Infinite Fourier transforms definition, Fourier sine and cosine transforms. Inverse Fourier transforms, Inverse Fourier cosine and sine transforms. Problems. Difference equations, z-transform-definition, Standard z-transforms, Damping and shifting rules, Problems. Inverse z-transform and applications to solve difference equations **Self Study**: Initial value and final value theorems, problems. **(RBT Levels: L1, L2 and L3)**

Teaching-Learning Process	Chalk and talk method / PowerPoint Presentation

Module-4: Numerical Solution of Partial Differential Equations (8 Hours)
Classifications of second-order partial differential equations, finite difference approximations to derivatives, Solution of Laplace's equation using standard five-point formula. Solution of heat equation by Schmidt explicit formula and Crank-Nicholson method, Solution of the Wave equation. Problems. **Self Study**: Solution of Poisson equations using standard five-point formula. **(RBT Levels: L1, L2 and L3)**

Teaching-Learning Process	Chalk and talk method / PowerPoint Presentation

Module-5: Numerical Solution of Second-Order ODEs and Calculus of Variations
Second-order differential equations - Runge-Kutta method and Milne's predictor and corrector method. (No derivations of formulae). Calculus of Variations: Functionals, Euler's equation, Problems on extremals of functional. Geodesics on a plane, Variational problems **Self Study:** Hanging chain problem **(RBT Levels: L1, L2 and L3)**
Course outcomes: After successfully completing the course, the students will be able : ➢ To solve ordinary differential equations using Laplace transform. ➢ Demonstrate the Fourier series to study the behaviour of periodic functions and their applications in system communications, digital signal processing and field theory. ➢ To use Fourier transforms to analyze problems involving continuous-time signals and to apply Z-Transform techniques to solve difference equations ➢ To solve mathematical models represented by initial or boundary value problems involving partial differential equations ➢ Determine the extremals of functionals using calculus of variations and solve problems arising in dynamics of rigid bodies and vibrational analysis.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

First test at the end of 5th week of the semester

Second test at the end of the 10th week of the semester

Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

First assignment at the end of 4th week of the semester

Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 marks

There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Text Books:

1. **B.S.Grewal**:"HigherEngineeringMathematics",Khanna publishers,44thEd.2018
2. **E.Kreyszig**:"AdvancedEngineeringMathematics",JohnWiley&Sons,10thEd.(Reprint),2016.

Reference Books

1. **V.Ramana:**"HigherEngineeringMathematics"McGraw-HillEducation,11thEd.
2. **SrimantaPal&SubodhC.Bhunia:**"EngineeringMathematics"OxfordUniversityPress,3rdReprint, 2016.
3. **N.P Bali and Manish Goyal**: "A textbook of Engineering Mathematics" Laxmi Publications, Latest edition.
4. **C. Ray Wylie, Louis C. Barrett:** "Advanced Engineering Mathematics" McGraw – Hill Book Co.Newyork, Latested.
5. **Gupta C.B, Sing S.R and Mukesh Kumar:** "Engineering Mathematic for Semester I and II", Mc- Graw Hill Education(India) Pvt. Ltd2015.
6. **H.K.DassandEr.RajnishVerma:**"HigherEngineeringMathematics"S.ChandPublication(2014).
7. **JamesStewart:"**Calculus"Cengagepublications,7thedition,4thReprint2019.

Web links and Video Lectures (e-Resources):

Semester - 03

METAL CASTING FORMING & JOINING PROCESS (IPCC)			
Course Code	**21ME32**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2*:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 12 Lab slots	Total Marks	100
Credits	04	Exam Hours	03
* ***One additional hour may be considered for instructions, wherever required***			

Course objectives:

- To acquaint with the basic knowledge on fundamentals of metal forming processes
- To study various metal forming processes.
- To provide adequate knowledge of quality test methods conducted on welded and cast components.
- To provide knowledge of various casting process in manufacturing.
- To provide in-depth knowledge on metallurgical aspects during solidification of metal and alloys.
- To provide detailed information about the moulding processes.
- To impart knowledge of various joining process used in manufacturing.

Teaching-Learning Process (General Instructions)

These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.

1. Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
2. Chalk and Talk method for Problem Solving.
3. Adopt flipped classroom teaching method.
4. Adopt collaborative (Group Learning) learning in the class.
5. Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

MODULE-1 **8 HOURS**

Introduction & basic materials used in foundry: *Introduction: Definition, Classification of manufacturing processes. Metals cast in the foundry-classification, factors that determine the selection of a casting alloy. Introduction to casting process & steps involved – (Brief Introduction)-Not for SEE*

Patterns: Definition, classification, materials used for pattern, various pattern allowances and their importance.

Sand moulding: Types of base sand, requirement of base sand. Binder, Additive's definition, need and types; preparation of sand moulds. Molding machines- Jolt type, squeeze type and Sand slinger.

Study of important moulding process: Green sand, core sand, dry sand, sweep mould, CO2mould, shell mould, investment mould, plaster mould, cement bonded mould.

Cores: Definition, need, types. Method of making cores,

Concept of gating (top, bottom, parting line, horn gate) and risers (open, blind) Functions and types.

Teaching-Learning Process	Understanding, Remembering Chalk & Talk Method / Power point presentation/ You tube videos

MODULE-2 **8HOURS**

Melting furnaces: Classification of furnaces, Gas fired pit furnace, Resistance furnace, Coreless induction furnace, electric arc furnace, constructional features & working principle of cupola furnace.

Casting using metal moulds: Gravity die casting, pressure die casting, centrifugal casting, squeeze casting, slush casting, thixocasting, and continuous casting processes. Casting defects, their causes and remedies.

Teaching-Learning Process	. Understanding, Remembering Chalk & Talk Method / Power point presentation/ You tube videos

MODULE-3	**8 HOURS**
METAL FORMING PROCESSES ***Introduction of metal forming process****:* Mechanical behaviour of metals in elastic and plastic deformation, stress-strain relationships, Yield criteria, Application to tensile testing, train rate and temperature in metal working; Hot deformation, Cold working and annealing. ***Metal Working Processes****:* Fundamentals of metal working, Analysis of bulk forming processes like forging, rolling, extrusion, wire drawing by slab method, ***Other sheet metal processes****:* Sheet metal forming processes (Die and punch assembly, Blanking, piercing, bending etc., Compound and Progressive die), High Energy rate forming processes.	
Teaching-Learning Process	Understanding, Remembering Chalk & Talk Method / Power point presentation/ You tube videos
MODULE-4	**8 HOURS**
JOINING PROCESSES ***Operating principle, basic equipment, merits and applications of***: Fusion welding processes: Gas welding - Types – Flame characteristics; Manual metal arc welding – Gas Tungsten arc welding - Gas metal arc welding – Submerged arc welding.	
Teaching-Learning Process	Understanding, Remembering Chalk & Talk Method / Power point presentation/ You tube videos
MODULE 5	**8 HOURS**
Weldability and thermal aspects: Concept of weldability of materials; Thermal Effects in Welding (Distortion, shrinkage and residual stresses in welded structures); Welding defects and remedies. ***Allied processes***: Soldering, Brazing and adhesive bonding **Advance welding processes:** Resistance welding processes, friction stir welding (FSW).	
Teaching-Learning Process	Understanding, Remembering Chalk & Talk Method / Power point presentation/ You tube videos

PRACTICAL COMPONENT OF IPCC

Course objectives:

- Impart fundamental understanding of various casting, welding and forming processes
- To provide in-depth knowledge on metallurgical aspects during solidification of metal and alloys
- Discuss design methodology and process parameters involve in obtaining defect free component

Sl.NO	Experiments
1	Studying the effect of the clay and moisture content on sand mould properties
2	Preparation of sand specimens and conduction of the following tests: 1. Compression, Shear and Tensile tests on Universal Sand Testing Machine.
3	To determine permeability number of green sand, core sand and raw sand.
4	To determine AFS fineness no. and distribution coefficient of given sand sample.
5	Use of Arc welding tools and welding equipment Preparation of welded joints using Arc Welding equipment L-Joint, T-Joint, Butt joint, V-Joint, Lap joints on M.S. flats

6	To study the effect of heat affected zone on the microstructure of steel weldment using MMAW.
7	Preparing minimum three forged models involving upsetting, drawing and bending operations
8	Sheet metal punch/die design and layout optimization
	Demo experiments for CIE
9	To study the defects of Cast and Welded components using Non-destructive tests like: a) Ultrasonic flaw detection b) Magnetic crack detection c) Dye penetration testing
10	Mould preparation of varieties of patterns, including demonstration
11	To generate plastic curve of a given metal strip at room temperature and at recrystallization temperature during rolling. Observe the changes in metal characteristic after rolling.
12	Demonstration of material flow and solidification simulation using Auto-Cast software

Course outcome (Course Skill Set)

At the end of the course the student will be able to :

1. Select appropriate primary manufacturing process and related parameters for obtaining initial shape and size of components.
2. Design and develop adequate tooling linked with casting, welding and forming operations.
3. Appreciate the effect of process parameters on quality of manufactured components
4. Demonstrate various skills in preparation of molding sand for conducting tensile, shear and compression tests using Universal sand testing machine.
5. Demonstrate skills in preparation of forging models involving upsetting, drawing and bending operations.
6. Demonstrate skills in preparation of Welding models.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

CIE for the theory component of IPCC

Two Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Scaled-down marks of two tests and two assignments added will be CIE marks for the theory component of IPCC for **30 marks**.

CIE for the practical component of IPCC

- On completion of every experiment/program in the laboratory, the students shall be evaluated and marks shall be awarded on the same day. The**15 marks** are for conducting the experiment and preparation of the laboratory record, the other **05 marks shall be for the test** conducted at the end of the semester.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of

the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to 15 marks.

- The laboratory test **(duration 03 hours)** at the end of the 15th week of the semester /after completion of all the experiments (whichever is early) shall be conducted for 50 marks and scaled down to 05 marks**.**

Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **20 marks**.

.

SEE for IPCC

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (duration 03 hours)

3. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
4. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
5. The students have to answer 5 full questions, selecting one full question from each module.

The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper shall include questions from the practical component).

- The minimum marks to be secured in CIE to appear for SEE shall be the 12 (40% of maximum marks-30) in the theory component and 08 (40% of maximum marks -20) in the practical component. The laboratory component of the IPCC shall be for CIE only. However, in SEE, the questions from the laboratory component shall be included**.** The maximum of 04/05 questions to be set from the practical component of IPCC, the total marks of all questions should not be more than the 20 marks.
- SEE will be conducted for 100 marks and students shall secure 35% of the maximum marks to qualify in the SEE. Marks secured will be scaled down to 50.

Suggested Learning Resources:

Books

1. Ghosh, A. and Mallik, A. K., (2017), Manufacturing Science, East-West Press.
2. Parmar R. S., (2007), Welding Processes and Technology, Khanna Publishers.
3. Little R. L. – 'Welding and Welding Technology' – Tata McGraw Hill Publishing Company Limited, New Delhi – 1989
4. Grong O. – 'Metallurgical Modelling of Welding' – The Institute of Materials – 1997 – 2nd Edition
5. Kou S. – 'Welding Metallurgy' – John Wiley Publications, New York – 2003 – 2nd Edition.
6. Serope Kalpakjian and Steven R. Schmid – 'Manufacturing Engineering and Technology' – Prentice Hall – 2013 – 7th Edition
7. Principles of foundry technology, 4th edition, P L Jain, Tata McGraw Hill, 2006.
8. Advanced Welding Processes technology and process control, John Norrish, Wood Head Publishing, 2006.

Web links and Video Lectures (e-Resources):

- (Link:http://www.springer.com/us/book/9781447151784http://nptel.ac.in/courses/112
- 105127/)
- http://www.astm.org/DIGITAL_LIBRARY/MNL/SOURCE_PAGES/MNL11.htm
- http://www.astm.org/DIGITAL_LIBRARY/JOURNALS/COMPTECH/PAGES/CTR10654J.htm
- MOOCs: http://nptel.ac.in/courses/112105126/.

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Metal Casting: Design pattern/core for a given component drawing and develop a sand mould with optimum gating and riser system for ferrous and non-ferrous materials. Melting and casting, inspection for macroscopic casting defects.
- Welding: TIG and MIG welding processes – design weld joints – welding practice –weld quality inspection.
- Metal Forming: Press working operation – hydraulic and mechanical press -load calculation: blanking, bending and drawing operations – sheet metal layout design.

Semester - 03

MATERIAL SCIENCE AND ENGINEERING (IPCC)			
Course Code	**21ME33**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2*:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 12 Lab slots	Total Marks	100
Credits	04	Exam Hours	03
* One additional hour may be considered wherever required			

Course objectives:

- Provide basic background to systematically approach for selection of materials for a wide range of products in engineering applications.
- Introduce the concept of crystal structure, atomic planes and directions.
- Introduce the concept of atomic packing, coordination, and symmetry elements.
- Introduce imperfections in solids.
- Introduce phase stabilities and phase diagrams.
- Teach mechanism of phase transformations.
- Introduce various heat treatment methods.

Teaching-Learning Process (General Instructions)

Teacher can use to accelerate the attainment of the various course outcomes.

- Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
- Chalk and Talk method for Problem Solving.
- Adopt flipped classroom teaching method.
- Adopt collaborative (Group Learning) learning in the class.
- Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

MODULE-1 **8 HOURS**

Structure of Materials

Introduction: Classification of materials, crystalline and non-crystalline solids, atomic bonding

Geometrical Crystallography: Symmetry elements: the operation of rotation, Proper and Improper rotation axes, Screw axes, Glide planes

Crystal Structure: Crystal Lattice, Unit Cell, Planes and directions in a lattice, Planar Atomic Density, packing of atoms and packing fraction, Classification and Coordination of voids, Bragg's Law

Imperfections in Solids: Types of imperfections, Point defects: vacancies, interstitials, line defects,
2-D and 3D-defects, Concept of free volume in amorphous solids.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk. 4. Laboratory Demonstrations and Practical Experiments.

MODULE-2 **8 HOURS**

Physical Metallurgy

Alloy Systems: Classification of Solid solutions, Hume- Rothery Rules

Phase Diagrams: Gibbs Phase Rule, Solubility limit, phase equilibria and Phase Diagrams: Isomorphous systems, Invariant Binary Reactions, Lever Rule; important phase- diagrams , Iron-Carbon Diagram.

Diffusion: Diffusion-Fick's Laws, Role of imperfections in diffusion.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk. 4. Laboratory Demonstrations and Practical Experiments.
MODULE-3	**8 HOURS**
Nucleation and growth: Introduction to homogeneous and heterogeneous nucleation, critical radius for nucleation. *Plastic Deformation:* Slip, Twinning; Recovery- Recrystallization-Grain Growth, Introduction to Strengthening mechanisms. Lever rule and phase diagram. *Heat treatment: Annealing, Normalizing, hardening, Tempering, Nitriding, Cyaniding, Induction Hardening and Flame Hardening, Recent advances in heat treat technology.* TTT diagram, microstructural effects brought about by these processes and their influence on mechanical properties.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk. 4. Laboratory Demonstrations and Practical Experiments.
MODULE-4	**8 HOURS**
Surface coating technologies: Introduction, coating materials, coating technologies, types of coating, advantages and disadvantages of surface coating. *Powder metallurgy: Introduction, Powder Production Techniques: Different Mechanical and Chemical methods, Characterization of powders (Particle Size & Shape Distribution), Powder Shaping: Particle Packing Modifications, Lubricants & Binders, Powder Compaction & Process, Sintering and Application of Powder Metallurgy.*	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk. 4. Laboratory Demonstrations and Practical Experiments.
MODULE 5	**8 HOURS**
Materials Selection *The need for material selection in design, the evolution of Engineering materials.* *The Design Process and Materials Data: Types of design, design tools and materials data, processes of obtaining materials data, materials databases* *Engineering Materials and Their Properties: The classes of engineering materials and their structure, material properties: mechanical properties, functional properties.* *Material Selection Charts: Selection criteria for materials, material property Charts, deriving property limits and material indices, materials indices which include shape.*	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, **3.** Chalk and Talk.

PRACTICAL COMPONENT OF IPCC

Sl.NO	Experiments
1	Specimen preparation for macro and micro structural examinations and study the macrostructure and microstructure of a sample metal/ alloys-
2	To study the crystal structure of a given Cast Iron, Mild steel, Aluminium and Copper/Brass specimens and study the crystal imperfections in a given Cast Iron, Mild steel and Aluminium specimens.
3	Study the heat treatment processes (Hardening and tempering) of steel/Aluminium specimens.

4	To determine the hardness values of Mild Steel/ Aluminium by Rockwell hardness/Vickers Hardness.
5	To determine the hardness values of Copper/ Brass by Brinell's Hardness testing machine.
6	To study the creep behaviour of a given Cast Iron or Aluminium specimen.
7	To study of microstructure of welding Mild Steel components and Heat affected zone (HAZ) macro and micro examinations
8	To determine the tensile strength, modulus of elasticity, yield stress, % of elongation and % of reduction in area of Cast Iron, Mild Steel/Brass/ Aluminium and to observe the necking.
9	To conduct a wear test on Mild steel/ Cast Iron/Aluminium/ Copper to find the volumetric wear rate and coefficient of friction.
10	Study the chemical corrosion and its protection. ***Demonstration***
11	Study the properties of various types of plastics. ***Demonstration***
12	Computer Aided Selection of Materials: Application of GRANTA Edupack for material selection: Case studies based on material properties. ***Demonstration***

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

1. Understand the atomic arrangement in crystalline materials and describe the periodic arrangement of atoms in terms of unit cell parameters.
2. Understand the importance of phase diagrams and the phase transformations.
3. Know various heat treatment methods for controlling the microstructure..
4. Correlate between material properties with component design and identify various kinds of defects.
5. Apply the method of materials selection, material data and knowledge sources for computer-aided selection of materials.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

CIE for the theory component of IPCC

Two Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5^{th} week of the semester
- Second test at the end of the 10^{th} week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4^{th} week of the semester
- Second assignment at the end of 9^{th} week of the semester

Scaled-down marks of two tests and two assignments added will be CIE marks for the theory component of IPCC for **30 marks**.

CIE for the practical component of IPCC

- On completion of every experiment/program in the laboratory, the students shall be evaluated and marks shall be awarded on the same day. The**15 marks** are for conducting the experiment and preparation of the laboratory record, the other **05 marks shall be for the test** conducted at the end of the semester.

- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to 15 marks.
- The laboratory test **(duration 03 hours)** at the end of the 15th week of the semester /after completion of all the experiments (whichever is early) shall be conducted for 50 marks and scaled down to 05 marks**.**

Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **20 marks**.

.

SEE for IPCC

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (duration 03 hours)

- The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 marks
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
- The students have to answer 5 full questions, selecting one full question from each module.

The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper shall include questions from the practical component).

- The minimum marks to be secured in CIE to appear for SEE shall be the 12 (40% of maximum marks-30) in the theory component and 08 (40% of maximum marks -20) in the practical component. The laboratory component of the IPCC shall be for CIE only. However, in SEE, the questions from the laboratory component shall be included**.** The maximum of 04/05 questions to be set from the practical component of IPCC, the total marks of all questions should not be more than the 20 marks.
- SEE will be conducted for 100 marks and students shall secure 35% of the maximum marks to qualify in the SEE. Marks secured will be scaled down to 50.

Suggested Learning Resources:

Text Books:

1. Ashby, M.F. (2010), *Materials Selection in Mechanical Design*, 4th Edition, Butterworth- Heinemann.
2. Azaroff, L.V., (2001) *Introduction to solids*, 1st Edition, McGraw Hill Book Company.
3. Avner, S.H., (2017), *Introduction to Physical Metallurgy*, 2nd Edition, McGraw Hill Education.
4. Powder Metallurgy Technology, Cambridge International Science Publishing,2002.

Reference Books

1. Jones, D.R.H., and Ashby,M.F., (2011), *Engineering Materials 1:* An Introduction to Properties, Application and Design, 4th Edition, Butterworth-Heinemann.
2. Jones, D.R.H., and Ashby,M.F., (2012), *Engineering Materials 2:* An Introduction to Microstructure and Processing, 4th Edition, Butterworth-Heinemann.
3. Callister Jr, W.D., Rethwisch, D.G., (2018), *Materials Science and Engineering: An Introduction*, 10th Edition, Hoboken, NJ: Wiley.
4. Abbaschian, R., Abbaschian, L., Reed-Hill, R. E., (2009), *Physical Metallurgy Principles*, 4th Edition, Cengate Learning.
5. P. C. Angelo and R. Subramanian: Powder Metallurgy- Science, Technology and Applications, PHI, New Delhi,2008.

Web links and Video Lectures (e-Resources):

1. Bhattacharya,B., *Materials Selection and Design,* NPTEL Course Material, Department of Mechanical Engineering, Indian Institute of Technology Kanpur, http://nptel.ac.in/courses/112104122/
2. Prasad, R., Introduction to Materials Science and Engineering, NPTEL Course Material, Department of Materials

III Semester

THERMODYNAMICS			
Course Code	**21ME34**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2:2:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

- State the governing laws of Thermodynamics.
- Explain the concepts and principles of pure substances and entropy.
- Describe air standard, gas and vapour power cycles used in prime movers.

Teaching-Learning Process (General Instructions)

These are sample strategies, which teachers can use to accelerate the attainment of the various course outcomes.

- Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
- Chalk and Talk method for Problem Solving.
- Adopt flipped classroom teaching method.
- Adopt collaborative (Group Learning) learning in the class.
- Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

Module-1

***Introduction and Review of fundamental concepts**: Thermodynamic definition and scope, Microscopic and Macroscopic approaches, Some practical applications of engineering thermodynamic Systems, Characteristics of system boundary and control surface, examples. Thermodynamic properties; definition and units, intensive, extensive properties, specific properties, pressure, specific volume Thermodynamic state, state point, state diagram, path and process, quasi-static process, cyclic and non-cyclic; processes; Thermodynamic equilibrium; definition, mechanical equilibrium; diathermic wall, thermal equilibrium, chemical equilibrium,* (Only for Self study)

Zeroth law of thermodynamics. Temperature; scales, thermometry, Importance of temperature measuring instruments. Design of Thermometers.

Work and Heat: Thermodynamic definition of work; examples, sign convention, Displacement work, Heat; definition, units and sign convention, Expressions for displacement work and heat in various processes through p-v diagrams. Shaft work, Electrical work.

First Law of Thermodynamics: Statement of the first law of thermodynamics, extension of the First law to non - cyclic processes, energy, energy as a property, Steady Flow Energy Equation (SFEE) and engineering applications.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-2

Second Law of Thermodynamics and Entropy: Limitations of first law of thermodynamics. Devices converting heat to work; (a) In a thermodynamic cycle, (b) In a mechanical cycle. Thermal reservoir, direct heat engine; schematic representation and efficiency. Kelvin - Planck statement of the Second law of Thermodynamics; PMM I and PMM II, Clausius statement of Second law of Thermodynamics, Carnot cycle, Clausius inequality, Statement-proof, Entropy-definition, a property, change of entropy, entropy as a quantitative test for irreversibility, entropy as a coordinate.

Available energy and Exergy: Available energy, Maximum work in a reversible process; useful work; Dead state; availability; Second law efficiency.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving.

Module-3

Introduction and Review of Ideal and Real gases: *Ideal gas mixtures, Daltons law of partial pressures, Amagats law of additive volumes, Evaluation of properties of ideal gases. Real gases: introduction, Van-Der Waal's equation, Van-Der Waal's constants in terms of critical properties.* (Only for self study)

Compressibility factor, compressibility chart and applications.

Thermodynamic relations: Maxwell's equations, TdS equation**.** Ratio of Heat capacities and Energy equation, Joule-Kelvin effect, Clausius-Clapeyron equation.

Combustion thermodynamics: Theoretical (Stoichiometric) air for combustion of fuels, excess air, actual combustion. Exhaust gas analysis. A/F ratio, energy balance for a chemical reaction, enthalpy of formation, enthalpy and internal energy of combustion, adiabatic flame temperature, combustion efficiency.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving.

Module-4

Pure Substances: P-T and P-V diagrams, triple point and critical points, sub-cooled liquid, saturated liquid, mixture of saturated liquid and vapour, saturated vapour and superheated vapour states of pure substance with water as example. Enthalpy of change of phase (Latent heat), Dryness fraction (quality) representation of various processes on T-S & H-S diagrams.

Vapour Power Cycles: Carnot vapour power cycle, simple Rankine cycle, actual vapour power cycles, ideal and practical regenerative Rankine cycles, open and closed feed water heaters, Reheat Rankine cycle and characteristics of an Ideal working fluid in vapour power cycles.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving.

Module-5

Gas power cycles

Ericson Cycle, Stirling Cycle, Air standard cycles-Otto cycle, Diesel cycle and Dual cycle, computation of thermal efficiency and mean effective pressure, comparison of Otto, Diesel & Dual cycles.

Gas turbine Cycles: Introduction and classification of gas turbine, gas turbine (Brayton) cycle; description and thermal analysis and methods to improve thermal efficiency of gas turbines, Jet Propulsion.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving. 4. Arrange Industrial visit to a power plant.

Course Outcomes (Course Skill Set)

At the end of the course the student will be able to:

1. Describe the fundamental concepts and principles of engineering thermodynamics.
2. Apply the governing laws of thermodynamics for different engineering applications.
3. Analyse the various thermodynamic processes, cycles and results.
4. Interpret and relate the impact of thermal engineering practices to real life problems.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester
- Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

1. First assignment at the end of 4th week of the semester
2. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

1. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks.**Marks scored shall be proportionally reduced to 50 marks**
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
- The students have to answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

Text Books Books

- Basic and Applied Thermodynamics, P K Nag, 2nd Ed., Tata McGraw Hill Publications, 2017.
- A textbook of Engineering Thermodynamics, R K Rajput, Fifth edition, Laxmi Publications, 2019.
- Fundamentals of Thermodynamics by Claus Borgnakke and Richard E Sonntag, 8th edition, Wiley India Edition, 2020
- Thermodynamics, An Engineering Approach, by Yunus A Cenegal, Michael A Boles, and Mehmet Kanoglu, 9th Edition, Tata McGraw Hill publications, 2019

Reference Books

- Engineering Thermodynamics, J B Jones and G A Hawkins, John Wiley and sons, 1986.
- An Introduction to Thermodynamics, Y V C Rao, Wiley Eastern, 2003
- Applications of Thermodynamics, Dr V Kadambi and Dr T R Seetharam, Wiley Publications, 2018.

Web links and Video Lectures (e-Resources):

- https://www.youtube.com/watch?v=9GMBpZZtjXM&list=PLD8E646BAB3366BC8
- https://www.youtube.com/watch?v=jkdMtmXo664&list=PL3zvA_WajfGAwLuULH-L0AG9fKDgplYne
- https://www.youtube.com/watch?v=1lk7XLOxtzs&list=PLkn3QISf55zy2Nlqr5F09oO2qcIwNNfrZ&index=3
- https://www.youtube.com/watch?v=Dy2UeVCSRYs&list=PL2_EyjPqHc10CTN7cHiM5xB2qD7BHUry7

Course objectives: ● To acquire the knowledge of limits, tolerance and fits and indicate them on machine drawings. ● To make drawings using orthographic projections and sectional views ● To impart knowledge of thread forms, fasteners, keys, joints, couplings and clutches. ● To understand and interpret drawings of machine components leading to preparation of assembly drawings manually and using CAD packages.	
Module 1 (only for CIE)	**01 Sessions**
Review of basic concepts of Engineering Visualization **Geometrical Dimensioning and Tolerances (GD&T)**: Introduction, Fundamental tolerances, Deviations, Methods of placing limit dimensions, machining symbols, types of fits with symbols and applications, geometrical tolerances on drawings. Standards followed in industry.	
Module 2 (only for CIE)	**02 Sessions**
Sections of Simple and hollow solids: True shape of sections.	
Module 3 (only for CIE)	**03 Sessions**
Thread Forms: Thread terminology, sectional views of threads. ISO Metric (Internal & External), BSW (Internal & External) square and Acme. Sellers thread, American Standard thread, Helicoil thread inserts **Fasteners**: Hexagonal headed bolt and nut with washer (assembly), square headed bolt and nut with washer (assembly), simple assembly using stud bolts with nut and lock nut. Flanged nut, slotted nut, taper and split pin for locking, countersunk head screw, grub screw, Allen screw **Rivets** **Keys:** Parallel key, Taper key, Feather key, Gib-head key and Woodruff key.	
Module 4	**03 Sessions**
Assembly of Joints, couplings and clutches (with GD&T)using 2D environment **Joints**: Like Cotter joint (socket and spigot), knuckle joint (pin joint). **Couplings**: Like flanged coupling, universal coupling **Clutches**: Like Single Plate clutch, cone clutch	
Module 5	**05 Sessions**
Assembly of Machine Components (with GD&T) using 3D environment *(Part drawings shall be given)* **1. Bearings** **2. Valves** **3. Safety Valves** **4. I.C. Engine components** **5. Lifting devices** **6. Machine tool components** **7. Pumps**	
Course outcomes (Course Skill Set): At the end of the course the student will be able to: CO1: Interpret the Machining and surface finish symbols on the component drawings. CO2: Apply limits and tolerances to assemblies and choose appropriate fits for given assemblies. CO3: Illustrate various machine components through drawings CO4: Create assembly drawings as per the conventions.	

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks) and that for SEE minimum passing mark is 35% of the maximum marks (18 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation (CIE):

CIE marks for the practical course is **50 Marks**.

- CIE shall be evaluated for max marks 100. Marks obtained shall be accounted for CIE final marks, reducing itby 50%.
- CIE component should comprise of
  - Continuous evaluation of Drawing work of students as and when the Modules are covered.
  - At least one closed book **Test** covering all the modules on the basis of below detailed weightage.
  - ***Weightage for Test and Continuous evaluation shall be suitably decided by respective course coordinators***.

Module	**Max. Marks weightage**	**Evaluation Weightage in marks**	
		Computer display & printout	**Preparatory sketching**
Module 1	10	05	05
Module 2	15	10	05
Module 3	25	20	05
Module 4	25	20	05
Module 5	25	25	00
Total	**100**	**80**	**20**

Semester End Evaluation (SEE):

SEE marks for the practical course is 50 Marks.

- The duration of SEE is 03 hours**. Questions shall be set worth of 3 hours**
- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University.
- SEE shall be conducted and evaluated for maximum marks 100. Marks obtained shall be accounted for SEE final marks, reducing it to 50 marks.
- Question paper shall be set jointly by both examiners and made available for each batch as per schedule. **Questions are to be set preferably from Text Books.**
- Evaluation shall be carried jointly by both the examiners.
- Scheme of Evaluation: *To be defined by the examiners jointly and the same shall be submitted to the university along with question paper.*
- One full question shall be set from Modules 3 and 4 as per the below tabled weightage details. ***However, the student may be awarded full marks, if he/she completes solution on computer display without sketch***.

Module	Max. Marks Weightage	Evaluation Weightage in marks	
		Computer display & printout	Preparatory sketching
Module 4	40	30	10
Module 5	60	50	10
Total	**100**	**80**	**20**

Suggested Learning Resources:

Books:

- K L Narayana, P Kannaiah, K Venkata Reddy, "Machine Drawing", New Age International, 3rd Edition. ISBN-13: 978-81-224-2518-5, 2006
- N D Bhatt , "Machine Drawing", Charotar Publishing House Pvt. Ltd.,50th Edition, ISBN-13: 978-9385039232, 2014

Reference Books:

- Sadhu Singh, P. L. Sah, "Fundamentals of Machine Drawing", PHI Learning Pvt. Ltd, 2nd Edition, ISBN: 9788120346796, 2012
- Ajeet Singh, "MACHINE DRAWING", Tata McGraw-Hill Education, , ISBN: 9781259084607, 2012

Semester 03 **Ability Enhancement Course II**

INTRODUCTION TO PYTHON			
Course Code	21ME381	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Credits	1	Exam Hours	02

Course objectives:

The students will be able to:

- Demonstrate the use of Anaconda or PyCharm IDE to create Python Applications
- Develop Python programming language to develop programs for solving real-world problems
- Utilize Object-Oriented Programming concepts in Python.
- Analyse the working of various documents like PDF, Word file

Sl.NO	**Experiments**
1	Develop a python program to find the better of two test average marks out of three test's marks accepted from the user.
2	Develop a python program to find the smallest and largest number in a list
3	Develop a python program to arrange the numbers in ascending and descending order
4	Develop a binary search program in python
5	Develop a bubble sort program in python
6	Develop a Python program to check whether a given number is palindrome or not and also count the number of occurrences of each digit in the input number.
7	Write a Python program that accepts a sentence and find the number of words, digits, Uppercase letters and lowercase letters.
8	Write a Python program for pattern recognition with and without using regular expressions
	Demonstration Experiments (For CIE)
9	Demonstrate python program to read the data from the spreadsheet and write the data in to the spreadsheet
10	Demonstration of reading, writing and organizing files.
11	Demonstration of the concepts of classes, methods, objects and inheritance
12	Demonstration of working with PDF and word files

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

- Demonstrate proficiency in handling of loops and creation of functions.
- Identify the methods to create and manipulate lists, tuples and dictionaries.
- Discover the commonly used operations involving regular expressions and file system.
- Examine working of PDF and word file formats

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination (SEE).

Continuous Internal Evaluation (CIE):

CIE marks for the practical course is **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled downed to 30 marks (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8th week of the semester and the second test shall be conducted after the 14th week of the semester.
- In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book
- The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

SEE marks for the practical course is 50 Marks.

SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University

All laboratory experiments are to be included for practical examination.

(Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.

Students can pick one question (experiment) from the questions lot prepared by the internal /external examiners jointly.

Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

Change of experiment is allowed only once and 15% Marks allotted to the procedure part to be made zero.

The duration of SEE is 03 hours

Rubrics suggested in Annexure-II of Regulation book

Suggested Learning Resources:

1. Charles R. Severance, "Python for Everybody: Exploring Data Using Python 3" 1st Edition, CreateSpace Independent Publishing Platform, 2016. (http://do1.drchuck.com/pythonlearn/EN_us/pythonlearn.pdf)
2. Allen B. Downey, "Think Python: How to Think Like a Computer Scientist", 2nd Edition, Green Tea Press, 2015. (http://greenteapress.com/thinkpython2/thinkpython2.pdf) (Download pdf files from the above links)
3. Al Sweigart, "Automate the Boring Stuff with Python",1stEdition, No Starch Press, 2015. (Available under CC-BY-NC-SA license at https://automatetheboringstuff.com/)
4. Reema Thareja "Python Programming Using Problem Solving Approach" Oxford University Press.

Semester 03

INTRODUCTION TO VIRTUAL REALITY			
Course Code	**21ME382**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:2:0:0	SEE Marks	50
Total Hours of Pedagogy	30	Total Marks	100
Credits	01	Exam Hours	01

Course objectives:

- Describe how VR systems work and list the applications of VR.
- Understand the design and implementation of the hardware that enables VR systems to be built.
- Understand the system of human vision and its implication on perception and rendering.
- Explain the concepts of motion and tracking in VR systems.
- Describe the importance of interaction and audio in VR systems.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

- Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
- Chalk and Talk method for Problem Solving.
- Adopt flipped classroom teaching method.
- Adopt collaborative (Group Learning) learning in the class.
- Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

Module-1

Introduction to Virtual Reality : Defining Virtual Reality, History of VR, Human Physiology and Perception, Key Elements of Virtual Reality Experience, Virtual Reality System, Interface to the Virtual World-Input & output- Visual, Aural & Haptic Displays, Applications of Virtual Reality.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-2

Representing the Virtual World : Representation of the Virtual World, Visual Representation in VR, Aural Representation in VR and Haptic Representation in VR

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-3

The Geometry of Virtual Worlds &The Physiology of Human Vision: Geometric Models, Changing Position and Orientation, Axis-Angle Representations of Rotation, Viewing Transformations, Chaining the Transformations, Human Eye, eye movements & implications for VR.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-4

Visual Perception & Rendering : Visual Perception - Perception of Depth, Perception of Motion, Perception of Color, Combining Sources of Information

Visual Rendering -Ray Tracing and Shading Models, Rasterization, Correcting Optical Distortions, Improving Latency and Frame Rates

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-5

Motion & Tracking : Motion in Real and Virtual Worlds- Velocities and Accelerations, The Vestibular System, Physics in the Virtual World, Mismatched Motion and Vection

Tracking- Tracking 2D & 3D Orientation, Tracking Position and Orientation, Tracking Attached Bodies

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Course outcome (Course Skill Set)

At the end of the course the student will be able to:

CO1: Describe how VR systems work and list the applications of VR.

CO2: Understand the design and implementation of the hardware that enables VR systems to be built.

CO3: Understand the system of human vision and its implication on perception and rendering.

CO4: Explain the concepts of motion and tracking in VR systems.

CO5: Describe the importance of interaction and audio in VR systems.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous internal Examination (CIE)

Three Tests (preferably in MCQ pattern with 20 questions) each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

1. First assignment at the end of 4th week of the semester
2. Second assignment at the end of 9th week of the semester

Quiz/Group discussion/Seminar, any two of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

The sum of total marks of three tests, two assignments, and quiz /seminar/ group discussion will be out of 100 marks and shall be **scaled down to 50 marks**

Semester End Examinations (SEE)

SEE paper shall be set for 50 questions, each of 01 mark. The pattern of the question paper is MCQ (multiple choice questions). The time allotted for SEE is **01 hour.** The student has to secure minimum of 35% of the maximum marks meant for SEE.

Suggested Learning Resources:

Books

1. Virtual Reality, Steven M. LaValle, Cambridge University Press, 2016

2. Understanding Virtual Reality: Interface, Application and Design, William R Sherman and Alan B Craig, (The Morgan Kaufmann Series in Computer Graphics)”. Morgan Kaufmann Publishers, San Francisco, CA, 2002

Semester 03

DIGITAL SOCIETY			
Course Code	**21ME383**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:2:0:0	SEE Marks	50
Total Hours of Pedagogy	30	Total Marks	100
Credits	01	Exam Hours	01

Course objectives:

- Introduce students to the dominant discourses that frame debates on digital society
- Familiarize students with the literature pertaining to web technologies and their
- cultural, legal and ethical formations and practices
- Familiarize students with the complex relationships between digital cultures and digital divides

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

6. Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
7. Chalk and Talk method for Problem Solving.
8. Adopt flipped classroom teaching method.
9. Adopt collaborative (Group Learning) learning in the class.

Module-1

Introduction to Digital Society: Digital components of aconnected society

Theorizing Digital Society: New forms of power; Dataas sociomaterial objects; Archives;Digital veillance

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk

Module-2

Digital Identities and Relationships: Self and the Digital Society; Embodied IdentitiesinDigital Society; Bias and Privilege Digital Inequalities; Marginalised Histories**;** Cyborgs

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk

Module-3

Digital Spaces and Practices: Rethinking space and surveillance in digital societies; Gender,Space,and Place in Digital Societies**;** Urban Informatics andSociological Imagination – Smartcities**;** Digital Healthcare; Mobility inDigital Society; Digital Heritage

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk

Module-4

Network Society: TheInternet as a Network; Networks and theCultural Imaginary;Inequalities in the Network Society; Information Capital;Interface Design for DiversePopulations

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk

Module-5

Re-conceptualizing Research in a Digital Age: Information Management Data AnalysisSoftware**;** Large Digital Systems; Data protection and the politics of data privacy

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk

Course outcome (Course Skill Set)

At the end of the course the student will be able to:

- Identify the ways in which digital media shape identity
- Utilize new opportunities for meaningful data collection from and using sophisticated forms of artificial intelligence
- Identify knowledge and truth amongst the abundance of information

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous internal Examination (CIE)

Three Tests (preferably in MCQ pattern with 20 questions) each of **20 Marks (duration 01 hour**)

4. First test at the end of 5th week of the semester
5. Second test at the end of the 10th week of the semester
6. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

3. First assignment at the end of 4th week of the semester
4. Second assignment at the end of 9th week of the semester

Quiz/Group discussion/Seminar, any two of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

The sum of total marks of three tests, two assignments, and quiz /seminar/ group discussion will be out of 100 marks and shall be **scaled down to 50 marks**

Semester End Examinations (SEE)

SEE paper shall be set for 50 questions, each of 01 mark. The pattern of the question paper is MCQ (multiple choice questions). The time allotted for SEE is **01 hour.** The student has to secure minimum of 35% of the maximum marks meant for SEE.

Suggested Learning Resources:

Books

1. Lupton,D.,(2015), *Digital Sociology*, London, New York: Routledge
2. Gere,C., (2008), *Digital Culture*, 2nd Edition, London: Reaktion Books Limited

Reference Books

1. Bentkowska-Kafel, A., Cashen, T., and Gardiner, H. (Eds.) (2009), *Digital Visual Culture:Theory andPractice*, Bristol and Chicago: Intellect Books
2. Karaganis, J. (Ed.), (2007), *Structures of Participation in Digital Culture*, Social ScienceResearch Council,Columbia University Press
3. Tredinnick, L. (2008), *Digital Information Culture: The Individual and Society in theDigitalAge*, Oxford: Chandos

(For Mechanical Engineering & Allied branches)
Choice Based Credit System (CBCS) and Outcome-Based Education (OBE)SEMESTER – IV

COMPLEX ANALYSIS, PROBABILITY AND LINEAR PROGRAMMING

Course Code	**21MATME41**	CIE Marks	50
Teaching Hours/Week (L: T:P)	(2:2:0)	SEE Marks	50
Credits	03	Exam Hours	03

Course Learning Objectives:

- To provide an insight into applications of complex variables and conformal mapping arising in potential theory, quantum mechanics, heat conduction and fieldtheory.
- To develop probability distribution of discrete, continuous random variables and joint probability distribution occurring in digital signal processing, design engineering and microwaveengineering.
- Analyze and solve linear programming models of real-life situations and learn about the applications to transportation and assignment problems.

Teaching-Learning Process (General Instructions):

These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.

- In addition to the traditional lecture method, different types of innovative teaching methods may be adopted so that the delivered lessons shall develop students' theoretical and applied mathematical skills.
- State the need for Mathematics with Engineering Studies and Provide real-life examples.
- Support and guide the students for self–study.
- You will also be responsible for assigning homework, grading assignments and quizzes, and documenting students' progress.
- Encourage the students for group learning to improve their creative and analytical skills.

  Show short related video lectures in the following ways

  - As an introduction to new topics (pre-lecture activity).
  - As a revision of topics (post-lecture activity).
  - As additional examples (post-lecture activity).
  - As an additional material of challenging topics (pre-and post-lecture activity).

As a model solution for some exercises (post-lecture activity).

Module-1

Calculus of complex functions: Analytic functions: Cauchy-Riemann equations in Cartesian and polar forms and consequences. Applications to flow problems

Construction of analytic functions: Milne-Thomson method-Problems. (**8 hours)**

Self-Study: Review of a function of a complex variable, limits, continuity, and differentiability.

(RBT Levels: L1, L2 and L3)

Pedagogy: Chalk and talk method and Powerpoint Presentations

Module-2

Conformal transformations: Introduction. Discussion of transformations

$w = z^2$, $w = e^z, w = z + \frac{1}{z}, (z \neq 0)$. Bilinear transformations- Problems.

Complex integration: Line integral of a complex function-Cauchy's theorem and Cauchy's integral formula and problems. (**8 hours)**

Self-Study: Residues, Residue theorem – problems

(RBT Levels: L1, L2 and L3)

Pedagogy: Chalk and talk method and Powerpoint Presentations

Module-3
Probability Distributions: Review of basic probability theory. Random variables (discrete and continuous), probability mass/density functions. Mean-Variance and Standard Deviations of a random variable. Binomial, Poisson, exponential and normal distributions- problems. **(8 hours)** **Self-Study:** Two-dimensional random variables, marginals pdf's, Independent random variables **(RBT Levels: L1, L2 and L3)**
Pedagogy: Chalk and talk method and Powerpoint Presentations
Module-4
Linear Programming Problems (L.P.P): General Linear programming Problem, Canonical and standard forms of L.P.P. Basic solution, Basic feasible solution, Optimal solution, Simplex Method-Problems. Artificial variables, Big-M method, Two-Phase method-Problems. **(8 hours)** **Self-Study:** Formulation of an L.P.P and optimal solution by Graphical Method. **(RBT Levels: L1, L2 and L3)**
Pedagogy: Chalk and talk method and Powerpoint Presentations
Module-5
Transportation and Assignment Problems: Formulation of transportation problems, Methods of finding initial basic feasible solutions by North-West corner method, Least cost method, Vogel approximation method. Optimal solutions-Problems. Formulation of assignment problems, Hungarian method-Problems. **(8 hours)** **Self-Study**: Degeneracy in Transportation problem. **(RBT Levels: L1, L2 and L3)**
Pedagogy: Chalk and talk method and Powerpoint Presentations
Course outcomes: At the end of the course the student will be able to: • Use the concepts of an analytic function and complex potentials to solve the problems arising in fluid flow. • Utilize conformal transformation and complex integral arising in aerofoil theory, fluid flow visualization and image processing. • Apply discrete and continuous probability distributions in analyzing the probability models arising in the engineering field. • Analyze and solve linear programming models of real-life situations and solve LPP by the simplex method • Learn techniques to solve Transportation and Assignment problems.
Assessment Details (both CIE and SEE) The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together **Continuous Internal Evaluation:** Three Unit Tests each of **20 Marks (duration 01 hour**) First test at the end of 5^{th} week of the semester Second test at the end of the 10^{th} week of the semester Third test at the end of the 15^{th} week of the semester Two assignments each of **10 Marks** First assignment at the end of 4^{th} week of the semester Second assignment at the end of 9^{th} week of the semester Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**) At the end of the 13^{th} week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks

There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Text Books:

- B. S. Grewal: "Higher Engineering Mathematics", Khanna publishers, 44th Ed.2018
- E. Kreyszig: "Advanced Engineering Mathematics", John Wiley & Sons,10th Ed. (Reprint),2016.
- S.D. Sharma: "Operations Research" Kedarnath Publishers Ed. 2012

Reference Books

- V. Ramana: "*Higher Engineering Mathematics*" McGraw-Hill Education,11th Ed.
- Mokhtar S.Bazaraa, John J.Jarvis & Hanif D.Sherali(2010*), Linear Programming and Network Flows(* 4th *Edition), John Wiley & sons.*
- G.Hadley (2002) *Linear Programming, Narosa Publishing House*
- F.S. Hillier. G.J. Lieberman: Introduction to Operations Research- Concepts and Cases, 9th Edition, Tata Mc-Graw Hill, 2010.
- Srimanta Pal & Subodh C. Bhunia: "Engineering Mathematics" Oxford University Press,3rdReprint, 2016.
- N.P Bali and Manish Goyal: "A textbook of Engineering Mathematics" Laxmi Publications, Latest edition.
- C. Ray Wylie, Louis C. Barrett: "Advanced Engineering Mathematics" McGraw – Hill Book Co. New York, Latest ed.
- H.K. Dass and Er. RajnishVerma:"Higher EngineeringMathematics"S.ChandPublication(2014).

Web links and Video Lectures (e-Resources):

- http://.ac.in/courses.php?disciplineID=111
- http://www.class-central.com/subject/math(MOOCs)
- https://www.coursera.org/learn/operations-research-modeling
- https://www.careers360.com/university/indian-institute-of-technology-madras/introduction-operations-research-certification-course
- http://people.whitman.edu/~hundledr/courses/M339.html
- VTU e-Shikshana Program
- VTU EDUSAT Program

SEMESTER – IV

MACHINING SCIENCE AND JIGS & FIXTURES (IPCC)			
Course Code	21ME42	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2*:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 12 Lab slots	Total Marks	100
Credits	04	Exam Hours	03
* ***Additional one hour may be considered as per requirement***			

Course objectives:

- To know the various subtractive machining processes in industries.
- To calculate the values of various forces involved in the machining operations.
- To understand and determine tool wear and tool life of different machining processes.
- To know various non-conventional machining and hybrid machining processes.
- To know the design of jigs and fixtures for various industrial/ machining members.

Teaching-Learning Process (General Instructions)

These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.

These are sample strategies; that teachers can use to accelerate the attainment of the various course outcomes.

- Adopt different teaching methods to develop the outcomes through presentations/ video demonstrations/simulations.
- Chalk and talk method for problem-solving.
- Arrange industrial visits to show the live working models other than laboratorytopics.
- Adopt collaborative learning in theclass.
- Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analyzinginformation.
- Conduct laboratory demonstrations and practical experiments toenhance experiential skills.

MODULE-1 **8 HOURS**

Introduction to Machining Processes and Machine Tools: Subtractive manufacturing processes and classifications.
Construction, specification operations of machine tools:– Lathe, Shaping, Milling, Drilling, Grinding Machine.
Introduction to CNC machines: CNC Lathe, Milling, Drilling, Machine Center.

Teaching-Learning Process	1. Presentation, 2. Video/ Simulations demonstration, 3. Chalk and Talk are used for Problem Solving(In-general), 4. Laboratory Demonstrations and PracticalExperiments on turning, milling operations

MODULE-2 **8 HOURS**

Mechanics of Metal Cutting:
Single point turning tool geometry (SPTT) influences the chip formation mechanisms of the Orthogonal and Oblique cutting process.
Cutting Force Analysis (Orthogonal Cutting): Analysis of machining forces and power requirement, 'Merchant's model of Orthogonal Cutting and Theory of Lee & Shaffer' Chip Velocity, Velocity relationships (simple numerical); the influence of cutting temperature on machinability.
CuttingFluids: Characteristics of Cutting fluids, Selections, and applying methods of cutting fluids.

Teaching-Learning Process	1. Power-pointPresentation, 2. Video demonstration orSimulations, 3. Chalk and Talk are used for Problem Solving(In-general).
MODULE-3	**8 HOURS**
Machinability and Tool Life Process of cutting tool failure wears and time relationship, tool wear index, feed marks, the effect of tool wear on the machined surface, surface finish, machinability, machinability index/rating, tool life & variables affecting tool life, tool materials. **Finishing Process:** Importance of surface finishing processes, Grinding, Abrasive Flow Machining, Honing. Sanding, Abrasive blasting, Polishing, Lapping. **Surface Finishing and Protection**: Powder Coating, Liquid Coating, Electroplating, Galvanizing, Anodizing.	
Teaching-Learning Process	1. Power-pointPresentation, 2. Video/ Simulations demonstration, 3. Chalk and Talk are used for Problem Solving(In-general).
MODULE-4	**8 HOURS**
Advanced Machining Process; Importance and classification of advanced machining process; Process principal, process parameters, and application of: - Abrasive Jet Machining (AJW), Water Jet Machining (WJM), Abrasive Water Jet Machining (AWJM); Ultrasonic Machining (USM);Electrical Discharge Machining (EDM); Wire Electrical Discharge Machining (WEDM); Electro Chemical Machining (ECM). Laser Beam Machining (LBM), Electron Beam Machining (EBM), and Plasma Arc Machining (PAM). **Hybrid Machining Process:** Importance of hybrid machining process; Process principal, process parameters, and application of: - Electrochemical Discharge Machining (ECDM), Ultrasonic Assisted Electric Discharge Machining (UAEDM), Electrochemical Discharge Grinding (EDG), Powder Assisted Electric Discharge Machining (PAEDM).	
Teaching-Learning Process	1. Power-pointPresentation, 2. Video/ Simulations demonstration, 3. Chalk and Talk are used for Problem Solving(In-general).

MODULE 5	**8 HOURS**
Jigs and Fixtures: Importance of jigs and fixtures; the difference between jigs and fixtures; types of jigs and fixtures; essential features of jigs and fixtures, Materials used. Factors to be considered for the design of Jigs and Fixtures; Jigs: Template, Plate, Channel, Diameter, Leaf, Rung, Box, Fixtures: Turning, Milling, Broaching, Grinding, Boring, Indexing, Tapping, Duplex, Welding, and Assembly fixtures.	
Teaching-Learning Process	1. Power-pointPresentation, 2. Video/ Simulations demonstration, 3. Chalk and Talk are used for Problem Solving(In-general).

PRACTICAL COMPONENT OF IPCC

Sl.NO	Experiments
1	One Job on Lathe machine with simple operations (turning, facing, Thread cutting and tapering) on low carbon steel and/or heat-treated low carbon steel, and Demonstration of tungsten carbide cutting tool inserts.

2	Operations and One Job each on shaping/milling machine
3	Simple operations and One Job on the drilling and grinding machine.
4	Demonstration/Experimentation of simple programming of CNC machine operations.
5	To study the tool geometry of a single point turning tool (SPTT) in the American Standards Association (ASA) system.
6	Cutting force measurement with dynamometers (Demonstration) for turning, drilling, grinding operations.
7	Application of cutting fluids in turning operations and case study on optimizing process parameters onturning operation.
8	Analysis of chip formation and chip reduction coefficient in turning of mild steel by HSS tool with different depth of cut, speed, and feed rate.
9	Experiment on tool wears and tool life on anyone conventional machining process.
10	Experiment on anyone advanced machining process
11	Design of Jigs and Fixture for any one application using any software tool.
12	Experiment using Drill/template Jig and Demonstration on turning and grinding fixtures.
13	Experiment using milling Indexing fixtures.

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

- Demonstrate the Conventional CNC machines and advanced manufacturing process operations
- Determine tool life, cutting force, and economy of the machining process.
- Analyze the influence of various parameters on machine tools' performance.
- Select the appropriate machine tools and process, the Jigs, and fixtures for various applications.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

CIE for the theory component of IPCC

Two Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester
- Scaled-down marks of two tests and two assignments added will be CIE marks for the theory component of IPCC for **30 marks**.

CIE for the practical component of IPCC

- On completion of every experiment/program in the laboratory, the students shall be evaluated and marks shall be awarded on the same day. The**15 marks** are for conducting the experiment and preparation of the laboratory record, the other **05 marks shall be for the test** conducted at the end of the semester.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to 15 marks.

- The laboratory test **(duration 03 hours)** at the end of the 15th week of the semester /after completion of all the experiments (whichever is early) shall be conducted for 50 marks and scaled down to 05 marks**.**
- Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **20 marks**.

SEE for IPCC

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (duration 03 hours)

- ➢ The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
- ➢ There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
- ➢ The students have to answer 5 full questions, selecting one full question from each module.

The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper shall include questions from the practical component).

- The minimum marks to be secured in CIE to appear for SEE shall be the 12 (40% of maximum marks-30) in the theory component and 08 (40% of maximum marks -20) in the practical component. The laboratory component of the IPCC shall be for CIE only. However, in SEE, the questions from the laboratory component shall be included**.** The maximum of 04/05 questions to be set from the practical component of IPCC, the total marks of all questions should not be more than the 20 marks.
- SEE will be conducted for 100 marks and students shall secure 35% of the maximum marks to qualify in the SEE. Marks secured will be scaled down to 50.

Suggested Learning Resources:

Textbook:

1. Shaw, M C, (2014), Metal Cutting Principles, Oxford University Press.
2. McGeough, J A, (1988), Advanced Methods of Machining, Springer.
3. Boothroyd, G., and Knight, W. A., Fundamentals of Machining and Machine Tools, CRC Press.
4. Chattopadhyay, A B, (2013), Machining and Machine Tools, Wiley India.
5. Mikell P. Groover, (2019), Fundamentals of Modern Manufacturing: Materials, Processes, and Systems, Wiley Publications.
6. Rao P. N., Manufacturing Technology II, Tata McGraw Hill.

Web links and Video Lectures (e-Resources):

1. V. K. Jain, Advanced Machining Processes, NPTEL Course Department of Mechanical Engineering, IIT Kanpur, Link: http://nptel.ac.in/courses/112104028/.
2. U. S. Dixit, Mechanics of Machining, NPTEL Course Department of Mechanical Engineering Guwahati, Link: http://nptel.ac.in/courses/112103248/.
3. A. B. Chattopadhyay, Manufacturing Processes II, NPTEL Course of Department of Mechanical Engineering, IIT Kharagpur, https://nptel.ac.in/courses/112/105/112105126/

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Visit any one machining center or machining industry and/or

Case study on process parameter influence on anyone advanced machining process and hybrid machining process.

Semester - 04

FLUID MECHANICS (IPCC)			
Course Code	**21ME43**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2*:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 12 Lab slots	Total Marks	100
Credits	04	Exam Hours	03
**** One additional hour may be considered if required***			

Course Learning objectives:

The course will enable the students to

- Acquire a basic understanding of properties of fluids and the measurement of pressure and fluid kinematics.
- Acquire a basic understanding of fundamentals fluid dynamics, and Benoulli's equation and flow meters.
- Acquire the basic concepts of flow through pipes and losses in pipe flows.
- Understand the basic concepts of flow over bodies and usefulness of dimensionless analysis.
- Acquire the fundamentals of compressible flow and the basic knowledge of working of CFD packages.
- Acquire the knowledge of simple fluid mechanics experimental setups and carry out the necessary analysis of these experiemts
- Acquire knowledge experimental errors and the ability to estimate the experimental uncertainties.

Teaching-Learning Process (General Instructions)

These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.

- Adopt different type of teaching methods to develop the outcomes through Power-Point Presentation and Video demonstration or Simulations.
- Chalk and Talk method for Problem Solving.
- Arrange visits to show the live working models other than laboratory topics.
- Adopt collaborative (Group Learning) Learning in the class.
- Adopt Problem Based Learning (PBL), which fosters students Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information.
- Conduct Laboratory Demonstrations and Practical Experiments to enhance experiential skills.

MODULE-1	**8 HOURS**

Introduction: Definition and properties, types of fluids, pressure at a point in static fluid, variation of pressure, Pascal's Law, (To be reviewed in class but not for examination)

Pressure- absolute, gauge, vacuum, pressure measurement by manometers and gauges, hydrostatic pressure on plane submerged bodies. Buoyance and metacentre, Stability of submerged bodies

Fluid Kinematics: Velocity of fluid particle, types of fluid flow, streamlines, path-lines and streak-lines continuity equation, acceleration of fluid particle, strain rate, vorticity, stream function, potential function, Circulation, Reynolds transport theorem

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving. 4. Laboratory Demonstrations and Practical Experiments

MODULE-2	**8 HOURS**

Fluid Dynamics: Introduction, Forces acting on fluid in motion, Linear momentum equation, Impact of jets, Moment of momentum equation, Euler's equation of motion along a streamline,

Bernoulli's equation – assumptions and limitations. Introduction to Navier-Stokes equation, Venturi-meters, orifice-meters, rectangular and triangular notches, pitot tubes, Rota-meter, electromagnetic flow meter

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations,

	3. Chalk and Talk are used for Problem Solving. 4. Laboratory Demonstrations and Practical Experiments

MODULE-3	**8 HOURS**
Laminar and Turbulent flow: Flow through circular pipe, between parallel plates, Power absorbed in viscous flow in bearings, Poiseuille equation Loss of head due to friction in pipes, Major and minor losses, pipes in series and parallel.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving. 4. Laboratory Demonstrations and Practical Experiments

MODULE-4	**8 HOURS**
Flow over bodies: Development of boundary layer, Lift and Drag, Flow around circular cylinders, spheres, aerofoils and flat plates, Streamlined and bluff bodies, boundary layer separation and its control. Dimensional Analysis: Derived quantities, dimensions of physical quantities, dimensional homogeneity, Rayleigh method, Buckingham Pi-theorem, dimensionless numbers, similitude, types of similitude.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving. 4. Laboratory Demonstrations and Practical Experiments

MODULE 5	**8 HOURS**
Compressible flows: Speed of sound, adiabatic and isentropic steady flow, Isentropic flow with area change stagnation and sonic properties, normal and oblique shocks, flow through nozzles. Introduction to CFD: Necessity, limitations, philosophy behind CFD, applications	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving. 4. Laboratory Demonstrations and Practical Experiments

PRACTICAL COMPONENT OF IPCC

Modern computing techniques are preferred for estimation and analysis.

Sl.NO	**Experiments**
1	Determine the viscosity of oil using Red wood viscometer and Say-bolt viscometer.
2	Measurement of pressure using different Manometers for high and low pressure measurements (manometers using different manometric fluids).
3	Working principle of different flow meters and their calibration (orifice plate, venture meter, turbine, Rota meter, electromagnetic flow meter)
4	Working principle of different flow meters for open channel and their calibration
5	Determination of head loss in pipes and pipe fittings having different diameters, different materials and different roughness
6	Reynolds apparatus to measure critical Reynolds number for pipe flows
7	Effect of change in cross section and application of the Bernoulli equation
8	Impact of jet on flat and curved plates

9	Measurement of coefficient of pressure distribution on a cylinder at different Reynolds Numbers
10	Wind tunnel calibration using Pitot static tube
11	Determination of drag and lift co-efficients of standard objects using wind tunnel.
12	Use any CFD package to study the flow over aerofoil/cylinder

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

CO 1. Understand the basic principles of fluid mechanics and fluid kinematics

CO 2. Acquire the basic knowledge of fluid dynamics and flow measuring instruments

CO 3. Understand the nature of flow and flow over bodies and the dimensionless analysis

CO 4. Acquire the compressible flow fundamental and basics of CFD packages and the need for CFD analysis.

CO 5. Conduct basic experiments of fluid mechanics and understand the experimental uncertainties.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

CIE for the theory component of IPCC

Two Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Scaled-down marks of two tests and two assignments added will be CIE marks for the theory component of IPCC for **30 marks**.

CIE for the practical component of IPCC

- On completion of every experiment/program in the laboratory, the students shall be evaluated and marks shall be awarded on the same day. The**15 marks** are for conducting the experiment and preparation of the laboratory record, the other **05 marks shall be for the test** conducted at the end of the semester.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to 15 marks.
- The laboratory test **(duration 03 hours)** at the end of the 15th week of the semester /after completion of all the experiments (whichever is early) shall be conducted for 50 marks and scaled down to 05 marks**.**

Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **20 marks**.

.

SEE for IPCC

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (duration 03 hours)

8. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks

9. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
10. The students have to answer 5 full questions, selecting one full question from each module.

The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper shall include questions from the practical component).

- The minimum marks to be secured in CIE to appear for SEE shall be the 12 (40% of maximum marks-30) in the theory component and 08 (40% of maximum marks -20) in the practical component. The laboratory component of the IPCC shall be for CIE only. However, in SEE, the questions from the laboratory component shall be included**.** The maximum of 04/05 questions to be set from the practical component of IPCC, the total marks of all questions should not be more than the 20 marks.
- SEE will be conducted for 100 marks and students shall secure 35% of the maximum marks to qualify in the SEE. Marks secured will be scaled down to 50.

Suggested Learning Resources:
Reference Books

- Fox, R. W., Pitchard,P. J.,and McDonald, A. T., (2010), Introduction to Fluid Mechanics, 7thEdition, John Wiley & Sons Inc.
- Cimbala, J.M., Cengel, Y. A. (2010),Fluid Mechanics: Fundamentals and Applications, McGraw-Hill
- Frank M White., (2016), Fluid Mechanics, 8thEdition , McGraw-Hill

Additional References:

- A text book of Fluid Mechanics and Hydraulic Machines, Dr. R K Bansal, Laxmi publishers
- Fndamentals of Fluid Mechanics, Munson, Young, Okiishi & Hebsch, John Wiley Publicationss, 7th Edition

Web links and Video Lectures (e-Resources):

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- **Industrial visits**
- **Course seminar**
- **Term project**

IV Semester

MECHANICS OF MATERIALS			
Course Code	**21ME44**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2-2-0-0	SEE Marks	50
Total Hours of Pedagogy	26+26	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:
Students will be able

- To know the different types of stresses and strains developed in the member subjected to axial, bending, shear, torsion & thermal loads.
- To know behaviour & properties of engineering materials.
- To understand the stresses developed in bars, compounds bars, beams, shafts, and cylinders.
- To understand the concepts of calculation of shear force and bending moment for beams with different supports.
- To expose the students to concepts of Buckling of columns and strain energy.

Teaching-Learning Process (General Instructions)
These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

- Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
- Chalk and Talk method for Problem Solving.
- Adopt flipped classroom teaching method.
- Adopt collaborative (Group Learning) learning in the class.
- Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information..

Module-1

Stresses and Strains: Introduction, Properties of materials, Stress, Strain and Hooke's law, Stress strain diagram for brittle and ductile materials, True stress and strain, Calculation of stresses in straight, Stepped and tapered sections, Composite sections, Stresses due to temperature change, Shear stress and strain, Lateral strain and Poisson's ratio, Elastic constants and relations between them.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-2

Analysis of Stress and Strain: Introduction to three-dimensional state of stress, Stresses on inclined planes, Principal stresses and maximum shear stress, Principal angles, Shear stresses on principal planes, Maximum shear stress, Mohr circle for plane stress conditions.

Teaching-Learning Process	. 1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-3

Shear Force and Bending Moment: Type of beams, Loads and reactions, Relationship between loads, shear forces and bending moments, Shear force and bending moments of cantilever beams, Pin support and roller supported beams subjected to concentrated loads, uniformly distributed constant / varying loads. **Concept of shear center.**

Stress in Beams: Bending and shear stress distribution in rectangular, I and T section beams.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
Module-4	
Deflection of Beams: Relationship between moment, slope and deflection, Moment area method, Macaulay's method. Problems to calculate slope and deflection for determinant beams, Beams of uniform strength, Leaf springs. **Torsion**: Circular solid and hallow shafts, Torsional moment of resistance, Power transmission of straight and stepped shafts, Twist in shaft sections,	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
Module-5	
Thick & Thin Cylinders: Thin cylinder: Hoop's stress, maximum shear stress, circumferential and longitudinal strains, Thick cylinders: Lames equations. **Columns**: Buckling and stability, Critical load, Columns with pinned ends, Columns with other support conditions, Effective length of columns, Secant formula for columns. **Introduction to Strain Energy**: Strain energy due to axial, shear, bending, torsion and impact load. Castigliano's theorem I and II and their applications.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Course outcome (Course Skill Set)

At the end of the course the student will be able to :

1. Understand simple, compound, thermal stresses and strains their relations and strain energy.
2. Analyse structural members for stresses, strains and deformations.
3. Analyse the structural members subjected to bending and shear loads.
4. Analyse shafts subjected to twisting loads.
5. Analyse the short columns for stability.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester
- Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

- At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

Suggested Learning Resources:

Books

1. Mechanics of Materials J M Gere, B J Goodno, Cengage Eighth edition 2013
2. Fundamentals of Strength of Materials P N Chandramouli PHI Learning Pvt. Ltd 2013
3. Strength of Materials R K Rajput S. Chand and Company Pvt. Ltd 2014
4. Strength of Materials R. Subramanian Oxford 2005
5. Strength of Materials S. S. Ratan Tata McGraw Hill 2nd Edition, 2008
6. Mechanics of materials and Strength of Materials S C Pilli and N Balasubramanya Cengage 2019
7. Mechanics of Materials Ferdinand Beer, Russell Johston, John Dewolf, David Mazurek McGraw Hill Education (India) Pvt. Ltd Latest edition
8. Mechanics of Materials R C Hibbeler Pearson Latest edition

Web links and Video Lectures (e-Resources):

- .

Semester IV

MECHANICAL MEASUREMENTS AND METROLOGY LABORATORY			
Course Code	**21MEL46**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0-0-2*-0	SEE Marks	50
Credits	01	Exam Hours	03
**** Additional one hour may be considered for instructions, if required***			

Course objectives:

Students will be able

- To illustrate the theoretical concepts taught in Mechanical Measurements & Metrology through experiments.
- To illustrate the use of various measuring tools & measuring techniques.
- To understand calibration techniques of various measuring devices.

Modern computing techniques are preferred in estimation and analysis.

Sl.NO	Experiments
1	Study of instruments for Liner measurement and angular measurements: Slip gauges- Measurement of angle-sine bar, Sine centre, Angle gauges, Optical instruments for angular measurements.
2	Study of Autocollimator-Applications for measuring straightness and squareness.
3	Study of different Comparators and calibration of Dial indicator, Electrical comparators, LVDT, Pneumatic comparators
4	Study of Terminology of screw threads and Measurement of major diameter, Minor diameter, Pitch, Angle and Effective diameter of screw threads by 2- wire and 3-wire methods
5	Gear tooth measurement using Gear tooth Vernier and Parkinson Gear Tester
6	Various parameter measurement using computerized profile projector
7	Surface topology measurement using Surface Roughness Tester
8	Calibration of Pressure gauge, Thermocouple and Load cell
9	Determination of modulus of elasticity and modulus of rigidity of a mild steel specimen using strain gauges
10	Calibration of Micrometer and Vernier caliper using slip gauges
11	Circularity measurement using Electronic and Mechanical comparator
12	Demonstration of Measurement using Coordinate Measuring Machine (CMM) / Laser Scanner
13	Choose any product used in the day to day life based on his/her choice, prepare a measurement plan and implement the measurement with existing tools)

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

- Understand Calibration of pressure gauge, thermocouple, LVDT, load cell, micrometer.
- Apply concepts of Measurement of angle
- Demonstrate measurements using Optical Projector/Tool maker microscope, Optical flats.
- Analyse Screw thread parameters using 2-Wire or 3-Wire method, gear tooth profile using gear tooth Vernier/Gear tooth micrometre
- Understand the concepts of measurement of surface roughness.
- Demonstrate the use of Coordinate Measuring Machine (CMM) / Laser Scanner

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination(SEE).

Continuous Internal Evaluation (CIE):

CIE marks for the practical course is **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled downed to 30 marks (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8th week of the semester and the second test shall be conducted after the 14th week of the semester.
- In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book
- The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

SEE marks for the practical course is 50 Marks.

SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University

All laboratory experiments are to be included for practical examination.

(Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.

Students can pick one question (experiment) from the questions lot prepared by the internal /external examiners jointly.

Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

Change of experiment is allowed only once and 15% Marks allotted to the procedure part to be made zero.

The duration of SEE is 03 hours

Rubrics suggested in Annexure-II of Regulation book

Suggested Learning Resources:

Engineering Metrology and Measurements, N.V.Raghavendra and L. Krishnamurthy, Oxford University Press

Semester 04 **Ability Enhancement Course IV**

SPREAD SHEETS FOR ENGINEERS			
Course Code	21MT481	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Credits	1	Exam Hours	01

Course objectives:

- To create different plots and charts
- To compute different functions, conditional functions and make regression analysis
- To carryout iterative solutions for roots, multiple roots, optimization and non-linear regression analysis
- To carryout matrix operations
- To Understand VBA and UDF
- To understand VBA subroutines and Macros
- To carryout numerical integration and solving differential equations using different methods

Sl.NO	Experiments
1	**Charting:** Create an XY scatter graph, XY chart with two Y-Axes, add error bars to your plot, create a combination chart
2	**Functions:** Computing Sum, Average, Count, Max and Min, Computing Weighted Average, Trigonometric Functions, Exponential Functions, Using The CONVERT Function to Convert Units
3	**Conditional Functions:** Logical Expressions, Boolean Functions, IF Function, Creating a Quadratic Equation Solver, Table VLOOKUP Function, AND, OR and XOR functions.
4	**Regression Analysis:** Trendline, Slope and Intercept, Interpolation and Forecast, The LINEST Function, Multilinear Regression, Polynomial Fit Functions, Residuals Plot, Slope and Tangent, Analysis ToolPack.
5	**Iterative Solutions Using Excel:** Using Goal Seek in Excel, Using The Solver To Find Roots, Finding Multiple Roots, Optimization Using The Solver, Minimization Analysis, NonLinear Regression Analysis.
6	**Matrix Operations Using Excel:** Adding Two Matrices, Multiplying a Matrix by a Scalar, Multiplying Two Matrices, Transposing a Matrix, Inverting a Matrix and Solving System of Linear Equations.
7	**VBA User-Defined Functions (UDF):** The Visual Basic Editor (VBE), The IF Structure, The Select Case Structure, The For Next Structure, The Do Loop Structure, Declaring Variables and Data Types, An Array Function The Excel Object Model, For Each Next Structure.
8	**VBA Subroutines or Macros:** Recording a Macro, Coding a Macro Finding Roots by Bisection, Using Arrays, Adding a Control and Creating User Forms.
	Demonstration Exercises
9, 10	**Numerical Integration Using Excel:** The Rectangle Rule, The Trapezoid Rule, The Simpson's Rule, Creating a User-Defined Function Using the Simpson's Rule. .
11, 12	**Differential Equations:** Euler's Method, Modified Euler's Method, The Runge Kutta Method, Solving a Second Order Differential Equation

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

- To create different plots and charts
- To compute different functions, conditional functions and make regression analysis
- To carryout iterative solutions for roots, multiple roots, optimization and non-linear regression analysis
- To carryout matrix operations
- To Understand VBA and UDF
- To understand VBA subroutines and Macros
- To carryout numerical integration and solving differential equations using different methods

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination(SEE).

Continuous Internal Evaluation (CIE):

CIE marks for the practical course is **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled downed to 30 marks (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8^{th} week of the semester and the second test shall be conducted after the 14^{th} week of the semester.
- In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book
- The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

SEE marks for the practical course is 50 Marks.

SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University

All laboratory experiments are to be included for practical examination.

(Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.

Students can pick one question (experiment) from the questions lot prepared by the internal /external examiners jointly.

Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

Change of experiment is allowed only once and 15% Marks allotted to the procedure part to be made zero.

The duration of SEE is 03 hours

Rubrics suggested in Annexure-II of Regulation book

Suggested Learning Resources:

McFedries PaulMicrosoft Excel 2019 Formulas And Functions Microsoft Press, U.S, 2019 Edition

Semester 04

Semester IV

INTRODUCTION TO AI AND ML			
Course Code	**21ME482**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:2:0:0	SEE Marks	50
Total Hours of Pedagogy	30	Total Marks	100
Credits	01	Exam Hours	01

Course objectives:

- To familiarize basic principles, and applications of AI
- To guide the students on generalization as a means to capturing patterns in the data.
- To demonstrate the reasoning to internal representations of knowledge.
- To make to understand the of challenges in Artificial Intelligence domain.
- To acquaint with the future trends of Artificial Intelligence.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

- Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
- Chalk and Talk method for Problem Solving.
- Adopt flipped classroom teaching method.
- Adopt collaborative (Group Learning) learning in the class.
- Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information..

Module-1

Introduction to AI: Introduction, The Turing Test Approach, Cognitive Modeling Approach, Laws of thought Approach, Rational agent Approach, AI Methods and tools, Foundations of Artificial Intelligence, Goals of AI, Performing Natural Language Processing using Email Filters in Gmail, Performing Natural Language Generation using Smart replies in Gmail.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-2

Fundamentals of Machine Learning: Describing structural patterns, Machine Learning, Data Mining, Simple Examples, Fielded Examples, Machine Learning and statistics, Generalization as a search, Data mining and ethics.Data preprocessing using Weka, Handling high dimensional data through feature reduction in Weka.

Teaching-Learning Process	. 1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-3

Machine Learning Tasks:Decision Tables, Decision Trees, Classification rules, Association rules, Rules with exceptions, Rules involving relations, Trees for numeric prediction, Instancebased representation, Clusters.Building soybean classification model using decision trees, generating association rules on weather data using Weka, Exploring Classification and Clustering techniques using scikit-learn or Weka.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-4

Nature-inspired techniques in AI:Inspiration from brain, Perceptron, Artificial Neural Net, Unsupervised Learning, Genetic Algorithms. Weather Prediction through Neural Networks using Weka, Perform data labelling for various images using Supervisely.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-5

Deep Learning: Basics of Deep Learning, Medical Image Analysis using Tensor Flow or Supervisely. Present and Future trends: The social effects of AI, A World with Robots, AI and Art, The Future, Integration, Artificial agents.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Course outcome (Course Skill Set)

At the end of the course the student will be able to:

- Understand the basic principles and goals of AI tasks.
- Outline the role of AI in different real-time applications.
- Construct a problem with the suitable AI task.
- Demonstrate the importance of biology in AI.
- Survey the future development of AI.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous internal Examination (CIE)

Three Tests (preferably in MCQ pattern with 20 questions) each of **20 Marks (duration 01 hour**)

7. First test at the end of 5th week of the semester
8. Second test at the end of the 10th week of the semester
9. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

5. First assignment at the end of 4th week of the semester
6. Second assignment at the end of 9th week of the semester

Quiz/Group discussion/Seminar, any two of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

The sum of total marks of three tests, two assignments, and quiz /seminar/ group discussion will be out of 100 marks and shall be **scaled down to 50 marks**

Semester End Examinations (SEE)

SEE paper shall be set for 50 questions, each of 01 mark. The pattern of the question paper is MCQ (multiple choice questions). The time allotted for SEE is **01 hour.** The student has to secure minimum of 35% of the maximum marks meant for SEE.

Suggested Learning Resources:

Text Book:

1. BlayWhitby, Artificial Intelligence: A Beginners Guide, Second Edition, One World Publisher, 2008.
2. Ian H. Witten, Eibe Frank, Data Mining: Practical Machine Learning Tools and Techniques, Morgan Kaufman Publishers, 3rd Edition, 2011.

Reference Books:

Semester 04

Introduction to Augmented Reality			
Course Code	**21ME483**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:2:0:0	SEE Marks	50
Total Hours of Pedagogy	30	Total Marks	100
Credits	01	Exam Hours	01

Course objectives:

- Describe how AR systems work and list the applications of AR.
- Understand and analyse the hardware requirement of AR.
- Use computer vision concepts for AR and describe AR techniques
- Analyse and understand the working of various state of the art AR devices
- Acquire knowledge of mixed reality

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

10. Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
11. Chalk and Talk method for Problem Solving.
12. Adopt flipped classroom teaching method.
13. Adopt collaborative (Group Learning) learning in the class.
14. Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

Module-1

Introduction to Augmented Reality (A.R): Defining augmented reality, history of augmented reality, The Relationship between Augmented Reality and Other Technologies-Media, Technologies, Other Ideas Related to the Spectrum between Real and Virtual Worlds, applications of augmented reality

Augmented Reality Concepts- Concepts Related to Augmented Reality, Ingredients of an Augmented Reality Experience.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-2

Augmented Reality Hardware:

Augmented Reality Hardware – Displays – Audio Displays, Haptic Displays, Visual Displays, Other sensory displays, Visual Perception , Requirements and Characteristics, Spatial Display Model.

Processors – Role of Processors, Processor System Architecture, Processor Specifications.

Tracking & Sensors - Tracking, Calibration, and Registration, Characteristics of Tracking Technology, Stationary Tracking Systems, Mobile Sensors, Optical Tracking, Sensor Fusion.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-3

Computer Vision for Augmented Reality & A.R. Software: Computer Vision for Augmented Reality - Marker Tracking, Multiple-Camera Infrared Tracking, Natural Feature Tracking by Detection, Simultaneous Localization and Mapping, Outdoor Tracking **Augmented Reality Software -** Introduction, Major Software Components for Augmented Reality Systems, Software used to Create Content for the Augmented Reality Application.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
Module-4	
AR Techniques- Marker based & Markerless tracking: Marker-based approach- Introduction to marker-based tracking, types of markers, marker camera pose and identification, visual tracking, mathematical representation of matrix multiplication **Marker types-** Template markers, 2D barcode markers, imperceptible markers. **Marker-less approach**-Localization based augmentation, real world examples **Tracking methods-** Visual tracking, feature based tracking, hybrid tracking, and initialization and recovery.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
Module-5	
AR Devices & Components : AR Components – Scene Generator, Tracking system, monitoring system, display, Game scene **AR Devices –** Optical See- through HMD, Virtual retinal systems, Monitor bases systems, Projection displays, and Video see-through systems	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
Course outcome (Course Skill Set) At the end of the course the student will be able to: CO1: Describe how AR systems work and list the applications of AR. CO2: Understand and analyse the hardware requirement of AR. CO3: Use computer vision concepts for AR and describe AR techniques CO4: Analyse and understand the working of various state of the art AR devices CO5: Acquire knowledge of mixed reality	

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous internal Examination (CIE)

Three Tests (preferably in MCQ pattern with 20 questions) each of **20 Marks (duration 01 hour**)

10. First test at the end of 5th week of the semester
11. Second test at the end of the 10th week of the semester
12. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

7. First assignment at the end of 4th week of the semester
8. Second assignment at the end of 9th week of the semester

Quiz/Group discussion/Seminar, any two of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

The sum of total marks of three tests, two assignments, and quiz /seminar/ group discussion will be out of 100 marks and shall be **scaled down to 50 marks**

Semester End Examinations (SEE)

SEE paper shall be set for 50 questions, each of 01 mark. The pattern of the question paper is MCQ (multiple choice questions). The time allotted for SEE is **01 hour.** The student has to secure minimum of 35% of the maximum marks meant for SEE.

Suggested Learning Resources:

Books

1. Allan Fowler-AR Game Development‖, 1st Edition, A press Publications, 2018, ISBN 978-1484236178

2. Augmented Reality: Principles & Practice by Schmalstieg / Hollerer, Pearson Education India; First edition (12 October 2016),ISBN-10: 9332578494

Reference Books:

1. Designing for Mixed Reality, Kharis O'Connell Published by O'Reilly Media, Inc., 2016, ISBN: 9781491962381
2. Sanni Siltanen- Theory and applications of marker-based augmented reality. Julkaisija – Utgivare Publisher. 2012. ISBN 978-951-38-7449-0

Web links and Video Lectures (e-Resources):

- https://www.vttresearch.com/sites/default/files/pdf/science/2012/S3.pdf
- https://docs.microsoft.com/en-us/windows/mixed-reality/
- https://docs.microsoft.com/en-us/archive/msdn-magazine/2016/november/hololens-introduction-to-the-hololens

MOOC Courses:

- https://www.coursera.org/learn/ar
- https://www.udemy.com/share/101XPi/

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Course seminar
- Term project

Semester - V

THEORY OF MACHINES			
Course Code	**21ME51**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2-2-0-0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

- To understand the concept of machines, mechanisms and to analyze a mechanism for displacement, velocity and acceleration at any point in a moving link.
- To understand the force-motion relationship in components subjected to external forces and analysis of standard mechanisms
- To understand the theory of gears and gear trains.
- To understand the undesirable effects of unbalances resulting from prescribed motions in mechanism.
- To understand the principles in mechanisms used for speed control and stability control.
- To compute the natural and damped frequencies of free 1-DOF mechanical systems and to analyze the vibrational motion of 1-DOF mechanical systems under harmonic excitation conditions.

Teaching-Learning Process (General Instructions)

These are sample strategies, which teachers can use to accelerate the attainment of the various course outcomes.

- Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
- Chalk and Talk method for Problem Solving.
- Adopt flipped classroom teaching method.
- Adopt collaborative (Group Learning) learning in the class.
- Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

Module-1

Introduction: Mechanisms and machines, Kinematic pairs-types, degree of freedom, Kinematic chains and their classification, Kinematic inversions,

Velocity and Acceleration analysis of planar mechanisms Graphical method: Velocity and Acceleration Analysis of Mechanisms Velocity and acceleration analysis of four bar mechanism, slider crank mechanism. Mechanism illustrating Corioli's component of acceleration. Angular velocity and angular acceleration of links, velocity of rubbing.

Velocity and Acceleration Analysis of Mechanisms (Analytical Method): Velocity and acceleration analysis of four bar mechanism, slider crank mechanism using complex algebra method.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-2

Static force analysis: Static equilibrium, analysis of four bar mechanism, slider crank mechanism.

Dynamic force analysis: D'Alembert's principle, analysis of four bar and slider crank mechanism.

Flywheel: Introduction to Flywheel and calculation of its size for simple machines like punching machine, shearing machine

Teaching-Learning Process	. 1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-3

Spur Gears: Gear terminology, law of gearing, path of contact, arc of contact, contact ratio of spur gear. Interference in involute gears, methods of avoiding interference, condition and expressions for minimum number of teeth to avoid interference. **Gear Trains**: Simple gear trains, compound gear trains. Epicyclic gear trains: Algebraic and tabular methods of finding velocity ratio of epicyclic gear trains, torque calculation in epicyclic gear trains. Discussions on applications of gear trains.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
Module-4	
Balancing of Rotating Masses: Static and Dynamic Balancing, Balancing of single rotating mass by balancing masses in same plane and in different planes. Balancing of several rotating masses by balancing masses in same plane and in different planes. Discussions on applications. **Balancing of Reciprocating Masses**: Inertia Effect of crank and connecting rod, Single cylinder Engine, Balancing in multi cylinder-inline engine (primary and secondary forces). Discussions on applications **Governors:**Types of Governors; Force Analysis of Porter and Hartnell Governors. Controlling Force, Stability, Sensitiveness, Isochronism, Effort and Power. Discussion on applications.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
Module-5	
Free vibrations: Basic elements of vibrating system, Types of free vibrations, Longitudinal vibrations- Equilibrium method, D'Alembert's principle, Determination of natural frequency of single degree freedom systems, Damped free vibrations: Under damped, over damped and critically damped systems. Logarithmic decrement. **Forced vibrations**: Undamped forced vibration of spring mass system, Damped forced vibrations, Rotating unbalance, Reciprocating unbalance, Vibration isolation, Critical speed. Discussions on applications.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
Course outcome (Course Skill Set) At the end of the course the student will be able to : • Knowledge of mechanisms and their motion and the inversions of mechanisms • Analyse the velocity, acceleration of links and joints of mechanisms.. • Analyse the mechanisms for static and dynamic equilibrium. • Carry out the balancing of rotating and reciprocating masses • Analyse different types of governors used in real life situation. • Analyze the free and forced vibration phenomenon.	

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester
- Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

- At the end of the 13th week of the semester
- The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks.Marks scored shall be reduced proportionally to 50 marks
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

Suggested Learning Resources:

Books

1 Theory of Machines Kinematics and Dynamics Sadhu Singh Pearson Third edition 2019

2 Mechanism and Machine Theory G. Ambekar PHI 2009

Reference Books

1 Theory of Machines Rattan S.S Tata McGraw-Hill Publishing Company 2014

2 Mechanisms and Machines- Kinematics, Dynamics and Synthesis Michael M Stanisic Cengage Learning 2016

Web links and Video Lectures (e-Resources):

- .

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Course Seminar
- Term project
- Assignment

Semester - V

THERMO-FLUIDS ENGINEERING (IPCC)			
Course Code	**21ME52**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 13 Lab slots*	Total Marks	100
Credits	04	Exam Hours	03

**** Additional one hour may be considered as Instructional duration wherever required***

Course objectives:

Student will be able

- To understand the concepts of testing of I. C. Engines and methods to estimate Indicated, Brake and Frictional Power and efficiencies.
- To understand theory and performance Calculation of Reciprocating compressor and positive displacement pumps.
- To understand the concepts related to Refrigeration, refrigeration cycles and Air conditioning and get conversant with Psychrometric Charts, Psychrometric processes, human comfort conditions.
- Understand typical construction of a Turbo machine, their working principle, application and conversion of fluid energy to mechanical energy in Turbo machine with utilization factor and degree of reaction.
- Understand the working principle of hydraulic turbines and steam turbine

Teaching-Learning Process (General Instructions)

These are sample strategies, which teachers can use to accelerate the attainment of the various course outcomes.

- Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
- Chalk and Talk method for Problem Solving.
- Adopt flipped classroom teaching method.
- Adopt collaborative (Group Learning) learning in the class.
- Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

MODULE-1	**8 HOURS**
Performance Testing of IC Engines: Two-stroke and Four-stroke I.C. engines - Measurement of speed, air flow, fuel consumption, Measurement of Brake Power and Indicated Power, Performance curves, Heat Balance sheet., Frictional power: various methods – Willan's line, Morse test, motoring etc. **Reciprocating Air Compressors:** Operation of a single stage reciprocating compressors: work input through p-v diagram, effect of clearance and volumetric efficiency, adiabatic, isothermal and mechanical efficiencies. Multi-stage compressor, saving in work, optimum intermediate pressure, inter-cooling, minimum work for compression. Discussion on application.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving/White board
MODULE-2	**8 HOURS**
Refrigeration: Vapour compression refrigeration system; description, analysis, refrigerating effect, capacity, power required, units of refrigeration, COP, reversed Carnot cycle, vapour absorption refrigeration system and Air refrigeration system. Use of refrigeration tables and p-h chart. Classification of Refrigerants. Desirable properties of refrigerants. **Psychrometries:** Atmospheric air and Psychrometric properties: DBT, WBT, DPT, partial pressure, specific and relative humidity and relation between the enthalpy and adiabatic saturation temperatures. Construction and use of psychrometric chart. Analysis of various processes: Heating, cooling, dehumidifying and humidifying. Adiabatic mixing of stream of moist air. Analysis of summer and winter air-conditioning systems. Discussion on commercial Air conditioning systems.	

Teaching-Learning Process	. 1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

MODULE-3	**8 HOURS**
Introduction to Turbo machines: Classification of Turbomachines, Basic constructional details, Euler's equation for a Turbo machine, Impulse & Reaction machine - Axial flow and radial flow machines, utilization factor, degree of reaction & efficiencies of Turbo machines, **Introduction to positive displacement machines:** Classification, comparison with turbomachines. Construction and working of reciprocating pump, gear and vane pumps. Discussion on engineering applications.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving/White board
MODULE-4	**8 HOURS**
Hydraulic Turbines: Classification of hydraulic turbines, Various heads and efficiencies, working principle, Velocity triangles, work done, efficiencies etc in Pelton wheel, Francis turbine and Kaplan turbine. Draft tubes, Cavitation in reaction turbines, characteristic curves.Significance of Specific speed and Unit quantities. **Centrifugal Pumps:** Main Parts of centrifugal pump, Various heads and efficiencies, work done, minimum speed for starting centrifugal pump, Classifications- Performance characteristics of centrifugal pumps, Cavitation in pumps and NPSH. Pumps in series and parallel, casings. Discussion on engineering applications.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving/White board
MODULE 5	**8 HOURS**
Centrifugal Fans, Blowers & Compressors: types; velocity triangles, work done and degree of reaction, size & speed; vane shape & efficiency; vane shape & characteristics; actual performances characteristics; Concept of slip and slip coefficient. Discussion on engineering applications. **Steam and gas Turbines:** Impulse turbines, Staging - expression for work done in a 2-stage velocity compounded turbine-effect of blade & nozzle losses- Reaction staging- reheat factor- performance characteristics, problems using Mollier's chart & introduction to gas turbines.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

PRACTICAL COMPONENT OF IPCC

Use of modern computing tools preferred in analysis of performance and estimations

Sl.NO	**Experiments**
1	Determination of calorific value of solid/liquid fuels using Bomb Calorimeter
2	Determination of calorific value of gaseous fuels using Junker's Gas Calorimeter.
3	Performance test on single cylinder engine four/two stroke and draw Heat balance sheet
4	Performance test on multi cylinder engine, draw Heat balance sheet and perform Morse test
5	Performance test on Vapour compression refrigeration -test rig.
6	Performance test on Air conditioning-test rig.
7	Performance test on single/multi stage Reciprocating compressor.
8	Performance test on single / multi-stage centrifugal pump.
9	Performance test on Pelton turbine and draw main and operating characteristics.
10	Performance test on Franci's turbine and draw main and operating characteristics.
11	Performance test on Kaplan turbine and draw main and operating characteristics.

12	Performance test on centrifugal blower and draw performance characteristics for different vane shapes.
13	Demonstration on Computerised IC Engine test rig for its performance and analysis.

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

- Apply the concepts of testing of I. C. Engines and evaluate their performance, and evaluate the performance of Reciprocating compressor.
- Apply and analyse the concepts related to Refrigeration and Air conditioning, and get conversant with Psychrometric Charts, Psychrometric processes, human comfort conditions.
- Explain the construction, classification and working principle of the Turbo machines and apply of Euler's turbine equation to evaluate the energy transfer and other related parameters. Compare and evaluate the performance of positive displacement pumps.
- Classify, explain and analyse the various types of hydraulic turbines and centrifugal pumps.
- Classify, explain and analyse various types of steam turbines and centrifugal compressor.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

CIE for the theory component of IPCC

Two Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Scaled-down marks of two tests and two assignments added will be CIE marks for the theory component of IPCC for **30 marks**.

CIE for the practical component of IPCC

- On completion of every experiment/program in the laboratory, the students shall be evaluated and marks shall be awarded on the same day. The**15 marks** are for conducting the experiment and preparation of the laboratory record, the other **05 marks shall be for the test** conducted at the end of the semester.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to 15 marks.
- The laboratory test **(duration 03 hours)** at the end of the 15th week of the semester /after completion of all the experiments (whichever is early) shall be conducted for 50 marks and scaled down to 05 marks**.**
- Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **20 marks**.

SEE for IPCC

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (duration 03 hours)

- The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3

sub-questions), **should have a mix of topics** under that module.
- The students have to answer 5 full questions, selecting one full question from each module.

The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper shall include questions from the practical component).

- The minimum marks to be secured in CIE to appear for SEE shall be the 12 (40% of maximum marks-30) in the theory component and 08 (40% of maximum marks -20) in the practical component. The laboratory component of the IPCC shall be for CIE only. However, in SEE, the questions from the laboratory component shall be included**.** The maximum of 04/05 questions to be set from the practical component of IPCC, the total marks of all questions should not be more than the 20 marks.
- SEE will be conducted for 100 marks and students shall secure 35% of the maximum marks to qualify in the SEE. Marks secured will be scaled down to 50.

Suggested Learning Resources:

Text Books

1. Engineering Thermodynamics P.K. Nag Tata McGraw Hill 6th Edition 2018
2. Applications of Thermodynamics V.Kadambi, T. R.Seetharam, K. B. Subramanya Kumar Wiley Indian Private Ltd 1st Edition 2019
3. Turbo machines M. S. Govindegowda and A. M. Nagaraj M. M. Publications 7Th Ed, 2012
4. Thermodynamics Yunus A, Cengel, Michael A Boles Tata McGraw Hill 7th Edition
5. An Introduction to Energy Conversion, Volume III, Turbo machinery, V. Kadambi and Manohar Prasad New Age International Publishers reprint 2008
6. Turbo Machines B.U.Pai Wiley India Pvt, Ltd 1st Edition

Reference Books

1. Principles of Engineering Thermodynamics Michael J, Moran, Howard N. Shapiro Wiley 8th Edition
2. An Introduction to Thermodynamics, Y.V.C.Rao Wiley Eastern Ltd 2003.
3. Thermodynamics Radhakrishnan PHI 2nd revised edition
4. I.C.Engines M.L.Mathur& Sharma. Dhanpat Rai& sons- India
5. Turbines, Compressors & Fans S. M. Yahya Tata McGraw Hill Co. Ltd 2nd edition, 2002
6. Principals of Turbo machines D. G. Shepherd The Macmillan Company 1964
7. Fluid Mechanics & Thermodynamics of Turbo machines S. L. Dixon Elsevier 2005

Web links and Video Lectures (e-Resources):

E- Learning

- Nptel.ac.in
- VTU, E- learning
- MOOCS
- Open courseware

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- **Course seminar**
- **Term project**

Semester - V

FINITE ELEMENT ANALYSIS			
Course Code	**21ME53**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2-0-2*-0	SEE Marks	50
Total Hours of Pedagogy	25 hrs +13 practical sessions	Total Marks	100
Credits	03	Exam Hours	03
**** Additional One hour may be considered for instructions if required***			

Course objectives:

Students will be able

- To learn the basic principles of finite element analysis procedure
- To understand heat transfer problems with application of FEM.
- Solve 1 D, 2 D and dynamic problems using Finite Element Analysis approach.
- To learn and apply finite element solutions to structural, thermal, dynamic problem to develop the knowledge and skills needed to effectively evaluate finite element analyses.

Teaching-Learning Process (General Instructions)

These are sample strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
2. Chalk and Talk method for Problem Solving.
3. Adopt flipped classroom teaching method.
4. Adopt collaborative (Group Learning) learning in the class.
5. Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

MODULE-1

Introduction to Finite Element Method: General steps of the finite element method. Engineering applications of finite element method. Advantages of the Finite Element Method.

Potential energy method, Displacement method of finite element formulation. Convergence criteria, Discretization process, ***Rayleigh Ritz method, Galerkin's method (for study purpose only)***

Types of elements: 1D, 2D and 3D, Node numbering, Location of nodes. Strain- displacement relations, Stress-strain relations, Plain stress and Plain strain conditions, temperature effects.

Interpolation models: Simplex, complex and multiplex elements, linear interpolation polynomials in terms of global coordinates 1D, 2D, 3D Simplex Elements.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

MODULE-2

Introduction to the stiffness (Displacement) method: Introduction, One-Dimensional Elements-Analysis of Bars and Trusses, Linear interpolation polynomials in terms of local coordinate's for1D, 2D elements. Higher order interpolation functions for 1D quadratic and cubic elements in natural coordinates, Constant strain triangle, Four-Noded Tetrahedral Element (TET 4), Eight-Noded Hexahedral Element (HEXA 3 8), 2D iso-parametric element,

Numerical Problems: Solution for displacement, stress and strain in 1D straight bars, stepped bars and tapered bars using elimination approach and penalty approach

Teaching-Learning Process	. 1. Power-point Presentation, 2. Video demonstration or Simulations,

	3. Chalk and Talk are used for Problem Solving./White board
MODULE-3	
Beams and Shafts: Boundary conditions, Load vector, Hermite shape functions , Beam stiffness matrix based on Euler-Bernoulli beam theory, Numerical problems on simply supported, fixed straight and cantilever beams, propped cantilever beams with concentrated and uniformly distributed load. **Torsion of Shafts**: Finite element formulation of shafts, determination of stress and twists in circular shafts.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
MODULE-4	
Heat Transfer: Basic equations of heat transfer: Energy balance equation, Rate equation: conduction, convection, radiation, 1D finite element formulation using variational method, Problems with temperature gradient and heat fluxes, heat transfer in composite sections, straight fins. **Fluid Flow**: Flow through a porous medium, Flow through pipes of uniform and stepped sections, Flow through hydraulic networks.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
MODULE 5	
Axi-symmetric Solid Elements: Derivation of stiffness matrix of axisymmetric bodies with triangular elements, Numerical solution of axisymmetric triangular element(s) subjected to surface forces, point loads, angular velocity, pressure vessels. **Dynamic Considerations**: Formulation for point mass and distributed masses, Consistent element mass matrix of one dimensional bar element, truss element, triangular element, beam element. Lumped mass matrix of bar element, truss element, Evaluation of eigen values and eigen vectors, Applications to bars, stepped bars, and beams.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

PRACTICAL COMPONENT

Sl.NO	Experiments
1	**Introduction to FEA software , Pre-processing tools, Solver tools and Post-processing tools.**
2	Analysis of Bars of constant cross section area, tapered cross section area and stepped bar subjected to Point forces, Surface forces and Body forces(Minimum 2 exercises of different types)
3	Analysis of trusses (Minimum 2 exercises of different types)
4 5	Analysis of Beams – Simply supported, cantilever, Propped cantilever beams with point load , UDL, beams with varying load etc.
6	Stress analysis of a rectangular plate with a circular hole.
7 8	Thermal Analysis – 1D & 2D problem with conduction and convection boundary conditions (Minimum 2 exercises of different types)
9	Dynamic Analysis to find: Natural frequency of beam with fixed – fixed end condition, Response of beam with fixed – fixed end conditions subjected to forcing function

10	Dynamic Analysis to find: Natural frequency of bar, Response of Bar subjected to forcing functions
11	Demonstrate the use of graphics standards (IGES, STEP etc) to import the model from modeler to solver.
12	Demonstrate one example of contact analysis to learn the procedure to carry out contact analysis.
13	Demonstrate at least two different types of example to model and analyze bars or plates made from composite material.

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

- Identify the application and characteristics of FEA elements such as bars, beams, plane and isoparametric elements.
- Develop element characteristic equation and generation of global equation.
- Formulate and solve Axi-symmetric and heat transfer problems.
- Apply suitable boundary conditions to a global equation for bars, trusses, beams, circular shafts, heat transfer, fluid flow, axi-symmetric and dynamic problems.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

CIE for the theory component of IPCC

Two Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Scaled-down marks of two tests and two assignments added will be CIE marks for the theory component of IPCC for **30 marks**.

CIE for the practical component

- On completion of every experiment/program in the laboratory, the students shall be evaluated and marks shall be awarded on the same day. The **15 marks** are for conducting the experiment and preparation of the laboratory record, the other **05 marks shall be for the test** conducted at the end of the semester.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to 15 marks.
- The laboratory test **(duration 03 hours)** at the end of the 15th week of the semester /after completion of all the experiments (whichever is early) shall be conducted for 50 marks and scaled down to 05 marks**.**

Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **20 marks**.

.

SEE for

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (duration 03 hours)

- The question paper will have ten questions. Each question is set for 20 marks.Marks scored shall be reduced proportionally to 50 marks
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
- The students have to answer 5 full questions, selecting one full question from each module.

The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper shall include questions from the practical component).

- The minimum marks to be secured in CIE to appear for SEE shall be the 12 (40% of maximum marks-30) in the theory component and 08 (40% of maximum marks -20) in the practical component. The laboratory component of the IPCC shall be for CIE only. However, in SEE, the questions from the laboratory component shall be included**.** The maximum of 04/05 questions to be set from the practical component of IPCC, the total marks of all questions should not be more than the 20 marks.
- SEE will be conducted for 100 marks and students shall secure 35% of the maximum marks to qualify in the SEE. Marks secured will be scaled down to 50.

Suggested Learning Resources:

Textbooks

1. A first course in the Finite Element Method, Logan, D. L, Cengage Learning, 6th Edition 2016.
2. Finite Element Method in Engineering, Rao, S. S, Pergaman Int. Library of Science 5th Edition 2010.
3. Finite Elements in Engineering Chandrupatla T. R PHI 2nd Edition 2013

Referencebooks

1. Finite Element Method, J.N.Reddy, McGraw -Hill International Edition.
2. Finite Elements Procedures Bathe K. J PHI

Web links and Video Lectures (e-Resources):

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- **Course seminar**
- **Term project**

V Semester

MODERN MOBILITY & AUTOMOTIVE MECHANICS			
Course Code	**21ME54**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course Learning objectives:

- To understand the different chassis design & main components of automobile
- To understand the working of transmission and control system employed in automobiles
- To understand the automotive pollution and alternative automotive technologies under trail
- To understand the upcoming electric vehicle technology

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. Explain clearly through Power Point presentations
2. showing live Videos for working of components
3. Demonstration of live working of components through cut section models
4. Inspecting live vehicles
5. Visiting nearby service centres

Module-1 **Chassis & Power Plant**

History of Automobile, Classification of Automobile w.r.t Usage, Chassis, Body, Power Sources, capacity, main components of Internal Combustion Engines and their Functions, Fuel supply system, Cooling System, Lubrication System & Ignition System, Engine Management System, super charged engines, hybrid engines, modern GT engines

Teaching-Learning Process	Power Point presentations Live Videos for working of components Explaining through live components in class room

Module-2 **Transmission & Suspension System**

Clutches; Plate Clutches, Cone Clutch, Centrifugal Clutch, Fluid Flywheel

Gear Box; Gear Shifting mechanism, synchromesh Gear box, Torque converter, Automatic Manual Transmission (AMT), Automatic Transmission (AT), intelligent manual Transmission (IMT) Continuously Variable Transmission (CVT), Infinitely Variable Transmission (IVT)- Working of Differential, Rear Axle types &construction.

Suspension – layout & working of Hydraulic& Air suspension, Independent suspension, Functions& advantages of Leaf Spring, Coil Spring, Telescopic Shock Absorber, Torsion Bar

Teaching-Learning Process	Power Point presentations Live Videos for working of components Explaining through live components in class room

Module-3 **Control & Safety systems**

Steering system- mechanisms & Linkages, Steering gear boxes- Rack & pinion, worm & wheel construction & working,, power Steering construction & working, steering geometry, Wheel balancing

Braking System- Mechanism and Linkages; Mechanical Brakes, Hydraulic Brakes, Power Brakes, Parking brakes, ABS,

Safety system – Safety measures in modern vehicle – safety frames – working of - air bags, seat belt, collapsible steering, spoilers, defoggers, fire safety measures in heavy vehicles, bullet proof vehicles

Teaching-Learning	Power Point presentations Live Videos for working of components

Process	Explaining through live components in class room
Module-4	**Automotive Emission & Alternate Vehicles**
Exhaust gas pollutants and their effects on environment, Emission norms, IC engine fuels types, extraction& availability, BIO Fuels – Production and impact. Ethanol engines, CNG vehicles- operation, advantages& disadvantages, over view of Hydrogen - fuel cell vehicles, advantages & disadvantages, IC engine/ electric hybrid vehicles over view, layout, transmission & control system, solar powered vehicles- wind powered vehicles, super capacitors, supply rails	
Teaching-Learning Process	Power Point presentations Live Videos for working of components
Module-5	**Electric Vehicles& Storage Batteries**
Electric vehicles principle and components- layout of two & 4 wheeler, Motors used in Electric vehicles –types- over view of construction and working, power transmission & control system in Electric vehicles. Batteries –construction & working principle of Lead acid, nickel based, sodium based, Lithium & Metal Air batteries. Battery charging types and requirements, battery cooling, fire safety measures in EV vehicles	
Teaching-Learning Process	Power Point presentations Live Videos for working of components

Course outcome (Course Skill Set)

At the end of the course the student will be able to :

5. Understand the working of different systems employed in automobile
6. Analyse the limitation of present day automobiles
7. Evaluate the energy sources suitability
8. Apply the knowledge for selection of automobiles based on their suitability

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester
- Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

- At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(To have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

Suggested Learning Resources:

Books

- Electric Vehicle Technology Explained James Larminie Oxford Brookes University, Oxford, UK John Lowry Acenti Designs Ltd., UK
- Automobile engineering, Kirpal Singh, Vol I and II (12th Edition) Standard Publishers 2011 2
- Automotive Mechanics, S. Srinivasan, (2nd Edition) Tata McGraw Hill 2003.
- Automotive Systems & Modern Mobility by Dr T Madhusudhan, et al., Cengage publications
- Automotive mechanics, William H Crouse & Donald L Anglin (10th Edition) Tata McGraw Hill Publishing Company Ltd., 2007.
- Modren Electric, Hybrid Electric, and Fuel Cell Vehicles,MehrdadEhsani, YiminGao, CRC Press, Taylor & Francis Group
- Automotive mechanics: Principles and Practices, Joseph Heitner, D Van Nostrand Company, Inc
- . Fundamentals of Automobile Engineering, K.K.Ramalingam, Scitech Publications (India) Pvt. Ltd. 4.
- Automobile Engineering, R. B. Gupta, SatyaPrakashan,(4th Edition) 1984.

Web links and Video Lectures (e-Resources):

Semester V

DESIGN LAB			
Course Code	**21MEL55**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0-0-2*-0	SEE Marks	50
Credits	01	Exam Hours	03

**** Additional one hour may be considered for instructions if required.***

Course objectives:

The students will be able

- To understand the concepts of natural frequency, logarithmic decrement, damping and damping ratio.
- To understand the techniques of balancing of rotating masses and influence of gyroscopic couple.
- To verify the concept of the critical speed of a rotating shaft.
- To illustrate the concept of stress concentration using Photo elasticity.
- To appreciate the equilibrium speed, sensitiveness, power and effort of a Governor.
- To illustrate the principles of pressure development in an oil film of a hydrodynamic journal bearing.
- To visualize different mechanisms and cam motions

Modern computing techniques are preferred to be used wherever possible.

Sl.NO	**Experiments**
1	Determination of natural frequency, logarithmic decrement, damping ratio and damping coefficient in a single degree of freedom vibrating systems (longitudinal and torsional)
2	Balancing of rotating masses
3	Determination of critical speed of a rotating shaft
4	Determination of equilibrium speed, sensitiveness, power and effort of Porter/Proell /Hartnel Governor.
5	Determination of Pressure distribution in Journal bearing
6	Study the principle of working of a Gyroscope and demonstrate the Effect of gyroscopic Couple on plane disc
7, 8	Study of different types of cams, types of followers and typical follower motions. Obtain cam profile for any two types of follower motions and types of follower
9	Determination of Fringe constant of Photo-elastic material using. a) Circular disc subjected to diametral compression. b) Pure bending specimen (four-point bending).
	Demonstration Experiments (For CIE)
10, 11	**Demonstration and study of operation of different Mechanisms and their Inversions:** Slider crank chain, Double slider crank chain and its inversions, Quick return motion mechanisms- Peaucellier's mechanism. Geneva wheel mechanism, Ratchet and Pawl mechanism, toggle mechanism, pantograph, Ackerman steering gear mechanism.
12	Demonstration of stress concentration using Photo-elasticity for simple components like plate with a hole under tension or bending, circular disk with circular hole under compression,

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

- Compute the natural frequency of the free and forced vibration of single degree freedom systems, critical speed of shafts.
- Carry out balancing of rotating masses and gyroscope phenomenon.
- Analyse the governor characteristics.
- Determine stresses in disk, beams and plates using photo elastic bench.
- Determination of Pressure distribution in Journal bearing
- Analyse the stress and strains using strain gauges in compression and bending test
- To realize different mechanisms and cam motions

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination(SEE).

Continuous Internal Evaluation (CIE):

CIE marks for the practical course is **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled downed to 30 marks (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8th week of the semester and the second test shall be conducted after the 14th week of the semester.
- In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book
- The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

SEE marks for the practical course is 50 Marks.

SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University

All laboratory experiments are to be included for practical examination.

(Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.

Students can pick one question (experiment) from the questions lot prepared by the internal /external examiners

BASICS OF MATLAB			
Course Code	**21ME581**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2*:0	SEE Marks	50
Credits	01	Exam Hours	02
**** Additional one hour may be considered for instructions, if required***			

Course objectives:

1. To know about fundamentals of MATLAB tool.
2. To provide an overview to program curve fitting & solve Linear and Nonlinear Equations.
3. To understand the concept and importance of Fourier transforms.
4. To gain knowledge about MATLAB Simulink & solve Electrical engineering problems.

Sl.NO	Experiments
1, 2	**Introduction to MATLAB Programming:** Basics of MATLAB Programming, array operations in MATLAB, loops and execution of control, working with files: Scripts and functions**,** plotting and programming output, examples.
3, 4	**Numerical Methods and their applications: Curve Fitting: Straight line fit, Polynomial fit.**
5, 6	**Numerical Integration and Differentiation:** Trapezoidal method, Simpson method.
7, 8	**Linear and Nonlinear Equations:** Eigen values, Eigen vectors, Solution of linear algebraic equations using Gauss Elimination and LU decomposition, Solution of nonlinear equation in single variable using Gauss-Siedal and Newton-Raphson method.
9, 10	**Ordinary Differential Equations:** Introduction to ODE's, Euler's method, second order RungaKutta method, MATLAB ode45 algorithm in single variable and multivariables. **Transforms:** Discrete Fourier Transforms,
11, 12, 13	Application of MATLAB to analyse problems in basic engineering mechanics, mechanical vibrations, control system, statistics and dynamics of different circuits. **MATLAB Simulink:** Introduction to MATLAB Simulink, Simulink libraries, development of basic models in Simscape Power Systems

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

- Able to implement loops, branching, control instruction and functions in MATLAB programming environment.
- Able to program curve fitting, numerical differentiation and integration, solution of linear equations in MATLAB and solve electrical engineering problems.
- Able to understand implementation of ODE using ode 45 and execute Solutions of nonlinear equations and DFT in MATLAB.
- Able to simulate MATLAB Simulink examples

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination(SEE).

Continuous Internal Evaluation (CIE):

CIE marks for the practical course is **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled downed to 30 marks (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8th week of the semester and the second test shall be conducted after the 14th week of the semester.
- In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book
- The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

SEE marks for the practical course is 50 Marks.

SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University

All laboratory experiments are to be included for practical examination.

(Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.

Students can pick one question (experiment) from the questions lot prepared by the internal /external examiners jointly.

Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

Change of experiment is allowed only once and 15% Marks allotted to the procedure part to be made zero.

The duration of SEE is 03 hours

Rubrics suggested in Annexure-II of Regulation book

Semester 05

DIGITAL MARKETING			
Course Code	21ME582	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:2:0:0	SEE Marks	50
Total Hours of Pedagogy	30	Total Marks	100
Credits	01	Exam Hours	01

Course objectives:

- To provide with the knowledge about business advantages of the digital marketing and its importance for marketing success;
- To develop a digital marketing plan;
- To make SWOT analysis;
- To define a target group;
- To get introduced to various digital channels, their advantages and ways of integration;
- To integrate different digital media and create marketing content;
- To optimize a Website and SEO optimization;
- To create Google AdWords campaigns; social media planning;
- To get basic knowledge of Google Analytics for measuring effects of digital marketing and getting insight of future trends that will affect the future development of the digital marketing.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

15. Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
16. Chalk and Talk method for Problem Solving.
17. Adopt flipped classroom teaching method.
18. Adopt collaborative (Group Learning) learning in the class.
19. Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

Module-1	
Introduction to the Course and Work plan, Introduction of the digital marketing, Digital vs. Real Marketing, Digital Marketing Channels Creating initial digital marketing plan, Content management, SWOT analysis, Target group analysis, Web design, Optimization of Web sites, MS Expression Web	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk
Module-2	
SEO Optimization, Writing the SEO content Google AdWords- creating accounts, Google AdWords- types Introduction to CRM, CRM platform, CRM models	
Teaching-Learning Process	. 1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk
Module-3	
Introduction to Web analytics, Web analytics – levels, Introduction of Social Media Marketing Creating a Facebook page, Visual identity of a Facebook page, Types of publications Business opportunities and Instagram options, Optimization of Instagram profiles, Integrating Instagram with a Web Site and other social networks, keeping up with posts	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk
Module-4	

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous internal Examination (CIE)

Three Tests (preferably in MCQ pattern with 20 questions) each of **20 Marks (duration 01 hour**)

13. First test at the end of 5th week of the semester
14. Second test at the end of the 10th week of the semester
15. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

9. First assignment at the end of 4th week of the semester
10. Second assignment at the end of 9th week of the semester

Quiz/Group discussion/Seminar, any two of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

The sum of total marks of three tests, two assignments, and quiz /seminar/ group discussion will be out of 100 marks and shall be **scaled down to 50 marks**

Semester End Examinations (SEE)

SEE paper shall be set for 50 questions, each of 01 mark. The pattern of the question paper is MCQ (multiple choice questions). The time allotted for SEE is **01 hour.** The student has to secure minimum of 35% of the maximum marks meant for SEE.

Suggested Learning Resources:

Books

1. Ryan, D. (2014). Understanding Digital Marketing
2. Marketing Strategies for Engaging the Digital Generation, Kogan Page Limited
3. The Beginner's Guide to Digital Marketing (2015). Digital Marketer
4. Pulizzi,J.(2014) Epic Content Marketing, Mc-graw Hill Education.

Web links and Video Lectures (e-Resources):

- .

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

DefineaTargetGroup;CreatingWebSites;WritingtheSEOcontent;SEOOptimizacija;GoogleAdWords;CRM Platform; Social Media Marketing Plan; Making a Facebook page; Budgeting; Final presentation.

Semester

VFX: VISUAL EFFECTS			
Course Code	21ME583	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:2:0:0	SEE Marks	50
Total Hours of Pedagogy	30	Total Marks	100
Credits	01	Exam Hours	01

Course objectives:
To expose the students to the following:
1. To learn the Basics of compositing using layer based compositing software.
2. To understand the tools and techniques of compositing.
3.To practice the categories in compositing process.

Teaching-Learning Process (General Instructions)
These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

20. Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
21. Chalk and Talk method for Problem Solving.
22. Adopt flipped classroom teaching method.
23. Adopt collaborative (Group Learning) learning in the class.
24. Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

Module-1

Visual Effects: Set Up Your VFX Content Development Workstation, The Foundation of Raster for VFX: Pixels, Color, and Alpha; The Foundation of Motion for VFX: Frames and Codecs; The Foundation of Audio for VFX: MIDI, Wave, and Sample.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk

Module-2

The Foundation of 2D Vector for VFX: Point, Path, and SVG; The Foundation of 3D Vector for VFX: Models and OpenGL; Professional VFX Software: Black magic Design Fusion; VFX Pipeline Composition: Using the Flow Node Editor.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk

Module-3

VFX Pipeline Animation: Using the Timeline Editor; VFX Pipeline Motion Control: Using the Spline Editor; VFX Pipeline Pixel Isolation: Animated Polyline Masking; VFX Pipeline Automated Masking: Matte Generators.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk

Module-4

VFX Pipeline Pixel Tracking: Using Motion Tracking; VFX Pipeline 3D Production: Compositing 3D Assets; VFX Pipeline 3D Rendering: Shader, Material, and Texture; VFX Pipeline 3D Modeling: 3D Text-Title Creation.

Teaching-Learning	1. Power-point Presentation, 2. Video demonstration or Simulations,

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous internal Examination (CIE)

Three Tests (preferably in MCQ pattern with 20 questions) each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester
- Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Quiz/Group discussion/Seminar, any two of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

The sum of total marks of three tests, two assignments, and quiz /seminar/ group discussion will be out of 100 marks and shall be **scaled down to 50 marks**

Semester End Examinations (SEE)

SEE paper shall be set for 50 questions, each of 01 mark. The pattern of the question paper is MCQ (multiple choice questions). The time allotted for SEE is **01 hour.** The student has to secure minimum of 35% of the maximum marks meant for SEE.

Suggested Learning Resources:

Books

1. Karen E. Goulekas Visual effects in a digital world
2. Wallace Jackson Vfx fundamentals: visual special effects using fusion 8.0
3. Martin Watt and Erwin Coumans [Digital] Visual Effects and Compositing

Web links and Video Lectures (e-Resources):

1. http://chrisoatley.com/upcoming2015/
2. https://thewaltdisneycompany.com/employee-profile-spotlight-on-a-visualdevelopment-artist-2/
3. http://www.artofvfx.com/escape-plan-chris-wells-vfx-supervisor-hydraulx/
4. http://conceptartworld.com/artists/interview-with-visual-development-artistlandis-fields/

Semester - VI

PRODUCTION AND OPERATIONS MANAGEMENT			
Course Code	**21ME61**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3-0-0-0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

Students will be able to

- Use of decision making tools such as break even analysis, linear programming, statistical analysis, simulation, etc. demands a strong knowledge of mathematics, science and engineering fundamentals.
- Forecasting models are basically mathematical equations. Formulating these models and solving them requires skill and a strong knowledge of mathematics, science, engineering & management fundamentals.
- Facility location and Capacity planning can be made by the use various mathematical models. Use of these models and solving them subsequently for arriving at a decision demands skill and knowledge on mathematics, science, engineering & management fundamentals.
- Preparation of aggregate plans and master schedule in an organization requires a strong background of mathematics, science, engineering & management fundamentals.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

- Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
- Chalk and Talk method for Problem Solving.
- Adopt flipped classroom teaching method.
- Adopt collaborative (Group Learning) learning in the class.
- Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

Module-1

Introduction, Production of Goods Versus Providing Services, the operation management function, The Scope of Operations Management, Types and Characteristics of Manufacturing and Service Systems, Productivity, its improvement and factors affecting productivity and topic related numerical.

Operations Decision Making: Characteristics of Decisions, Framework for Decision Making, Decision Methodology, decision making environments, Economic Models and Statistical Models. Breakeven- analysis and trade-offs. (Topic related numerical)

Tutorial Components:

1. *Why manufacturing matters?*
2. *Productivity improvement **Case Studies**.*

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-2

Forecasting: Introduction, Features Common to All Forecasts, Elements of a Good Forecast, Steps in the Forecasting Process, Approaches to Forecasting, choosing a Forecasting Technique, Accuracy and Control of Forecasts, Using Forecast Information, Operations Strategy and related numerical on various approaches.

Product and Service Design: Introduction, Sources of Ideas for New or Redesigned Products and Services, Legal, Ethical, and Environmental Issues, Designing for Manufacturing, and services.

Tutorial Components:

1. *High level forecasts can be bad news **-Case Studies***
2. *Managing poor forecast**.***

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board.

Module-3

Capacity & Location Planning: Introduction, Importance of Capacity Decisions, Defining and Measuring Capacity, Determinants of Effective Capacity, Determining Capacity Requirements, Developing Capacity Strategies, Evaluating Alternatives, Planning Service Capacity and related numerical.

Location Planning and Analysis: The Need for Location Decisions, The Nature of Location Decisions, General Procedure for Making Location Decisions, Identifying a Country, Region, Community, site and related numerical.

Facility Layout: Designing Product Layouts: Line Balancing, Designing Process Layouts.

Tutorial Components: Case studies

1. *Managing higher capacities or thinking of OUTSOURCING*
2. *Any increase in efficiency also increases utilization. Although the upper limit on efficiency is 100 percent, what can be done to achieve still higher levels of utilization?*

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-4

Aggregate Planning: Introduction, The Purpose and Scope of Aggregate Planning, Basic Strategies for Meeting Uneven Demand, Techniques for Aggregate Planning, Aggregate Planning in Services, Disaggregating the Aggregate Plan and related numerical on the techniques.

Master Scheduling: The Master Scheduling Process, Planning Horizons, Master Scheduling Format, Available-to-Promise Quantities and related numerical

Tutorial Components: Case Studies

1. *Duplicate orders can lead to excess capacity*
2. *Service operations often face more difficulty in planning than their manufacturing counterparts. However, service does have certain advantages that manufacturing often does not.*

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-5

MRP and ERP: Introduction, MRP Inputs, processing, outputs, MRP in Services, Benefits and Requirements of MRP, numerical, Capacity Requirements Planning, MRP II and ERP.

Purchasing and Supply Chain Management (SCM): Introduction, Importance of purchasing and SCM, the procurement process, Concept of tenders, Approaches to SCM, Vendor development.

Tutorial Components:

1. *The ABCs of ERP.*
2. *How can ERP Improve a Company's Business Performance? -* ***Case Studies***

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Course outcome (Course Skill Set)

At the end of the course the student will be able to:

- Apply the necessary tools for decision making in operations management.
- Examinevariousapproachesforforecastingthesalesdemandforanorganization.
- Listvariouscapacityandlocationplanstodeterminethesuitablecapacityrequiredformeetingtheforecastdemandofan organization.
- Analyse the aggregate plan and master production schedule for an organization, given its periodic demand.
- Apply MRP, purchasing and SCM techniques into practice.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester
- Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

- At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Books

Sl. No.	Author/s	Title	Publisher	Edition & Year
1.	William J stevenson	Production and Operations management	Tata McGraw Hill.	13th edition, 2018
2.	Joseph G. Monks	Operations Management	Tata McGraw Hill.	2nd Edition, 2020
3.	B. Mahadevan	Operations Management: Theory and Practice	Pearson	3rd Edition, 2015
4.	Gregory Frazier and Norman Gaither	Operations Management: Concepts, Techniques & Applications	Cengage Learning India	9th edition, 2015

Web links and Video Lectures (e-Resources):

- NOC: Production and Operation Management, IIT Roorkee: https://nptel.ac.in/courses/110107141
- Case studies in operations management: https://www.tandfonline.com/doi/full/10.1080/09537287.2011.554736?scroll=top&needAccess=true
- OPERATIONS MANAGEMENT course by MIT Open Courseware: https://ocw.mit.edu/courses/15-760a-operations-management-spring-2002/pages/syllabus/

Semester - VI

HEAT TRANSFER (IPCC)			
Course Code	**21ME62**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2*:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 12 Lab slots	Total Marks	100
Credits	04	Exam Hours	03

**** Additional one hour may be considered for instructions if required***

Course objectives:

Student will be able to learn

- Principles of heat transfer.
- Steady and transient heat transfer, obtain the differential equation of heat conduction in various coordinate system.
- Physical mechanism of convection and visualize the development of velocity and thermal boundary layers during flow over a surface.
- Radiation heat transfer mechanism
- The mechanisms of boiling and condensation and understand performance parameters of heat exchangers.

Teaching-Learning Process (General Instructions)

These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.

- Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
- Chalk and Talk method for Problem Solving.
- Adopt flipped classroom teaching method.
- Adopt collaborative (Group Learning) learning in the class.
- Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

MODULE-1 **8 HOURS**

Introductory Concepts and definition: Review of basics of Modes of Heat Transfer

Conduction-Basic Equations: General form of one-dimensional heat conduction equation. Boundary conditions of first, second and third kinds;

One dimensional Steady state conduction with and without heat generation: Steady state conduction in slab, cylinder and sphere with engineering applications.

Steady state conduction: Overall heat transfer coefficient for a composite medium; thermal contact resistance; critical thickness of insulation, Discussion on engineering applications.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

MODULE-2 **8 HOURS**

<u>Extended surfaces</u>; Steady state conduction in fins of uniform cross section long fin, fin with insulated tip and fin with convection at the tip; fin efficiency & effectiveness, Discussion on engineering applications.

One dimensional Transient conduction: Conduction in solids with negligible internal temperature gradients (lumped system analysis) Use of transient temperature charts (Heisler's charts) for Transient conduction in slab, long cylinder and sphere; concept of semi-infinite solids, Discussion on engineering applications.

Teaching-Learning Process	. 1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

MODULE-3 **8 HOURS**

Numerical Analysis of Heat Conduction: Introduction, one-dimensional steady conduction and one Dimensional unsteady conduction, boundary conditions, and solution methods. **Radiation Heat transfer:** (Review of basic laws of thermal radiation) Intensity of radiation and solid angle; Concept of thermal radiation resistance, Radiation network, view factor, Radiation heat exchange between two parallel infinite black surfaces, between two parallel infinite gray surfaces; Effect of radiation shield; Discussion on engineering applications.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
MODULE-4	**8 HOURS**
Concepts and Basic Relations in Boundary layers: Flow over a flat plate -Velocity boundary layer, Thermal boundary layer; Prandtl number; general expression for local heat transfer coefficient; Average heat transfer coefficient. **Forced Convection**: Physical significance of Dimensionless numbers. Use of various Correlations for hydro dynamically and thermally developed flows; Use of correlations for flow over a flat plate, cylinder, sphere and flow inside the duct. **Free or Natural Convection**: Physical significance of dimensionless numbers. Use of correlations for free convection from or to vertical, horizontal and inclined flat plates, vertical and inclined cylinder.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
MODULE 5	**8 HOURS**
Boiling and Condensation; Film, dropwise condensation theory, Pool boiling regimes, Use of correlations for film and dropwise condensation on tubes. **Heat Exchangers:** Classification of heat exchangers; Overall heat transfer coefficient, Fouling, Scaling factors; LMTD and NTU methods of analysis of heat exchangers, Compact heat exchangers.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

PRACTICAL COMPONENT OF IPCC *(May cover all / major modules)*

Modern computing tools are preferred to be used for analysis wherever possible.

Sl.NO	Experiments
1	Determination of Thermal Conductivity of a Metal Rod.
2	Determination of Overall Heat Transfer Coefficient of a Composite wall.
3	Determination of Effectiveness on a Metallic fin.
4	Determination of Heat Transfer Coefficient in free Convection
5	Determination of Heat Transfer Coefficient in a Forced Convention
6	Determination of Emissivity of a Surface and Determination of Stefan Boltzmann Constant.
7	Determination of LMDT and Effectiveness in a Parallel Flow and Counter Flow Heat Exchangers.
8	Experiments on Boiling of Liquid and Condensation of Vapour.

9	Experiment on Transient Conduction Heat Transfer.
10	Use of CFD for demonstrating heat transfer mechanism considering practical applications , Minimum two exercises
11	
12	Using one dimensional transient conduction, experimentally demonstrate estimation of thermal conductivity and thermal diffusivity

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

- Solve steady state heat transfer problems in conduction.
- Solve transient heat transfer problems
- solve convection heat transfer problems using correlations
- Solve radiation heat transfer problems
  - Explain the mechanisms of boiling and condensation. And Determine performance parameters of heat exchangers.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

CIE for the theory component of IPCC

Two Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester
- Scaled-down marks of two tests and two assignments added will be CIE marks for the theory component of IPCC for **30 marks**.

CIE for the practical component of IPCC

- On completion of every experiment/program in the laboratory, the students shall be evaluated and marks shall be awarded on the same day. The**15 marks** are for conducting the experiment and preparation of the laboratory record, the other **05 marks shall be for the test** conducted at the end of the semester.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to 15 marks.
- The laboratory test **(duration 03 hours)** at the end of the 15th week of the semester /after completion of all the experiments (whichever is early) shall be conducted for 50 marks and scaled down to 05 marks**.**
- Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **20 marks**.

.

SEE for IPCC

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (duration 03 hours)

- The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
- The students have to answer 5 full questions, selecting one full question from each module.

The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper shall include questions from the practical component).

- The minimum marks to be secured in CIE to appear for SEE shall be the 12 (40% of maximum marks-30) in the theory component and 08 (40% of maximum marks -20) in the practical component. The laboratory component of the IPCC shall be for CIE only. However, in SEE, the questions from the laboratory component shall be included**.** The maximum of 04/05 questions to be set from the practical component of IPCC, the total marks of all questions should not be more than the 20 marks.
- SEE will be conducted for 100 marks and students shall secure 35% of the maximum marks to qualify in the SEE. Marks secured will be scaled down to 50.

Suggested Learning Resources:

Books

1 Principals of heat transfer Frank Kreith, Raj M. Manglik, Mark S. Bohn Cengage learning Seventh Edition 2011.
2 Heat transfer, a practical approach Yunus A. Cengel Tata Mc Graw Hill Fifth edition

Reference Books

1 Heat and mass transfer Kurt C, Rolle Cengage learning second edition
2 Heat Transfer A Basic Approach M. NecatiOzisik McGraw Hill, New York 2005
3 Fundamentals of Heat and Mass Transfer Incropera, F. P. and De Witt, D. P John Wiley and Sons, New York 5th Edition 2006
4 Heat Transfer Holman, J. P. Tata McGraw Hill, New York 9th Edition 2008

Web links and Video Lectures (e-Resources):

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- **Course seminar**
- **Term project**

Semester - VI

MACHINE DESIGN			
Course Code	**21ME63**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2-2-0-0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

The student will be able:

- To explain the principles involved in design of machine elements, subjected to different kinds of forces, from the considerations of strength, rigidity.
- To understand and interpret different failure modes and application of appropriate criteria for design of machine elements.
- Develop the capability to design elements like shafts, couplings and springs, welded joints, screwed joints.
- To learn transmission elements like gears, belts, pulleys, bearings from the manufacturers' catalogue.
- To produce assembly and working drawings of various mechanical systems involving machine elements like clutches and brakes.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

- Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
- Chalk and Talk method for Problem Solving.
- Adopt flipped classroom teaching method.
- Adopt collaborative (Group Learning) learning in the class.
- Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

Module-1

Introduction and Review: Review of engineering materials and their properties and manufacturing processes; use of codes and standards, selection of preferred sizes. Review of axial, bending, shear and torsion loading on machine components, combined loading, two- and three dimensional stresses, principal stresses, stress tensors, Mohr's circles.

Design for static strength: Factor of safety and service factor. Failure mode: definition and types. , Failure of brittle and ductile materials; even and uneven materials; Theories of failure: maximum normal stress theory, maximum shear stress theory, distortion energy theory, strain energy theory, Columba –Mohr theory and modified Mohr's theory. Stress concentration, stress concentration factor

Impact Strength: Introduction, Impact stresses due to axial, bending and torsion loads.

Fatigue loading: Introduction to fatigue failure, Mechanism of fatigue failure, types of fatigue loading, S-N Diagram, Low cycle fatigue, High cycle fatigue, Endurance limit.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-2

Design of shafts: Torsion of shafts, solid and hollow shaft design with steady loading based on strength and rigidity, ASME and BIS codes for power transmission shafting, design of shafts subjected to combined bending, torsion and axial loading, Discussion on engineering applications. **Design of couplings**: Design of Flange coupling, and Bush and Pin type coupling. **Springs**: Types of springs, spring materials, stresses in helical coil springs of circular and non-circular cross sections. Tension and compression springs, concentric springs; springs under fluctuating loads. Leaf Springs: Stresses in leaf springs, equalized stresses, and nipping of leaf springs, Discussion on engineering applications.		
Teaching-Learning Process	. 1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board	
Module-3		
Riveted joints: Types of rivets, rivet materials, Caulking and fullering, analysis of riveted joints, joint efficiency, failures of riveted joints, boiler joints, riveted brackets, Discussion on engineering applications. **Welded joints**: Types, strength of butt and fillet welds, eccentrically loaded welded joints, Discussion on engineering applications. **Threaded Fasteners**: Stresses in threaded fasteners, effect of initial tension, design of threaded fasteners under static, dynamic and impact loads, design of eccentrically loaded bolted joints, Discussion on engineering applications.		
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board	
Module-4		
Spur Gears: Definitions, stresses in gear tooth: Lewis equation and form factor, design for strength, dynamic load and wear. **Helical Gears**: Definitions, transverse and normal module, formative number of teeth, design based on strength, dynamic load and wear. **Bevel Gears**: Definitions, formative number of teeth, design based on strength, dynamic load and wear. **Worm Gears**: Definitions, types of worm and worm gears, and materials for worm and worm wheel. Design based on strength, dynamic, wear loads and efficiency of worm gear drives.		
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board	
Module-5		
Design of Clutches and Brakes: Design of single plate, multi-plate and cone clutches based on uniform pressure and uniform wear theories. Design of band brakes, block brakes and internal expanding brakes **Lubrication and Bearings**: Lubricants and their properties, bearing materials and properties; mechanisms of lubrication, hydrodynamic lubrication, pressure development in oil film, bearing modulus, coefficient of friction, minimum oil film thickness, heat generated, and heat dissipated. **Antifriction bearings**: Types of rolling contact bearings and their applications, static and dynamic load carrying capacities, equivalent bearing load, load life relationship, Discussion on engineering applications.		
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board	
Course outcome (Course Skill Set) At the end of the course the student will be able to : • Apply codes and standards in the design of machine elements and select an element based on the Manufacturer’s catalogue. • Analyse the performance and failure modes of mechanical components subjected to combined loading and fatigue loading using the concepts of theories of failure.		

- Demonstrate the application of engineering design tools to the design of machine components like shafts, springs, couplings, fasteners, welded and riveted joints, brakes and clutches
- Design different types of gears and simple gear boxes for relevant applications.
- Apply design concepts of hydrodynamic bearings for different applications and select Anti friction bearings for different applications using the manufacturers, catalogue.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester
- Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester
- Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)
- At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
- The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Text Books

1 Shigley's Mechanical Engineering Design Richard G. Budynas,and J. Keith Nisbett McGraw-Hill Education 10th Edition, 2015

2 Fundamentals of Machine Component Design Juvinall R.C, and Marshek K.M John Wiley & Sons Third Edition 2007 Wiley student edition

3 Design of Machine Elements V. B. Bhandari Tata Mcgraw Hill 4th Ed 2016.

Reference Books:

1 Machine Design- an integrated approach Robert L. Norton Pearson Education 2nd edition

2 Design and Machine Elements Spotts M.F., ShoupT.E Pearson Education 8th edition, 2006

3 Machine design Hall, Holowenko, Laughlin (Schaum's Outline Series adapted by S.K.Somani Tata McGraw Hill

SUPPLY CHAIN MANAGEMENT & INTRODUCTION TO SAP			
Course Code	**21ME641**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0	SEE Marks	50
Total Hours of Pedagogy	50	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

- To acquaint with key drivers of supply chain performance and their inter-relationships with strategy.
- To impart analytical and problem-solving skills necessary to develop solutions for a variety of supply chain management & design problems.
- To study the complexity of inter-firm and intra-firm coordination in implementing programs such as e-collaboration, quick response, jointly managed inventories and strategic alliances.
- To understand the usage of SAP material management system

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. Adopt different type of teaching methods to develop the outcomes through Power-Point Presentation and Video demonstration or Simulations.
2. Chalk and Talk method for Problem Solving.
3. Discuss the case studies and how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.
4. Adopt collaborative (Group Learning) Learning in the class.
5. Adopt Problem Based Learning (PBL), which fosters students Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyse information.

Module-1

Introduction: Supply Chain – Fundamentals –Evolution- Role in Economy - Importance - Decision Phases – Supplier Manufacturer-Customer chain. - Enablers/ Drivers of Supply Chain Performance. Supply chain strategy - Supply Chain Performance Measures.

Strategic Sourcing Outsourcing – Make Vs buy - Identifying core processes - Market Vs Hierarchy - Make Vs buy continuum -Sourcing strategy - Supplier Selection and Contract Negotiation. Creating a world class supply base- Supplier Development - World Wide Sourcing.

Teaching-Learning Process	Power-point Presentation, Video demonstration or Simulations, Chalk and Talk Method

Module-2

Warehouse Management Stores management-stores systems and procedures-incoming materials control stores accounting and stock verification Obsolete, surplus and scrap-value analysis-material handling transportation and traffic management -operational efficiency-productivity-cost effectiveness-performance measurement.

Supply Chain Network Distribution Network Design – Role - Factors Influencing Options, Value Addition – Distribution Strategies - Models for Facility Location and Capacity allocation. Distribution Center Location Models.

Teaching-Learning Process	Power-point Presentation, Video demonstration or Simulations, Chalk and Talk Method

Module-3

Supply Chain Network optimization models. Impact of uncertainty on Network Design - Network Design, decisions using Decision trees. Planning Demand, -multiple item -multiple location inventory management.
Pricing and Revenue Management.

Teaching-Learning	Power-point Presentation, Video demonstration or Simulations, Chalk and Talk Method

Process	
Module-4	
Current Trends: Supply Chain Integration - Building partnership and trust in Supply chain Value of Information: Bullwhip Effect - Effective forecasting - Coordinating the supply chain. Supply Chain restructuring, Supply Chain Mapping - Supply Chain process restructuring, Postpone the point of differentiation – IT in Supply Chain - Agile Supply Chains -Reverse Supply chain. Future of IT in supply chain- EBusiness in supply chain.	
Teaching-Learning Process	Power-point Presentation, Video demonstration or Simulations, Chalk and Talk Method
Module-5	
Introduction to SAP, SAP Material Management, Procurement process, Organization structure, Enterprise structure, Master data management, purchase Info record, source list, procurement cycle, purchase requisition, request for quotation, purchase order, inventory management, invoice verification, service management, transaction code	
Teaching-Learning Process	Power-point Presentation, Video demonstration or Simulations, Chalk and Talk Method

Course outcome (Course Skill Set)

At the end of the course the student will be able to :

- Understand the framework and scope of supply chain management.
- Build and manage a competitive supply chain using strategies, models, techniques and information technology.
- Plan the demand, inventory and supply and optimize supply chain network.
- Understand the emerging trends and impact of IT on Supply chain.
- Understand the basics of SAP material management system

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester
- Third test at the end of the 15th week of the semester
- Two assignments each of **10 Marks**
- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester
- Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)
- At the end of the 13th week of the semester
- The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
- The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Books

1. Janat Shah, Supply Chain Management– Text and Cases, Pearson Education, 2nd edition
2. Sunil Chopra and Peter Meindl, Supply Chain Management-Strategy Planning and Operation, PHI Learning / Pearson Education, 6th edition.
3. David Simchi-Levi, Philip Kaminsky, Edith Simchi-Levi, Designing and Managing the Supply Chain: Concepts, Strategies, and Cases, Tata McGraw-Hill.
4. Ballou Ronald H, Business Logistics and Supply Chain Management, Pearson Education
5. Ashfaque Ahmed, The SAP Materials Management Handbook, CRC Press Publication. 2014 edition.
6. Martin Murray & Jawad Akhtar, Materials Management with SAP ERP: Functionality and Technical Configuration, SAP Press; Fourth edition.
7. P. Gopalakrishanan, M. Sundaresan, Materials Management: An Integrated Approach, Prentice Hall India

Web links and Video Lectures (e-Resources):

- https://onlinecourses.nptel.ac.in/noc21_mg45/preview
- https://nptel.ac.in/courses/110106045
- https://www.udemy.com/course/sap-mm-training/
- https://www.udemy.com/course/sap-s4hana-mm-sourcing-and-procurement/
- https://nptel.ac.in/courses/110105095

VI SEMESTER

MECHATRONICS SYSTEM DESIGN			
Course Code	**21ME642**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

1. Gain knowledge of basics of Mechatronics system design and sensors.
2. Understanding various techniques of Mechatronics system design for solving engineering problems.
3. Understanding Dynamic responses of systems and Fault detection techniques
4. Determination of optimization solutions, effective decision making, Convert the data in real time interfacing.
5. Understand real time mechatronic system design through case study

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
2. Chalk and Talk method for Problem Solving.
3. Arrange visits to show the live working models other than laboratory topics.
4. Adopt collaborative (Group Learning) Learning in the class.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

Module-1

8 HOURS

Introduction to mechatronics System Design: Mechatronics Definition, integrated design issues in Mechatronics, the Mechatronics design process, the key elements, Application of Mechatronics.

Sensors in Mechatronics: sensors for motion and position measurement. Force and pressure sensors. Sensors for temperature measurements.

Teaching-Learning Process	1. PowerPoint Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving (In-general).

Module-2

8 HOURS

Modeling and Simulation of Physical Elements: Operator notation and transfer functions, Block diagrams, manipulations and simulation, block diagram modeling- Direct method and analogy approach, Electrical systems, Mechanical systems **(Rotational and Translational),** electrical Mechanical Coupling, Fluid systems

Teaching-Learning Process	1. . PowerPoint Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving (In-general).

Module-3

8 HOURS

Dynamic responses of systems and Fault Finding. Modelling of dynamic systems, Terminology, first order systems and second order systems. Fault detection techniques, Parity and error coding checks, Common hardware faults. Microprocessor systems. Emulation and simulation**.**	
Teaching-Learning Process	1. PowerPoint Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving (In-general).
Module-4 **8 HOURS**	
Signal Conditioning and Real time Interfacing: Introduction, elements of Data Acquisition and Control System, Transducers and Signal Conditioning, Devices for data conversion, Data conversion process, Application software.	
Teaching-Learning Process	1. PowerPoint Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving (In-general).
Module-5 **8 HOURS**	
Case Studies: Comprehensive and Data acquisition case studies, data acquisition and control case studies.	
Teaching-Learning Process	1. PowerPoint Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving (In-general).

Course outcome (Course Skill Set)

At the end of the course the student will be able to:

CO1. Discuss about Mechatronics design process and select the sensor and Actuator for a Mechatronics application

CO2. Explain Modeling and Simulation of mechanical Elements, electrical Elements and fluid system
the sensors in mechatronics systems and Fault detection techniques in Mechatronics.

CO3. Understand the elements of Data Acquisition and Control System, Convert the data in real time interfacing

CO4. Model the dynamic response of first order and second order systems.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous internal Examination (CIE)

Three Tests (preferably in MCQ pattern with 20 questions) each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester
- Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Quiz/Group discussion/Seminar, any two of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

The sum of total marks of three tests, two assignments, and quiz /seminar/ group discussion will be out of 100 marks and shall be **scaled down to 50 marks**

Semester End Examinations (SEE)

SEE paper shall be set for 50 questions, each of 01 mark. The pattern of the question paper is MCQ (multiple choice questions). The time allotted for SEE is **01 hour.** The student has to secure minimum of 35% of the maximum marks meant for SEE.

Suggested Learning Resources:

Books

1. Mechatronics System Design by Devdas Shetty and Richard A Kolk, Second edition, Thomson Learning Publishing Company, Vikas publishing house, 2001.
2. W. Bolton, “Mechatronics” - Addison Wesley Longman Publication, 1999.
3. Shetty and Kolk “Mechatronics System Design”- Cengage Learning, 2010

Web links and Video Lectures (e-Resources):

- https://nptel.ac.in/

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Quiz
- Presentations
- Group Activity

VI Semester

AUTONOMOUS VEHICLES			
Course Code	**21ME643**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3-0-0-0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

1. Introduce the fundamental aspects of Autonomous Vehicles.
2. Gain Knowledge about the Sensing Technology and Algorithms applied in Autonomous vehicles.
3. Understand the Connectivity Aspects and the issues involved in driverless cars.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
2. Chalk and Talk method for Problem Solving.
3. Adopt flipped classroom teaching method.
4. Adopt collaborative (Group Learning) learning in the class.
5. Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information..

Module-1

Introduction :

Evolution of Automotive Electronics -Basic Control System Theory applied to Automobiles -Overview of the Operation of ECUs -Infotainment, Body, Chassis, and Powertrain Electronics-Advanced Driver Assistance Systems-Autonomous Vehicles

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-2

Sensor Technology for Autonomous Vehicles:

Basics of Radar Technology and Systems -Ultrasonic Sonar Systems -LIDAR Sensor Technology and Systems -Camera Technology -Night Vision Technology -Use of Sensor Data Fusion -Kalman Filters

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-3

Computer Vision and Deep Learning for Autonomous Vehicles:

Computer Vision Fundamentals -Advanced Computer Vision -Neural Networks for Image Processing –Tensor Flow -Overview of Deep Neural Networks -Convolutional Neural Networks

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-4

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester
- Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

- At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
- The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Books

1. Shaoshan Liu, Liyun Li, "Creating Autonomous Vehicle Systems", Morgan and Claypool Publishers, 2017.
2. Marcus Maurer, J.ChristianGerdes, "Autonomous Driving: Technical, Legal and Social Aspects" Springer, 2016.
3. Ronald.K.Jurgen, "Autonomous Vehicles for Safer Driving", SAE International, 2013.
4. James Anderson, KalraNidhi, Karlyn Stanly, "Autonomous Vehicle Technology: A Guide for Policymakers", Rand Co, 2014.
5. Lawrence. D. Burns, ChrostopherShulgan, "Autonomy – The quest to build the driverless car and how it will reshape our world", Harper Collins Publishers, 2018

Web links and Video Lectures (e-Resources):

Semester - 06

INTERNET OF THINGS (IOT)			
Course Code	21ME644	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2:0:2:0	SEE Marks	50
Total Hours of Pedagogy	30 hours Theory + 12 Lab slots	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

- To introduce the fundamental concepts of IoT and physical computing
- To expose the student to a variety of embedded boards and IoT Platforms
- To create a basic understanding of the communication protocols in IoT communications.
- To familiarize the student with application program interfaces for IoT.
- To enable students to create simple IoT applications.

Teaching-Learning Process (General Instructions)

These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.

25. Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
26. Chalk and Talk method for Problem Solving.
27. Adopt flipped classroom teaching method.
28. Adopt collaborative (Group Learning) learning in the class.
29. Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

MODULE-1 **8 HOURS**

Overview of IoT:The Internet of Things: An Overview, The Flavor of the Internet of Things, The "Internet" of "Things", The Technology of the Internet of Things, Enchanted Objects, Who is Making the Internet of Things?, Design Principles for Connected Devices, Calm and Ambient Technology, Privacy, Keeping Secrets, Whose Data Is It Anyway?, Web Thinking for Connected Devices, Small Pieces, Loosely Joined, First-Class Citizens On The Internet, Graceful Degradation, Affordances.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

MODULE-2 **8 HOURS**

Embedded Devices - I: Embedded Computing Basics, Microcontrollers, System-on-Chips, Choosing Your Platform, Arduino, Developing on the Arduino, Some Notes on the Hardware, Openness.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

MODULE-3 **8 HOURS**

Embedded Devices - II: Raspberry Pi , Cases and Extension Boards, Developing on the Raspberry Pi, Some Notes on the Hardware, Openness, Other notable platforms, Mobile phones and tablets, Plug Computing: Always-on Internet of Things.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

MODULE-4	8 HOURS
Communication in the IoT:Internet Principles, Internet Communications: An Overview, IP, TCP, The IP Protocol Suite (TCP/IP), UDP, IP Addresses, DNS, Static IP Address Assignment, Dynamic IP Address Assignment, IPv6, MAC Addresses, TCP and UDP Ports, An Example: HTTP Ports, Other Common Ports, Application Layer Protocols- HTTP, HTTPS: Encrypted HTTP, Other Application Layer Protocols.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
MODULE 5	**8 HOURS**
Prototyping Online Components: Getting Started with an API, Mashing Up APIs, Scraping, Legalities, Writing a New API, Clockodillo, Security, Implementing the API, Using Curl to Test, Going Further, Real-Time Reactions, Polling, Comet, Other Protocols, MQ Telemetry Transport, Extensible Messaging and Presence Protocol, Constrained Application Protocol.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

PRACTICAL COMPONENT OF IPCC *(May cover all / major modules)*

Sl.NO	Experiments
1	Select any one development board (Eg., Arduino or Raspberry Pi) and control LED using the board.
2	Using the same board as in (1), read data from a sensor. Experiment with both analog and digital sensors.
3	Control any two actuators connected to the development board using Bluetooth.
4	Read data from sensor and send it to a requesting client. (using socket communication) Note: The client and server should be connected to same local area network.
5	Create any cloud platform account, explore IoT services and register a thing on the platform.
6	Push sensor data to cloud.
7	Control an actuator through cloud.
8	Access the data pushed from sensor to cloud and apply any data analytics or visualization services.
9	Create a mobile app to control an actuator.
10	Identify a problem in your local area or college which can be solved by integrating the things you learned so far and create a prototype to solve it
11	
12	

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

- explain IoT architecture, interpret the design principles that govern connected devices, summarize the roles of various organizations for IoT
- explain the basics of microcontrollers, outline the architecture of Arduino, develop simple applications using Arduino
- outline the architecture of Raspberry Pi, develop simple applications using Raspberry Pi, select a platform for a particular embedded computing application
- interpret different protocols and compare them, select which protocol can be used for a specific application,Utilize the Internet communication protocols for IoT applications
- select IoT APIs for an application, design and develop a solution for a given application using APIs, test for errors in the application

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

CIE for the theory component of IPCC

Two Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Scaled-down marks of two tests and two assignments added will be CIE marks for the theory component of IPCC for **30 marks**.

CIE for the practical component of IPCC

- On completion of every experiment/program in the laboratory, the students shall be evaluated and marks shall be awarded on the same day. The**15 marks** are for conducting the experiment and preparation of the laboratory record, the other **05 marks shall be for the test** conducted at the end of the semester.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to 15 marks.
- The laboratory test **(duration 03 hours)** at the end of the 15th week of the semester /after completion of all the experiments (whichever is early) shall be conducted for 50 marks and scaled down to 05 marks**.**

Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **20 marks**.

.

SEE for IPCC

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (duration 03 hours)

11. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
12. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

13. The students have to answer 5 full questions, selecting one full question from each module.

The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper shall include questions from the practical component).

- The minimum marks to be secured in CIE to appear for SEE shall be the 12 (40% of maximum marks-30) in the theory component and 08 (40% of maximum marks -20) in the practical component. The laboratory component of the IPCC shall be for CIE only. However, in SEE, the questions from the laboratory component shall be included**.** The maximum of 04/05 questions to be set from the practical component of IPCC, the total marks of all questions should not be more than the 20 marks.
- SEE will be conducted for 100 marks and students shall secure 35% of the maximum marks to qualify in the SEE. Marks secured will be scaled down to 50.

Suggested Learning Resources:

Books

- Adrian McEwen, Hakim Cassimally - Designing the Internet of Thing Wiley Publications, 2012.
- ArshdeepBahga, Vijay Madisetti - Internet of Things: A Hands-On Approach,Universities Press, 2014.
- Pethuru Raj, Anupama C. Raman, The Internet of Things, Enabling technologies and usecases –CRC Press 2017.

Web links and Video Lectures (e-Resources):

https://www.arduino.cc/

https://www.raspberrypi.org/

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

VI Semester

PROJECT MANAGEMENT			
Course Code	**21ME651**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3-0-0-0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

- To understand how to break down a complex project into manageable segments and use of effective project management tools and techniques to arrive at solution and ensure that the project meets its deliverables and is completed within budget and on schedule.
- To impart knowledge on various components, phases, and attributes of a project.
- To prepare students to plan, develop, lead, manage, and successfully implement and deliver projects within their chosen practice area.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

- Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
- Chalk and Talk method for Problem Solving.
- Arrange visits to show the live working models other than laboratory topics.
- Adopt collaborative (Group Learning) Learning in the class.
- Adopt Problem Based Learning (PBL), which fosters students' Analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

Module-1

Introduction: Definition of project, characteristics of projects, understand projects, types of projects, scalability of project tools, project roles Project Selection and Prioritization – Strategic planning process, Strategic analysis, strategic objectives, portfolio alignment – identifying potential projects, methods of selecting projects, financial mode / scoring models to select projects, prioritizing projects, securing and negotiating projects.

Teaching-Learning Process	• PowerPoint Presentation, • Video demonstration or Simulations, • Chalk and Talk are used for Problem Solving (In-general).

Module-2

Planning Projects: Defining the project scope, Project scope checklist, Project priorities, Work Breakdown Structure (WBS), Integrating WBS with organisation, coding the WBS for the information system.

Scheduling Projects: Purpose of a project schedule, historical development, how project schedules are limited and created, develop project schedules, uncertainty in project schedules, Gantt chart.

Teaching-Learning Process	• . PowerPoint Presentation, • Video demonstration or Simulations, • Chalk and Talk are used for Problem Solving (In-general).

Module-3

Resourcing Projects: Abilities needed when resourcing projects, estimate resource needs, creating staffing management plant, project team composition issues, Budgeting Projects: Cost planning, cost estimating, cost budgeting, establishing cost control. Project Risk Planning: Risk Management Planning, risk identification, risk analysis, risk response planning, Project Quality Planning and Project Kick off: Development of quality concepts, project quality management plan, project quality tools, kick off project, baseline and communicate project management plan, using Microsoft Project for project baselines.	
Teaching-Learning Process	• PowerPoint Presentation, • Video demonstration or Simulations, • Chalk and Talk are used for Problem Solving (In-general).
Module-4	
Performing Projects: Project supply chain management: - Plan purchasing and acquisitions, plan contracting, contact types, project partnering and collaborations, project supply chain management. Project Progress and Results: Project Balanced Scorecard Approach, Internal project, customer, financial issues, Finishing the project: Terminate project early, finish projects on time, secure customer feedback and approval, knowledge management, perform administrative and contract closure.	
Teaching-Learning Process	• PowerPoint Presentation, • Video demonstration or Simulations, • Chalk and Talk are used for Problem Solving (In-general).
Module-5	
Network Analysis: Introduction, network construction - rules, Fulkerson's rule for numbering the events, AON and AOA diagrams; Critical path method (CPM) to find the expected completion time of a project, floats; PERT for finding expected duration of an activity and project, determining the probability of completing a project, predicting the completion time of project; crashing of simple projects.	
Teaching-Learning Process	• PowerPoint Presentation, • Video demonstration or Simulations, • Chalk and Talk are used for Problem Solving (In-general).

Course outcome (Course Skill Set)

At the end of the course the student will be able to :

- Understand the selection, prioritization and initiation of individual projects and strategic role of project management.
- Understand the work breakdown structure by integrating it with organization.
- Understand the scheduling and uncertainty in projects.
- Understand risk management planning using project quality tools.
- Understand the activities like purchasing, acquisitions, contracting, partnering and collaborations related to performing projects.
- Determine project progress and results through balanced scorecard approach
- Draw the network diagram to calculate the duration of the project and reduce it using crashing.

Assessment Details (both CIE and SEE) The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together **Continuous Internal Evaluation:** Three Unit Tests each of **20 Marks (duration 01 hour**) • First test at the end of 5th week of the semester • Second test at the end of the 10th week of the semester • Third test at the end of the 15th week of the semester Two assignments each of **10 Marks** • First assignment at the end of 4th week of the semester • Second assignment at the end of 9th week of the semester Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**) • At the end of the 13th week of the semester The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks** (to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course). **CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.** **Semester End Examination:** Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)** • The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks • There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module. • The students have to answer 5 full questions, selecting one full question from each module
Suggested Learning Resources: **Books** 1 Project Management Timothy J Kloppenborg Cengage Learning Edition 2009 2 Project Management -A systems approach to planning scheduling and controlling Harold kerzner CBS publication 3 Project Management S Choudhury McGraw Hill Education (India) Pvt. Ltd. New Delhi 2016 **Reference Books** 1 Project Management Pennington Lawrence Mc Graw Hill 2 Project Management A Moder Joseph and Phillips New Yark Van Nostrand Reinhold 3 Project Management, Bhavesh M. Patel Vikas publishing House
Web links and Video Lectures (e-Resources):

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning
•

Semester VI

RENEWABLE ENERGY POWER PLANTS (OPEN ELECTIVE)			
Course Code	21ME652	**CIE Marks**	50
Teaching Hours/Week (L:T:P: S)	3-0-0-0	**SEE Marks**	50
Total Hours of Pedagogy	40	**Total Marks**	100
Credits	03	**Exam Hours**	03

Course objectives:

- To introduce the concepts and principles of solar energy, its radiation, collection, storage and application.
- To understand application aspects of Wind, Biomass, Geothermal, hydroelectric and Ocean energy.
- To examine energy sources and systems, including fossil fuels and nuclear energy, and then focus on other forms of alternate energy sources.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
2. Chalk and Talk method for Problem Solving.
3. Adopt flipped classroom teaching method.
4. Adopt collaborative (Group Learning) learning in the class.
5. Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analyzing information.

Module-1

Introduction: Energy sources (including fossil fuels and nuclear energy), India's production and reserves of commercial energy sources, need for nonconventional energy sources, energy alternatives, Indian and global energy scenario.

Solar Radiation & Measurement: Extra-Terrestrial radiation, spectral distribution of extra-terrestrial radiation, solar constant, solar radiation at the earth's surface, beam, diffuse and global radiation, solar radiation data. Pyrometer, shading ring Pyrheliometer, sunshine recorder, schematic diagrams, and principle of working, actinometer and bolometer.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving. /White board

Module-2

Solar Radiation Geometry: Flux on a plane surface, latitude, declination angle, surface azimuth angle, hour angle, zenith angle, solar altitude angle, expressions for the angle between the incident beam and the normal to a plane surface (No derivation) local apparent time, apparent motion of sun, day length, numerical problems.

Solar Thermal Systems: Flat plate collector, Evacuated Tubular Collector, Solar air collector, Solar concentrator, Solar distillation, Solar cooker, Thermal energy storage systems, Solar Pond, Solar Chimney (Tower).

Solar Photovoltaic Systems: Introduction, Solar cell Fundamentals, Characteristics and classification, Solar cell: Module, panel and array construction.

Teaching-Learning	1. Power-point Presentation, 2. Video demonstration or Simulations,

Process	3. Chalk and Talk are used for Problem Solving. /White board

Module-3

Wind Energy: Properties of wind, availability of wind energy in India, wind velocity and power from wind; major problems associated with wind power, wind machines; Types of wind machines and their characteristics, horizontal and vertical axis windmills, elementary design principles; coefficient of performance of a windmill rotor, design aspects, numerical examples.

Energy from Biomass: Energy plantation, biogas production from organic wastes by anaerobic fermentation, description of bio-gas plants, transportation of biogas, problems associated with bio-gas production, application of biogas, application of biogas in engines, cogeneration plant, advantages & disadvantages.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving. /White board

Module-4

Hydroelectric plants: Advantages & disadvantages of waterpower, Hydrographs and flow duration curves-numericals, Storage and pondage, General layout of hydel power plants- components such as Penstock, surge tanks, spill way and draft tube and their applications, pumped storage plants, Detailed classification of hydroelectric plants.

Tidal Power: Tides and waves as energy suppliers and their mechanics, fundamental characteristics of tidal power, harnessing tidal energy, limitations of tidal energy.

Energy from ocean waves: Wave energy conversion, Wave energy technologies, advantages, and disadvantages.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving. /White board

Module-5

Ocean Thermal Energy Conversion: Principle of working, Rankine cycle, OTEC power stations in the world, problems associated with OTEC, case studies.

Geothermal energy: Introduction, Principle of working, types of geothermal stations with schematic diagram Estimates of Geothermal Power, Nature of geothermal fields, Geothermal resources, Hydrothermal, Resources Geo pressured resources, Hot dry rock resources of petro-thermal systems, Magma Resources-Interconnection of geothermal fossil systems, Advantages, and disadvantages of geothermal energy over other energy forms, Geothermal stations in the world

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving. /White board

Course outcome (Course Skill Set)

At the end of the course the student will be able to :

- Describe the various forms of non-conventional energy resources.
- Apply the fundamental knowledge of mechanical engineering to design various renewable energy systems
- Analyze the implications of renewable energy forms for selecting an appropriate system for a specific application
- Discuss on the environmental aspects and impact of non-conventional energy resources, in comparison with various conventional energy systems, their prospects and limitations.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation (CIE):

At the beginning of the semester, the instructor/faculty teaching the course must announce the methods of CIE for the course.

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5^{th} week of the semester
2. Second test at the end of the 10^{th} week of the semester
3. Third test at the end of the 15^{th} week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4^{th} week of the semester
5. Second assignment at the end of 9^{th} week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13^{th} week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students must answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

Books

1. Solar Energy Principles, Thermal Collection &Storage, S.P.Sukhatme: Tata McGraw Hill Pub., NewDelhi.
2. Non-Conventional Energy Sources, G.D.Rai, NewDelhi.
3. Renewable Energy, power for a sustainable future, Godfrey Boyle,2004,
4. The Generation of electricity by wind, E.W.Golding.
5. Non-Conventional Energy Resources by B.H. Khan, Tata McGraw Hill Pub.,2009.

Reference Books

1. Fundamentals of Renewable Energy Resources by G.N.Tiwari, M.K.Ghosal, Narosa Pub., 2007.
2.Non-Conventional Energy Resources by B.H. Khan, Tata McGraw Hill Pub., 2009.
3. Non-Conventional Energy Resources by Shobh Nath Singh, Pearson India., 2016
4. Environmental Justice in India: The National Green Tribunal, By Gitanjali Nain Gill, Routledge (2016).
5. Ref: The Oxford Handbook of Comparative Environmental Law, edited by Emma Lees, Jorge E. ViÒuales, Oxford University Press (2019).

Web links and Video Lectures (e-Resources):

- https://www.youtube.com/watch?v=iZyzvDj6Y3c&list=PLwdnzlV3ogoXUifhvYB65lLJCZ74o_fAk&index=2
- https://www.youtube.com/watch?v=Og4LEc7SpdQ&list=PLwdnzlV3ogoXUifhvYB65lLJCZ74o_fAk&index=3
- https://www.youtube.com/watch?v=L3AEXdvtIkk&list=PLwdnzlV3ogoXUifhvYB65lLJCZ74o_fAk&index=19
- https://www.youtube.com/watch?v=TUu40kDqcEc&list=PLwdnzlV3ogoXUifhvYB65lLJCZ74o_fAk&index=24
- https://www.youtube.com/watch?v=k7LX0a67V8A&list=PLwdnzlV3ogoXUifhvYB65lLJCZ74o_fAk&index=37

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Case studies
- Quiz
- Topic Seminar presentation
- Assignments

VI Semester

MECHATRONICS			
Course Code	**21ME653**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3-0-0-0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

- To acquire a strong foundation in science and focus in mechanical, electronics, control, software, and computer engineering, and a solid command of the newest technologies.
- To understand the evolution and development of Mechatronics as a discipline.
- To substantiate the need for interdisciplinary study in technology education
- To understand the applications of microprocessors in various systems and to know the functions of each element.
- To demonstrate the integration philosophy in view of Mechatronics technology
- To be able to work efficiently in multidisciplinary teams.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

- Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
- Chalk and Talk method for Problem Solving.
- Adopt flipped classroom teaching method.
- Adopt collaborative (Group Learning) learning in the class.
- Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analyzing information.

Module-1

Introduction: Scope and elements of mechatronics, mechatronics design process, measurement system, requirements and types of control systems, feedback principle, Basic elements of feedback control systems, Classification of control system. Examples of Mechatronics Systems such as Automatic Car Park system, Engine management system, Antilock braking system (ABS) control, Automatic washing machine.

Transducers and sensors: Definition and classification of transducers, Difference between transducer and sensor, Definition and classification of sensors, Principle of working and applications of light sensors,Potentiometers, LVDT, Capacitance sensors, force and pressure sensors, Strain gauges, temperature sensors, proximity switches and Hall Effect sensors.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving. /White board
Module-2	
Signal Conditioning: Introduction – Hardware – Digital I/O, Analog to digital conversions, resolution, Filtering Noise using passive components – Registers, capacitors, amplifying signals using OP amps. Digital Signal Processing – Digital to Analog conversion, Low pass, high pass, notch filtering. Data acquisition systems (DAQS), data loggers, Supervisory control and data acquisition (SCADA), Communication methods. Electro Mechanical Drives: Relays and Solenoids – Stepper Motors – DC brushed motors – DC brushless motors – DC servo motors – 4-quadrant servo drives, PWM's – Pulse Width Modulation.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving. /White board
Module-3	
Microprocessor & Microcontrollers: Introduction, Microprocessor systems, Basic elements of control systems, Microcontrollers, Difference between Microprocessor and Microcontrollers. Microprocessor Architecture: Microprocessor architecture and terminology-CPU, memory and address, I/O and Peripheral devices, ALU, Instruction and Program, Assembler, Data Registers, Program Counter, Flags, Fetch cycle, write cycle, state, bus interrupts. Intel 's 8085A Microprocessor.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving. /White board
Module-4	
Programmable Logic Controller: Introduction to PLCs, Basic structure of PLC, Principle of operation, input and output processing, PLC programming language, ladder diagram, ladder diagrams circuits, timer counters, internal relays, master control, jump control, shift registers, data handling, and manipulations, analogue input and output, selection of PLC for application. Application of PLC control: Extending and retracting a pneumatic piston using latches, control of two pneumatic pistons, control of process motor, control of vibrating machine, control of process tank, control of conveyer motor etc.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving. /White board
Module-5	
Mechatronics in Computer Numerical Control (CNC) machines: Design of modern CNC machines – Machine Elements: Different types of guide ways, Linear Motion guideways. Bearings: anti-friction bearings, hydrostatic bearing and hydrodynamic bearing. Re-circulating ball screws. Typical elements of open and closed loop control systems. Adaptive controllers for machine tools. Mechatronics Design process: Stages of design process – Traditional and Mechatronics design concepts – Case studies of Mechatronics systems – Pick and place Robot – Automatic car park barrier.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving. /White board

Course outcome (Course Skill Set)

At the end of the course the student will be able to :

- Illustrate various components of Mechatronics systems.
- Assess various control systems used in automation.
- Design and conduct experiments to evaluate the performance of a mechatronics system or component with respect to specifications, as well as to analyse and interpret data.
- Apply the principles of Mechatronics design to product design.
- Function effectively as members of multidisciplinary teams.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester
- Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

- At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

14. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
15. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Books

1 Mechatronics-Principles Concepts and Applications Nitaigour Premchand Mahalik Tata McGraw Hill 1stEdition, 2003

2 Mechatronics–Electronic Control Systems in Mechanical and Electrical Engineering, W.Bolton Pearson Education 1stEdition, 2005

Reference Books

1 Mechatronics HMT Ltd Tata Mc Graw Hill 1st Edition, 2000 ISBN:978007 4636435

2 Mechatronics: Integrated Mechanical Electronic Systems K.P. Ramachandran, G.K. Vijayaraghavan, M.S. Balasundaram. Wiley India Pvt. Ltd. New Delhi 2008

3 Introduction to Mechatronics and Measurement Systems David G. Aldatore, Michael B. Histand McGraw-Hill Inc USA

VI Semester

MODERN MOBILITY			
Course Code	**21ME654**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course Learning objectives:

- To understand the different chassis design & main components of automobile
- To understand the working of transmission and control system employed in automobiles
- To understand the automotive pollution and alternative automotive technologies under trail
- To understand the upcoming electric vehicle technology

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

6. Explain clearly through Power Point presentations
7. showing live Videos for working of components
8. Demonstration of live working of components through cut section models
9. Inspecting live vehicles
10. Visiting nearby service centres
11. Expert Talks

Module-1	**Mobility Systems**
History of Automobile, Classification of Automobile w.r.t Usage, Chassis, Body, Power Sources, capacity, main components of Internal Combustion Engines and their Functions, Modern Fuel supply system, Cooling System, Lubrication System & Ignition System, Engine Management System	
Teaching-Learning Process	Power Point presentations Live Videos for working of components Explaining through live components in class room
Module-2	**Power Transmission**
Clutches; Plate Clutches, Cone Clutch, Centrifugal Clutch, Fluid Flywheel **Gear Box;** Gear Shifting mechanism, synchromesh Gear box, Torque converter, Automatic Manual Transmission (AMT), Automatic Transmission (AT), Continuously Variable Transmission (CVT), Infinitely Variable Transmission (IVT)& IMT, Working of Differential.. **Types Of Tyres**- Radial & Conventional, Tubeless Tyres, Tubed Tyres- Puncture patching	
Teaching-Learning Process	Power Point presentations Live Videos for working of components Explaining through live components in class room
Module-3	**Direction Control & Braking**
Steering system- mechanisms & Linkages, Steering gear boxes- Rack & pinion, worm & wheel construction & working,, power Steering construction & working, steering geometry, Wheel balancing **Braking System**- Mechanism and Linkages; Mechanical Brakes, Hydraulic Brakes, Power Brakes, Parking brakes, ABS, **Suspension** – layout & working of Hydraulic& Air suspension, Independent suspension,	
Teaching-Learning Process	Power Point presentations Live Videos for working of components Explaining through live components in class room
Module-4	**Exhaust Emission & Alternate Sources**

Exhaust gas pollutants and their effects on environment, Emission norms, IC engine fuels types, extraction& availability, BIO Fuels – Production and impact. Ethanol engines, CNG vehicles- operation, advantages& disadvantages, over view of Hydrogen - fuel cell vehicles, advantages & disadvantages, IC engine/ electric hybrid vehicles over view, layout, transmission & control system, solar powered vehicles- wind powered vehicles, super capacitors, supply rails	
Teaching-Learning Process	Power Point presentations Live Videos for working of components
Module-5	**Electrical Vehicles**
Electric vehicles principle and components- layout of two & 4 wheeler, Motors used in Electric vehicles –types- over view of construction and working, power transmission & control system system in Electric vehicles. Batteries – construction & working principle of Lead acid, nickel based, sodium based, Lithium & Metal Air batteries. Battery charging types and requirements	
Teaching-Learning Process	Power Point presentations Live Videos for working of components

Course outcome (Course Skill Set)

At the end of the course the student will be able to :

9. Understand the working of different systems employed in automobile
10. Analyse the limitation of present day automobiles
11. Evaluate the energy sources suitability
12. Apply the knowledge for selection of automobiles based on their suitability

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester
- Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

- At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

16. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
17. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Books

9. Electric Vehicle Technology Explained James Larminie Oxford Brookes University, Oxford, UK John Lowry Acenti Designs Ltd., UK
10. 1. Automobile engineering, Kirpal Singh, Vol I and II (12th Edition) Standard Publishers 2011 2
11. Automotive Mechanics, S. Srinivasan, (2nd Edition) Tata McGraw Hill 2003.
12. Automotive mechanics, William H Crouse & Donald L Anglin (10th Edition) Tata McGraw Hill Publishing Company Ltd., 2007.
13. Modren Electric, Hybrid Electric, and Fuel Cell Vehicles,MehrdadEhsani, YiminGao, CRC Press, Taylor & Francis Group
14. Automotive mechanics: Principles and Practices, Joseph Heitner, D Van Nostrand Company, Inc
15. . Fundamentals of Automobile Engineering, K.K.Ramalingam, Scitech Publications (India) Pvt. Ltd. 4.
16. Automobile Engineering, R. B. Gupta, SatyaPrakashan,(4th Edition) 1984.

Web links and Video Lectures (e-Resources):

Semester -VI

CNC PROGRAMMING AND 3-D PRINTING LAB			
Course Code	21MEL66	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2*:0	SEE Marks	50
Credits	01	Exam Hours	03

**** Additional one hour may be considered for Instructions if required***

Course objectives:

- To expose the students to the techniques of CNC programming and cutting tool path generation through CNC simulation software by using G-Codes and M-codes.
- To educate the students on the usage of CAM packages.
- To expose the students on the usage of 3D Printing Technology
- To make the students understand the importance of automation in industries through exposure to FMS, Robotics, and Hydraulics and Pneumatics.

Sl.NO	Experiments
1	Manual CNC part programming using ISO Format G/M codes for 2 turning and 2 milling parts. Selection and assignment of tools, correction of syntax and logical errors, and verification of tool path using CNC program verification software.
2	CNC part programming using CAM packages : Simulation of Turning simulations to be carried out using simulation packages like: CademCAMLab-Pro, Master-CAM.
3	CNC part programming using CAM packages : Simulation of Drilling simulations to be carried out using simulation packages like: CademCAMLab-Pro, Master-CAM.
4	CNC part programming using CAM packages : Simulation of Milling simulations to be carried out using simulation packages like: CademCAMLab-Pro, Master-CAM.
5	Internal and external threading : Write a CNC program to create internal and external threading on a cylindrical block.s
6	Simple 3D Printing Model : Creating Simple 3D model (example cube, gear, prism etc) in CAD software and printing the model using any 3D Printer (FDM/SLA/SLS printer)
7	Assembly Model-1: Creating an 3D CAD model of NUT and Bolt (example size M12x50), print the model using any 3D Printer and Check the assembly
8	Assembly Model-2: Creating an 3D CAD assembly model containing four or more parts (example Screw jack, plumber block etc) print the model using any 3D Printer and Check the assembly
	Demonstration Experiments (For CIE)
9	Robot programming: Using Teach Pendent & Offline programming to perform pick and place, stacking of objects (2 programs).
10	Pneumatics and Hydraulics, Electro-Pneumatics: 3 typical experiments on Basics of these topics to be conducted.
11	FMS (Flexible Manufacturing System): Programming of Automatic storage and Retrieval system (ASRS) and linear shuttle conveyor Interfacing CNC lathe, milling with loading unloading arm and ASRS to be carried out on simple components.
12	Simple strength testing of 3D Printed Parts

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

- Students will have knowledge of G-code and M-code for machining operations.
- Students will able to perform CNC programming for turning, drilling, milling and threading operation.
- Students will able to visualize the 3D models using CAD software's
- Students will able to use 3D printing technology
- Students are able to understand robotic programming and FMS

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination(SEE).

Continuous Internal Evaluation (CIE):

CIE marks for the practical course is **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled downed to 30 marks (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8th week of the semester and the second test shall be conducted after the 14th week of the semester.
- In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book
- The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

SEE marks for the practical course is 50 Marks.

SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University

All laboratory experiments are to be included for practical examination.

(Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.

Students can pick one question (experiment) from the questions lot prepared by the internal /external examiners jointly.

Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

Change of experiment is allowed only once and 15% Marks allotted to the procedure part to be made zero.

The duration of SEE is 03 hours

Rubrics suggested in Annexure-II of Regulation book

Suggested Learning Resources:

- https://nptel.ac.in/courses/112102103
- https://onlinecourses.nptel.ac.in/noc19_me46/preview
- https://nptel.ac.in/courses/112103306
- https://archive.nptel.ac.in/courses/112/105/112105211/
- https://onlinecourses.nptel.ac.in/noc20_me50/preview

Semester -VII

AUTOMATION AND ROBOTICS (PCC)			
Course Code	**21ME71**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3-0-0-0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:
Students will be able :

- To identify potential areas for automation and justify need for automation.
- To select suitable major control components required to automate a process or an activity
- To study the various parts of robots and fields of robotics.
- To study the various kinematics and inverse kinematics of robots.
- To study the control of robots for some specific applications.

Teaching-Learning Process (General Instructions)
These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

- Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
- Chalk and Talk method for Problem Solving.
- Adopt flipped classroom teaching method.
- Adopt collaborative (Group Learning) learning in the class.
- Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

Module-1

Introduction to automation:
Basic elements of an automated system, advanced automation functions, levels of automation, process industries versus discrete manufacturing industries, continuous versus discrete control, computer process control. Hardware components for automation and process control, sensors, actuators, analogue to digital converters, digital to analog converters, input/output devices for discrete data

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-2

Automated production lines:
Fundamentals of automated production lines, application of automated production lines, analysis of transfer lines, automated assembly systems, fundamentals of automated assembly systems, quantitative analysis of assembly systems, automatic identification methods, barcode technology, radio frequency identification, other AIDC technologies

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-3

Industrial Robotics Robotic configuration, robot anatomy and related attributes, robot control systems, end effectors, sensors in robotics, industrial robot applications, robot accuracy and repeatability, different types of robots, various generations of robots, degrees of freedom – Asimov's laws of robotics, dynamic stabilization of robots.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
Module-4	
Spatial descriptions and transformations Robot actuators and Feedback components: Actuators: Pneumatic, Hydraulic actuators, electric & stepper motors, comparison. Position sensors –potentiometers, resolvers, encoders –Velocity sensors, Tactile sensors, Proximity sensors. Manipulator Kinematics: Homogeneous transformations as applicable to rotation and translation -D-H notation, Forward and inverse kinematics.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
Module-5	
Robot programming: Introduction, levels of robot programming, requirements of robot programming language, problems pertaining to robot programming languages, offline programming systems, central issues in OLP systems, automating subtasks in OLP systems, simple programs on robot applications.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Course outcome (Course Skill Set)

At the end of the course the student will be able to :

- Translate and simulate a real time activity using modern tools and discuss the Benefits of automation.
- Identify suitable automation hardware for the given application.
- Recommend appropriate modelling and simulation tool for the given manufacturing Application.
- Explain the basic principles of Robotic technology, configurations, control and Programming of Robots.
- Explain the basic principles of programming and apply it for typical Pick & place, Loading & unloading and palletizing applications

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester
- Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

- At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

18. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
19. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
20. The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Books

1 Computer Integrated Manufacturing Mikell P. Groover Pearson 3rd edition, 2009

2 Introduction to robotics mechanics and control John J. Craig Pearson 3rd edition, 2009

Reference Books

1 Robotics for Engineers Yoram Koren McGraw Hill International 1st edition, 1985.

2 Industrial Robotics Weiss, Nagel McGraw Hill International 2nd edition, 2012

3 Robotic Engineering – An Integrated approach Klafter, Chmielewski and Negin PHI 1st edition, 2009

4 Computer Based Industrial Control Krishna Kant EEE-PHI 2nd edition,2010

Web links and Video Lectures (e-Resources):

- .

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Case studies
- Quiz
- Topic Seminar presentation
- Assignments

Semester -VII

CONTROL ENGINEERING			
Course Code	**21ME72**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3-0-0-0	SEE Marks	50
Total Hours of Pedagogy	30	Total Marks	100
Credits	02	Exam Hours	02

Course objectives:

- To develop comprehensive knowledge and understanding of modern control theory, industrialautomation, and systems analysis.
- To model mechanical, hydraulic, pneumatic and electrical systems.
- To represent system elements by blocks and its reduction techniques.
- To understand transient and steady state response analysis of a system.
- To carry out frequency response analysis using polar plot, Bode plot.
- To analyse a system using root locus plots.
- To study different system compensators and characteristics of linear systems.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

6. Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
7. Chalk and Talk method for Problem Solving.
8. Adopt flipped classroom teaching method.
9. Adopt collaborative (Group Learning) learning in the class.
10. Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

Module-1

Introduction: Components of a control system, Open loop and closed loop systems.
Types of controllers: Proportional, Integral, Differential, Proportional-Integral, and Proportional- Integral- Differential controllers.
Modelling of Physical Systems: Mathematical Models of Mechanical, Electrical, Thermal, Hydraulic Systems

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-2

Time domain performance of control systems: Typical test signal, Unit step response and time domain specifications of first order, second order system. Steady state error, error constants.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-3

Block diagram algebra, Reduction of block diagram, Signal flow graphs, Gain formula for signal flow graphs, State diagram from differential equations.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-4

Stability of linear control systems: Routh's criterion, Root locus, Determination of phase margin and gain margin using root locus.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
Module-5	
Stability analysis using Polar plot, Nyquist plot, Bode plot, Determination of phase margin and gain margin using Bode plot.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Course outcome (Course Skill Set)

At the end of the course the student will be able to :

- Identify the type of control and control actions and develop the mathematical model of the physical systems.
- Estimate the response and error in response of first and second order systems subjected standard input signals.
- Represent the complex physical system using block diagram and signal flow graph and obtain transfer function.
- Analyse a linear feedback control system for stability using Hurwitz criterion, Routh's criterion and root Locus technique in complex domain.
- Analyse the stability of linear feedback control systems in frequency domain using polar plots, Nyquist and Bode plots.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation (CIE):

At the beginning of the semester, the instructor/faculty teaching the course has to announce the methods of CIE for the course.

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5^{th} week of the semester
- Second test at the end of the 10^{th} week of the semester
- Third test at the end of the 15^{th} week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4^{th} week of the semester
- Second assignment at the end of 9^{th} week of the semester
- Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**) At the end of the 13^{th} week of the semester
- The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced

Semester –VII **Professional Elective - II**

ADDITIVE MANUFACTURING			
Course Code	**21ME731**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3-0-0-0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

- To know the principle methods, areas of usage, possibilities and limitations of the Additive Manufacturing technologies.
- To be familiar with the characteristics of the different materials those are used in Additive Manufacturing.
- To know the principles of polymerization and powder metallurgy process, extrusion-based system printing processes, sheet lamination processes, beam deposition processes, direct write technologies Direct Digital Manufacturing.
- To get exposed to process selection, software issues and post processing.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

- Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
- Chalk and Talk method for Problem Solving.
- Adopt flipped classroom teaching method.
- Adopt collaborative (Group Learning) learning in the class.
- Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

Module-1

Introduction and basic principles: Need for Additive Manufacturing, Generic AM process, stereo lithography or 3dprinting, rapid proto typing, the benefits of AM, distinction between AM and CNC machining, other related technologies- reverse engineering technology.

Development of Additive Manufacturing Technology: Introduction, computers, computer-aided design technology ,other associated technologies, the use of layers, classification of AM processes, metals systems, hybrid systems, milestones in AM development.

Additive Manufacturing Process chain: Introduction, the eight steps in additive manufacture, variations from one AM machine to another ,metal systems, maintenance of equipment, materials handling issues, design for AM, and application areas.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-2

Photo polymerization processes: Stereo lithography (SL), Materials, SL resin curing process, Micro- Stereo lithography, Process Benefits and Drawbacks, Applications of Photo polymerization Processes.

Powder bed fusion processes: Introduction, Selective laser Sintering (SLS), Materials, Powder fusion mechanism, SLS Metal and ceramic part creation, Electron Beam melting (EBM), Process Benefits and Drawbacks, Applications of Powder Bed Fusion Processes.

Extrusion-based systems: Fused Deposition Modelling (FDM), Principles, Materials, Plotting and path control, Bio-Extrusion, Process Benefits and Drawbacks, Applications of Extrusion-Based Processes.

Teaching-Learning Process	. 1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-3

Printing Processes: evolution of printing as an additive manufacturing process, research achievements in printing deposition, technical challenges of printing, printing process modeling, material modification methods, three-dimensional printing, advantages of binder printing

Sheet Lamination Processes: Materials, Laminated Object Manufacturing (LOM), Ultrasonic Consolidation (UC), Gluing, Thermal bonding, LOM and UC applications.

Beam Deposition Processes: introduction, general beam deposition process, description material delivery, BD systems, process parameters, typical materials and microstructure, processing–structure–properties relationships, BD benefits and drawbacks.

Direct Write Technologies: Background, ink –based DW, laser transfer, DW thermals pray, DW beam deposition, DW liquid-phase direct deposition.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-4

Guidelines for Process Selection: Introduction, selection methods for apart, challenges of selection, example system for preliminary selection, production planning and control.

Software issues for Additive Manufacturing: Introduction, preparation of cad models – the STL file, problems with STL files, STL file manipulation.

Post- Processing: Support material removal, surface texture improvements, preparation for use as a pattern, property enhancements using non-thermal techniques and thermal techniques.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-5

The use of multiple materials in additive manufacturing: Introduction, multiple material approaches, discrete multiple material processes, porous multiple material processes, blended multiple material processes, commercial applications using multiple materials, future directions.

AM Applications: Functional models, Pattern for investment and vacuum casting, Medical models, art models, Engineering analysis models, Rapid tooling, new materials development, Bi-metallic parts, Remanufacturing.

Application: Examples for Aerospace, defense, automobile, Bio-medical and general engineering industries.

Direct digital manufacturing: Align Technology, Siemens and phonak, DDM drivers, manufacturing vs. prototyping, life-cycle costing, future of direct digital manufacturing.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Course outcome (Course Skill Set)

At the end of the course the student will be able to :

- Demonstrate the knowledge of the broad range of AM processes, devices, capabilities and materials that are available.
- Demonstrate the knowledge of the broad range of AM processes, devices, capabilities and materials that are available.
- Understand the various software tools, processes and techniques that enable advanced/additive

manufacturing.

- Apply the concepts of additive manufacturing to design and create components that satisfy product development/prototyping requirements, using advanced/additive manufacturing devices and processes.
- Understand characterization techniques in additive manufacturing.
- Understand the latest trends and business opportunities in additive manufacturing.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester
- Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

- At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
- The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Books

1 Additive Manufacturing Technologies Rapid Prototyping to Direct Digital Manufacturing I. Gibson l D. W. Rosen l B. Stucker Springer New York Heidelberg Dordrecht, London ISBN: 978-1- 4419-1119-3 e-ISBN: 978- 1-4419- 1120-9 DOI 10.1007/978 -1-4419- 1120-9

2 "Rapid Prototyping: Principles & Applications Chua Chee Kai, Leong Kah Fai World Scientific 2003

3 Rapid Prototyping: Theory & Practice Ali K. Kamrani, Springer 2006 Emand Abouel Nasr,

4 Rapid Manufacturing: The Technologies and Applications of Rapid Prototyping and Rapid Tooling" D.T. Pham, S.S. Dimov Springer 2001

5 Rapid Prototyping: Principles and Applications in Manufacturing Rafiq Nooran John Wiley & Sons 2006

6 Additive Manufacturing Technology Hari Prasad, A.V. Suresh Cengage 2019

7 Understanding additive manufacturing: rapid prototyping, rapid tooling, rapid manufacturing Andreas Gebhardt

<table>
<tr><td>Credits</td><td>03</td><td>Exam Hours</td><td>03</td></tr>
<tr><td colspan="4">Course objectives:
Students will be able to :
• Understand various approaches to TQM
• Understand the characteristics of quality leader and his role.
• Develop feedback and suggestion systems for quality management.
• Enhance the knowledge in Tools and Techniques of quality management</td></tr>
<tr><td colspan="4">Teaching-Learning Process (General Instructions)
These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.
• Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
• Chalk and Talk method for Problem Solving.
• Adopt flipped classroom teaching method.
• Adopt collaborative (Group Learning) learning in the class.
• Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.</td></tr>
<tr><td colspan="4">Module-1</td></tr>
<tr><td colspan="4">Principles and Practice: Definition, basic approach, gurus of TQM, TQM Framework, awareness, defining quality, historical review, obstacles, benefits of TQM. Quality Management Systems: Introduction, benefits of ISO registration, ISO 9000 series of standards, ISO 9001 requirements.</td></tr>
<tr><td>Teaching-Learning Process</td><td colspan="3">1. Power-point Presentation,
2. Video demonstration or Simulations,
3. Chalk and Talk are used for Problem Solving./White board</td></tr>
<tr><td colspan="4">Module-2</td></tr>
<tr><td colspan="4">Leadership: Definition, characteristics of quality leaders, leadership concept, characteristics of effective people, ethics, the Deming philosophy, role of TQM leaders, implementation, core values, concepts and framework, strategic planning communication, decision making,</td></tr>
<tr><td>Teaching-Learning Process</td><td colspan="3">. 1. Power-point Presentation,
2. Video demonstration or Simulations,
3. Chalk and Talk are used for Problem Solving./White board</td></tr>
<tr><td colspan="4">Module-3</td></tr>
<tr><td colspan="4">Customer Satisfaction and Customer Involvement: Customer Satisfaction: customer and customer perception of quality, feedback, using customer complaints, service quality, translating needs into requirements, customer retention, case studies. Employee Involvement – Motivation, employee surveys, empowerment, teams, suggestion system, recognition and reward, gain sharing, performance appraisal, unions and employee involvement, case studies.</td></tr>
<tr><td>Teaching-Learning Process</td><td colspan="3">1. Power-point Presentation,
2. Video demonstration or Simulations,
3. Chalk and Talk are used for Problem Solving./White board</td></tr>
<tr><td colspan="4">Module-4</td></tr>
<tr><td colspan="4">Continuous Process Improvement: process, the Juran trilogy, improvement strategies, types of problems, the
PDSA Cycle, problem-solving methods, Kaizen, reengineering, six sigma, case studies. Statistical Process
Control: Pareto diagram, process flow diagram, cause and effect diagram, check sheets, histograms, statistical fundamentals, Control charts, state of control, out of control process, control charts for variables, control charts for attributes, scatter diagrams, case studies.</td></tr>
<tr><td>Teaching-</td><td colspan="3">1. Power-point Presentation,</td></tr>
</table>

Learning Process	2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-5

Total Productive Maintenance (TPM): Definition, Types of Maintenance, Steps in introduction of TPM in an organization, Pillars of TPM – 5S, Jishu Hozen, Quality Maintenance, Planned Maintenance.
Quality by Design (QbD): Definition, Key components of QbD, Role of QbD in Pharmaceutical Industry, Benefits and Challenges of QbD.
Environmental Management Systems (EMS): Definition, Basic EMS, EMS under ISO 14001, Costs and Benefits of EMS

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Course outcome (Course Skill Set)

At the end of the course the student will be able to :

- Explain the various approaches of TQM
- Infer the customer perception of quality
- Analyse customer needs and perceptions to design feedback systems.
- Apply statistical tools for continuous improvement of systems
- Apply the tools and technique for effective implementation of TQM.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester
- Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

- At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
- The students have to answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

Books

1 Total Quality Management Dale H. Besterfield Pearson Education India, Edition 03. ISBN: 8129702606,

2 Total Quality Management for Engineers M. Zairi Wood head Publishing ISBN:185573024

3 Managing for Quality and Performance Excellence James R. Evans and William M Lindsay Cengage Learning. 9th edition

4 Four revolutions in management Shoji Shiba, Alan Graham, David Walden Oregon 1990

5 Organizational Excellence through TQM H. Lal New age Publications 200864 Engineering Optimization Methods and Applications A Ravindran, K, M. Ragsdell Willey India Private Limited 2nd Edition,2006

6 Introduction to Operations Research- Concepts and Cases F.S. Hillier. G.J. Lieberman Tata McGraw Hill 9th Edition,

Web links and Video Lectures (e-Resources):

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Case studies
- Quiz
- Topic Seminar presentation
- Assignments

VII Semester

REFRIGERATION AND AIR-CONDITIONING			
Course Code	**21ME733**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3-0-0-0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

Students will be able to:

- Study the basic definition, ASHRAE Nomenclature for refrigerating systems.
- Understand the working principles and applications of different types of refrigeration systems.
- Study the working of air conditioning systems and their applications.
- Identify the performance parameters and their relations of an air conditioning system.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

- Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
- Chalk and Talk method for Problem Solving.
- Adopt flipped classroom teaching method.
- Adopt collaborative (Group Learning) learning in the class.
- Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

Module-1

Introduction to Refrigeration –Basic Definitions, ASHRAE Nomenclature, Air Refrigeration Cycles-reversed Carnot cycle, Bell-Coleman cycle analysis, Air Refrigeration systems-merits and demerits and applications: Aircraft refrigeration cycles, Joule Thompson coefficient and Inversion Temperature, Linde, Claude and Sterling cycles for

liquefaction of air.
Industrial Refrigeration-Chemical and process industries, Dairy plants, Petroleum refineries, Food processing and food chain.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-2

Vapour Compression Refrigeration System(VCRS): Comparison of Vapour Compression Cycle and Gas cycle, Vapour Compression Refrigeration system Working and analysis, Limitations, Superheat horn and throttling loss for various refrigerants, efficiency, Modifications to standard cycle – liquid-suction heat exchangers, Grindlay cycle and Lorenz cycle, Optimum suction condition for optimum COP Actual cycles with pressure drops, Complete Vapour Compression Refrigeration System, Multi-Pressure, Multi-evaporator systems or Compound Vapour Compression Refrigeration Systems – Methods like Flash Gas removal, Flash inter cooling and water Inter cooling

Teaching-Learning Process	. 1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-3

Vapour Absorption Refrigeration Systems: Absorbent – Refrigerant combinations, Water-Ammonia Systems, Practical problems, Lithium- Bromide System, Contrast between the two systems, Modified Version of Aqua-Ammonia System with Rectifier and Analyzer Assembly. Practical problems – crystallization and air leakage, Commercial systems
Other types of Refrigeration systems: Brief Discussion on (i) Steam-Jet refrigeration system and (ii) Thermoelectric refrigeration, pulse tube refrigeration, thermos-acoustic refrigeration systems

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-4

Refrigerants: Primary and secondary refrigerants, Designation of Refrigerants, Desirable properties of refrigerants including solubility in water and lubricating oil, material compatibility, toxicity, flammability, leak detection, cost, environment and performance issues Thermodynamic properties of refrigerants, Synthetic and natural refrigerants, Comparison between different refrigerants vis a vis applications, Special issues and practical implications Refrigerant mixtures – zeotropic and azeotropic mixtures
Refrigeration systems Equipment: Compressors, Condensers, Expansion Devices and Evaporators, A brief look at other components of the system.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-5

Air-Conditioning: Introduction to Air-Conditioning, Basic Definition, Classification, power rating, Mathematical Analysis of Air-Conditioning Loads, Related Aspects, Different Air-Conditioning Systems-Central – Station Air-Conditioning System, Unitary Air-Conditioning System, Window Air-Conditioner and Packaged Air-Conditioner, Components related to Air-Conditioning Systems.
Transport air conditioning Systems: Air conditioning systems for automobiles (cars, buses etc.), Air conditioning systems for trains, Air conditioning systems for ships

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Course outcome (Course Skill Set)

At the end of the course the student will be able to :

- Illustrate the principles, nomenclature and applications of refrigeration systems.
- Explain vapour compression refrigeration system and identify methods for performance improvement
- Study the working principles of air, vapour absorption, thermoelectric and steam-jet and thermoacoustic refrigeration systems.
- Estimate the performance of air-conditioning systems using the principles of psychrometry.
- Compute and Interpret cooling and heating loads in an air-conditioning system.
- Identify suitable refrigerant for various refrigerating systems.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5^{th} week of the semester
- Second test at the end of the 10^{th} week of the semester
- Third test at the end of the 15^{th} week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4^{th} week of the semester
- Second assignment at the end of 9^{th} week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

- At the end of the 13^{th} week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

21. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
22. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Text Books

1 Refrigeration and Air conditioning Arora C.P Tata Mc Graw –Hill, New Delhi 2ndEdition, 2001

2 Principles of Refrigeration Roy J. Dossat Wiley Limited

3 Refrigeration and Airconditioning Stoecker W.F., and Jones J.W., Mc Graw - Hill, New Delhi 2nd edition, 1982.

Reference Books

1 Heating, Ventilation and Air Conditioning McQuistion Wiley Students edition 5th edition2000.

2 Air conditioning PITA Pearson 4th edition 2005

3 Refrigeration and Air- Conditioning S C Arora& S Domkundwar Dhanpat Rai Publication

Semester VII

MEMS AND MICROSYSTEM TECHNOLOGY			
Course Code	**21ME734**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course Learning Objectives:

- To provide knowledge of semiconductors and solid mechanics to fabricate MEMS devices.
- To educate on the rudiments of Microfabrication techniques.
- To introduce various sensors and actuators.
- To introduce different materials used for MEMS.
- To educate on the applications of MEMS to disciplines beyond Electrical and Mechanical engineering.

Teaching-Learning Process (General Instructions)

These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.

1. Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
2. Chalk and Talk method for Problem Solving.
3. Adopt flipped classroom teaching method.
4. Adopt collaborative (Group Learning) learning in the class.
5. Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

Module-1

8 HOURS

Intrinsic Characteristics of MEMS – Energy Domains and Transducers- Sensors and Actuators – Introduction to Microfabrication - Silicon-based MEMS processes – New Materials – Review of Electrical and Mechanical concepts in MEMS – Semiconductor devices – Stress and strain analysis – Flexural beam bending- Torsional deflection.

Teaching-Learning Process	1. Power Point Presentation, 2. Chalk and Talk are used for Derivations and Correlations (In-general). 3. Video demonstration or Simulations.

Module-2

8 HOURS

Engineering Mechanics for Microsystems Design: Introduction, Static Bending of Thin Plates, Mechanical Vibration, Thermo-mechanics, Fracture Mechanics, and Thin Film Mechanics. Assembly and System Integration. Packaging-Multi-Chip Modules, Passivation, and Encapsulation.

Teaching-Learning Process	1. Power Point Presentation, 2. Chalk and Talk are used for Derivations and Correlations (In-general). 3. Video demonstration or Simulations.

Module- 3	
8 HOURS	
Electrostatic sensors – Parallel plate capacitors -Applications – Interdigitated Finger capacitor – Comb drive devices – Micro Grippers – Micro Motors - Thermal Sensing and Actuation – Thermal expansion – Thermal couples – Thermal resistors – Thermal Bimorph - Applications – Magnetic Actuators – Micromagnetic components Piezoresistive sensors – Piezoresistive sensor materials - Stress analysis of mechanical elements – Applications to Inertia, Pressure, Tactile, and Flow sensors – Piezoelectric sensors and actuators – piezoelectric effects – piezoelectric materials – Applications to Inertia, Acoustic, Tactile and Flow sensors.	
Teaching-Learning Process	1. Power Point Presentation, 2. Chalk and Talk are used for Derivations and Correlations (In-general). 3. Video demonstration or Simulations.
Module-4	
8 HOURS	
Photolithography, Materials for Micromachining- Substrates, Additive Films, and Materials; Bulk Micromachining - Wet Etching, Dry Etching, Plasma Etching, Deep Reaction Ion Etching (DRIE) – Isotropic Wet Etching – Gas-Phase Etchants; Surface Micromachining- Fusion Bonding; High-Aspect-Ratio-Micromachining – LIGA, Laser Micromachining; Computer-Aided Design; Assembly and System Integration; Packaging - Multi-Chip Modules, Passivation, and Encapsulation	
Teaching-Learning Process	1. Power Point Presentation, 2. Chalk and Talk are used for Derivations and Correlations (In-general). 3. Video demonstration or Simulations.
Module-5	
8 HOURS	
POLYMER AND OPTICAL MEMS: Polymers in MEMS– Polyimide - SU-8 - Liquid Crystal Polymer (LCP) – PDMS – PMMA – Parylene – Fluorocarbon - Application to Acceleration, Pressure, Flow, and Tactile sensors- Optical MEMS – Lenses and Mirrors – Actuators for Active Optical MEMS.	
Teaching-Learning Process	1. Power Point Presentation, 2. Chalk and Talk are used for Derivations and Correlations (In-general). 3. Video demonstration or Simulations.

Course outcome (Course Skill Set)

At the end of the course the student will be able to :

- Explain MEMS Technology, Present, Future, and Challenges.
- Explain micro-sensors, micro-actuators, their types, and applications.
- Explain fabrication processes for producing micro-sensors and actuators.
- Apply Reliability and Failure Analysis Testing.
- Understand the operation of microdevices, microsystems, and their applications.
  Design the microdevices and microsystems using the MEMS fabrication process.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester
- Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

- At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Books

1. Allen James J, Micro-Electromechanical System Design, First edition, Taylor and Francis, FL (USA), 2005.
2. Dilip Kumar Bhattacharya, Brajesh Kumar Kaushik, Microelectromechanical Systems (MEMS), Cenage Learning.
3. Hans H. Gatzen, Volker Saile, JurgLeuthold, Micro and Nano Fabrication: Tools and Processes, Springer, 2015.
4. Maluf Nadim and Williams Kirt, An Introduction to Microelectromechanical Systems Engineering, Second Edition, ARTECH House, MA (USA), 2004.
5. N. Maluf," An Introduction to Micro-electro Mechanical System Engineering," Artech. House
6. S. Senturia," Microsystem Design", Springer
7. Tai-Ran Hsu, MEMS, and Microsystems: Design, Manufacture and Nanoscale Engineering, 2nd Ed, Wiley.

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

1. Students are segregated in groups of 5members made to Prepare models of FCC structure of Silicon and Patterns to demonstrate the process of Photolithography.

2. Students are segregated in groups of 5members made to Prepare models of Cantilever Beam to analyze the vibration control and Patterns to demonstrate the process of Etching.

3.Quiz

7 Semester

DESIGN FOR MANUFACTURING & ASSEMBLY			
Course Code	**21ME735**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3-0-0-0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

- To educate students on factors to be considered in designing parts and components with focus on manufacturability.
- To expose the students to dimensional tolerances, geometric tolerances and true position tolerance techniques in manufacture.
- To impart the knowledge on design considerations for designing components produced using various machining operations like turning, drilling, milling, grinding etc.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

- Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
- Chalk and Talk method for Problem Solving.
- Adopt flipped classroom teaching method.
- Adopt collaborative (Group Learning) learning in the class.
- Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

Module-1

Introduction: Engineering design process and its structure, Steps in design process, Morphology of design, Mechanical engineering design, Traditional design methods, Design synthesis, Aesthetic and ergonomic considerations in design, Use of standards in design, Selection of preferred sizes, design for Maintenance (DFM), design for manufacture, assembly, shipping, maintenance, use, and recyclability.

Design checks for clarity, simplicity, modularity and safety, Design organisation and communication, technical reports, drawings, presentations and models.

Design features to facilitate machining: datum features – functional and manufacturing. Component design – machining considerations, redesign for manufacture, examples. Form design of castings and weldments.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-2

Tolerance Analysis: Process capability, process capability metrics, Tolerance – cost aspects, feature tolerances, geometric tolerances, relationship between attainable tolerance grades and different machining process. Cumulative effect of tolerances – sure fit law, normal law and truncated normal law.

Interchangeable part manufacture and selective assembly – control of axial play – introducing secondary machining operations, laminated shims – examples.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations,

	3. Chalk and Talk are used for Problem Solving./White board

Module-3

Datum Systems: Degrees of freedom, grouped datum systems – computation of translational and rotational accuracy – geometric analysis and applications.

True Position Theory: Co-ordinate and conventional method of feature location, tolerance and true position tolerance, virtual size concept, floating and fixed fasteners, projected tolerance zone, assembly with gasket, zero true position tolerance, functional gauges, paper layout gauging – examples.

Principles of Design for Assembly, Minimize Part Count, Standardization and Minimize Part Variety, Design guidelines for manual assembly, DFA analysis, DFA index, Design for Automated Assembly. Introduction to usage of DFMA software.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-4

Component Design-I: Machining Consideration: Design features to facilitate machining: drills, milling cutters, keyways, Doweling procedures, counter sunk screws, Reduction of machined area, simplification by separation, simplification by amalgamation, Design for machinability, Design for economy, Design for clampability, Design for accessibility, Design for assembly.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-5

Design for assembly: Design for assembly, design for reassembly, design for automated assembly, Assembled Parts Design: Welded parts, arc, resistance, brazed and soldered parts, gear box assembly, bearing assembly. Retention, bolted connection, screwed connections, press fitted connections, heat treated parts, product design requirements

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Course outcome (Course Skill Set)

At the end of the course the student will be able to :

13. have knowledge on design principles for manufacturability
14. have knowledge Influencing factors on Design.
15. have knowledge on Machining consideration while design.
16. have knowledge on casting consideration while design.
17. have knowledge on environment consideration while design.
18. have ability to understand contemporary issues and their impact on design for manufacturing and assembly.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester
- Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

- At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

23. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
24. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

Books

17. Boothroyd G., Dewhurst P. and Knight W. – 'Product Design for Manufacture and Assembly' – Marcel Dekker, New York – 2012 – 4th Edition
18. Peck H. – 'Designing for Manufacture' – Pitman Publications – 1983
19. Handbook of Products Design for Manufacturing: A Practical Guide to Low-cost Production Bralla, James G. McGraw Hill, New York 1986.
20. Spotts M. F. – 'Dimensioning and Tolerance for Quantity Production'- Prentice Hall Inc. -1983
21. Wade O. R. – 'Tolerance Control in Design and Manufacturing' – Industrial Press Inc., New York – 1967
22. Creveling C. M. – 'Tolerance Design – A Hand Book for Developing Optimal Specifications' – Addison Wesley Longman, Inc, – 1997
23. K G Swift and J D Booker, Process selection : from design to manufacture, London: Arnold, 1997.
24. Ashby M.F., Materials Selection in Mechanical Design, Butterworth-Heinemann, (2016).

Web links and Video Lectures (e-Resources):

VII Semester **Professional Elective**

ADVANCED VIBRATIONS AND CONDITION MONITORING			
Course Code	**21ME741**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives:

Students will be able:

- To introduce to vibration systems
- Understand the vibration analysis
- To understand vibration control & condition monitoring
- To get exposed to vibration measurements and basics of acoustics

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

12. Power Point presentation
13. Solving problems on boards with clear explanations
14. Use of appropriate Videos
15. Use of learning aid models
16. Use of live instruments & models

Module-1	**Basics of Vibration**
Basic Concept of Vibration, Importance of study of Vibration, conversion of vibration to sound by human ear, Elementary parts of vibrating systems, number of degrees of freedom, discreet and continuous system, Classification of vibration, vibration analysis procedure, Mathematical modelling of motor cycle, Spring elements- Damping Elements – Harmonic motion	
Teaching-Learning Process	**1.** Power Point presentation **2.** Use of appropriate Videos 3. Use of learning aid models

Module-2	**Free & Forced Vibration**
Free Vibration: Free vibration of single degree freedom systems- Undamped transisitional system, undamped torsional system, Rayleigh's method, free vibration with viscous damping - solve of problems of practical relevance **Forced Vibration**: Analysis of forced vibration, with constant harmonic excitation, magnifiction factor, rotating and reciprocating unbalances, - solve of problems of practical relevance	
Teaching-Learning Process	**1.** Power Point presentation **2.** Solving problems on boards with clear explanations **3.** Use of appropriate Videos

Module-3	**Multi Degree Freedom System**
Two degree freedom system: principle modes of vibration, cases of simple two degrees of freedom systmes – two masses fixed on a tightly stretched string, double pendulum & torsional systemsystems with damping, undamped forced vibration with harmonic excitation, undamped dynamic vibration absorber, - solve of problems of practical relevance **Multi degree freedom system**: modelling of continuous systems as multi degree of freedom system, , Rayleighs method, Dunkerleys method, stodola method, Rayleigh-ritz method, matrix iteration method, holzers method- solve of problems of practical relevance	
Teaching-Learning Process	**1.** Power Point presentation **2.** Solving problems on boards with clear explanations **3.** Use of appropriate Videos

Module-4	Condition monitoring & Vibration Control
Modal analysis and condition monitoring: signal analysis, dynamic testing of machines & structures, experimental modal analysis, machine conditioning monitoring and diagnosis **Vibration control & isolation**: Control of vibration control of natural frequencies, vibration isolation, typical isolators & mount types, vibration isolation and transmissibility- force transmissibility, motion transmissibility, vibration absorbers: undamped dynamic vibration absorber, damped dynamic vibration absorber, solve of problems of practical relevance	
Teaching-Learning Process	**1.** Power Point presentation **2.** Use of appropriate Videos 3. Use of learning aid models 4. Use of live instruments & models
Module-5	**Vibration Measurement & Acoustics**
Vibration measurements: Transducers –Types, Vibration Pickups – types, Frequency measuring instruments , vibration exciters, signal analysis **Acoustics**: Concepts of sound intensity, sound power & sound pressure, Introduction to sound in rooms, sound absorbers, sound absorbing materials, noise of gas flows, machinery noise	
Teaching-Learning Process	**1.** Power Point presentation **2.** Use of appropriate Videos 3. Use of learning aid models 4. Use of live instruments & models

Course outcome (Course Skill Set)

At the end of the course the student will be able to :

19. Identify & classify the vibration systems
20. Analyse the vibration parameters through different theoretical methods
21. Apply the knowledge of vibration measurement instruments and control system
22. Understand the sound generation and propagation arising through vibration

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester
- Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

- At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

25. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
26. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

Books

25. Mechanical Vibrations by Singiresu S Rao, Pearson publications, sixth edition
26. Mechanical Vibrations by G K Grover, nem Chand & Bros publication
27. Noise & Vibration Control Engineering, Istvan L ver Leo L Beranek, wiley publications
28. S Graham Kelly, Fundamentals of mechanical Vibrations- McGrraw hill
29. Theory of Vibration with Application – William T Thomson, Marie Dillon Dahleh, pearson publications
30. C Sujatha, Vibration and Acoustics – Measurements & Signal Analysis, Tata Mc Graw Hill

Web links and Video Lectures (e-Resources):

https://nptel.ac.in/courses/112107212
https://ocw.mit.edu/courses/2-003sc-engineering-dynamics-fall-2011/
https://www.youtube.com/watch?v=TkExfl4Vm_4
https://www.youtube.com/watch?v=bX_m53Xexvk&list=PLAC668A0566953FB5&index=1
https://www.youtube.com/channel/UCTRZX5Ie1ONHsstzLcFpMKw/videos
https://www.youtube.com/watch?v=oOvJlG6IqxI

Theory and Design of IC Engines			
Course Code	21ME742	**CIE Marks**	50
Teaching Hours/Week (L:T:P: S)	3-0-0-0	**SEE Marks**	50
Total Hours of Pedagogy	40	**Total Marks**	100
Credits	03	**Exam Hours**	03

Course objectives:

- To present a problem oriented in depth knowledge of Internal Combustion Engine.
- To address the underlying concepts, methods, and application of Internal Combustion Engine.
- To understand the operation of internal combustion engines.
- To perform theoretical calculations to obtain thermodynamic efficiencies and then assess operating losses.
- To calculate engine operating parameters.
- To understand the implications of a trade-off between performance, efficiency, emissions.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

11. Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
12. Chalk and Talk method for Problem Solving.
13. Adopt flipped classroom teaching method.
14. Adopt collaborative (Group Learning) learning in the class.
15. Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analyzing information.

Module-1

Basic characteristics of engines: Compression ratio – energy supply to an engine – power developed by engine – specific weight and specific volume – cylinder pressures – IMEP determination – torque characteristics – cylinder arrangement and their relative merits. Engine cooling systems: types of cooling – cooling of critical engine components – recooling the coolant – comparison of air cooled and liquid cooled engines.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving. /White board

Module-2

Fuels and its supply system for SI and CI engine: Important qualities of IC engine fuels, rating of fuels, Carburetion, mixture requirement for different loads and speeds, simple carburetor and its working, types of carburetors, MPFI, types of injection systems in CI engine, fuel pumps and injectors, types of nozzles, spray formation.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-3

Combustion in SI and CI Engines: Combustion equations, calculations of air requirement in I C Engine, stoichiometric air fuel ratio, proximate and ultimate analysis, enthalpy of formation, adiabatic flame temperature. Stages of combustion in SI engines, abnormal combustion and knocking in SI engines, factors affecting knocking, effects of knocking, control of knocking, combustion chambers for SI engines, Stages of combustion in CI engines, detonation in C.I. engines, factors affecting detonation, controlling detonation, combustion chamber for SI and CI engine

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving. /White board

Module-4	
Emission of IC Engine: Emission from SI engine, effect of engine maintenance on exhaust emission control of SI engine, diesel emission, diesel smoke and control, diesel and control comparison of gasoline and diesel emission. Measurement and calculation for of emission constituents.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving. /White board
Module-5	
Unconventional Engines &Alternative Fuels for IC Engine: Working principle of stratified charge engines sterling engine, Wankel engine Methanol, Ethanol, vegetable oils, biogas, biofuels, hydrogen, and comparison of their properties with Diesel and petrol.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving. /White board

Course outcome (Course Skill Set)

At the end of the course the student will be able to :

- Understand various types of I.C. Engines, Cycles of operation and Identify fuel metering, fuel supply systems for different types of engines.
- Understand combustion phenomena in SI and CI engines and Analyze the effect of various operating variables on engine performance.
- Evaluate performance Analysis of IC Engine and Justify the suitability for different applications.
- Understand the conventional and non-conventional fuels and effects of emission formation of IC engines, its effects, and the legislation standards

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation (CIE):

At the beginning of the semester, the instructor/faculty teaching the course has to announce the methods of CIE for the course.

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5^{th} week of the semester
- Second test at the end of the 10^{th} week of the semester
- Third test at the end of the 15^{th} week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4^{th} week of the semester
- Second assignment at the end of 9^{th} week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

- At the end of the 13^{th} week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

27. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
28. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
29. The students must answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

Books

1. Internal combustion engines fundamentals by by John B. Heywood. McGraw – Hill international editions.
2. Internal combustion engines by V. Ganesan, Tata McGraw Hill book cop. 1995
3. Internal combustion engines and air pollutions by Edward F. Obert, Intext education publishers.
4. Introduction to internal combustion engines by Richard stone 3rd edition, society of automotive engineers .

Reference Books

1. A course Internal combustion engines by V.M.A. Domkundwar, Dhanapat Rai publications.
2. A course internal combustion engines by M.L.Mathur and R.P.Sharma, Dhanapat Rai publications.
3. Internal combustion engines by K.k Ramalingam, Scitech Publications (India) Pvt.Ltd, 2000
4. A Textbook of Internal combustion engines by R.K. Rajput, Laxmi Pub, Pvt., 2006

Web links and Video Lectures (e-Resources):

- https://www.youtube.com/watch?v=sRu-majrRmM&list=PLwdnzlV3ogoXHbVNKWL1BYOo_8PpyNtnC&index=2
- https://www.youtube.com/watch?v=q-CfzNh99sQ&list=PLwdnzlV3ogoXHbVNKWL1BYOo_8PpyNtnC&index=3
- https://www.youtube.com/watch?v=SU5VTGR2giY&list=PLwdnzlV3ogoXHbVNKWL1BYOo_8PpyNtnC&index=4
- https://www.youtube.com/watch?v=eZCuV4ygLA4&list=PLwdnzlV3ogoXHbVNKWL1BYOo_8PpyNtnC&index=5
- https://www.youtube.com/watch?v=03aVTKQeXNY&list=PLwdnzlV3ogoXHbVNKWL1BYOo_8PpyNtnC&index=6
- https://www.youtube.com/watch?v=9H01exiYCYc&list=PLwdnzlV3ogoXHbVNKWL1BYOo_8PpyNtnC&index=7
- https://www.youtube.com/watch?v=1I7jRI2dmgc&list=PLwdnzlV3ogoXHbVNKWL1BYOo_8PpyNtnC&index=10
- https://www.youtube.com/watch?v=XT-DjBqkiJU&list=PLwdnzlV3ogoXHbVNKWL1BYOo_8PpyNtnC&index=11
- https://www.youtube.com/watch?v=gbID5bHlAzU&list=PLwdnzlV3ogoXHbVNKWL1BYOo_8PpyNtnC&index=15
- https://www.youtube.com/watch?v=y8FN-TV3eSw&list=PLwdnzlV3ogoXHbVNKWL1BYOo_8PpyNtnC&index=16

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Case studies on Emission standards
- Quiz
- Topic Seminar presentation
- Assignment

7 Semester **Professional Elective**

ADVANCED TURBOMACHINES			
Course Code	**21ME743**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40 hours	Total Marks	100
Credits	03	Exam Hours	3 hrs

Course objectives:
Students will

- Study the various thermodynamic processes involved in turbomachines, the application of 1st and 2nd law of Thermodynamics to evaluate the energy transfer and efficiencies,
- Understand of the concept and application of law of conservation of energy for the flow of steam and gas through nozzle and diffuser.
- Understand the concept of two-dimensional cascading for the evaluation of cascade performance in compressor and turbines.
- Learn on how to apply the concepts of thermodynamics to analyse its performance and characteristics in the axial flow turbines.
- Understand the concepts of thermodynamics to analyse its performance and characteristics in the axial flow compressors and fans.
- Study the radial equilibrium and understand the various vortex flow concepts for designing the blades.
- Understand the different process of control and maintenance aspects of turbomachines.

Teaching-Learning Process (General Instructions)

These are sample Strategies; which teacher can use to accelerate the attainment of the various course outcomes.

30. Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
31. Chalk and Talk method for Problem Solving.
32. Adopt flipped classroom teaching method.
33. Adopt collaborative (Group Learning) learning in the class.
34. Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

Module-1

Thermodynamics of fluid flow: Application of first and second law of thermodynamics to turbo machines, Efficiencies of turbo machines, Static and Stagnation states, Sonic Velocity and Mach Number, overall isentropic efficiency, stage efficiency and polytropic efficiency for both compression and expansion processes. Reheat factor for expansion process Preheat factor for compression.

Flow through Nozzles and Blade passages:
Introduction, steady flow through nozzles, Area changes in one-dimensional isentropic flow, Effects of friction in flow passages, characteristics of converging-diverging nozzles, flow of wet steam/gas through nozzles, diffusers.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving/White board

Module-2

Two-dimensional Cascades:	
Introduction, Cascade nomenclature, Analysis of cascade forces, Energy losses, Lift and drag, Circulation and lift, Efficiency of a compressor cascade, Performance of two-dimensional cascades, The cascade wind tunnel, Cascade test results, Compressor cascade performance, Turbine cascade performance, Compressor cascade correlations, Fan blade design (McKenzie), Turbine cascade correlation (Ainley), Comparison of the profile loss in a cascade and in a turbine stage, Optimum space-chord ratio of turbine blades (Zweifel)	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving/White board
Module-3	
Analysis of Axial-flow Turbines: Introduction, work done, Velocity diagrams of the axial turbine stage, Thermodynamics of the axial turbine stage, Stage losses and efficiency, Soderberg's correlation, Types of axial turbine design, Stage reaction, Diffusion within blade rows, Choice of reaction and effect on efficiency, Design point efficiency of a turbine stage, Maximum total-to-static efficiency of a reversible turbine stage, Stresses in turbine rotor blades, Turbine flow characteristics.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving/White board
Module-4	
Analysis of Axial-flow Compressors and Fans Introduction, Two-dimensional analysis of the compressor stage, Velocity diagrams of the compressor stage, Thermodynamics of the compressor stage, Stage loss relationships and efficiency, Reaction ratio, Choice of reaction, Stage loading, Simplified off-design performance, Stage pressure rise, Pressure ratio of a multistage compressor, Estimation of compressor stage efficiency, surge, choking and Stall phenomena in compressors, Control of flow instabilities, Axial-flow ducted fans, Blade element theory, Blade element efficiency, Lift coefficient of a fan aerofoil, blade twist and design considerations for supersonic flow.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving/White board
Module-5	
Three-dimensional Flows in Axial Turbomachines: Introduction, Theory of radial equilibrium, the indirect problem, the direct problem, Compressible flow through a fixed blade row, Constant specific mass flow, Off-design performance of a stage, Blade row interaction effects, Secondary flows. **Testing and control of Turbo Machines:** Performance testing, noise control, speed control, throttling control at discharge and inlet and maintenance of fans, blowers, compressors and turbines.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving/White board
Course outcome (Course Skill Set) After learning the course, the students will be able to: 1. Explain the various thermodynamic processes involved in turbomachines with the application of 1^{st} and 2^{nd} law of Thermodynamics and also apply of the concept of law of conservation of energy for the flow through nozzle and diffuser. 2. Demonstrate the concept of two-dimensional cascading and evaluating the cascade performance in compressor and turbines. 3. Explain the thermodynamics of axial flow turbines and analyse its performance and characteristics.	

4. Explain the thermodynamics of axial flow compressor and fans and analyse its performance and characteristics.
5. Explain and apply the various vortex flow concepts for designing the blades and describe the process of control and maintenance aspects of turbomachines.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester
- Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

- At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods/question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

30. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
31. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
32. The students have to answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

Text Books:

1. Fluid Mechanics & Thermodynamics of Turbo machines, S. L. Dixon, Elsevier, 2005
2. Principals of Turbo machines, D. G. Shepherd, The Macmillan Company, 1964
3. A text of Turbo machines, M. S. Govinde Gowda and A. M. Nagaraj, M. M. Publications, 7th Edn, 2012

Reference Books:

1. Turbines, Compressors & Fans, S. M. Yahya, Tata McGraw Hill Co. Ltd, 2nd edition, 2002
2. An Introduction to Energy Conversion, Volume III, Turbo machinery, V. Kadambi and Manohar Prasad, New Age International Publishers, reprint 2008
3. Fundamentals of Turbo machinery, William W Perg, John Wiley & Sons
4. A Treatise on Turbo Machines, G.Gopal Krishnan &D.Prithviraj, Sci Tech Publishers,
5. Theory and practice of Steam Turbines/ WJ Kearton/ELBS Pitman/London

7 Semester

PRODUCT DESIGN & ERGONOMICS			
Course Code	**21ME744**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3-0-0-0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

- Understanding the user-centred design process including form and colour theory.
- Understanding product metamorphosis, and ergonomics..
- Implement the principles of ergonomics and how to apply the principles to industrial design.
- Understand the importance and techniques of human biological data collection and experiments.
- Obtain a knowledge and ability towards Accident Investigation and Safety Management.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

- Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
- Chalk and Talk method for Problem Solving.
- Adopt flipped classroom teaching method.
- Adopt collaborative (Group Learning) learning in the class.
- Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

Module-1

Introduction to Product Design: Asimows Model : Definition of product design, Design by Evaluation, Design by Innovation, Essential Factors of Product Design, Flow and Value Addition in the Production-Consumption Cycle. The Morphology of Design (The seven Phase), Primary Design phase and flowcharting, role of Allowance, Process Capability.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-2

Ergonomics and Industrial Design: Introduction -general approach to the man- machine relationship- workstation design-working position.

Ergonomics and Production: ergonomics and product design –ergonomics in automated systems- expert systems for ergonomic design. Anthropometric data and its applications in ergonomic, design- limitations of anthropometric data-use of computerized database. Case study.

Teaching-Learning Process	. 1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-3

Aesthetic Concepts: Concept of unity- concept of order with variety - concept of purpose style and environment-Aesthetic expressions. Style components of style- house style, observation style in capital goods, case study.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-4	
Visual Effects of Line and Form: The mechanics of seeing- psychology of seeing general influences of line and form.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
Module-5	
Office Systems and Ergonomics, Ergonomics of Technology Management. Consumer Ergonomics, Ergonomics Quality and Safety, Quality of Life	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Course outcome (Course Skill Set)

At the end of the course the student will be able to :

23. To learn the concept of product design and the ergonomics.
24. Design the various controls and displays by knowing the anthropometric data's.
25. To learn the psychology of visuals effects.
26. Learning the different colour combinations for optimal design of engineering equipments.
27. Realize the importance of environmental factors and aesthetics in industrial design.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester
- Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

- At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

33. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
34. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

Suggested Learning Resources:
Books 1. Human Factors in Engineering and Design By Sanders & Mccormick (McGrawHill Publication) 2. Occupational Ergonomics – Principles and Applications By Tayyari & Smith (Chapman & Hall Publication) 3. The Power of Ergonomics as a Competitive Strategy By Gross & Right (Productivity Press) 4. Industrial Design for Engineers - Mayall W.H. - London Hiffee books Ltd. -1988. 5. Applied Ergonomics Hand Book - Brain Shakel (Edited) - Butterworth scientific. London - 1988. 6. Introduction to Ergonomics - R. C. Bridger - McGraw Hill Publications - 1995. 6. Human Factor Engineering - Sanders & McCormick – McGraw Hill Publications – 6th edition, 2002. 7. Ulrich, Karl T, Eppinger, Steven D, 'Product Design and Development', McGraw-Hill, 2004. 8. Bridger RS, 'Introduction to Human Factors & Ergonomics', Fourth Edition, Taylor & Francis, 2010. 9. Dul. J and Weerdmeester B, 'Ergonomics for beginners, a quick reference guide, Taylor & Francis, 2008
Web links and Video Lectures (e-Resources):
• .
Activity Based Learning (Suggested Activities in Class)/ Practical Based learning • Anthropometry • Hand strength and Back strength • Measurement of Environmental Factors • Grip Strength – Hand and Pinch

VII Semester **OPEN ELECTIVE II**

NON-TRADITIONAL MACHINING			
Course Code	**21ME751**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3-0-0-0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

- To learn various concepts related to modern machining processes & their applications.
- To appreciate the differences between conventional and non-conventional machining processes.
- To acquire a functional understanding of non-traditional manufacturing equipment.
- To know about various process parameters and their influence on performance and their applications.
- To impart knowledge on various types of energy involved in non-traditional machining processes.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

16. Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
17. Chalk and Talk method for Problem Solving.
18. Adopt flipped classroom teaching method.
19. Adopt collaborative (Group Learning) learning in the class.
20. Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

Module-1

Introduction to Non-traditional machining, Need for Non-traditional machining process, Comparison between traditional and non-traditional machining, general classification Non-traditional machining processes, classification based on nature of energy employed in machining, selection of non-traditional machining processes, Specific advantages, limitations and applications of non-traditional machining processes.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-2

Ultrasonic Machining (USM): Introduction, Equipment and material process, Effect of process parameters:
Effect of amplitude and frequency, Effect of abrasive grain diameter, effect of slurry, tool & work material.
Process characteristics: Material removal rate, tool wear, accuracy, surface finish, applications, advantages & limitations of USM.

Abrasive Jet Machining (AJM): Introduction, Equipment and process of material removal, process variables: carrier gas, type of abrasive, work material, stand-off distance (SOD). Process characteristics-Material removal rate, Nozzle wear, accuracy & surface finish. Applications, advantages & limitations of AJM.

Teaching-Learning Process	. 1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-3	
ELECTROCHEMICAL MACHINING (ECM): Introduction, Principle of electro chemical machining, ECM, elements of ECM operation, Chemistry of ECM. ECM Process characteristics: Material removal rate, accuracy, surface finish. Process parameters: Current density, Tool feed rate, Gap between tool & work piece, velocity of electrolyte flow, type of electrolyte, its concentration temperature, and choice of electrolytes. ECM Tooling: ECM tooling technique & example, Tool & insulation materials. Applications ECM: Electrochemical grinding and electrochemical honing process. Advantages, disadvantages and application of ECG, ECH. CHEMICAL MACHINING (CHM): Elements of the process, Resists (maskants), Etchants. Types of chemical machining process-chemical blanking process, chemical milling process. Process characteristics of CHM: material removal rate, accuracy, surface finish, advantages, limitations and applications of chemical machining process.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
Module-4	
ELECTRICAL DISCHARGE MACHINING (EDM): Introduction, mechanism of metal removal, EDM equipment: spark erosion generator (relaxation type), dielectric medium-its functions & desirable properties, electrode feed control system. Flushing types; pressure flushing, suction flushing, side flushing, pulsed flushing. EDM process parameters: Spark frequency, current & spark gap, surface finish, Heat Affected Zone. Advantages, limitations & applications of EDM, Electrical discharge grinding, Traveling wire EDM. PLASMA ARC MACHINING (PAM): Introduction, non-thermal generation of plasma, equipment mechanism of metal removal, Plasma torch, process parameters, process characteristics. Safety precautions. Safety precautions, applications, advantages and limitations.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
Module-5	
LASER BEAM MACHINING (LBM): Introduction, generation of LASER, Equipment and mechanism of metal removal, LBM parameters and characteristics, Applications, Advantages & limitations. ELECTRON BEAM MACHINING (EBM): Introduction, Principle, equipment and mechanism of metal removal, applications, advantages and limitations.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Course outcome (Course Skill Set)

At the end of the course the student will be able to :

- Understand the compare traditional and non-traditional machining process and recognize the need for Non-traditional machining process.
- Understand the constructional features, performance parameters, process characteristics, applications, advantages and limitations of USM, AJM and WJM.
- Identify the need of Chemical and electro-chemical machining process along with the constructional features, process parameters, process characteristics, applications, advantages and limitations.
- Understand the constructional feature of the equipment, process parameters, process characteristics, applications, advantages and limitations EDM & PAM.
- Understand the LBM equipment, LBM parameters, and characteristics. EBM equipment and mechanism of metal removal, applications, advantages and limitations LBM & EBM.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester
- Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

- At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

35. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
36. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Books

1 Modern Machining Process by P.C Pandey and H S Shah McGraw Hill Education India Pvt. Ltd. 2000

2 Production technology HMT McGraw Hill Education India Pvt. Ltd 2001

Reference Books

1 New Technology Dr. Amitabh Bhattacharyya The Institute of Engineers (India) 2000

2 Modern Machining process Aditya 2002

Web links and Video Lectures (e-Resources):

- .

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning
• Case studies • Quiz • Topic Seminar presentation • Assignments

VII Semester

HYDRAULICS AND PNEUMATICS			
Course Code	**21ME752**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3-0-0-0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

This course will enable students to:

- Gain knowledge of basics of hydraulic and pneumatic systems.
- Understanding the working principles of hydraulics and pneumatics components.
- Engineering application of hydraulic and pneumatic systems.

Teaching-Learning Process (General Instructions)

These are sample strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
2. Chalk and Talk method for Problem Solving.
3. Adopt flipped classroom teaching method.
4. Adopt collaborative (Group Learning) learning in the class.
5. Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

Module-1

Introduction to Hydraulic Power: Definition of hydraulic system, advantages, limitations, applications, Pascal's law, structure of hydraulic control system, problems on Pascal's law.

The source of Hydraulic Power: Pumps Classification of pumps, Pumping theory of positive displacement pumps, construction and working of Gear pumps, Vane pumps, Piston pumps, fixed and variable displacement pumps, Pump performance characteristics, pump Selection factors, problems on pumps.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration. 3. Chalk and Talk .

Module-2

Hydraulic Actuators and Motors: Classification cylinder and hydraulic motors, Linear Hydraulic Actuators [cylinders], single and double acting cylinder, Mechanics of Hydraulic Cylinder Loading, mounting arrangements, cushioning, special types of cylinders, problems on cylinders, construction and working of rotary actuators such as gear, vane, piston motors, Hydraulic Motor Theoretical Torque, Power and Flow Rate, Hydraulic Motor Performance, problems, symbolic representation of hydraulic actuators (cylinders and motors).

Control Components in Hydraulic Systems: Classification of control valves, Directional Control Valves- Symbolic representation, constructional features of poppet, sliding spool, rotary type valves solenoid and pilot operated DCV, shuttle valve, check valves, Pressure control valves - types, direct operated types and pilot operated types. Flow Control Valves -compensated and non-compensated FCV, needle valve, temperature compensated, pressure compensated, pressure and temperature compensated FCV, symbolic representation.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration. 3. Chalk and Talk .

Module-3

Hydraulic Circuit Design And Analysis: Control of Single and Double -Acting Hydraulic Cylinder, Regenerative circuit, Pump Unloading Circuit, Double Pump Hydraulic System, Counter balance Valve Application, Hydraulic Cylinder Sequencing Circuits, Automatic cylinder reciprocating system, Locked Cylinder using Pilot check Valve, Cylinder synchronizing circuit using different methods, factors affecting synchronization, Speed Control of Hydraulic Cylinder, Speed Control of Hydraulic Motors, Safety circuit, Accumulators, types, construction and applications with circuits.

Maintenance of Hydraulic System: Hydraulic Oils - Desirable properties, general type of Fluids, Sealing Devices, Reservoir System, Filters and Strainers, wear of Moving Parts due to solid - particle Contamination,temperature control (heat exchangers), Pressure switches, trouble shooting.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration. 3. Chalk and Talk .

Module-4

Introduction to Pneumatic Control: Definition of pneumatic system, advantages, limitations, applications, Choice of working medium Characteristic of compressed air. Structure of Pneumatic control System,fluid conditioners and FRL unit. Pneumatic Actuators: Linear cylinder - Types, Conventional type of cylinder- working, End position cushioning, seals, mounting arrangements- Applications. Rod - Less cylinders types, working, advantages, Rotary cylinders- types construction and application, symbols.

Pneumatic Control Valves: DCV such as poppet, spool, suspended seat type slide valve, pressure control valves, flow control valves, types and construction, use of memory valve, Quick exhaust valve, time delay valve, shuttle valve, twin pressure valve, symbols. Simple Pneumatic Control: Direct and indirect actuation pneumatic cylinders, speed control of cylinders - supply air throttling and Exhaust air throttling and Exhaust air throttling.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration. 3. Chalk and Talk .

Module-5

Signal Processing Elements: Use of Logic gates - OR and AND gates in pneumatic applications. Practical Examples involving the use of logic gates, Pressure dependant controls- types - construction - practical applications, Time dependent controls principle, Construction, practical applications.

Multi- Cylinder Application: Coordinated and sequential motion control, Motion and control diagrams. Signal elimination methods, Cascading method- principle, Practical application examples (up to two cylinders) using cascading method (using reversing valves).

Electro- Pneumatic Control: Principles - signal input and output, pilot assisted solenoid control of directional control valves, Use of relay and contactors. Control circuitry for simple signal cylinder application.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration. 3. Chalk and Talk .

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

28. Have knowledge of hydraulic and pneumatic system and its components.
29. Understand the working principle of various hydraulic and pneumatic components.
30. Apply working principles of Hydraulic and Pneumatic Systems for various applications.
31. Determine cause for hydraulic and pneumatic system break down and performance of hydraulic pumps, motors.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester
- Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

- At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

37. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
38. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Textbooks

4. Fluid Power with Applications, Anthony Esposit,Pearson Education Inc., 6th Edition 2000.
5. Pneumatics and Hydraulics, Andrew Parr, Jaico Publishing Co, 1993.

Reference books

3. Industrial Hydraulics, Pippenger Hicks, McGraw Hill, New York
4. Hydraulic & Pneumatic Power for Production, HarryL. Stewart,Industrial Press US, 1997.
5. Pneumatic Systems, S. R. Majumdar, TATA McGraw Hill Publish, 1995.
6. Hydraulic & Pneumatics' CMTI Data Book.

Web links and Video Lectures (e-Resources):

- .

VII Semester

OPERATIONS RESEARCH			
Course Code	**21ME753**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3-0-0-0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

- To enable the students to understand the scientific methods of providing various departments of an organization with a quantitative basis of decision making.
- To enable the students to understand the importance of various tools and techniques in finding optimal solutions to problems involving limited resources in the form of Men, Materials and machinery.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

21. Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
22. Chalk and Talk method for Problem Solving.
23. Adopt flipped classroom teaching method.
24. Adopt collaborative (Group Learning) learning in the class.
25. Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

Module-1

Introduction: Evolution of OR, Definitions of OR, Scope of OR, Applications of OR, Phases in OR study. Characteristics and limitations of OR, models used in OR, Linear Programming Problem (LPP), Generalized LPP- Formulation of problems as L.P.P. Solutions to LPP by graphical method (Two Variables).

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-2

LPP: Simplex method, Canonical and Standard form of LP problem, slack, surplus and artificial variables, Solutions to LPP by Simplex method, Big-M Method and two-phase Simplex Method, Degeneracy in LPP. Concept of Duality, writing Dual of given LPP. Solutions to L.P.P by Dual Simplex Method.

Teaching-Learning Process	. 1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-3

Transportation Problem: Formulation of transportation problem, types, initial basic feasible solution using North-West Corner rule, Vogel's Approximation method. Optimality in Transportation problem by Modified Distribution (MODI) method. Unbalanced T.P. Maximization T.P. Degeneracy in transportation problems, application of transportation problem. Assignment Problem-Formulation, Solutions to assignment problems by Hungarian method, Special cases in assignment problems, unbalanced, Maximization assignment problems. Travelling Salesman Problem (TSP). Difference between assignment and T.S.P, Finding best route by Little's method. Numerical Problems.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-4

<table>
<tr><td colspan="2">Network analysis: Introduction, Construction of networks, Fulkerson's rule for numbering the nodes, AON and AOA diagrams; Critical path method to find the expected completion time of a project, determination of floats in networks, PERT networks, determining the probability of completing a project, predicting the completion time of project; Cost analysis in networks. Crashing of networks- Problems.
Queuing Theory: Queuing systems and their characteristics, Pure-birth and Pure-death models (only equations), Kendall & Lee's notation of Queuing, empirical queuing models – Numerical on M/M/1 and M/M/C Queuing models.</td></tr>
<tr><td>Teaching-Learning Process</td><td>1. Power-point Presentation,
2. Video demonstration or Simulations,
3. Chalk and Talk are used for Problem Solving./White board</td></tr>
<tr><td colspan="2">Module-5</td></tr>
<tr><td colspan="2">Game Theory: Definition, Pure Strategy problems, Saddle point, Max-Min and Min-Max criteria, Principle of Dominance, Solution of games with Saddle point. Mixed Strategy problems. Solution of 2X2 games by Arithmetic method, Solution of 2Xn m and mX2 games by graphical method. Formulation of games.
Sequencing: Basic assumptions, Johnson's algorithm, sequencing 'n' jobs on single machine using priority rules, sequencing using Johnson's rule-'n' jobs on 2 machines, 'n' jobs on 3 machines, 'n' jobs on 'm' machines. Sequencing of 2 jobs on 'm' machines using graphical method.</td></tr>
<tr><td>Teaching-Learning Process</td><td>1. Power-point Presentation,
2. Video demonstration or Simulations,
3. Chalk and Talk are used for Problem Solving./White board</td></tr>
</table>

Course outcome (Course Skill Set)

At the end of the course the student will be able to :

- Understand the meaning, definitions, scope, need, phases and techniques of operations research.
- Formulate as L.P.P and derive optimal solutions to linear programming problems by graphical method, Simplex method, Big-M method and Dual Simplex method.
- Formulate as Transportation and Assignment problems and derive optimum solutions for transportation, Assignment and travelling salesman problems.
- Solve problems on game theory for pure and mixed strategy under competitive environment.
- Solve waiting line problems for M/M/1 and M/M/K queuing models.
- Construct network diagrams and determine critical path, floats for deterministic and PERT networks including crashing of Networks

Determine minimum processing times for sequencing of n jobs-2 machines, n jobs-3 machines, n jobs-m machines and 2 jobs-n machines using Johnson's algorithm.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester
- Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

- At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

39. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
40. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Books

Textbook/s

1 Operations Research P K Gupta and D S Hira S. Chand and Company LTD. Publications, New Delhi 2007

2 Operations Research, An Introduction Hamdy A. Taha PHI Private Limited Seventh Edition, 2006

Reference Books

1 Operations Research, Theory and Applications J K Sharma Trinity Press, Laxmi Publications Pvt.Ltd. Sixth Edition, 2016

2 Operations Research Paneerselvan PHI

3 Operations Research A M Natarajan, P Balasubramani Pearson Education, 2005

4 Introduction to Operations Research Hillier and Lieberman McGraw Hill 8thEd

Web links and Video Lectures (e-Resources):

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Case studies
- Quiz
- Topic Seminar presentation
- Assignments

Updated on 16.04.2020/28092020

B. E. MECHANICAL ENGINEERING **Choice Based Credit System (CBCS) and Outcome Based Education (OBE)** **SEMESTER - VII**			
DESIGN LAB			
Course Code	**18MEL77**	CIE Marks	40
Teaching Hours /Week (L:T:P)	0:2:2	SEE Marks	60
Credits	02	Exam Hours	03

Course Learning Objectives:

- To understand the concepts of natural frequency, logarithmic decrement, damping and damping ratio.
- To understand the techniques of balancing of rotating masses.
- To verify the concept of the critical speed of a rotating shaft.
- To illustrate the concept of stress concentration using Photo elasticity.
- To appreciate the equilibrium speed, sensitiveness, power and effort of a Governor.
- To illustrate the principles of pressure development in an oil film of a hydrodynamic journal bearing.

Sl. No.	Experiments
	PART - A
1	Determination of natural frequency, logarithmic decrement, damping ratio and damping coefficient in a single degree of freedom vibrating systems (longitudinal and torsional).
2	Balancing of rotating masses
3	Determination of critical speed of a rotating shaft
4	Determination of equilibrium speed, sensitiveness, power and effort of Porter/Proell /Hartnel Governor.
	PART - B
5	Determination of Fringe constant of Photo-elastic material using. a) Circular disc subjected to diametral compression. b) Pure bending specimen (four-point bending.
6	Determination of stress concentration using Photo-elasticity for simple components like plate with a hole under tension or bending, circular disk with circular hole under compression, 2D Crane hook
7	Determination of Pressure distribution in Journal bearing
8	Determination of Principal Stresses and strains in a member subjected to combined loading using Strain
9	Determination of stresses in Curved beam using strain gauge.

Course Outcomes: At the end of the course, the student will be able to:

CO1: Compute the natural frequency of the free and forced vibration of single degree freedom systems, critical
speed of shafts.

CO2: Carry out balancing of rotating masses.

CO3: Analyse the governor characteristics.

CO4: Determine stresses in disk, beams, plates and hook using photo elastic bench.

CO5: Determination of Pressure distribution in Journal bearing

CO6: Analyse the stress and strains using strain gauges in compression and bending test and stress distribution
in curved beams.

Conduct of Practical Examination:

1. All laboratory experiments are to be included for practical examination.
2. Breakup of marks and the instructions printed on the cover page of answer script to be strictly adhered by the examiners.
3. Students can pick one experiment from the questions lot prepared by the examiners.

Scheme of Examination: One question from Part A: 40 marks One question from Part B: 40 Marks Viva voce: 20 Marks Total: 100 Marks

B. E. MECHANICAL ENGINEERING Choice Based Credit System (CBCS) and Outcome Based Education (OBE) SEMESTER - VIII			
ENERGY ENGINEERING			
Course Code	**18ME81**	CIE Marks	40
Teaching Hours /Week (L:T:P)	3:0:0	SEE Marks	60
Credits	03	Exam Hours	03

Course Learning Objectives:

- Understand energy scenario, energy sources and their utilization
- Learn about energy conversion methods
- Study the principles of renewable energy conversion systems.

Module-1

STEAM GENERATORS Coal and ash handling, Generation of steam using forced circulation, high and supercritical pressures, LaMount, Benson, Velox, Loeffer, Schmidt steam generators, Cooling towers and Ponds, Accessories such as Superheaters, De-superheater, Economizers, Air preheaters.

Module-2

Solar Energy: Introduction, Solar radiation at the earth's surface, Solar radiation measurements, Flat plate collectors, Focussing collectors, Solar pond, Solar electric power generation-Solar photovoltaics.

Biomass Energy: Photosynthesis, photosynthetic oxygen production, energy plantation. Bio Chemical Route: Biogas production from organic wastes by anaerobic fermentation, Bio gas plants-KVIC, Janta, Deenbhandu models, factors affecting bio gas generation. Thermal gasification of biomass, updraft and downdraft

Module-3

Geothermal Energy: Forms of geothermal energy, Dry steam, wet steam, hot dry rock and magmatic chamber systems.

Tidal Energy: Tidal power, Site selection, Single basin and double basin systems, Advantages and disadvantages of tidal energy.

Wind Energy: Wind energy-Advantages and limitations, wind velocity and wind power, Basic components of wind energy conversion systems, horizontal and vertical axis wind mills, coefficient of performance of a wind mill rotor, Applications of wind energy.

Module-4

Hydroelectric plants: Advantages & disadvantages of water power, Hydrographs and flow duration curves-numericals, Storage and pondage, General layout of hydel power plants- components such as Penstock, surge tanks, spill way and draft tube and their applications, pumped storage plants, Detailed classification of hydroelectric plants, water hammer.

Ocean Thermal Energy: Ocean thermal energy conversion, Principle and working of Rankine cycle, Problems associated with OTEC.

Module-5

NUCLEAR ENERGY Principles of release of nuclear energy-Fusion and fission reactions. Nuclear fuels used in the reactors, Chain reaction, Moderation, breeding, Multiplication and thermal utilization factors. General components of a nuclear reactor and materials, Brief description-Pressurized water reactor, Boiling water reactor, Sodium graphite reactor, Fast Breeder reactor, Homogeneous graphite reactor and gas cooled reactor, Radiation hazards, Shielding, Nuclear waste, Radioactive waste disposal.

Course Outcomes: At the end of the course the student will be able to:

CO1: Understand the construction and working of steam generators and their accessories.

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E. in MECHANICAL ENGINEERING
Scheme of Teaching and Examinations2021
Outcome Based Education(OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 - 22)

III SEMESTER

Sl. No	Course and Course Code	Course Title	Teaching Department (TD) and Question Paper Setting Board (PSB)	Teaching Hours /Week				Examination				Credits
				Theory Lecture	Tutorial	Practical / Drawing	Self -Study	Duration in hours	CIE Marks	SEE Marks	Total Marks	
				L	T	P	S					
1	BSC 21MAT31	Transform Calculus, Fourier Series And Numerical Techniques	Maths	2	2	0	0	03	50	50	100	3
2	IPCC 21ME32	Metal casting, Forming and Joining Processes	TD: ME PSB: ME	3	0	2	0	03	50	50	100	4
3	IPCC 21ME33	Material Science and Engineering	TD: ME PSB ME	3	0	2	0	03	50	50	100	4
4	PCC 21ME34	Thermodynamics	TD: ME PSB ME	2	2	0	0	03	50	50	100	3
5	PCC 21MEL35	Machine Drawing and GD & T	TD: ME PSB ME	0	0	2	0	03	50	50	100	1
6	UHV 21UH36	Social Connect and Responsibility	Any Department	0	0	1	0	01	50	50	100	1
7	HSMC 21KSK37/47	Samskrutika Kannada	TD and PSB: HSMC	1	0	0	0	01	50	50	100	1
	HSMC 21KBK37/47	Balake Kannada										
	OR											
	HSMC 21CIP37/47	Constitution of India and Professional Ethics										
8	AEC 21ME38X	Ability Enhancement Course – III	TD: Concerned department PSB: Concerned Board	If offered as Theory Course				01	50	50	100	1
				0	2	0						
				If offered as lab. course				02				
				0	0	2						
								Total	400	400	800	18

Sl. No					
9	Scheduled activities for III to VIII semesters	NMDC 21NS83	National Service Scheme (NSS)	NSS	All students have to register for any one of the course namely National Service Scheme, Physical Education (PE)(Sports and Athletics) and Yoga with the concerned coordinator of the course during the first week of III semester.The activities shall be carried out from (for 5 semesters) between III semester to VIII semester. SEE in the above courses shall be conducted during VIII semester examinations and the accumulated CIE marks shall be added to the SEE marks. Successful completion of the registered course is mandatory for the award of the degree. The events shall be appropriately scheduled by the colleges and the same shall be reflected in the colander prepared for
		NMDC 21PE83	Physical Education (PE)(Sports and Athletics)	PE	
		NMDC 21YO83	Yoga	Yoga	

Updated on 16.04.2020/28092020

B. E. MECHANICAL ENGINEERING Choice Based Credit System (CBCS) and Outcome Based Education (OBE) SEMESTER - VII			
DESIGN LAB			
Course Code	**18MEL77**	CIE Marks	40
Teaching Hours /Week (L:T:P)	0:2:2	SEE Marks	60
Credits	02	Exam Hours	03

Course Learning Objectives:

- To understand the concepts of natural frequency, logarithmic decrement, damping and damping ratio.
- To understand the techniques of balancing of rotating masses.
- To verify the concept of the critical speed of a rotating shaft.
- To illustrate the concept of stress concentration using Photo elasticity.
- To appreciate the equilibrium speed, sensitiveness, power and effort of a Governor.
- To illustrate the principles of pressure development in an oil film of a hydrodynamic journal bearing.

Sl. No.	**Experiments**
	PART - A
1	Determination of natural frequency, logarithmic decrement, damping ratio and damping coefficient in a single degree of freedom vibrating systems (longitudinal and torsional).
2	Balancing of rotating masses
3	Determination of critical speed of a rotating shaft
4	Determination of equilibrium speed, sensitiveness, power and effort of Porter/Proell /Hartnel Governor.
	PART - B
5	Determination of Fringe constant of Photo-elastic material using. a) Circular disc subjected to diametral compression. b) Pure bending specimen (four-point bending.
6	Determination of stress concentration using Photo-elasticity for simple components like plate with a hole under tension or bending, circular disk with circular hole under compression, 2D Crane hook
7	Determination of Pressure distribution in Journal bearing
8	Determination of Principal Stresses and strains in a member subjected to combined loading using Strain
9	Determination of stresses in Curved beam using strain gauge.

Course Outcomes: At the end of the course, the student will be able to:

CO1: Compute the natural frequency of the free and forced vibration of single degree freedom systems, critical

speed of shafts.

CO2: Carry out balancing of rotating masses.

CO3: Analyse the governor characteristics.

CO4: Determine stresses in disk, beams, plates and hook using photo elastic bench.

CO5: Determination of Pressure distribution in Journal bearing

CO6: Analyse the stress and strains using strain gauges in compression and bending test and stress distribution

in curved beams.

Conduct of Practical Examination:

1. All laboratory experiments are to be included for practical examination.
2. Breakup of marks and the instructions printed on the cover page of answer script to be strictly adhered by the examiners.
3. Students can pick one experiment from the questions lot prepared by the examiners.

Scheme of Examination: One question from Part A: 40 marks One question from Part B: 40 Marks Viva voce: 20 Marks Total: 100 Marks

B. E. MECHANICAL ENGINEERING
Choice Based Credit System (CBCS) and Outcome Based Education (OBE)
SEMESTER - VIII

ENERGY ENGINEERING

Course Code	**18ME81**	CIE Marks	40
Teaching Hours /Week (L:T:P)	3:0:0	SEE Marks	60
Credits	03	Exam Hours	03

Course Learning Objectives:

- Understand energy scenario, energy sources and their utilization
- Learn about energy conversion methods
- Study the principles of renewable energy conversion systems.

Module-1

STEAM GENERATORS Coal and ash handling, Generation of steam using forced circulation, high and supercritical pressures, LaMount, Benson, Velox, Loeffer, Schmidt steam generators, Cooling towers and Ponds, Accessories such as Superheaters, De-superheater, Economizers, Air preheaters.

Module-2

Solar Energy: Introduction, Solar radiation at the earth's surface, Solar radiation measurements, Flat plate collectors, Focussing collectors, Solar pond, Solar electric power generation-Solar photovoltaics.

Biomass Energy: Photosynthesis, photosynthetic oxygen production, energy plantation. Bio Chemical Route: Biogas production from organic wastes by anaerobic fermentation, Bio gas plants-KVIC, Janta, Deenbhandu models, factors affecting bio gas generation. Thermal gasification of biomass, updraft and downdraft

Module-3

Geothermal Energy: Forms of geothermal energy, Dry steam, wet steam, hot dry rock and magmatic chamber systems.

Tidal Energy: Tidal power, Site selection, Single basin and double basin systems, Advantages and disadvantages of tidal energy.

Wind Energy: Wind energy-Advantages and limitations, wind velocity and wind power, Basic components of wind energy conversion systems, horizontal and vertical axis wind mills, coefficient of performance of a wind mill rotor, Applications of wind energy.

Module-4

Hydroelectric plants: Advantages & disadvantages of water power, Hydrographs and flow duration curves-numericals, Storage and pondage, General layout of hydel power plants- components such as Penstock, surge tanks, spill way and draft tube and their applications, pumped storage plants, Detailed classification of hydroelectric plants, water hammer.

Ocean Thermal Energy: Ocean thermal energy conversion, Principle and working of Rankine cycle, Problems associated with OTEC.

Module-5

NUCLEAR ENERGY Principles of release of nuclear energy-Fusion and fission reactions. Nuclear fuels used in the reactors, Chain reaction, Moderation, breeding, Multiplication and thermal utilization factors. General components of a nuclear reactor and materials, Brief description-Pressurized water reactor, Boiling water reactor, Sodium graphite reactor, Fast Breeder reactor, Homogeneous graphite reactor and gas cooled reactor, Radiation hazards, Shielding, Nuclear waste, Radioactive waste disposal.

Course Outcomes: At the end of the course the student will be able to:

CO1: Understand the construction and working of steam generators and their accessories.

					the NSS, PE and Yoga activities.							
Course prescribed to lateral entry Diploma holders admitted to III semester B.E./B.Tech programs												
1	NCMC 21MATDIP31	Additional Mathematics - I	Maths	02	02	--	--	---	100	---	100	0

Note:BSC: Basic Science Course, **IPCC:** Integrated Professional Core Course, **PCC:** Professional Core Course,**INT** –Internship, **HSMC:** Humanity and Social Science & Management Courses, **AEC**–Ability Enhancement Courses. **UHV:** Universal Human Value Course.

L –Lecture, **T –** Tutorial, P- Practical/ Drawing, **S –** Self Study Component, **CIE:** Continuous Internal Evaluation, **SEE:** Semester End Examination.**TD-** Teaching Department, **PSB**: Paper Setting department

21KSK37/47 Samskrutika Kannada is for students who speak, read and write Kannada and **21KBK37/47** Balake Kannada is for non-Kannada speaking, reading, and writing students.

Integrated Professional Core Course (IPCC): Refers to Professional Theory Core Course Integrated with Practicals of the same course. Credit for IPCC can be 04 and its Teaching–Learning hours (L : T : P) can be considered as (3 : 0 : 2) or (2 : 2 : 2). The theory part of the IPCC shall be evaluated both by CIE and SEE. The practical part shall be evaluated by only CIE (no SEE). However, questions from the practical part of IPCC shall be included in the SEE question paper.For more details, the regulation governing the Degree of Bachelor of Engineering /Technology (BE/B.Tech.) 2021-22 may be referred.

21INT49 Inter/Intra Institutional Internship: All the students admitted to engineering programs under the lateral entry category shall have to undergo a mandatory 21INT49 Inter/Intra Institutional Internshipof 03 weeks during the intervening period of III and IV semesters. The internship shall be slated for CIE only and will not have SEE. The letter grade earned through CIE shall be included in the IV semester grade card.The internship shall be considered as a head of passing and shall be considered for vertical progression and for the award of degree. Those, who do not take up / complete the internship shall be declared fail and shall have to complete during subsequently after satisfying the internship requirements. The faculty coordinator or mentor shall monitor the students' internship progress and interact with them for the successful completion of the internship.

Non–credit mandatory courses (NCMC):

(A)Additional Mathematics I and II:

(1) These courses are prescribed for III and IV semesters respectively to lateral entry Diploma holders admitted to III semester of B.E./B.Tech., programs. They shall attend the classes during the respective semesters to complete all the formalities of the course and appear for the Continuous Internal Evaluation (CIE). In case, any student fails to register for the said course/fails to secure the minimum 40 % of the prescribed CIE marks, he/she shall be deemed to have secured an F grade. In such a case, the student has to fulfill the course requirements during subsequent semester/s to earn the qualifying CIE marks. These courses are slated for CIE only and has no SEE.

(2) Additional Mathematics I and II shall not be considered for vertical progression as well as for the calculation of SGPA and CGPA, but completion of the courses shall be mandatory for the award of degree.

(3) Successful completion of the coursesAdditional Mathematics I and IIshall be indicated as satisfactory in the grade card. Non-completion of the courses. Additional Mathematics I and IIshall be indicated as Unsatisfactory.

(B) National Service Scheme/Physical Education (Sport and Athletics)/ Yoga:

(1) Securing 40 % or more in CIE,35 % or more marks in SEE and 40 % or more in the sum total of CIE + SEE leads to successful completion of the registered course.

(2) In case, students fail to secure 35 % marks in SEE, they has to appear for SEE during the subsequent examinations conducted by the University.

(3) In case, any student fails to register for NSS, PE or Yoga/fails to secure the minimum 40 % of the prescribed CIE marks, he/she shall be deemed to have not completed the requirements of the course. In such a case, the student has to fulfill the course requirements during subsequent semester/s to earn the qualifying CIE marks.

(4) Successful completion of the course shall be indicated as satisfactory in the grade card. Non-completion of the course shall be indicated as Unsatisfactory.

(5) These courses shall not be considered for vertical progression as well as for the calculation of SGPA and CGPA, but completion of the courses shall be mandatory for the award of degree.

Ability Enhancement Course – III			
21ME381	Introduction to PYTHON (0-0-2-0)	21ME383	Digital Society(0-2-0-0)
21ME382	Fundamentals of Virtual Reality (0-2-0-0)		

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E. in MECHANICAL ENGINEERING
Scheme of Teaching and Examinations 2021
Outcome-Based Education(OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 - 22)

IV SEMESTER

Sl. No	Course and Course Code	Course Title	Teaching Department (TD) and Question Paper Setting	Teaching Hours /Week: Theory Lecture	Tutorial	/	Self -Study	Examination: Duration in hours	CIE Marks	SEE Marks	Total Marks	Credits
				L	T	P	S					
1	BSC 21ME41	Complex Analysis, Probability and Linear Programming.	Maths	2	2	0	0	03	50	50	100	3
2	IPCC 21ME42	Machining Science and Jigs & Fixtures	TD: ME PSB: ME	3	0	2	0	03	50	50	100	4
3	IPCC 21ME43	Fluid Mechanics	TD: ME PSB: ME	3	0	2	0	03	50	50	100	4
4	PCC 21ME44	Mechanics of Materials	TD: ME PSB: ME	2	2	0	0	03	50	50	100	3
5	AEC 21BE45	Biology For Engineers	BT, CHE, PHY	2	0	0	0	02	50	50	100	2
6	PCC 21MEL46	Mechanical Measurements and Metrology Lab	TD: ME PSB: ME	0	0	2	0	03	50	50	100	1
7	HSMC 21KSK37/47	Samskrutika Kannada	HSMC	1	0	0	0	01	50	50	100	1
	HSMC 21KBK37/47	Balake Kannada										
	OR											
	HSMC 21CIP37/47	Constitution of India & Professional Ethics										
8	AEC 21XX48X	Ability Enhancement Course- IV	TD and PSB: Concerned department	If offered as theory Course				01	50	50	100	1
				0	2	0						
				If offered as lab. Course				02				
				0	0	2						
9	UHV 21UH49	UniversalHumanValues	Any Department	1	0	0		01	50	50	100	1
10	INT 21INT49	Inter/Intra Institutional Internship	Evaluation By the appropriate authorities	Completed during the intervening period ofII and III semesters by students admitted to first year of BE./B.Tech and during the intervening period of III and IV semesters by Lateral entry students admitted to III semester.				3	100	--	100	2

								Total	**550**	**450**	**1000**	**22**
Course prescribed to lateral entry Diploma holders admitted to III semester of Engineering programs												
1	NCMC 21MATDIP41	Additional Mathematics – II	Maths	02	02	--	--	--	100	--	100	0

Note: BSC: Basic Science Course, IPCC: Integrated Professional Core Course, PCC: Professional Core Course, AEC –Ability Enhancement Courses, HSMC: Humanity and Social Science and Management Courses, UHV- Universal Human Value Courses.

L –Lecture, T – Tutorial, P- Practical/ Drawing, S – Self Study Component, CIE: Continuous Internal Evaluation, SEE: Semester End Examination.

21KSK37/47 Samskrutika Kannada is for students who speak, read and write Kannada and 21KBK37/47 Balake Kannada is for non-Kannada speaking, reading, and writing students.

Integrated Professional Core Course (IPCC): Refers to Professional Theory Core Course Integrated with Practicals of the same course. Credit for IPCC can be 04 and its Teaching – Learning hours (L : T : P) can be considered as (3 : 0 : 2) or (2 : 2 : 2). The theory part of the IPCC shall be evaluated both by CIE and SEE. The practical part shall be evaluated by only CIE (no SEE). However, questions from practical part of IPCCshall be included in the SEE question paper.For more details the regulation governing the Degree of Bachelor of Engineering /Technology (BE/B.Tech.) 2021-22 may be referred.

Non – credit mandatory course (NCMC):

Additional Mathematics - II:

(1) Lateral entry Diploma holders admitted to III semester of B.E./B.Tech., shall attend the classes during the IV semester to complete all the formalities of the course and appear for the Continuous Internal Evaluation (CIE). In case, any student fails to register for the said course/fails to secure the minimum 40 % of the prescribed CIE marks, he/she shall be deemed to have secured an F grade. In such a case, the student has to fulfill the course requirements during subsequent semester/s to earn the qualifying CIE marks. These courses are slated for CIE only and has no SEE.

(2) Additional Mathematics I and II shall not be considered for vertical progression as well as for the calculation of SGPA and CGPA, but completion of the courses shall be mandatory for the award of degree.

(3) Successful completion of the course Additional Mathematics IIshall be indicated as satisfactory in the grade card. Non-completion of the coursesAdditional Mathematics IIshall be indicated as Unsatisfactory.

Ability Enhancement Course – IV			
21ME481	Spread Sheets for Engineers (0-0-2-0)	21ME483	Fundamentals of Augmented Reality (0-2-0-0)
21ME482	Introduction to AI and ML (0-2-0-0)		

Internship of 04 weeks during the intervening period of IV and V semesters; 21INT68Innovation/ Entrepreneurship/ Societalbased Internship.

(1) All the students shall have to undergo a mandatory internship of 04 weeks during the intervening period of IV and V semesters. The internship shall be slated for CIE only and will not have SEE. The letter grade earned through CIE shall be included in the VI semester grade card.The internship shall be considered as a head of passing and shall be considered for vertical progression and for the award of degree. Those, who do not take up / complete the internship shall be considered under F (fail) grade and shall have to complete during subsequently after satisfying the internship requirements.

(2) Innovation/ Entrepreneurship Internshipshall be carried out at industry, State and Central Government /Non-government organizations (NGOs), micro, small and medium enterprise (MSME), Innovation centers or Incubation centers. Innovation need not be a single major breakthrough, it can also be a series of small or incremental changes.Innovation of any kind can also happen outside of the business world.

Entrepreneurship internships offers a chance to gain hands on experience in the world of entrepreneurship and helps to learn what it takes to run a small entrepreneurial business by performing intern duties with an established company. This experience can then be applied to future business endeavours.Start-ups and small companies are a preferred place to learn the business tack ticks for future entrepreneurs as learning how a small business operates will serve the intern well when he/she manages his/her own company. Entrepreneurship acts as a catalyst to open the minds to creativity and innovation.Entrepreneurship internship can be from several sectors, including technology, small and medium-sized, and the service sector.

(3) Societal or social internship.

Urbanization is increasing on a global scale; and yet, half the world's population still resides in rural areas and is devoid of

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E. in MECHANICAL ENGINEERING
Scheme of Teaching and Examinations 2021
Outcome Based Education(OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 - 22)

V SEMESTER

Sl. No	Course and Course Code	Course Title	Teaching Department (TD) and Question Paper Setting Board (PSB)	Teaching Hours /Week				Examination				Credits
				Theory Lecture L	Tutorial T	/ P	Self -Study S	Duration in hours	CIE Marks	SEE Marks	Total Marks	
1	BSC 21ME51	Theory of Machines	TD: ME PSB: ME	2	2	0	0	03	50	50	100	3
2	IPCC 21ME52	Thermo-fluids Engineering	TD: ME PSB: ME	3	0	2	0	03	50	50	100	4
3	PCC 21ME53	Finite Element Analysis	TD: ME PSB: ME	2	0	2	0	03	50	50	100	3
4	PCC 21ME54	Modern Mobility and Automotive Mechanics	TD: ME PSB: ME	3	0	0	0	03	50	50	100	3
5	PCC 21MEL55	Design lab	TD: ME PSB: ME	0	0	2	0	03	50	50	100	1
6	AEC 21XX56	Research Methodology & Intellectual Property Rights	TD: Any Department PSB: As identified by University	2	0	0	0	02	50	50	100	2
7	HSMC 21CIV57	Environmental Studies	TD: Civil/ Environmental /Chemistry/ Biotech. PSB: Civil Engg	2	0	0	0	1	50	50	100	1
8	AEC 21ME58X	Ability Enhancement Course-V	Concerned Board	If offered as Theory courses 0	2	0		01	50	50	100	1
				If offered as lab.Courses 0	0	2		02				
								Total	**400**	**400**	**800**	**18**

Ability Enhancement Course – IV

21ME581	Basics of MATLAB(0-0-2-0)	21ME583	VFX – Visual Effects (0-2-0-0)
21ME582	Digital Marketing (0-2-0-0)		

Note: BSC: Basic Science Course, PCC: Professional Core Course, IPCC: Integrated Professional Core Course, AEC –Ability Enhancement Course INT –Internship, HSMC: Humanity and Social Science & Management Courses.
L –Lecture, T – Tutorial, P- Practical/ Drawing, S – Self Study Component, CIE: Continuous Internal Evaluation, SEE: Semester End Examination.

Integrated Professional Core Course (IPCC): refers to Professional Theory Core Course Integrated with Practical of the same course. Credit for IPCC can be 04 and its Teaching – Learning hours (L : T : P) can be considered as (3 : 0 : 2) or (2 : 2 : 2). Theory part of the IPCC shall be evaluated both by CIE and SEE. The practical part shall be evaluated by CIE only and there shall be no SEE. For more details the regulation governing the Degree of Bachelor of Engineering /Technology (BE/B.Tech.) 2021-22 may be referred.

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E. in MECHANICAL ENGINEERING
Scheme of Teaching and Examinations 2021
Outcome-Based Education(OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 - 22)

VI SEMESTER

Sl. No	Course and Course Code	Course Title	Department (TD) and Question Paper Setting Board	Teaching Hours /Week				Examination				Credits
				Theory Lecture	Tutorial	/	Self -Study	Duration in hours	CIE Marks	SEE Marks	Total Marks	
				L	T	P	S					
1	HSMC 21ME61	Production and Operations Management	TD: ME PSB: ME	3	0	0	0	03	50	50	100	3
2	IPCC 21ME62	Heat Transfer	TD: ME PSB: ME	3	0	2	0	03	50	50	100	4
3	PCC 21ME63	Machine design	TD: ME PSB: ME	2	2	0	0	03	50	50	100	3
4	PEC 21ME64x	ProfessionalElective Course-I	TD: ME PSB: ME	3	0	0	0	03	50	50	100	3
5	OEC 21ME65x	OpenElective Course-I	TD: ME PSB: ME	3	0	0	0	03	50	50	100	3
6	PCC 21MEL66	CNC Programming and 3-D Printing Lab	TD: ME PSB: ME	0	0	2	0	03	50	50	100	1
7	MP 21MEMP67	Mini Project		Two contact hours /week for interaction between the faculty and students.				--	100	--	100	2
8	INT 21INT68	Innovation/Entrepreneurship /Societal Internship	Completed during the intervening period of IV and V semesters.					--	100	--	100	3
								Total	**500**	**300**	**800**	**22**

Professional Elective – I

21ME641	Supply Chain Management & Introduction to SAP	21ME643	Autonomous vehicles
21ME642	Mechatronic System Design	21ME644	Internet of Things (IoT) (2-0-2-0)

Open Electives – I offered by the Department to other Department students

21ME651	Project Management	21ME653	Mechatronics
21ME652	Renewable Energy Power Plants	21ME654	Modern Mobility

Note: HSMC: Humanity and Social Science & Management Courses, **IPCC:** Integrated Professional Core Course, **PCC:** Professional Core Course, **PEC:** Professional Elective Courses, O**EC**–Open Elective Course, **MP** –Mini Project, INT – Internship.

L –Lecture, T – Tutorial, P - Practical / Drawing, S – Self Study Component, CIE: Continuous Internal Evaluation, SEE: Semester End Examination.

Integrated Professional Core Course (IPCC): Refers to Professional Theory Core Course Integrated with Practical of the same course. Credit for IPCC can be 04 and its Teaching – Learning hours (L : T : P) can be considered as (3 : 0 : 2) or (2 : 2 : 2). The theory part of the IPCC shall be evaluated both by CIE and SEE. The practical part shall be evaluated by CIE only and there shall be no SEE. For more details, the regulation governing the Degree of Bachelor of Engineering /Technology (BE/B.Tech) 2021-22 may be referred.

Professional Elective Courses(PEC):

A professional elective (PEC) course is intended to enhance the depth and breadth of educational experience in the

Engineering and Technology curriculum. Multidisciplinary courses that are added supplement the latest trend and advanced technology in the selected stream of engineering. Each group will provide an option to select one course out of five course. The minimum students' strength for offering professional electives is 10. However, this conditional shall not be applicable to cases where the admission to the programme is less than 10.

Open Elective Courses:

Students belonging to a particular stream of Engineering and Technology are not entitled for the open electives offered by their parent Department. However, they can opt an elective offered by other Departments, provided they satisfy the prerequisite condition if any. Registration to open electives shall be documented under the guidance of the Program Coordinator/ Advisor/Mentor.

Selection of an open elective shall **not be allowed** if,

(i) The candidate has studied the same course during the previous semesters of the program.
(ii) The syllabus content of open electives is similar to that of the Departmental core courses or professional electives.
(iii) A similar course, under any category, is prescribed in the higher semesters of the program.

In case, any college is desirous of offering a course (not included in the Open Elective List of the University) from streams such as Law, Business (MBA), Medicine, Arts, Commerce, etc., can seek permission, at least one month before the commencement of the semester, from the University by submitting a copy of the syllabus along with the details of expertise available to teach the same in the college.

The minimum students' strength for offering open electives is 10. However, this conditional shall not be applicable to cases where the admission to the programme is less than 10.

Mini-project work: Mini Project is a laboratory-oriented course which will provide a platform to students to enhance their practical knowledge and skills by the development of small systems/applications.

Based on the ability/abilities of the student/s and recommendations of the mentor, a single discipline or a multidisciplinary Mini- project can be assigned to an individual student or to a group having not more than 4 students.

CIE procedure for Mini-project:

(i) Single discipline: The CIE marks shall be awarded by a committee consisting of the Head of the concerned Department and two faculty members of the Department, one of them being the Guide. The CIE marks awarded for the Mini-project work shall be based on the evaluation of project report, project presentation skill, and question and answer session in the ratio of 50:25:25. The marks awarded for the project report shall be the same for all the batch mates.

(ii) Interdisciplinary: Continuous Internal Evaluation shall be group-wise at the college level with the participation of all the guides of the project.

The CIE marks awarded for the Mini-project, shall be based on the evaluation of project report, project presentation skill, and question and answer session in the ratio 50:25:25. The marks awarded for the project report shall be the same for all the batch mates.

No SEE component for Mini-Project.

VII semester Classwork and Research Internship /Industry Internship (21INT82)

Swapping Facility

Institutions can swap VII and VIII Semester Scheme of Teaching and Examinations to accommodate research internship/ industry internship after the VI semester**.**

(2) Credits earned for the courses of VII and VIII Semester Scheme of Teaching and Examinations shall be counted against the corresponding semesters whether VII or VIII semester is completed during the beginning of IV year or later part of IV year of the program.

Elucidation:

At the beginning of IV year of the programme i.e., after VI semester, VII semester classwork and VIII semester Research Internship /Industrial Internship shall be permitted to be operated simultaneously by the University so that students have ample opportunity for internship. In other words, a good percentage of the class shall attend VII semester classwork and similar percentage of others shall attend to Research Internship or Industrial Internship.

Research/Industrial Internship shall be carried out at an Industry, NGO, MSME, Innovation centre, Incubation centre, Start-up, Centers of Excellence (CoE), Study Centre established in the parent institute and /or at reputed research organizations / institutes. The intership can also be rural internship.

The mandatory Research internship /Industry internship is for 24 weeks. The internship shall be considered as a head of passing and shall be considered for the award of degree. Those, who do not take up/complete the internship shall be declared fail and shall have to complete during the subsequent University examination after satisfying the internship

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E. in MECHANICAL ENGINEERING
Scheme of Teaching and Examinations 2021
Outcome Based Education(OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 - 22)

Swappable VII and VIII SEMESTER

VII SEMESTER

Sl. No	Course and Course Code	Course Title	Department (TD) and Question Paper Setting Board	Teaching Hours /Week				Examination				Credits
				Theory Lecture	Tutorial	/	Self -Study	Duration in hours	CIE Marks	SEE Marks	Total Marks	
				L	T	P	S					
1	PCC 21ME71	Automation and Robotics	TD: ME PSB: ME	3	0	0	0	3	50	50	100	3
2	PCC 21ME72	Control Engg	TD: ME PSB: ME	3	0	0	0	3	50	50	100	2
3	PEC 21ME73X	Professional elective Course-II	TD: ME PSB: ME	3	0	0	0	3	50	50	100	3
4	PEC 21ME74X	Professional elective Course-III	TD: ME PSB: ME	3	0	0	0	3	50	50	100	3
5	OEC 21ME75X	Open elective Course-II	TD: ME PSB: ME	3	0	0	0	3	50	50	100	3
6	Project 21MEP76	Project work		Two contact hours /week for interaction between the faculty and students.				3	100	100	200	10
								Total	**350**	**350**	**700**	**24**

VIII SEMESTER

Sl. No	Course and Course Code	Course Title	Teaching Department	Teaching Hours /Week				Examination				Credits
				Theory Lecture	Tutorial	/	Self -Study	Duration in hours	CIE Marks	SEE Marks	Total Marks	
				L	T	P	S					
1	Seminar 21XX81	Technical Seminar		One contact hour /week for interaction between the faculty and students.				--	100	--	100	01
2	INT 21INT82	Research Internship/ Industry Internship		Two contact hours /week for interaction between the faculty and students.				03 (Batch wise)	100	100	200	15
3	NCMC 21NS83	National Service Scheme (NSS)	NSS	Completed during the intervening period of III semester to VIII semester.				--	50	50	100	0
	NCMC 21PE83	Physical Education (PE) (Sports and Athletics)	PE									
	NCMC 21YO83	Yoga	Yoga									
								Total	**250**	**150**	**400**	**16**

Professional Elective – II

21ME731	Additive Manufacturing	21ME734	MEMS and Microsystem Technology
21ME732	Total Quality Management	21ME735	Design for Manufacturing and Assembly
21ME733	Refrigeration and Air conditioning		
Professional Elective – III			
21ME741	Advanced Vibrations and Condition Monitoring	21ME744	Product Design and Ergonomics
21ME742	Theory and Design of IC Engines		
21ME743	Advanced Turbomachines		

Open Electives - II offered by the Department to other Department students			
21ME751	Non-traditional Machining	21ME7533	Operations Research
21ME752	Hydraulics and Pneumatics		

Note: PCC: Professional Core Course, **PEC:** Professional Elective Courses, **OEC**–Open Elective Course, **AEC** –Ability Enhancement Courses.

L –Lecture, T – Tutorial, P- Practical / Drawing, S – Self Study Component, CIE: Continuous Internal Evaluation, SEE: Semester End Examination.

Note: VII and VIII semesters of IV year of the programme

(1) Institutions can swap VII and VIII Semester Scheme of Teaching and Examinations to accommodate research internship/ industry internship after the VI semester**.**

(2) Credits earned for the courses of VII and VIII Semester Scheme of Teaching and Examinations shall be counted against

PROJECT WORK (21XXP75): The objective of the Project work is

- **(i)** To encourage independent learning and the innovative attitude of the students.
- **(ii)** To develop interactive attitude, communication skills, organization, time management, and presentation skills.
- **(iii)** To impart flexibility and adaptability.
- **(iv)** To inspire team working.
- **(v)** To expand intellectual capacity, credibility, judgment and intuition.
- **(vi)** To adhere to punctuality, setting and meeting deadlines.
- **(vii)** To instill responsibilities to oneself and others.
- **(viii)**To train students to present the topic of project work in a seminar without any fear, face the audience confidently, enhance communication skills, involve in group discussion to present and exchange ideas.

CIE procedure for Project Work:

(1) Single discipline: The CIE marks shall be awarded by a committee consisting of the Head of the concerned Department and two senior faculty members of the Department, one of whom shall be the Guide.

The CIE marks awarded for the project work, shall be based on the evaluation of project work Report, project presentation skill, and question and answer session in the ratio 50:25:25. The marks awarded for the project report shall be the same for all the batch mates.

(2) Interdisciplinary: Continuous Internal Evaluation shall be group-wise at the college level with the participation of all

TECHNICAL SEMINAR (21XXS81): The objective of the seminar is to inculcate self-learning, present the seminar topic confidently, enhance communication skill, involve in group discussion for exchange of ideas. Each student, under the guidance of a Faculty, shall choose, preferably, a recent topic of his/her interest relevant to the programme of Specialization.

- **(i)** Carry out literature survey, systematically organize the content.
- **(ii)** Prepare the report with own sentences, avoiding a cut and paste act.
- **(iii)**Type the matter to acquaint with the use of Micro-soft equation and drawing tools or any such facilities.
- **(iv)** Present the seminar topic orally and/or through PowerPoint slides.
- **(v)** Answer the queries and involve in debate/discussion.
- (**vi)** Submit a typed report with a list of references.

The participants shall take part in the discussion to foster a friendly and stimulating environment in which the students are motivated to reach high standards and become self-confident.

Evaluation Procedure:

The CIE marks for the seminar shall be awarded (based on the relevance of the topic, presentation skill, participation in the question and answer session, and quality of report) by the committee constituted for the purpose by the Head of the Department. The committee shall consist of three teachers from the department with the senior-most acting as the Chairman. **Marks distribution for CIE of the course:** Seminar Report:50 marks Presentation skill:25 marks Question and Answer: 25 marks. ■ No SEE component for Technical Seminar
Non – credit mandatory courses (NCMC): **National Service Scheme/Physical Education (Sport and Athletics)/ Yoga:** **(1)** Securing 40 % or more in CIE,35 % or more marks in SEE and 40 % or more in the sum total of CIE + SEE leads to successful completion of the registered course. **(2)** In case, students fail to secure 35 % marks in SEE, they has to appear for SEE during the subsequent examinations conducted by the University. **(3)**In case, any student fails to register for NSS, PE or Yoga/fails to secure the minimum 40 % of the prescribed CIE marks, he/she shall be deemed to have not completed the requirements of the course. In such a case, the student has to fulfill the course requirements during subsequently to earn the qualifying CIE marks subject to the maximum programme period. **(4)** Successful completion of the course shall be indicated as satisfactory in the grade card. Non-completion of the course shall be indicated as Unsatisfactory. **(5)** These course shall not be considered for vertical progression as well as for the calculation of SGPA and CGPA, but completion of the courses shall be mandatory for the award of degree.

Choice Based Credit System (CBCS) and Outcome-Based Education (OBE)

SEMESTER - III

TRANSFORM CALCULUS, FOURIER SERIES AND NUMERICAL TECHNIQUES			
Course Code	**21MAT 31**	CIE Marks	50
Teaching Hours/Week (L:T:P:S)	2:2:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives: The goal of the course Transform Calculus, Fourier series and Numerical techniques 21MAT 31 is

- To have an insight into solving ordinary differential equations by using Laplace transform techniques
- Learn to use the Fourier series to represent periodical physical phenomena in engineering analysis.
- To enable the students to study Fourier Transforms and concepts of infinite Fourier Sine and Cosine transforms and to learn the method of solving difference equations by the z-transform method.
- To develop proficiency in solving ordinary and partial differential equations arising in engineering applications, using numerical methods

Teaching-Learning Process (General Instructions):

ThesearesampleStrategies,whichteacherscanusetoacceleratetheattainmentofthevariouscourse outcomes.

1. Inadditiontothetraditionallecturemethod,differenttypesofinnovativeteachingmethodsmay be adopted so that the delivered lessons shall develop students' theoretical and applied mathematicalskills.
2. StatetheneedforMathematicswithEngineeringStudiesandProvidereal-lifeexamples.
3. Supportandguidethestudentsforself–study.
4. Youwillalsoberesponsibleforassigninghomework,gradingassignmentsandquizzes,and documenting students'progress.
5. Encouragethestudentsforgrouplearningtoimprovetheircreativeandanalyticalskills.
6. Showshortrelatedvideolecturesinthefollowingways:
   - Asanintroductiontonewtopics(pre-lectureactivity).
   - As a revision of topics (post-lectureactivity).
   - As additional examples (post-lectureactivity).
   - Asanadditionalmaterialofchallengingtopics(pre-andpost-lectureactivity).
   - Asamodelsolutionforsomeexercises(post-lectureactivity).

Module-1: Laplace Transform (8 Hours)

Definition and Laplace transforms of elementary functions (statements only). Problems on Laplace's Transform of $e^{at}f(t)$, $t^n f(t)$, $\frac{f(t)}{t}$. Laplace transforms of Periodic functions (statement only) and unit-step function – problems. Inverse Laplace transforms definition and problems, Convolution theorem to find the inverse Laplace transforms (without Proof) problems. Laplace transforms of derivatives, solution of differential equations. **(8 Hours)**

Self-study: Solution of simultaneous first-order differential equations.

(RBT Levels: L1, L2 and L3)

Teaching-Learning Process	Chalk and talk method / PowerPoint Presentation

Module-2: Fourier Series (8 Hours)

Introduction to infinite series, convergence and divergence. Periodic functions, Dirichlet's condition. Fourier series of periodic functions with period 2π and arbitrary period. Half range Fourier series. Practical harmonic analysis.

Self-study: Convergence of series by D'Alembert's Ratio test and, Cauchy'sroot test.

(RBT Levels: L1, L2 and L3)

Teaching-Learning Process	Chalk and talk method / PowerPoint Presentation

Module-3: Infinite Fourier Transforms and Z-Transforms (8 Hours)

Infinite Fourier transforms definition, Fourier sine and cosine transforms. Inverse Fourier transforms, Inverse Fourier cosine and sine transforms. Problems.
Difference equations, z-transform-definition, Standard z-transforms, Damping and shifting rules, Problems. Inverse z-transform and applications to solve difference equations
Self Study: Initial value and final value theorems, problems.
(RBT Levels: L1, L2 and L3)

Teaching-Learning Process	Chalk and talk method / PowerPoint Presentation

Module-4: Numerical Solution of Partial Differential Equations (8 Hours)

Classifications of second-order partial differential equations, finite difference approximations to derivatives, Solution of Laplace's equation using standard five-point formula. Solution of heat equation by Schmidt explicit formula and Crank-Nicholson method, Solution of the Wave equation. Problems.
Self Study: Solution of Poisson equations using standard five-point formula.
(RBT Levels: L1, L2 and L3)

Teaching-Learning Process	Chalk and talk method / PowerPoint Presentation

Module-5: Numerical Solution of Second-Order ODEs and Calculus of Variations

Second-order differential equations - Runge-Kutta method and Milne's predictor and corrector method. (No derivations of formulae).
Calculus of Variations: Functionals, Euler's equation, Problems on extremals of functional. Geodesics on a plane, Variational problems
Self Study: Hanging chain problem
(RBT Levels: L1, L2 and L3)

Course outcomes: After successfully completing the course, the students will be able :

- To solve ordinary differential equations using Laplace transform.
- Demonstrate the Fourier series to study the behaviour of periodic functions and their applications in system communications, digital signal processing and field theory.
- To use Fourier transforms to analyze problems involving continuous-time signals and to apply Z-Transform techniques to solve difference equations
- To solve mathematical models represented by initial or boundary value problems involving partial differential equations
- Determine the extremals of functionals using calculus of variations and solve problems arising in dynamics of rigid bodies and vibrational analysis.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

First test at the end of 5th week of the semester

Second test at the end of the 10th week of the semester

Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

First assignment at the end of 4th week of the semester

Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 marks

There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Text Books:

1. **B.S.Grewal**:"HigherEngineeringMathematics",Khanna publishers,44thEd.2018
2. **E.Kreyszig**:"AdvancedEngineeringMathematics",JohnWiley&Sons,10thEd.(Reprint),2016.

Reference Books

1. **V.Ramana:**"HigherEngineeringMathematics"McGraw-HillEducation,11thEd.
2. **SrimantaPal&SubodhC.Bhunia:**"EngineeringMathematics"OxfordUniversityPress,3rdReprint, 2016.
3. **N.P Bali and Manish Goyal**: "A textbook of Engineering Mathematics" Laxmi Publications, Latest edition.
4. **C. Ray Wylie, Louis C. Barrett:** "Advanced Engineering Mathematics" McGraw – Hill Book Co.Newyork, Latested.
5. **Gupta C.B, Sing S.R and Mukesh Kumar:** "Engineering Mathematic for Semester I and II", Mc- Graw Hill Education(India) Pvt. Ltd2015.
6. **H.K.DassandEr.RajnishVerma:**"HigherEngineeringMathematics"S.ChandPublication(2014).
7. **JamesStewart:"**Calculus"Cengagepublications,7thedition,4thReprint2019.

Web links and Video Lectures (e-Resources):

Semester - 03

METAL CASTING FORMING & JOINING PROCESS (IPCC)			
Course Code	**21ME32**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2*:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 12 Lab slots	Total Marks	100
Credits	04	Exam Hours	03
* ***One additional hour may be considered for instructions, wherever required***			

Course objectives:

- To acquaint with the basic knowledge on fundamentals of metal forming processes
- To study various metal forming processes.
- To provide adequate knowledge of quality test methods conducted on welded and cast components.
- To provide knowledge of various casting process in manufacturing.
- To provide in-depth knowledge on metallurgical aspects during solidification of metal and alloys.
- To provide detailed information about the moulding processes.
- To impart knowledge of various joining process used in manufacturing.

Teaching-Learning Process (General Instructions)

These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.

1. Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
2. Chalk and Talk method for Problem Solving.
3. Adopt flipped classroom teaching method.
4. Adopt collaborative (Group Learning) learning in the class.
5. Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

MODULE-1 **8 HOURS**

Introduction & basic materials used in foundry: *Introduction: Definition, Classification of manufacturing processes. Metals cast in the foundry-classification, factors that determine the selection of a casting alloy. Introduction to casting process & steps involved – (Brief Introduction)-Not for SEE*

Patterns: Definition, classification, materials used for pattern, various pattern allowances and their importance.

Sand moulding: Types of base sand, requirement of base sand. Binder, Additive's definition, need and types; preparation of sand moulds. Molding machines- Jolt type, squeeze type and Sand slinger.

Study of important moulding process: Green sand, core sand, dry sand, sweep mould, CO2mould, shell mould, investment mould, plaster mould, cement bonded mould.

Cores: Definition, need, types. Method of making cores,

Concept of gating (top, bottom, parting line, horn gate) and risers (open, blind) Functions and types.

Teaching-Learning Process	Understanding, Remembering Chalk & Talk Method / Power point presentation/ You tube videos

MODULE-2 **8HOURS**

Melting furnaces: Classification of furnaces, Gas fired pit furnace, Resistance furnace, Coreless induction furnace, electric arc furnace, constructional features & working principle of cupola furnace.

Casting using metal moulds: Gravity die casting, pressure die casting, centrifugal casting, squeeze casting, slush casting, thixocasting, and continuous casting processes. Casting defects, their causes and remedies.

Teaching-Learning Process	. Understanding, Remembering Chalk & Talk Method / Power point presentation/ You tube videos

MODULE-3	**8 HOURS**

METAL FORMING PROCESSES

***Introduction of metal forming process**:* Mechanical behaviour of metals in elastic and plastic deformation, stress-strain relationships, Yield criteria, Application to tensile testing, train rate and temperature in metal working; Hot deformation, Cold working and annealing.

***Metal Working Processes**:* Fundamentals of metal working, Analysis of bulk forming processes like forging, rolling, extrusion, wire drawing by slab method,

***Other sheet metal processes**:* Sheet metal forming processes (Die and punch assembly, Blanking, piercing, bending etc., Compound and Progressive die), High Energy rate forming processes.

Teaching-Learning Process	Understanding, Remembering Chalk & Talk Method / Power point presentation/ You tube videos

MODULE-4	**8 HOURS**

JOINING PROCESSES

Operating principle, basic equipment, merits and applications of: Fusion welding processes: Gas welding - Types – Flame characteristics; Manual metal arc welding – Gas Tungsten arc welding - Gas metal arc welding – Submerged arc welding.

Teaching-Learning Process	Understanding, Remembering Chalk & Talk Method / Power point presentation/ You tube videos

MODULE 5	**8 HOURS**

Weldability and thermal aspects: Concept of weldability of materials; Thermal Effects in Welding (Distortion, shrinkage and residual stresses in welded structures); Welding defects and remedies.

Allied processes: Soldering, Brazing and adhesive bonding

Advance welding processes: Resistance welding processes, friction stir welding (FSW).

Teaching-Learning Process	Understanding, Remembering Chalk & Talk Method / Power point presentation/ You tube videos

PRACTICAL COMPONENT OF IPCC

Course objectives:

- Impart fundamental understanding of various casting, welding and forming processes
- To provide in-depth knowledge on metallurgical aspects during solidification of metal and alloys
- Discuss design methodology and process parameters involve in obtaining defect free component

Sl.NO	Experiments
1	Studying the effect of the clay and moisture content on sand mould properties
2	Preparation of sand specimens and conduction of the following tests: 1. Compression, Shear and Tensile tests on Universal Sand Testing Machine.
3	To determine permeability number of green sand, core sand and raw sand.
4	To determine AFS fineness no. and distribution coefficient of given sand sample.
5	Use of Arc welding tools and welding equipment Preparation of welded joints using Arc Welding equipment L-Joint, T-Joint, Butt joint, V-Joint, Lap joints on M.S. flats

6	To study the effect of heat affected zone on the microstructure of steel weldment using MMAW.
7	Preparing minimum three forged models involving upsetting, drawing and bending operations
8	Sheet metal punch/die design and layout optimization
	Demo experiments for CIE
9	To study the defects of Cast and Welded components using Non-destructive tests like: a) Ultrasonic flaw detection b) Magnetic crack detection c) Dye penetration testing
10	Mould preparation of varieties of patterns, including demonstration
11	To generate plastic curve of a given metal strip at room temperature and at recrystallization temperature during rolling. Observe the changes in metal characteristic after rolling.
12	Demonstration of material flow and solidification simulation using Auto-Cast software

Course outcome (Course Skill Set)

At the end of the course the student will be able to :

1. Select appropriate primary manufacturing process and related parameters for obtaining initial shape and size of components.
2. Design and develop adequate tooling linked with casting, welding and forming operations.
3. Appreciate the effect of process parameters on quality of manufactured components
4. Demonstrate various skills in preparation of molding sand for conducting tensile, shear and compression tests using Universal sand testing machine.
5. Demonstrate skills in preparation of forging models involving upsetting, drawing and bending operations.
6. Demonstrate skills in preparation of Welding models.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

CIE for the theory component of IPCC

Two Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Scaled-down marks of two tests and two assignments added will be CIE marks for the theory component of IPCC for **30 marks**.

CIE for the practical component of IPCC

- On completion of every experiment/program in the laboratory, the students shall be evaluated and marks shall be awarded on the same day. The**15 marks** are for conducting the experiment and preparation of the laboratory record, the other **05 marks shall be for the test** conducted at the end of the semester.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of

the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to 15 marks.

- The laboratory test **(duration 03 hours)** at the end of the 15th week of the semester /after completion of all the experiments (whichever is early) shall be conducted for 50 marks and scaled down to 05 marks**.**

Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **20 marks**.

.

SEE for IPCC

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (duration 03 hours)

3. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
4. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
5. The students have to answer 5 full questions, selecting one full question from each module.

The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper shall include questions from the practical component).

- The minimum marks to be secured in CIE to appear for SEE shall be the 12 (40% of maximum marks-30) in the theory component and 08 (40% of maximum marks -20) in the practical component. The laboratory component of the IPCC shall be for CIE only. However, in SEE, the questions from the laboratory component shall be included**.** The maximum of 04/05 questions to be set from the practical component of IPCC, the total marks of all questions should not be more than the 20 marks.
- SEE will be conducted for 100 marks and students shall secure 35% of the maximum marks to qualify in the SEE. Marks secured will be scaled down to 50.

Suggested Learning Resources:

Books

1. Ghosh, A. and Mallik, A. K., (2017), Manufacturing Science, East-West Press.
2. Parmar R. S., (2007), Welding Processes and Technology, Khanna Publishers.
3. Little R. L. – 'Welding and Welding Technology' – Tata McGraw Hill Publishing Company Limited, New Delhi – 1989
4. Grong O. – 'Metallurgical Modelling of Welding' – The Institute of Materials – 1997 – 2nd Edition
5. Kou S. – 'Welding Metallurgy' – John Wiley Publications, New York – 2003 – 2nd Edition.
6. Serope Kalpakjian and Steven R. Schmid – 'Manufacturing Engineering and Technology' – Prentice Hall – 2013 – 7th Edition
7. Principles of foundry technology, 4th edition, P L Jain, Tata McGraw Hill, 2006.
8. Advanced Welding Processes technology and process control, John Norrish, Wood Head Publishing, 2006.

Web links and Video Lectures (e-Resources):

- (Link:http://www.springer.com/us/book/9781447151784http://nptel.ac.in/courses/112
- 105127/)
- http://www.astm.org/DIGITAL_LIBRARY/MNL/SOURCE_PAGES/MNL11.htm
- http://www.astm.org/DIGITAL_LIBRARY/JOURNALS/COMPTECH/PAGES/CTR10654J.htm
- MOOCs: http://nptel.ac.in/courses/112105126/.

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Metal Casting: Design pattern/core for a given component drawing and develop a sand mould with optimum gating and riser system for ferrous and non-ferrous materials. Melting and casting, inspection for macroscopic casting defects.
- Welding: TIG and MIG welding processes – design weld joints – welding practice –weld quality inspection.
- Metal Forming: Press working operation – hydraulic and mechanical press -load calculation: blanking, bending and drawing operations – sheet metal layout design.

Semester - 03

MATERIAL SCIENCE AND ENGINEERING (IPCC)			
Course Code	**21ME33**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2*:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 12 Lab slots	Total Marks	100
Credits	04	Exam Hours	03
* One additional hour may be considered wherever required			

Course objectives:

- Provide basic background to systematically approach for selection of materials for a wide range of products in engineering applications.
- Introduce the concept of crystal structure, atomic planes and directions.
- Introduce the concept of atomic packing, coordination, and symmetry elements.
- Introduce imperfections in solids.
- Introduce phase stabilities and phase diagrams.
- Teach mechanism of phase transformations.
- Introduce various heat treatment methods.

Teaching-Learning Process (General Instructions)

Teacher can use to accelerate the attainment of the various course outcomes.

- Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
- Chalk and Talk method for Problem Solving.
- Adopt flipped classroom teaching method.
- Adopt collaborative (Group Learning) learning in the class.
- Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

MODULE-1 **8 HOURS**

Structure of Materials

Introduction: Classification of materials, crystalline and non-crystalline solids, atomic bonding

Geometrical Crystallography: Symmetry elements: the operation of rotation, Proper and Improper rotation axes, Screw axes, Glide planes

Crystal Structure: Crystal Lattice, Unit Cell, Planes and directions in a lattice, Planar Atomic Density, packing of atoms and packing fraction, Classification and Coordination of voids, Bragg's Law

Imperfections in Solids: Types of imperfections, Point defects: vacancies, interstitials, line defects, 2-D and 3D-defects, Concept of free volume in amorphous solids.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk. 4. Laboratory Demonstrations and Practical Experiments.

MODULE-2 **8 HOURS**

Physical Metallurgy

Alloy Systems: Classification of Solid solutions, Hume- Rothery Rules

Phase Diagrams: Gibbs Phase Rule, Solubility limit, phase equilibria and Phase Diagrams: Isomorphous systems, Invariant Binary Reactions, Lever Rule; important phase- diagrams , Iron-Carbon Diagram.

Diffusion: Diffusion-Fick's Laws, Role of imperfections in diffusion.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk. 4. Laboratory Demonstrations and Practical Experiments.
MODULE-3	**8 HOURS**
Nucleation and growth: Introduction to homogeneous and heterogeneous nucleation, critical radius for nucleation. *Plastic Deformation:* Slip, Twinning; Recovery- Recrystallization-Grain Growth, Introduction to Strengthening mechanisms. Lever rule and phase diagram. *Heat treatment: Annealing, Normalizing, hardening, Tempering, Nitriding, Cyaniding, Induction Hardening and Flame Hardening, Recent advances in heat treat technology.* TTT diagram, microstructural effects brought about by these processes and their influence on mechanical properties.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk. 4. Laboratory Demonstrations and Practical Experiments.
MODULE-4	**8 HOURS**
Surface coating technologies: Introduction, coating materials, coating technologies, types of coating, advantages and disadvantages of surface coating. *Powder metallurgy: Introduction, Powder Production Techniques: Different Mechanical and Chemical methods, Characterization of powders (Particle Size & Shape Distribution), Powder Shaping: Particle Packing Modifications, Lubricants & Binders, Powder Compaction & Process, Sintering and Application of Powder Metallurgy.*	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk. 4. Laboratory Demonstrations and Practical Experiments.
MODULE 5	**8 HOURS**
Materials Selection *The need for material selection in design, the evolution of Engineering materials.* *The Design Process and Materials Data: Types of design, design tools and materials data, processes of obtaining materials data, materials databases* *Engineering Materials and Their Properties: The classes of engineering materials and their structure, material properties: mechanical properties, functional properties.* *Material Selection Charts: Selection criteria for materials, material property Charts, deriving property limits and material indices, materials indices which include shape.*	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, **3.** Chalk and Talk.

PRACTICAL COMPONENT OF IPCC

Sl.NO	Experiments
1	Specimen preparation for macro and micro structural examinations and study the macrostructure and microstructure of a sample metal/ alloys-
2	To study the crystal structure of a given Cast Iron, Mild steel, Aluminium and Copper/Brass specimens and study the crystal imperfections in a given Cast Iron, Mild steel and Aluminium specimens.
3	Study the heat treatment processes (Hardening and tempering) of steel/Aluminium specimens.

4	To determine the hardness values of Mild Steel/ Aluminium by Rockwell hardness/Vickers Hardness.
5	To determine the hardness values of Copper/ Brass by Brinell's Hardness testing machine.
6	To study the creep behaviour of a given Cast Iron or Aluminium specimen.
7	To study of microstructure of welding Mild Steel components and Heat affected zone (HAZ) macro and micro examinations
8	To determine the tensile strength, modulus of elasticity, yield stress, % of elongation and % of reduction in area of Cast Iron, Mild Steel/Brass/ Aluminium and to observe the necking.
9	To conduct a wear test on Mild steel/ Cast Iron/Aluminium/ Copper to find the volumetric wear rate and coefficient of friction.
10	Study the chemical corrosion and its protection. ***Demonstration***
11	Study the properties of various types of plastics. ***Demonstration***
12	Computer Aided Selection of Materials: Application of GRANTA Edupack for material selection: Case studies based on material properties. ***Demonstration***

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

1. Understand the atomic arrangement in crystalline materials and describe the periodic arrangement of atoms in terms of unit cell parameters.
2. Understand the importance of phase diagrams and the phase transformations.
3. Know various heat treatment methods for controlling the microstructure..
4. Correlate between material properties with component design and identify various kinds of defects.
5. Apply the method of materials selection, material data and knowledge sources for computer-aided selection of materials.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

CIE for the theory component of IPCC

Two Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Scaled-down marks of two tests and two assignments added will be CIE marks for the theory component of IPCC for **30 marks**.

CIE for the practical component of IPCC

- On completion of every experiment/program in the laboratory, the students shall be evaluated and marks shall be awarded on the same day. The**15 marks** are for conducting the experiment and preparation of the laboratory record, the other **05 marks shall be for the test** conducted at the end of the semester.

- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to 15 marks.
- The laboratory test **(duration 03 hours)** at the end of the 15^{th} week of the semester /after completion of all the experiments (whichever is early) shall be conducted for 50 marks and scaled down to 05 marks**.**

Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **20 marks**.

.

SEE for IPCC

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (duration 03 hours)

- The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 marks
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
- The students have to answer 5 full questions, selecting one full question from each module.

The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper shall include questions from the practical component).

- The minimum marks to be secured in CIE to appear for SEE shall be the 12 (40% of maximum marks-30) in the theory component and 08 (40% of maximum marks -20) in the practical component. The laboratory component of the IPCC shall be for CIE only. However, in SEE, the questions from the laboratory component shall be included**.** The maximum of 04/05 questions to be set from the practical component of IPCC, the total marks of all questions should not be more than the 20 marks.
- SEE will be conducted for 100 marks and students shall secure 35% of the maximum marks to qualify in the SEE. Marks secured will be scaled down to 50.

Suggested Learning Resources:

Text Books:

1. Ashby, M.F. (2010), *Materials Selection in Mechanical Design*, 4th Edition, Butterworth- Heinemann.
2. Azaroff, L.V., (2001) *Introduction to solids*, 1st Edition, McGraw Hill Book Company.
3. Avner, S.H., (2017), *Introduction to Physical Metallurgy*, 2nd Edition, McGraw Hill Education.
4. Powder Metallurgy Technology, Cambridge International Science Publishing,2002.

Reference Books

1. Jones, D.R.H., and Ashby,M.F., (2011), *Engineering Materials 1:* An Introduction to Properties, Application and Design, 4th Edition, Butterworth-Heinemann.
2. Jones, D.R.H., and Ashby,M.F., (2012), *Engineering Materials 2:* An Introduction to Microstructure and Processing, 4th Edition, Butterworth-Heinemann.
3. Callister Jr, W.D., Rethwisch, D.G., (2018), *Materials Science and Engineering: An Introduction*, 10th Edition, Hoboken, NJ: Wiley.
4. Abbaschian, R., Abbaschian, L., Reed-Hill, R. E., (2009), *Physical Metallurgy Principles*, 4th Edition, Cengate Learning.
5. P. C. Angelo and R. Subramanian: Powder Metallurgy- Science, Technology and Applications, PHI, New Delhi,2008.

Web links and Video Lectures (e-Resources):

1. Bhattacharya,B., *Materials Selection and Design,* NPTEL Course Material, Department of Mechanical Engineering, Indian Institute of Technology Kanpur, http://nptel.ac.in/courses/112104122/
2. Prasad, R., Introduction to Materials Science and Engineering, NPTEL Course Material, Department of Materials

III Semester

THERMODYNAMICS			
Course Code	**21ME34**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2:2:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

- State the governing laws of Thermodynamics.
- Explain the concepts and principles of pure substances and entropy.
- Describe air standard, gas and vapour power cycles used in prime movers.

Teaching-Learning Process (General Instructions)

These are sample strategies, which teachers can use to accelerate the attainment of the various course outcomes.

- Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
- Chalk and Talk method for Problem Solving.
- Adopt flipped classroom teaching method.
- Adopt collaborative (Group Learning) learning in the class.
- Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

Module-1

Introduction and Review of fundamental concepts: *Thermodynamic definition and scope, Microscopic and Macroscopic approaches, Some practical applications of engineering thermodynamic Systems, Characteristics of system boundary and control surface, examples. Thermodynamic properties; definition and units, intensive, extensive properties, specific properties, pressure, specific volume Thermodynamic state, state point, state diagram, path and process, quasi-static process, cyclic and non-cyclic; processes; Thermodynamic equilibrium; definition, mechanical equilibrium; diathermic wall, thermal equilibrium, chemical equilibrium,* (Only for Self study)

Zeroth law of thermodynamics. Temperature; scales, thermometry, Importance of temperature measuring instruments. Design of Thermometers.

Work and Heat: Thermodynamic definition of work; examples, sign convention, Displacement work, Heat; definition, units and sign convention, Expressions for displacement work and heat in various processes through p-v diagrams. Shaft work, Electrical work.

First Law of Thermodynamics: Statement of the first law of thermodynamics, extension of the First law to non - cyclic processes, energy, energy as a property, Steady Flow Energy Equation (SFEE) and engineering applications.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-2

Second Law of Thermodynamics and Entropy: Limitations of first law of thermodynamics. Devices converting heat to work; (a) In a thermodynamic cycle, (b) In a mechanical cycle. Thermal reservoir, direct heat engine; schematic representation and efficiency. Kelvin - Planck statement of the Second law of Thermodynamics; PMM I and PMM II, Clausius statement of Second law of Thermodynamics, Carnot cycle, Clausius inequality, Statement-proof, Entropy-definition, a property, change of entropy, entropy as a quantitative test for irreversibility, entropy as a coordinate.

Available energy and Exergy: Available energy, Maximum work in a reversible process; useful work; Dead state; availability; Second law efficiency.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving.

Module-3
Introduction and Review of Ideal and Real gases: *Ideal gas mixtures, Daltons law of partial pressures, Amagats law of additive volumes, Evaluation of properties of ideal gases. Real gases: introduction, Van-Der Waal's equation, Van-Der Waal's constants in terms of critical properties.* (Only for self study) **Compressibility factor, compressibility chart and applications.** **Thermodynamic relations:** Maxwell's equations, TdS equation**.** Ratio of Heat capacities and Energy equation, Joule-Kelvin effect, Clausius-Clapeyron equation. **Combustion thermodynamics:** Theoretical (Stoichiometric) air for combustion of fuels, excess air, actual combustion. Exhaust gas analysis. A/F ratio, energy balance for a chemical reaction, enthalpy of formation, enthalpy and internal energy of combustion, adiabatic flame temperature, combustion efficiency.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving.

Module-4
Pure Substances: P-T and P-V diagrams, triple point and critical points, sub-cooled liquid, saturated liquid, mixture of saturated liquid and vapour, saturated vapour and superheated vapour states of pure substance with water as example. Enthalpy of change of phase (Latent heat), Dryness fraction (quality) representation of various processes on T-S & H-S diagrams. **Vapour Power Cycles:** Carnot vapour power cycle, simple Rankine cycle, actual vapour power cycles, ideal and practical regenerative Rankine cycles, open and closed feed water heaters, Reheat Rankine cycle and characteristics of an Ideal working fluid in vapour power cycles.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving.

Module-5
Gas power cycles Ericson Cycle, Stirling Cycle, Air standard cycles-Otto cycle, Diesel cycle and Dual cycle, computation of thermal efficiency and mean effective pressure, comparison of Otto, Diesel & Dual cycles. **Gas turbine Cycles:** Introduction and classification of gas turbine, gas turbine (Brayton) cycle; description and thermal analysis and methods to improve thermal efficiency of gas turbines, Jet Propulsion.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving. 4. Arrange Industrial visit to a power plant.

Course Outcomes (Course Skill Set)

At the end of the course the student will be able to:

1. Describe the fundamental concepts and principles of engineering thermodynamics.
2. Apply the governing laws of thermodynamics for different engineering applications.
3. Analyse the various thermodynamic processes, cycles and results.
4. Interpret and relate the impact of thermal engineering practices to real life problems.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester
- Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

1. First assignment at the end of 4th week of the semester
2. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

1. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks.**Marks scored shall be proportionally reduced to 50 marks**
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
- The students have to answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

Text Books Books

- Basic and Applied Thermodynamics, P K Nag, 2nd Ed., Tata McGraw Hill Publications, 2017.
- A textbook of Engineering Thermodynamics, R K Rajput, Fifth edition, Laxmi Publications, 2019.
- Fundamentals of Thermodynamics by Claus Borgnakke and Richard E Sonntag, 8th edition, Wiley India Edition, 2020
- Thermodynamics, An Engineering Approach, by Yunus A Cenegal, Michael A Boles, and Mehmet Kanoglu, 9th Edition, Tata McGraw Hill publications, 2019

Reference Books

- Engineering Thermodynamics, J B Jones and G A Hawkins, John Wiley and sons, 1986.
- An Introduction to Thermodynamics, Y V C Rao, Wiley Eastern, 2003
- Applications of Thermodynamics, Dr V Kadambi and Dr T R Seetharam, Wiley Publications, 2018.

Web links and Video Lectures (e-Resources):

- https://www.youtube.com/watch?v=9GMBpZZtjXM&list=PLD8E646BAB3366BC8
- https://www.youtube.com/watch?v=jkdMtmXo664&list=PL3zvA_WajfGAwLuULH-L0AG9fKDgplYne
- https://www.youtube.com/watch?v=1lk7XLOxtzs&list=PLkn3QISf55zy2Nlqr5F09oO2qcIwNNfrZ&index=3
- https://www.youtube.com/watch?v=Dy2UeVCSRYs&list=PL2_EyjPqHc10CTN7cHiM5xB2qD7BHUry7

Course objectives: ● To acquire the knowledge of limits, tolerance and fits and indicate them on machine drawings. ● To make drawings using orthographic projections and sectional views ● To impart knowledge of thread forms, fasteners, keys, joints, couplings and clutches. ● To understand and interpret drawings of machine components leading to preparation of assembly drawings manually and using CAD packages.	
Module 1 (only for CIE)	**01 Sessions**
Review of basic concepts of Engineering Visualization **Geometrical Dimensioning and Tolerances (GD&T)**: Introduction, Fundamental tolerances, Deviations, Methods of placing limit dimensions, machining symbols, types of fits with symbols and applications, geometrical tolerances on drawings. Standards followed in industry.	
Module 2 (only for CIE)	**02 Sessions**
Sections of Simple and hollow solids: True shape of sections.	
Module 3 (only for CIE)	**03 Sessions**
Thread Forms: Thread terminology, sectional views of threads. ISO Metric (Internal & External), BSW (Internal & External) square and Acme. Sellers thread, American Standard thread, Helicoil thread inserts **Fasteners**: Hexagonal headed bolt and nut with washer (assembly), square headed bolt and nut with washer (assembly), simple assembly using stud bolts with nut and lock nut. Flanged nut, slotted nut, taper and split pin for locking, countersunk head screw, grub screw, Allen screw **Rivets** **Keys:** Parallel key, Taper key, Feather key, Gib-head key and Woodruff key.	
Module 4	**03 Sessions**
Assembly of Joints, couplings and clutches (with GD&T)using 2D environment **Joints**: Like Cotter joint (socket and spigot), knuckle joint (pin joint). **Couplings**: Like flanged coupling, universal coupling **Clutches**: Like Single Plate clutch, cone clutch	
Module 5	**05 Sessions**
Assembly of Machine Components (with GD&T) using 3D environment *(Part drawings shall be given)* **1. Bearings** **2. Valves** **3. Safety Valves** **4. I.C. Engine components** **5. Lifting devices** **6. Machine tool components** **7. Pumps**	
Course outcomes (Course Skill Set): At the end of the course the student will be able to: CO1: Interpret the Machining and surface finish symbols on the component drawings. CO2: Apply limits and tolerances to assemblies and choose appropriate fits for given assemblies. CO3: Illustrate various machine components through drawings CO4: Create assembly drawings as per the conventions.	

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks) and that for SEE minimum passing mark is 35% of the maximum marks (18 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation (CIE):

CIE marks for the practical course is **50 Marks**.

- CIE shall be evaluated for max marks 100. Marks obtained shall be accounted for CIE final marks, reducing itby 50%.
- CIE component should comprise of
  - Continuous evaluation of Drawing work of students as and when the Modules are covered.
  - At least one closed book **Test** covering all the modules on the basis of below detailed weightage.
  - ***Weightage for Test and Continuous evaluation shall be suitably decided by respective course coordinators***.

Module	**Max. Marks weightage**	**Evaluation Weightage in marks**	
		Computer display & printout	**Preparatory sketching**
Module 1	10	05	05
Module 2	15	10	05
Module 3	25	20	05
Module 4	25	20	05
Module 5	25	25	00
Total	**100**	**80**	**20**

Semester End Evaluation (SEE):

SEE marks for the practical course is 50 Marks.

- The duration of SEE is 03 hours**. Questions shall be set worth of 3 hours**
- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University.
- SEE shall be conducted and evaluated for maximum marks 100. Marks obtained shall be accounted for SEE final marks, reducing it to 50 marks.
- Question paper shall be set jointly by both examiners and made available for each batch as per schedule. **Questions are to be set preferably from Text Books.**
- Evaluation shall be carried jointly by both the examiners.
- Scheme of Evaluation: *To be defined by the examiners jointly and the same shall be submitted to the university along with question paper.*
- One full question shall be set from Modules 3 and 4 as per the below tabled weightage details. ***However, the student may be awarded full marks, if he/she completes solution on computer display without sketch***.

Semester 03 **Ability Enhancement Course II**

INTRODUCTION TO PYTHON			
Course Code	21ME381	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Credits	1	Exam Hours	02

Course objectives:

The students will be able to:

- Demonstrate the use of Anaconda or PyCharm IDE to create Python Applications
- Develop Python programming language to develop programs for solving real-world problems
- Utilize Object-Oriented Programming concepts in Python.
- Analyse the working of various documents like PDF, Word file

Sl.NO	**Experiments**
1	Develop a python program to find the better of two test average marks out of three test's marks accepted from the user.
2	Develop a python program to find the smallest and largest number in a list
3	Develop a python program to arrange the numbers in ascending and descending order
4	Develop a binary search program in python
5	Develop a bubble sort program in python
6	Develop a Python program to check whether a given number is palindrome or not and also count the number of occurrences of each digit in the input number.
7	Write a Python program that accepts a sentence and find the number of words, digits, Uppercase letters and lowercase letters.
8	Write a Python program for pattern recognition with and without using regular expressions
	Demonstration Experiments (For CIE)
9	Demonstrate python program to read the data from the spreadsheet and write the data in to the spreadsheet
10	Demonstration of reading, writing and organizing files.
11	Demonstration of the concepts of classes, methods, objects and inheritance
12	Demonstration of working with PDF and word files

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

- Demonstrate proficiency in handling of loops and creation of functions.
- Identify the methods to create and manipulate lists, tuples and dictionaries.
- Discover the commonly used operations involving regular expressions and file system.
- Examine working of PDF and word file formats

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination (SEE).

Continuous Internal Evaluation (CIE):

CIE marks for the practical course is **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled downed to 30 marks (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8^{th} week of the semester and the second test shall be conducted after the 14^{th} week of the semester.
- In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book
- The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

SEE marks for the practical course is 50 Marks.

SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University

All laboratory experiments are to be included for practical examination.

(Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.

Students can pick one question (experiment) from the questions lot prepared by the internal /external examiners jointly.

Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

Change of experiment is allowed only once and 15% Marks allotted to the procedure part to be made zero.

The duration of SEE is 03 hours

Rubrics suggested in Annexure-II of Regulation book

Suggested Learning Resources:

1. Charles R. Severance, "Python for Everybody: Exploring Data Using Python 3" 1^{st} Edition, CreateSpace Independent Publishing Platform, 2016. (http://do1.drchuck.com/pythonlearn/EN_us/pythonlearn.pdf)
2. Allen B. Downey, "Think Python: How to Think Like a Computer Scientist", 2^{nd} Edition, Green Tea Press, 2015. (http://greenteapress.com/thinkpython2/thinkpython2.pdf) (Download pdf files from the above links)
3. Al Sweigart, "Automate the Boring Stuff with Python",1stEdition, No Starch Press, 2015. (Available under CC-BY-NC-SA license at https://automatetheboringstuff.com/)
4. Reema Thareja "Python Programming Using Problem Solving Approach" Oxford University Press.

Semester 03

INTRODUCTION TO VIRTUAL REALITY			
Course Code	**21ME382**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:2:0:0	SEE Marks	50
Total Hours of Pedagogy	30	Total Marks	100
Credits	01	Exam Hours	01

Course objectives:

- Describe how VR systems work and list the applications of VR.
- Understand the design and implementation of the hardware that enables VR systems to be built.
- Understand the system of human vision and its implication on perception and rendering.
- Explain the concepts of motion and tracking in VR systems.
- Describe the importance of interaction and audio in VR systems.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

- Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
- Chalk and Talk method for Problem Solving.
- Adopt flipped classroom teaching method.
- Adopt collaborative (Group Learning) learning in the class.
- Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

Module-1

Introduction to Virtual Reality : Defining Virtual Reality, History of VR, Human Physiology and Perception, Key Elements of Virtual Reality Experience, Virtual Reality System, Interface to the Virtual World-Input & output- Visual, Aural & Haptic Displays, Applications of Virtual Reality.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-2

Representing the Virtual World : Representation of the Virtual World, Visual Representation in VR, Aural Representation in VR and Haptic Representation in VR

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-3

The Geometry of Virtual Worlds &The Physiology of Human Vision: Geometric Models, Changing Position and Orientation, Axis-Angle Representations of Rotation, Viewing Transformations, Chaining the Transformations, Human Eye, eye movements & implications for VR.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-4

Visual Perception & Rendering : Visual Perception - Perception of Depth, Perception of Motion, Perception of Color, Combining Sources of Information

Visual Rendering -Ray Tracing and Shading Models, Rasterization, Correcting Optical Distortions, Improving Latency and Frame Rates

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-5

Motion & Tracking : Motion in Real and Virtual Worlds- Velocities and Accelerations, The Vestibular System, Physics in the Virtual World, Mismatched Motion and Vection

Tracking- Tracking 2D & 3D Orientation, Tracking Position and Orientation, Tracking Attached Bodies

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Course outcome (Course Skill Set)

At the end of the course the student will be able to:

CO1: Describe how VR systems work and list the applications of VR.

CO2: Understand the design and implementation of the hardware that enables VR systems to be built.

CO3: Understand the system of human vision and its implication on perception and rendering.

CO4: Explain the concepts of motion and tracking in VR systems.

CO5: Describe the importance of interaction and audio in VR systems.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous internal Examination (CIE)

Three Tests (preferably in MCQ pattern with 20 questions) each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

1. First assignment at the end of 4th week of the semester
2. Second assignment at the end of 9th week of the semester

Quiz/Group discussion/Seminar, any two of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

The sum of total marks of three tests, two assignments, and quiz /seminar/ group discussion will be out of 100 marks and shall be **scaled down to 50 marks**

Semester End Examinations (SEE)

SEE paper shall be set for 50 questions, each of 01 mark. The pattern of the question paper is MCQ (multiple choice questions). The time allotted for SEE is **01 hour.** The student has to secure minimum of 35% of the maximum marks meant for SEE.

Suggested Learning Resources:

Books

1. Virtual Reality, Steven M. LaValle, Cambridge University Press, 2016

2. Understanding Virtual Reality: Interface, Application and Design, William R Sherman and Alan B Craig, (The Morgan Kaufmann Series in Computer Graphics)". Morgan Kaufmann Publishers, San Francisco, CA, 2002

3. Developing Virtual Reality Applications: Foundations of Effective Design, Alan B Craig, William R Sherman and Jeffrey D Will, Morgan Kaufmann, 2009.

Reference Books:

1. Gerard Jounghyun Kim, "Designing Virtual Systems: The Structured Approach", 2005.
2. Doug A Bowman, Ernest Kuijff, Joseph J LaViola, Jr and Ivan Poupyrev, "3D User Interfaces, Theory and Practice", Addison Wesley, USA, 2005.
3. Oliver Bimber and Ramesh Raskar, "Spatial Augmented Reality: Meging Real and Virtual Worlds", 2005.
4. Burdea, Grigore C and Philippe Coiffet, "Virtual Reality Technology", Wiley Interscience, India, 2003.

Web links and Video Lectures (e-Resources):

http://lavalle.pl/vr/book.html
https://nptel.ac.in/courses/106/106/106106138/
https://www.coursera.org/learn/introduction-virtual-reality.

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Course seminars

Semester 03

DIGITAL SOCIETY			
Course Code	**21ME383**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:2:0:0	SEE Marks	50
Total Hours of Pedagogy	30	Total Marks	100
Credits	01	Exam Hours	01

Course objectives:

- Introduce students to the dominant discourses that frame debates on digital society
- Familiarize students with the literature pertaining to web technologies and their
- cultural, legal and ethical formations and practices
- Familiarize students with the complex relationships between digital cultures and digital divides

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

6. Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
7. Chalk and Talk method for Problem Solving.
8. Adopt flipped classroom teaching method.
9. Adopt collaborative (Group Learning) learning in the class.

Module-1

Introduction to Digital Society: Digital components of aconnected society

Theorizing Digital Society: New forms of power; Dataas sociomaterial objects; Archives;Digital veillance

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk

Module-2

Digital Identities and Relationships: Self and the Digital Society; Embodied IdentitiesinDigital Society; Bias and Privilege Digital Inequalities; Marginalised Histories**;** Cyborgs

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk

Module-3

Digital Spaces and Practices: Rethinking space and surveillance in digital societies; Gender,Space,and Place in Digital Societies**;** Urban Informatics andSociological Imagination – Smartcities**;** Digital Healthcare; Mobility inDigital Society; Digital Heritage

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk

Module-4

Network Society: TheInternet as a Network; Networks and theCultural Imaginary;Inequalities in the Network Society; Information Capital;Interface Design for DiversePopulations

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk

Module-5

Re-conceptualizing Research in a Digital Age: Information Management Data AnalysisSoftware**;** Large Digital Systems; Data protection and the politics of data privacy

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk

Course outcome (Course Skill Set)

At the end of the course the student will be able to:

- Identify the ways in which digital media shape identity
- Utilize new opportunities for meaningful data collection from and using sophisticated forms of artificial intelligence
- Identify knowledge and truth amongst the abundance of information

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous internal Examination (CIE)

Three Tests (preferably in MCQ pattern with 20 questions) each of **20 Marks (duration 01 hour**)

4. First test at the end of 5th week of the semester
5. Second test at the end of the 10th week of the semester
6. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

3. First assignment at the end of 4th week of the semester
4. Second assignment at the end of 9th week of the semester

Quiz/Group discussion/Seminar, any two of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

The sum of total marks of three tests, two assignments, and quiz /seminar/ group discussion will be out of 100 marks and shall be **scaled down to 50 marks**

Semester End Examinations (SEE)

SEE paper shall be set for 50 questions, each of 01 mark. The pattern of the question paper is MCQ (multiple choice questions). The time allotted for SEE is **01 hour.** The student has to secure minimum of 35% of the maximum marks meant for SEE.

Suggested Learning Resources:

Books

1. Lupton,D.,(2015), *Digital Sociology*, London, New York: Routledge
2. Gere,C., (2008), *Digital Culture*, 2nd Edition, London: Reaktion Books Limited

Reference Books

1. Bentkowska-Kafel, A., Cashen, T., and Gardiner, H. (Eds.) (2009), *Digital Visual Culture:Theory andPractice*, Bristol and Chicago: Intellect Books
2. Karaganis, J. (Ed.), (2007), *Structures of Participation in Digital Culture*, Social ScienceResearch Council,Columbia University Press
3. Tredinnick, L. (2008), *Digital Information Culture: The Individual and Society in theDigitalAge*, Oxford: Chandos

(For Mechanical Engineering & Allied branches)
Choice Based Credit System (CBCS) and Outcome-Based Education (OBE)SEMESTER – IV

COMPLEX ANALYSIS, PROBABILITY AND LINEAR PROGRAMMING

Course Code	**21MATME41**	CIE Marks	50
Teaching Hours/Week (L: T:P)	(2:2:0)	SEE Marks	50
Credits	03	Exam Hours	03

Course Learning Objectives:

- To provide an insight into applications of complex variables and conformal mapping arising in potential theory, quantum mechanics, heat conduction and fieldtheory.
- To develop probability distribution of discrete, continuous random variables and joint probability distribution occurring in digital signal processing, design engineering and microwaveengineering.
- Analyze and solve linear programming models of real-life situations and learn about the applications to transportation and assignment problems.

Teaching-Learning Process (General Instructions):

These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.

- In addition to the traditional lecture method, different types of innovative teaching methods may be adopted so that the delivered lessons shall develop students' theoretical and applied mathematical skills.
- State the need for Mathematics with Engineering Studies and Provide real-life examples.
- Support and guide the students for self–study.
- You will also be responsible for assigning homework, grading assignments and quizzes, and documenting students' progress.
- Encourage the students for group learning to improve their creative and analytical skills.

Show short related video lectures in the following ways

- As an introduction to new topics (pre-lecture activity).
- As a revision of topics (post-lecture activity).
- As additional examples (post-lecture activity).
- As an additional material of challenging topics (pre-and post-lecture activity).

As a model solution for some exercises (post-lecture activity).

Module-1

Calculus of complex functions: Analytic functions: Cauchy-Riemann equations in Cartesian and polar forms and consequences. Applications to flow problems

Construction of analytic functions: Milne-Thomson method-Problems. (**8 hours)**

Self-Study: Review of a function of a complex variable, limits, continuity, and differentiability.

(RBT Levels: L1, L2 and L3)

Pedagogy: Chalk and talk method and Powerpoint Presentations

Module-2

Conformal transformations: Introduction. Discussion of transformations

$w = z^2,\ w = e^z, w = z + \frac{1}{z}, (z \neq 0).$ Bilinear transformations- Problems.

Complex integration: Line integral of a complex function-Cauchy's theorem and Cauchy's integral formula and problems. (**8 hours)**

Self-Study: Residues, Residue theorem – problems

(RBT Levels: L1, L2 and L3)

Pedagogy: Chalk and talk method and Powerpoint Presentations

Module-3
Probability Distributions: Review of basic probability theory. Random variables (discrete and continuous), probability mass/density functions. Mean-Variance and Standard Deviations of a random variable. Binomial, Poisson, exponential and normal distributions- problems. **(8 hours)** **Self-Study:** Two-dimensional random variables, marginals pdf's, Independent random variables **(RBT Levels: L1, L2 and L3)**
Pedagogy: Chalk and talk method and Powerpoint Presentations
Module-4
Linear Programming Problems (L.P.P): General Linear programming Problem, Canonical and standard forms of L.P.P. Basic solution, Basic feasible solution, Optimal solution, Simplex Method-Problems. Artificial variables, Big-M method, Two-Phase method-Problems. **(8 hours)** **Self-Study:** Formulation of an L.P.P and optimal solution by Graphical Method. **(RBT Levels: L1, L2 and L3)**
Pedagogy: Chalk and talk method and Powerpoint Presentations
Module-5
Transportation and Assignment Problems: Formulation of transportation problems, Methods of finding initial basic feasible solutions by North-West corner method, Least cost method, Vogel approximation method. Optimal solutions-Problems. Formulation of assignment problems, Hungarian method-Problems. **(8 hours)** **Self-Study**: Degeneracy in Transportation problem. **(RBT Levels: L1, L2 and L3)**
Pedagogy: Chalk and talk method and Powerpoint Presentations
Course outcomes: At the end of the course the student will be able to: • Use the concepts of an analytic function and complex potentials to solve the problems arising in fluid flow. • Utilize conformal transformation and complex integral arising in aerofoil theory, fluid flow visualization and image processing. • Apply discrete and continuous probability distributions in analyzing the probability models arising in the engineering field. • Analyze and solve linear programming models of real-life situations and solve LPP by the simplex method • Learn techniques to solve Transportation and Assignment problems.
Assessment Details (both CIE and SEE) The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together **Continuous Internal Evaluation:** Three Unit Tests each of **20 Marks (duration 01 hour**) First test at the end of 5^{th} week of the semester Second test at the end of the 10^{th} week of the semester Third test at the end of the 15^{th} week of the semester Two assignments each of **10 Marks** First assignment at the end of 4^{th} week of the semester Second assignment at the end of 9^{th} week of the semester Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**) At the end of the 13^{th} week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks

There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Text Books:

- B. S. Grewal: "Higher Engineering Mathematics", Khanna publishers, 44th Ed.2018
- E. Kreyszig: "Advanced Engineering Mathematics", John Wiley & Sons,10th Ed. (Reprint),2016.
- S.D. Sharma: "Operations Research" Kedarnath Publishers Ed. 2012

Reference Books

- V. Ramana: "*Higher Engineering Mathematics*" McGraw-Hill Education,11th Ed.
- Mokhtar S.Bazaraa, John J.Jarvis & Hanif D.Sherali(2010*), Linear Programming and Network Flows(* 4th *Edition), John Wiley & sons.*
- G.Hadley (2002) *Linear Programming, Narosa Publishing House*
- F.S. Hillier. G.J. Lieberman: Introduction to Operations Research- Concepts and Cases, 9th Edition, Tata Mc-Graw Hill, 2010.
- Srimanta Pal & Subodh C. Bhunia: "Engineering Mathematics" Oxford University Press,3rdReprint, 2016.
- N.P Bali and Manish Goyal: "A textbook of Engineering Mathematics" Laxmi Publications, Latest edition.
- C. Ray Wylie, Louis C. Barrett: "Advanced Engineering Mathematics" McGraw – Hill Book Co. New York, Latest ed.
- H.K. Dass and Er. RajnishVerma:"Higher EngineeringMathematics"S.ChandPublication(2014).

Web links and Video Lectures (e-Resources):

- http://.ac.in/courses.php?disciplineID=111
- http://www.class-central.com/subject/math(MOOCs)
- https://www.coursera.org/learn/operations-research-modeling
- https://www.careers360.com/university/indian-institute-of-technology-madras/introduction-operations-research-certification-course
- http://people.whitman.edu/~hundledr/courses/M339.html
- VTU e-Shikshana Program
- VTU EDUSAT Program

SEMESTER – IV

MACHINING SCIENCE AND JIGS & FIXTURES (IPCC)			
Course Code	21ME42	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2*:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 12 Lab slots	Total Marks	100
Credits	04	Exam Hours	03
* ***Additional one hour may be considered as per requirement***			

Course objectives:

- To know the various subtractive machining processes in industries.
- To calculate the values of various forces involved in the machining operations.
- To understand and determine tool wear and tool life of different machining processes.
- To know various non-conventional machining and hybrid machining processes.
- To know the design of jigs and fixtures for various industrial/ machining members.

Teaching-Learning Process (General Instructions)

These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.
These are sample strategies; that teachers can use to accelerate the attainment of the various course outcomes.

- Adopt different teaching methods to develop the outcomes through presentations/ video demonstrations/simulations.
- Chalk and talk method for problem-solving.
- Arrange industrial visits to show the live working models other than laboratorytopics.
- Adopt collaborative learning in theclass.
- Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analyzinginformation.
- Conduct laboratory demonstrations and practical experiments toenhance experiential skills.

MODULE-1 **8 HOURS**

Introduction to Machining Processes and Machine Tools: Subtractive manufacturing processes and classifications.
Construction, specification operations of machine tools:– Lathe, Shaping, Milling, Drilling, Grinding Machine.
Introduction to CNC machines: CNC Lathe, Milling, Drilling, Machine Center.

Teaching-Learning Process	1. Presentation, 2. Video/ Simulations demonstration, 3. Chalk and Talk are used for Problem Solving(In-general), 4. Laboratory Demonstrations and PracticalExperiments on turning, milling operations

MODULE-2 **8 HOURS**

Mechanics of Metal Cutting:
Single point turning tool geometry (SPTT) influences the chip formation mechanisms of the Orthogonal and Oblique cutting process.
Cutting Force Analysis (Orthogonal Cutting): Analysis of machining forces and power requirement, 'Merchant's model of Orthogonal Cutting and Theory of Lee & Shaffer' Chip Velocity, Velocity relationships (simple numerical); the influence of cutting temperature on machinability.
CuttingFluids: Characteristics of Cutting fluids, Selections, and applying methods of cutting fluids.

Teaching-Learning Process	1. Power-pointPresentation, 2. Video demonstration orSimulations, 3. Chalk and Talk are used for Problem Solving(In-general).
MODULE-3	**8 HOURS**

Machinability and Tool Life

Process of cutting tool failure wears and time relationship, tool wear index, feed marks, the effect of tool wear on the machined surface, surface finish, machinability, machinability index/rating, tool life & variables affecting tool life, tool materials.

Finishing Process: Importance of surface finishing processes, Grinding, Abrasive Flow Machining, Honing. Sanding, Abrasive blasting, Polishing, Lapping.

Surface Finishing and Protection: Powder Coating, Liquid Coating, Electroplating, Galvanizing, Anodizing.

Teaching-Learning Process	1. Power-pointPresentation, 2. Video/ Simulations demonstration, 3. Chalk and Talk are used for Problem Solving(In-general).
MODULE-4	**8 HOURS**

Advanced Machining Process;

Importance and classification of advanced machining process;

Process principal, process parameters, and application of: - Abrasive Jet Machining (AJW), Water Jet Machining (WJM), Abrasive Water Jet Machining (AWJM); Ultrasonic Machining (USM);Electrical Discharge Machining (EDM); Wire Electrical Discharge Machining (WEDM); Electro Chemical Machining (ECM). Laser Beam Machining (LBM), Electron Beam Machining (EBM), and Plasma Arc Machining (PAM).

Hybrid Machining Process: Importance of hybrid machining process;

Process principal, process parameters, and application of: - Electrochemical Discharge Machining (ECDM), Ultrasonic Assisted Electric Discharge Machining (UAEDM), Electrochemical Discharge Grinding (EDG), Powder Assisted Electric Discharge Machining (PAEDM).

Teaching-Learning Process	1. Power-pointPresentation, 2. Video/ Simulations demonstration, 3. Chalk and Talk are used for Problem Solving(In-general).

MODULE 5	**8 HOURS**

Jigs and Fixtures:

Importance of jigs and fixtures; the difference between jigs and fixtures; types of jigs and fixtures; essential features of jigs and fixtures, Materials used.

Factors to be considered for the design of Jigs and Fixtures;

Jigs: Template, Plate, Channel, Diameter, Leaf, Rung, Box,

Fixtures: Turning, Milling, Broaching, Grinding, Boring, Indexing, Tapping, Duplex, Welding, and Assembly fixtures.

Teaching-Learning Process	1. Power-pointPresentation, 2. Video/ Simulations demonstration, 3. Chalk and Talk are used for Problem Solving(In-general).

PRACTICAL COMPONENT OF IPCC

Sl.NO	Experiments
1	One Job on Lathe machine with simple operations (turning, facing, Thread cutting and tapering) on low carbon steel and/or heat-treated low carbon steel, and Demonstration of tungsten carbide cutting tool inserts.

2	Operations and One Job each on shaping/milling machine
3	Simple operations and One Job on the drilling and grinding machine.
4	Demonstration/Experimentation of simple programming of CNC machine operations.
5	To study the tool geometry of a single point turning tool (SPTT) in the American Standards Association (ASA) system.
6	Cutting force measurement with dynamometers (Demonstration) for turning, drilling, grinding operations.
7	Application of cutting fluids in turning operations and case study on optimizing process parameters onturning operation.
8	Analysis of chip formation and chip reduction coefficient in turning of mild steel by HSS tool with different depth of cut, speed, and feed rate.
9	Experiment on tool wears and tool life on anyone conventional machining process.
10	Experiment on anyone advanced machining process
11	Design of Jigs and Fixture for any one application using any software tool.
12	Experiment using Drill/template Jig and Demonstration on turning and grinding fixtures.
13	Experiment using milling Indexing fixtures.

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

- Demonstrate the Conventional CNC machines and advanced manufacturing process operations
- Determine tool life, cutting force, and economy of the machining process.
- Analyze the influence of various parameters on machine tools' performance.
- Select the appropriate machine tools and process, the Jigs, and fixtures for various applications.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

CIE for the theory component of IPCC

Two Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester
- Scaled-down marks of two tests and two assignments added will be CIE marks for the theory component of IPCC for **30 marks**.

CIE for the practical component of IPCC

- On completion of every experiment/program in the laboratory, the students shall be evaluated and marks shall be awarded on the same day. The**15 marks** are for conducting the experiment and preparation of the laboratory record, the other **05 marks shall be for the test** conducted at the end of the semester.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to 15 marks.

- The laboratory test **(duration 03 hours)** at the end of the 15th week of the semester /after completion of all the experiments (whichever is early) shall be conducted for 50 marks and scaled down to 05 marks**.**
- Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **20 marks**.

SEE for IPCC

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (duration 03 hours)

- The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
- The students have to answer 5 full questions, selecting one full question from each module.

The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper shall include questions from the practical component).

- The minimum marks to be secured in CIE to appear for SEE shall be the 12 (40% of maximum marks-30) in the theory component and 08 (40% of maximum marks -20) in the practical component. The laboratory component of the IPCC shall be for CIE only. However, in SEE, the questions from the laboratory component shall be included**.** The maximum of 04/05 questions to be set from the practical component of IPCC, the total marks of all questions should not be more than the 20 marks.
- SEE will be conducted for 100 marks and students shall secure 35% of the maximum marks to qualify in the SEE. Marks secured will be scaled down to 50.

Suggested Learning Resources:

Textbook:

1. Shaw, M C, (2014), Metal Cutting Principles, Oxford University Press.
2. McGeough, J A, (1988), Advanced Methods of Machining, Springer.
3. Boothroyd, G., and Knight, W. A., Fundamentals of Machining and Machine Tools, CRC Press.
4. Chattopadhyay, A B, (2013), Machining and Machine Tools, Wiley India.
5. Mikell P. Groover, (2019), Fundamentals of Modern Manufacturing: Materials, Processes, and Systems, Wiley Publications.
6. Rao P. N., Manufacturing Technology II, Tata McGraw Hill.

Web links and Video Lectures (e-Resources):

1. V. K. Jain, Advanced Machining Processes, NPTEL Course Department of Mechanical Engineering, IIT Kanpur, Link: http://nptel.ac.in/courses/112104028/.
2. U. S. Dixit, Mechanics of Machining, NPTEL Course Department of Mechanical Engineering Guwahati, Link: http://nptel.ac.in/courses/112103248/.
3. A. B. Chattopadhyay, Manufacturing Processes II, NPTEL Course of Department of Mechanical Engineering, IIT Kharagpur, https://nptel.ac.in/courses/112/105/112105126/

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Visit any one machining center or machining industry and/or

Case study on process parameter influence on anyone advanced machining process and hybrid machining process.

Semester - 04

FLUID MECHANICS (IPCC)			
Course Code	**21ME43**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2*:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 12 Lab slots	Total Marks	100
Credits	04	Exam Hours	03
**** One additional hour may be considered if required***			

Course Learning objectives:

The course will enable the students to

- Acquire a basic understanding of properties of fluids and the measurement of pressure and fluid kinematics.
- Acquire a basic understanding of fundamentals fluid dynamics, and Benoulli's equation and flow meters.
- Acquire the basic concepts of flow through pipes and losses in pipe flows.
- Understand the basic concepts of flow over bodies and usefulness of dimensionless analysis.
- Acquire the fundamentals of compressible flow and the basic knowledge of working of CFD packages.
- Acquire the knowledge of simple fluid mechanics experimental setups and carry out the necessary analysis of these experiemts
- Acquire knowledge experimental errors and the ability to estimate the experimental uncertainties.

Teaching-Learning Process (General Instructions)

These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.

- Adopt different type of teaching methods to develop the outcomes through Power-Point Presentation and Video demonstration or Simulations.
- Chalk and Talk method for Problem Solving.
- Arrange visits to show the live working models other than laboratory topics.
- Adopt collaborative (Group Learning) Learning in the class.
- Adopt Problem Based Learning (PBL), which fosters students Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information.
- Conduct Laboratory Demonstrations and Practical Experiments to enhance experiential skills.

MODULE-1 **8 HOURS**

Introduction: Definition and properties, types of fluids, pressure at a point in static fluid, variation of pressure, Pascal's Law, (To be reviewed in class but not for examination)

Pressure- absolute, gauge, vacuum, pressure measurement by manometers and gauges, hydrostatic pressure on plane submerged bodies. Buoyance and metacentre, Stability of submerged bodies

Fluid Kinematics: Velocity of fluid particle, types of fluid flow, streamlines, path-lines and streak-lines continuity equation, acceleration of fluid particle, strain rate, vorticity, stream function, potential function, Circulation, Reynolds transport theorem

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving. 4. Laboratory Demonstrations and Practical Experiments

MODULE-2 **8 HOURS**

Fluid Dynamics: Introduction, Forces acting on fluid in motion, Linear momentum equation, Impact of jets, Moment of momentum equation, Euler's equation of motion along a streamline,

Bernoulli's equation – assumptions and limitations. Introduction to Navier-Stokes equation, Venturi-meters, orifice-meters, rectangular and triangular notches, pitot tubes, Rota-meter, electromagnetic flow meter

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations,

	3. Chalk and Talk are used for Problem Solving. 4. Laboratory Demonstrations and Practical Experiments
MODULE-3	**8 HOURS**
Laminar and Turbulent flow: Flow through circular pipe, between parallel plates, Power absorbed in viscous flow in bearings, Poiseuille equation Loss of head due to friction in pipes, Major and minor losses, pipes in series and parallel.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving. 4. Laboratory Demonstrations and Practical Experiments
MODULE-4	**8 HOURS**
Flow over bodies: Development of boundary layer, Lift and Drag, Flow around circular cylinders, spheres, aerofoils and flat plates, Streamlined and bluff bodies, boundary layer separation and its control. Dimensional Analysis: Derived quantities, dimensions of physical quantities, dimensional homogeneity, Rayleigh method, Buckingham Pi-theorem, dimensionless numbers, similitude, types of similitude.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving. 4. Laboratory Demonstrations and Practical Experiments
MODULE 5	**8 HOURS**
Compressible flows: Speed of sound, adiabatic and isentropic steady flow, Isentropic flow with area change stagnation and sonic properties, normal and oblique shocks, flow through nozzles. Introduction to CFD: Necessity, limitations, philosophy behind CFD, applications	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving. 4. Laboratory Demonstrations and Practical Experiments

PRACTICAL COMPONENT OF IPCC

Modern computing techniques are preferred for estimation and analysis.

Sl.NO	Experiments
1	Determine the viscosity of oil using Red wood viscometer and Say-bolt viscometer.
2	Measurement of pressure using different Manometers for high and low pressure measurements (manometers using different manometric fluids).
3	Working principle of different flow meters and their calibration (orifice plate, venture meter, turbine, Rota meter, electromagnetic flow meter)
4	Working principle of different flow meters for open channel and their calibration
5	Determination of head loss in pipes and pipe fittings having different diameters, different materials and different roughness
6	Reynolds apparatus to measure critical Reynolds number for pipe flows
7	Effect of change in cross section and application of the Bernoulli equation
8	Impact of jet on flat and curved plates

9	Measurement of coefficient of pressure distribution on a cylinder at different Reynolds Numbers
10	Wind tunnel calibration using Pitot static tube
11	Determination of drag and lift co-efficients of standard objects using wind tunnel.
12	Use any CFD package to study the flow over aerofoil/cylinder

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

CO 1. Understand the basic principles of fluid mechanics and fluid kinematics

CO 2. Acquire the basic knowledge of fluid dynamics and flow measuring instruments

CO 3. Understand the nature of flow and flow over bodies and the dimensionless analysis

CO 4. Acquire the compressible flow fundamental and basics of CFD packages and the need for CFD analysis.

CO 5. Conduct basic experiments of fluid mechanics and understand the experimental uncertainties.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

CIE for the theory component of IPCC

Two Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Scaled-down marks of two tests and two assignments added will be CIE marks for the theory component of IPCC for **30 marks**.

CIE for the practical component of IPCC

- On completion of every experiment/program in the laboratory, the students shall be evaluated and marks shall be awarded on the same day. The**15 marks** are for conducting the experiment and preparation of the laboratory record, the other **05 marks shall be for the test** conducted at the end of the semester.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to 15 marks.
- The laboratory test **(duration 03 hours)** at the end of the 15th week of the semester /after completion of all the experiments (whichever is early) shall be conducted for 50 marks and scaled down to 05 marks**.**

Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **20 marks**.

.

SEE for IPCC

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (duration 03 hours)

8. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks

9. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
10. The students have to answer 5 full questions, selecting one full question from each module.

The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper shall include questions from the practical component).

- The minimum marks to be secured in CIE to appear for SEE shall be the 12 (40% of maximum marks-30) in the theory component and 08 (40% of maximum marks -20) in the practical component. The laboratory component of the IPCC shall be for CIE only. However, in SEE, the questions from the laboratory component shall be included**.** The maximum of 04/05 questions to be set from the practical component of IPCC, the total marks of all questions should not be more than the 20 marks.
- SEE will be conducted for 100 marks and students shall secure 35% of the maximum marks to qualify in the SEE. Marks secured will be scaled down to 50.

Suggested Learning Resources:

Reference Books

- Fox, R. W., Pitchard,P. J.,and McDonald, A. T., (2010), Introduction to Fluid Mechanics, 7thEdition, John Wiley & Sons Inc.
- Cimbala, J.M., Cengel, Y. A. (2010),Fluid Mechanics: Fundamentals and Applications, McGraw-Hill
- Frank M White., (2016), Fluid Mechanics, 8thEdition , McGraw-Hill

Additional References:

- A text book of Fluid Mechanics and Hydraulic Machines, Dr. R K Bansal, Laxmi publishers
- Fndamentals of Fluid Mechanics, Munson, Young, Okiishi & Hebsch, John Wiley Publicationss, 7th Edition

Web links and Video Lectures (e-Resources):

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- **Industrial visits**
- **Course seminar**
- **Term project**

IV Semester

MECHANICS OF MATERIALS			
Course Code	**21ME44**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2-2-0-0	SEE Marks	50
Total Hours of Pedagogy	26+26	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:
Students will be able

- To know the different types of stresses and strains developed in the member subjected to axial, bending, shear, torsion & thermal loads.
- To know behaviour & properties of engineering materials.
- To understand the stresses developed in bars, compounds bars, beams, shafts, and cylinders.
- To understand the concepts of calculation of shear force and bending moment for beams with different supports.
- To expose the students to concepts of Buckling of columns and strain energy.

Teaching-Learning Process (General Instructions)
These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

- Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
- Chalk and Talk method for Problem Solving.
- Adopt flipped classroom teaching method.
- Adopt collaborative (Group Learning) learning in the class.
- Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information..

Module-1

Stresses and Strains: Introduction, Properties of materials, Stress, Strain and Hooke's law, Stress strain diagram for brittle and ductile materials, True stress and strain, Calculation of stresses in straight, Stepped and tapered sections, Composite sections, Stresses due to temperature change, Shear stress and strain, Lateral strain and Poisson's ratio, Elastic constants and relations between them.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-2

Analysis of Stress and Strain: Introduction to three-dimensional state of stress, Stresses on inclined planes, Principal stresses and maximum shear stress, Principal angles, Shear stresses on principal planes, Maximum shear stress, Mohr circle for plane stress conditions.

Teaching-Learning Process	. 1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-3

Shear Force and Bending Moment: Type of beams, Loads and reactions, Relationship between loads, shear forces and bending moments, Shear force and bending moments of cantilever beams, Pin support and roller supported beams subjected to concentrated loads, uniformly distributed constant / varying loads. **Concept of shear center.**

Stress in Beams: Bending and shear stress distribution in rectangular, I and T section beams.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
Module-4	
Deflection of Beams: Relationship between moment, slope and deflection, Moment area method, Macaulay's method. Problems to calculate slope and deflection for determinant beams, Beams of uniform strength, Leaf springs. **Torsion**: Circular solid and hallow shafts, Torsional moment of resistance, Power transmission of straight and stepped shafts, Twist in shaft sections,	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
Module-5	
Thick & Thin Cylinders: Thin cylinder: Hoop's stress, maximum shear stress, circumferential and longitudinal strains, Thick cylinders: Lames equations. **Columns**: Buckling and stability, Critical load, Columns with pinned ends, Columns with other support conditions, Effective length of columns, Secant formula for columns. **Introduction to Strain Energy**: Strain energy due to axial, shear, bending, torsion and impact load. Castigliano's theorem I and II and their applications.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Course outcome (Course Skill Set)

At the end of the course the student will be able to :

1. Understand simple, compound, thermal stresses and strains their relations and strain energy.
2. Analyse structural members for stresses, strains and deformations.
3. Analyse the structural members subjected to bending and shear loads.
4. Analyse shafts subjected to twisting loads.
5. Analyse the short columns for stability.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester
- Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

- At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

Suggested Learning Resources:

Books

1. Mechanics of Materials J M Gere, B J Goodno, Cengage Eighth edition 2013
2. Fundamentals of Strength of Materials P N Chandramouli PHI Learning Pvt. Ltd 2013
3. Strength of Materials R K Rajput S. Chand and Company Pvt. Ltd 2014
4. Strength of Materials R. Subramanian Oxford 2005
5. Strength of Materials S. S. Ratan Tata McGraw Hill 2nd Edition, 2008
6. Mechanics of materials and Strength of Materials S C Pilli and N Balasubramanya Cengage 2019
7. Mechanics of Materials Ferdinand Beer, Russell Johston, John Dewolf, David Mazurek McGraw Hill Education (India) Pvt. Ltd Latest edition
8. Mechanics of Materials R C Hibbeler Pearson Latest edition

Web links and Video Lectures (e-Resources):

- .

Semester IV

MECHANICAL MEASUREMENTS AND METROLOGY LABORATORY			
Course Code	**21MEL46**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0-0-2*-0	SEE Marks	50
Credits	01	Exam Hours	03
**** Additional one hour may be considered for instructions, if required***			

Course objectives:
Students will be able

- To illustrate the theoretical concepts taught in Mechanical Measurements & Metrology through experiments.
- To illustrate the use of various measuring tools & measuring techniques.
- To understand calibration techniques of various measuring devices.

Modern computing techniques are preferred in estimation and analysis.

Sl.NO	Experiments
1	Study of instruments for Liner measurement and angular measurements: Slip gauges- Measurement of angle-sine bar, Sine centre, Angle gauges, Optical instruments for angular measurements.
2	Study of Autocollimator-Applications for measuring straightness and squareness.
3	Study of different Comparators and calibration of Dial indicator, Electrical comparators, LVDT, Pneumatic comparators
4	Study of Terminology of screw threads and Measurement of major diameter, Minor diameter, Pitch, Angle and Effective diameter of screw threads by 2- wire and 3-wire methods
5	Gear tooth measurement using Gear tooth Vernier and Parkinson Gear Tester
6	Various parameter measurement using computerized profile projector
7	Surface topology measurement using Surface Roughness Tester
8	Calibration of Pressure gauge, Thermocouple and Load cell
9	Determination of modulus of elasticity and modulus of rigidity of a mild steel specimen using strain gauges
10	Calibration of Micrometer and Vernier caliper using slip gauges
11	Circularity measurement using Electronic and Mechanical comparator
12	Demonstration of Measurement using Coordinate Measuring Machine (CMM) / Laser Scanner
13	Choose any product used in the day to day life based on his/her choice, prepare a measurement plan and implement the measurement with existing tools)

Course outcomes (Course Skill Set):
At the end of the course the student will be able to:

- Understand Calibration of pressure gauge, thermocouple, LVDT, load cell, micrometer.
- Apply concepts of Measurement of angle
- Demonstrate measurements using Optical Projector/Tool maker microscope, Optical flats.
- Analyse Screw thread parameters using 2-Wire or 3-Wire method, gear tooth profile using gear tooth Vernier/Gear tooth micrometre
- Understand the concepts of measurement of surface roughness.
- Demonstrate the use of Coordinate Measuring Machine (CMM) / Laser Scanner

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination(SEE).

Continuous Internal Evaluation (CIE):

CIE marks for the practical course is **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled downed to 30 marks (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8th week of the semester and the second test shall be conducted after the 14th week of the semester.
- In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book
- The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

SEE marks for the practical course is 50 Marks.

SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University

All laboratory experiments are to be included for practical examination.

(Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.

Students can pick one question (experiment) from the questions lot prepared by the internal /external examiners jointly.

Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

Change of experiment is allowed only once and 15% Marks allotted to the procedure part to be made zero.

The duration of SEE is 03 hours

Rubrics suggested in Annexure-II of Regulation book

Suggested Learning Resources:

Engineering Metrology and Measurements, N.V.Raghavendra and L. Krishnamurthy, Oxford University Press

Semester 04 **Ability Enhancement Course IV**

SPREAD SHEETS FOR ENGINEERS			
Course Code	21MT481	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Credits	1	Exam Hours	01

Course objectives:

- To create different plots and charts
- To compute different functions, conditional functions and make regression analysis
- To carryout iterative solutions for roots, multiple roots, optimization and non-linear regression analysis
- To carryout matrix operations
- To Understand VBA and UDF
- To understand VBA subroutines and Macros
- To carryout numerical integration and solving differential equations using different methods

Sl.NO	Experiments
1	**Charting:** Create an XY scatter graph, XY chart with two Y-Axes, add error bars to your plot, create a combination chart
2	**Functions:** Computing Sum, Average, Count, Max and Min, Computing Weighted Average, Trigonometric Functions, Exponential Functions, Using The CONVERT Function to Convert Units
3	**Conditional Functions:** Logical Expressions, Boolean Functions, IF Function, Creating a Quadratic Equation Solver, Table VLOOKUP Function, AND, OR and XOR functions.
4	**Regression Analysis:** Trendline, Slope and Intercept, Interpolation and Forecast, The LINEST Function, Multilinear Regression, Polynomial Fit Functions, Residuals Plot, Slope and Tangent, Analysis ToolPack.
5	**Iterative Solutions Using Excel:** Using Goal Seek in Excel, Using The Solver To Find Roots, Finding Multiple Roots, Optimization Using The Solver, Minimization Analysis, NonLinear Regression Analysis.
6	**Matrix Operations Using Excel:** Adding Two Matrices, Multiplying a Matrix by a Scalar, Multiplying Two Matrices, Transposing a Matrix, Inverting a Matrix and Solving System of Linear Equations.
7	**VBA User-Defined Functions (UDF):** The Visual Basic Editor (VBE), The IF Structure, The Select Case Structure, The For Next Structure, The Do Loop Structure, Declaring Variables and Data Types, An Array Function The Excel Object Model, For Each Next Structure.
8	**VBA Subroutines or Macros:** Recording a Macro, Coding a Macro Finding Roots by Bisection, Using Arrays, Adding a Control and Creating User Forms.
	Demonstration Exercises
9, 10	**Numerical Integration Using Excel:** The Rectangle Rule, The Trapezoid Rule, The Simpson's Rule, Creating a User-Defined Function Using the Simpson's Rule. .
11, 12	**Differential Equations:** Euler's Method, Modified Euler's Method, The Runge Kutta Method, Solving a Second Order Differential Equation

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

- To create different plots and charts
- To compute different functions, conditional functions and make regression analysis
- To carryout iterative solutions for roots, multiple roots, optimization and non-linear regression analysis
- To carryout matrix operations
- To Understand VBA and UDF
- To understand VBA subroutines and Macros
- To carryout numerical integration and solving differential equations using different methods

Assessment Details (both CIE and SEE) The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination(SEE). **Continuous Internal Evaluation (CIE):** CIE marks for the practical course is **50 Marks**. The split-up of CIE marks for record/ journal and test are in the ratio **60:40**. • Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session. • Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks. • Total marks scored by the students are scaled downed to 30 marks (60% of maximum marks). • Weightage to be given for neatness and submission of record/write-up on time. • Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8^{th} week of the semester and the second test shall be conducted after the 14^{th} week of the semester. • In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce. • The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book • The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks). The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.
Semester End Evaluation (SEE): SEE marks for the practical course is 50 Marks. SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University All laboratory experiments are to be included for practical examination. (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners. Students can pick one question (experiment) from the questions lot prepared by the internal /external examiners jointly. Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners. General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners) Change of experiment is allowed only once and 15% Marks allotted to the procedure part to be made zero. The duration of SEE is 03 hours Rubrics suggested in Annexure-II of Regulation book
Suggested Learning Resources: McFedries PaulMicrosoft Excel 2019 Formulas And Functions Microsoft Press, U.S, 2019 Edition

Semester 04

Semester IV

INTRODUCTION TO AI AND ML			
Course Code	**21ME482**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:2:0:0	SEE Marks	50
Total Hours of Pedagogy	30	Total Marks	100
Credits	01	Exam Hours	01

Course objectives:

- To familiarize basic principles, and applications of AI
- To guide the students on generalization as a means to capturing patterns in the data.
- To demonstrate the reasoning to internal representations of knowledge.
- To make to understand the of challenges in Artificial Intelligence domain.
- To acquaint with the future trends of Artificial Intelligence.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

- Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
- Chalk and Talk method for Problem Solving.
- Adopt flipped classroom teaching method.
- Adopt collaborative (Group Learning) learning in the class.
- Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information..

Module-1

Introduction to AI: Introduction, The Turing Test Approach, Cognitive Modeling Approach, Laws of thought Approach, Rational agent Approach, AI Methods and tools, Foundations of Artificial Intelligence, Goals of AI, Performing Natural Language Processing using Email Filters in Gmail, Performing Natural Language Generation using Smart replies in Gmail.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-2

Fundamentals of Machine Learning: Describing structural patterns, Machine Learning, Data Mining, Simple Examples, Fielded Examples, Machine Learning and statistics, Generalization as a search, Data mining and ethics.Data preprocessing using Weka, Handling high dimensional data through feature reduction in Weka.

Teaching-Learning Process	. 1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-3

Machine Learning Tasks:Decision Tables, Decision Trees, Classification rules, Association rules, Rules with exceptions, Rules involving relations, Trees for numeric prediction, Instancebased representation, Clusters.Building soybean classification model using decision trees, generating association rules on weather data using Weka, Exploring Classification and Clustering techniques using scikit-learn or Weka.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-4

Nature-inspired techniques in AI:Inspiration from brain, Perceptron, Artificial Neural Net, Unsupervised Learning, Genetic Algorithms. Weather Prediction through Neural Networks using Weka, Perform data labelling for various images using Supervisely.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
Module-5	
Deep Learning: Basics of Deep Learning, Medical Image Analysis using Tensor Flow or Supervisely. Present and Future trends: The social effects of AI, A World with Robots, AI and Art, The Future, Integration, Artificial agents.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Course outcome (Course Skill Set)

At the end of the course the student will be able to:

- Understand the basic principles and goals of AI tasks.
- Outline the role of AI in different real-time applications.
- Construct a problem with the suitable AI task.
- Demonstrate the importance of biology in AI.
- Survey the future development of AI.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous internal Examination (CIE)

Three Tests (preferably in MCQ pattern with 20 questions) each of **20 Marks (duration 01 hour**)

7. First test at the end of 5th week of the semester
8. Second test at the end of the 10th week of the semester
9. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

5. First assignment at the end of 4th week of the semester
6. Second assignment at the end of 9th week of the semester

Quiz/Group discussion/Seminar, any two of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

The sum of total marks of three tests, two assignments, and quiz /seminar/ group discussion will be out of 100 marks and shall be **scaled down to 50 marks**

Semester End Examinations (SEE)

SEE paper shall be set for 50 questions, each of 01 mark. The pattern of the question paper is MCQ (multiple choice questions). The time allotted for SEE is **01 hour.** The student has to secure minimum of 35% of the maximum marks meant for SEE.

Suggested Learning Resources:

Text Book:

1. BlayWhitby, Artificial Intelligence: A Beginners Guide, Second Edition, One World Publisher, 2008.
2. Ian H. Witten, Eibe Frank, Data Mining: Practical Machine Learning Tools and Techniques, Morgan Kaufman Publishers, 3rd Edition, 2011.

Reference Books:

Semester 04

Introduction to Augmented Reality			
Course Code	**21ME483**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:2:0:0	SEE Marks	50
Total Hours of Pedagogy	30	Total Marks	100
Credits	01	Exam Hours	01

Course objectives:

- Describe how AR systems work and list the applications of AR.
- Understand and analyse the hardware requirement of AR.
- Use computer vision concepts for AR and describe AR techniques
- Analyse and understand the working of various state of the art AR devices
- Acquire knowledge of mixed reality

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

10. Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
11. Chalk and Talk method for Problem Solving.
12. Adopt flipped classroom teaching method.
13. Adopt collaborative (Group Learning) learning in the class.
14. Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

Module-1

Introduction to Augmented Reality (A.R): Defining augmented reality, history of augmented reality, The Relationship between Augmented Reality and Other Technologies-Media, Technologies, Other Ideas Related to the Spectrum between Real and Virtual Worlds, applications of augmented reality

Augmented Reality Concepts- Concepts Related to Augmented Reality, Ingredients of an Augmented Reality Experience.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-2

Augmented Reality Hardware:

Augmented Reality Hardware – Displays – Audio Displays, Haptic Displays, Visual Displays, Other sensory displays, Visual Perception , Requirements and Characteristics, Spatial Display Model.

Processors – Role of Processors, Processor System Architecture, Processor Specifications.

Tracking & Sensors - Tracking, Calibration, and Registration, Characteristics of Tracking Technology, Stationary Tracking Systems, Mobile Sensors, Optical Tracking, Sensor Fusion.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-3

Computer Vision for Augmented Reality & A.R. Software: Computer Vision for Augmented Reality - Marker Tracking, Multiple-Camera Infrared Tracking, Natural Feature Tracking by Detection, Simultaneous Localization and Mapping, Outdoor Tracking **Augmented Reality Software -** Introduction, Major Software Components for Augmented Reality Systems, Software used to Create Content for the Augmented Reality Application.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
Module-4	
AR Techniques- Marker based & Markerless tracking: Marker-based approach- Introduction to marker-based tracking, types of markers, marker camera pose and identification, visual tracking, mathematical representation of matrix multiplication **Marker types-** Template markers, 2D barcode markers, imperceptible markers. **Marker-less approach**-Localization based augmentation, real world examples **Tracking methods-** Visual tracking, feature based tracking, hybrid tracking, and initialization and recovery.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
Module-5	
AR Devices & Components : AR Components – Scene Generator, Tracking system, monitoring system, display, Game scene **AR Devices –** Optical See- through HMD, Virtual retinal systems, Monitor bases systems, Projection displays, and Video see-through systems	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
Course outcome (Course Skill Set) At the end of the course the student will be able to: CO1: Describe how AR systems work and list the applications of AR. CO2: Understand and analyse the hardware requirement of AR. CO3: Use computer vision concepts for AR and describe AR techniques CO4: Analyse and understand the working of various state of the art AR devices CO5: Acquire knowledge of mixed reality	

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous internal Examination (CIE)

Three Tests (preferably in MCQ pattern with 20 questions) each of **20 Marks (duration 01 hour**)

10. First test at the end of 5th week of the semester
11. Second test at the end of the 10th week of the semester
12. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

7. First assignment at the end of 4th week of the semester
8. Second assignment at the end of 9th week of the semester

Quiz/Group discussion/Seminar, any two of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

The sum of total marks of three tests, two assignments, and quiz /seminar/ group discussion will be out of 100 marks and shall be **scaled down to 50 marks**

Semester End Examinations (SEE)

SEE paper shall be set for 50 questions, each of 01 mark. The pattern of the question paper is MCQ (multiple choice questions). The time allotted for SEE is **01 hour.** The student has to secure minimum of 35% of the maximum marks meant for SEE.

Suggested Learning Resources:

Books

1. Allan Fowler-AR Game Development‖, 1st Edition, A press Publications, 2018, ISBN 978-1484236178

2. Augmented Reality: Principles & Practice by Schmalstieg / Hollerer, Pearson Education India; First edition (12 October 2016),ISBN-10: 9332578494

Reference Books:

1. Designing for Mixed Reality, Kharis O'Connell Published by O'Reilly Media, Inc., 2016, ISBN: 9781491962381
2. Sanni Siltanen- Theory and applications of marker-based augmented reality. Julkaisija – Utgivare Publisher. 2012. ISBN 978-951-38-7449-0

Web links and Video Lectures (e-Resources):

- https://www.vttresearch.com/sites/default/files/pdf/science/2012/S3.pdf
- https://docs.microsoft.com/en-us/windows/mixed-reality/
- https://docs.microsoft.com/en-us/archive/msdn-magazine/2016/november/hololens-introduction-to-the-hololens

MOOC Courses:

- https://www.coursera.org/learn/ar
- https://www.udemy.com/share/101XPi/

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Course seminar
- Term project

Semester - V

THEORY OF MACHINES			
Course Code	**21ME51**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2-2-0-0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

- To understand the concept of machines, mechanisms and to analyze a mechanism for displacement, velocity and acceleration at any point in a moving link.
- To understand the force-motion relationship in components subjected to external forces and analysis of standard mechanisms
- To understand the theory of gears and gear trains.
- To understand the undesirable effects of unbalances resulting from prescribed motions in mechanism.
- To understand the principles in mechanisms used for speed control and stability control.
- To compute the natural and damped frequencies of free 1-DOF mechanical systems and to analyze the vibrational motion of 1-DOF mechanical systems under harmonic excitation conditions.

Teaching-Learning Process (General Instructions)

These are sample strategies, which teachers can use to accelerate the attainment of the various course outcomes.

- Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
- Chalk and Talk method for Problem Solving.
- Adopt flipped classroom teaching method.
- Adopt collaborative (Group Learning) learning in the class.
- Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

Module-1

Introduction: Mechanisms and machines, Kinematic pairs-types, degree of freedom, Kinematic chains and their classification, Kinematic inversions,

Velocity and Acceleration analysis of planar mechanisms Graphical method: Velocity and Acceleration Analysis of Mechanisms Velocity and acceleration analysis of four bar mechanism, slider crank mechanism. Mechanism illustrating Corioli's component of acceleration. Angular velocity and angular acceleration of links, velocity of rubbing.

Velocity and Acceleration Analysis of Mechanisms (Analytical Method): Velocity and acceleration analysis of four bar mechanism, slider crank mechanism using complex algebra method.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-2

Static force analysis: Static equilibrium, analysis of four bar mechanism, slider crank mechanism.

Dynamic force analysis: D'Alembert's principle, analysis of four bar and slider crank mechanism.

Flywheel: Introduction to Flywheel and calculation of its size for simple machines like punching machine, shearing machine

Teaching-Learning Process	. 1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-3

Spur Gears: Gear terminology, law of gearing, path of contact, arc of contact, contact ratio of spur gear. Interference in involute gears, methods of avoiding interference, condition and expressions for minimum number of teeth to avoid interference.
Gear Trains: Simple gear trains, compound gear trains. Epicyclic gear trains: Algebraic and tabular methods of finding velocity ratio of epicyclic gear trains, torque calculation in epicyclic gear trains. Discussions on applications of gear trains.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-4

Balancing of Rotating Masses: Static and Dynamic Balancing, Balancing of single rotating mass by balancing masses in same plane and in different planes. Balancing of several rotating masses by balancing masses in same plane and in different planes. Discussions on applications.
Balancing of Reciprocating Masses: Inertia Effect of crank and connecting rod, Single cylinder Engine, Balancing in multi cylinder-inline engine (primary and secondary forces). Discussions on applications
Governors: Types of Governors; Force Analysis of Porter and Hartnell Governors. Controlling Force, Stability, Sensitiveness, Isochronism, Effort and Power. Discussion on applications.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-5

Free vibrations: Basic elements of vibrating system, Types of free vibrations, Longitudinal vibrations- Equilibrium method, D'Alembert's principle, Determination of natural frequency of single degree freedom systems, Damped free vibrations: Under damped, over damped and critically damped systems. Logarithmic decrement.
Forced vibrations: Undamped forced vibration of spring mass system, Damped forced vibrations, Rotating unbalance, Reciprocating unbalance, Vibration isolation, Critical speed. Discussions on applications.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Course outcome (Course Skill Set)

At the end of the course the student will be able to :

- Knowledge of mechanisms and their motion and the inversions of mechanisms
- Analyse the velocity, acceleration of links and joints of mechanisms..
- Analyse the mechanisms for static and dynamic equilibrium.
- Carry out the balancing of rotating and reciprocating masses
- Analyse different types of governors used in real life situation.
- Analyze the free and forced vibration phenomenon.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5^{th} week of the semester
- Second test at the end of the 10^{th} week of the semester
- Third test at the end of the 15^{th} week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4^{th} week of the semester
- Second assignment at the end of 9^{th} week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

- At the end of the 13^{th} week of the semester
- The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks.Marks scored shall be reduced proportionally to 50 marks
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

Suggested Learning Resources:

Books

1 Theory of Machines Kinematics and Dynamics Sadhu Singh Pearson Third edition 2019

2 Mechanism and Machine Theory G. Ambekar PHI 2009

Reference Books

1 Theory of Machines Rattan S.S Tata McGraw-Hill Publishing Company 2014

2 Mechanisms and Machines- Kinematics, Dynamics and Synthesis Michael M Stanisic Cengage Learning 2016

Web links and Video Lectures (e-Resources):

- .

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Course Seminar
- Term project
- Assignment

Semester - V

THERMO-FLUIDS ENGINEERING (IPCC)			
Course Code	**21ME52**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 13 Lab slots*	Total Marks	100
Credits	04	Exam Hours	03

**** Additional one hour may be considered as Instructional duration wherever required***

Course objectives:

Student will be able

- To understand the concepts of testing of I. C. Engines and methods to estimate Indicated, Brake and Frictional Power and efficiencies.
- To understand theory and performance Calculation of Reciprocating compressor and positive displacement pumps.
- To understand the concepts related to Refrigeration, refrigeration cycles and Air conditioning and get conversant with Psychrometric Charts, Psychrometric processes, human comfort conditions.
- Understand typical construction of a Turbo machine, their working principle, application and conversion of fluid energy to mechanical energy in Turbo machine with utilization factor and degree of reaction.
- Understand the working principle of hydraulic turbines and steam turbine

Teaching-Learning Process (General Instructions)

These are sample strategies, which teachers can use to accelerate the attainment of the various course outcomes.

- Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
- Chalk and Talk method for Problem Solving.
- Adopt flipped classroom teaching method.
- Adopt collaborative (Group Learning) learning in the class.
- Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

MODULE-1 **8 HOURS**

Performance Testing of IC Engines: Two-stroke and Four-stroke I.C. engines - Measurement of speed, air flow, fuel consumption, Measurement of Brake Power and Indicated Power, Performance curves, Heat Balance sheet., Frictional power: various methods – Willan's line, Morse test, motoring etc.

Reciprocating Air Compressors: Operation of a single stage reciprocating compressors: work input through p-v diagram, effect of clearance and volumetric efficiency, adiabatic, isothermal and mechanical efficiencies. Multi-stage compressor, saving in work, optimum intermediate pressure, inter-cooling, minimum work for compression. Discussion on application.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving/White board

MODULE-2 **8 HOURS**

Refrigeration: Vapour compression refrigeration system; description, analysis, refrigerating effect, capacity, power required, units of refrigeration, COP, reversed Carnot cycle, vapour absorption refrigeration system and Air refrigeration system. Use of refrigeration tables and p-h chart. Classification of Refrigerants. Desirable properties of refrigerants.

Psychrometries: Atmospheric air and Psychrometric properties: DBT, WBT, DPT, partial pressure, specific and relative humidity and relation between the enthalpy and adiabatic saturation temperatures. Construction and use of psychrometric chart. Analysis of various processes: Heating, cooling, dehumidifying and humidifying. Adiabatic mixing of stream of moist air. Analysis of summer and winter air-conditioning systems. Discussion on commercial Air conditioning systems.

Teaching-Learning Process	. 1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
MODULE-3	**8 HOURS**
Introduction to Turbo machines: Classification of Turbomachines, Basic constructional details, Euler's equation for a Turbo machine, Impulse & Reaction machine - Axial flow and radial flow machines, utilization factor, degree of reaction & efficiencies of Turbo machines, **Introduction to positive displacement machines:** Classification, comparison with turbomachines. Construction and working of reciprocating pump, gear and vane pumps. Discussion on engineering applications.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving/White board
MODULE-4	**8 HOURS**
Hydraulic Turbines: Classification of hydraulic turbines, Various heads and efficiencies, working principle, Velocity triangles, work done, efficiencies etc in Pelton wheel, Francis turbine and Kaplan turbine. Draft tubes, Cavitation in reaction turbines, characteristic curves.Significance of Specific speed and Unit quantities. **Centrifugal Pumps:** Main Parts of centrifugal pump, Various heads and efficiencies, work done, minimum speed for starting centrifugal pump, Classifications- Performance characteristics of centrifugal pumps, Cavitation in pumps and NPSH. Pumps in series and parallel, casings. Discussion on engineering applications.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving/White board
MODULE 5	**8 HOURS**
Centrifugal Fans, Blowers & Compressors: types; velocity triangles, work done and degree of reaction, size & speed; vane shape & efficiency; vane shape & characteristics; actual performances characteristics; Concept of slip and slip coefficient. Discussion on engineering applications. **Steam and gas Turbines:** Impulse turbines, Staging - expression for work done in a 2-stage velocity compounded turbine- effect of blade & nozzle losses- Reaction staging- reheat factor- performance characteristics, problems using Mollier's chart & introduction to gas turbines.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

PRACTICAL COMPONENT OF IPCC

Use of modern computing tools preferred in analysis of performance and estimations

Sl.NO	Experiments
1	Determination of calorific value of solid/liquid fuels using Bomb Calorimeter
2	Determination of calorific value of gaseous fuels using Junker's Gas Calorimeter.
3	Performance test on single cylinder engine four/two stroke and draw Heat balance sheet
4	Performance test on multi cylinder engine, draw Heat balance sheet and perform Morse test
5	Performance test on Vapour compression refrigeration -test rig.
6	Performance test on Air conditioning-test rig.
7	Performance test on single/multi stage Reciprocating compressor.
8	Performance test on single / multi-stage centrifugal pump.
9	Performance test on Pelton turbine and draw main and operating characteristics.
10	Performance test on Franci's turbine and draw main and operating characteristics.
11	Performance test on Kaplan turbine and draw main and operating characteristics.

12	Performance test on centrifugal blower and draw performance characteristics for different vane shapes.
13	Demonstration on Computerised IC Engine test rig for its performance and analysis.

Course outcomes (Course Skill Set):
At the end of the course the student will be able to:

- Apply the concepts of testing of I. C. Engines and evaluate their performance, and evaluate the performance of Reciprocating compressor.
- Apply and analyse the concepts related to Refrigeration and Air conditioning, and get conversant with Psychrometric Charts, Psychrometric processes, human comfort conditions.
- Explain the construction, classification and working principle of the Turbo machines and apply of Euler's turbine equation to evaluate the energy transfer and other related parameters. Compare and evaluate the performance of positive displacement pumps.
- Classify, explain and analyse the various types of hydraulic turbines and centrifugal pumps.
- Classify, explain and analyse various types of steam turbines and centrifugal compressor.

Assessment Details (both CIE and SEE)
The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

CIE for the theory component of IPCC
Two Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Scaled-down marks of two tests and two assignments added will be CIE marks for the theory component of IPCC for **30 marks**.

CIE for the practical component of IPCC

- On completion of every experiment/program in the laboratory, the students shall be evaluated and marks shall be awarded on the same day. The**15 marks** are for conducting the experiment and preparation of the laboratory record, the other **05 marks shall be for the test** conducted at the end of the semester.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to 15 marks.
- The laboratory test **(duration 03 hours)** at the end of the 15th week of the semester /after completion of all the experiments (whichever is early) shall be conducted for 50 marks and scaled down to 05 marks**.**
- Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **20 marks**.

SEE for IPCC
Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (duration 03 hours)

- ➢ The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
- ➢ There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3

sub-questions), **should have a mix of topics** under that module.

- The students have to answer 5 full questions, selecting one full question from each module.

The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper shall include questions from the practical component).

- The minimum marks to be secured in CIE to appear for SEE shall be the 12 (40% of maximum marks-30) in the theory component and 08 (40% of maximum marks -20) in the practical component. The laboratory component of the IPCC shall be for CIE only. However, in SEE, the questions from the laboratory component shall be included**.** The maximum of 04/05 questions to be set from the practical component of IPCC, the total marks of all questions should not be more than the 20 marks.
- SEE will be conducted for 100 marks and students shall secure 35% of the maximum marks to qualify in the SEE. Marks secured will be scaled down to 50.

Suggested Learning Resources:

Text Books

1. Engineering Thermodynamics P.K. Nag Tata McGraw Hill 6th Edition 2018
2. Applications of Thermodynamics V.Kadambi, T. R.Seetharam, K. B. Subramanya Kumar Wiley Indian Private Ltd 1st Edition 2019
3. Turbo machines M. S. Govindegowda and A. M. Nagaraj M. M. Publications 7Th Ed, 2012
4. Thermodynamics Yunus A, Cengel, Michael A Boles Tata McGraw Hill 7th Edition
5. An Introduction to Energy Conversion, Volume III, Turbo machinery, V. Kadambi and Manohar Prasad New Age International Publishers reprint 2008
6. Turbo Machines B.U.Pai Wiley India Pvt, Ltd 1st Edition

Reference Books

1. Principles of Engineering Thermodynamics Michael J, Moran, Howard N. Shapiro Wiley 8th Edition
2. An Introduction to Thermodynamics, Y.V.C.Rao Wiley Eastern Ltd 2003.
3. Thermodynamics Radhakrishnan PHI 2nd revised edition
4. I.C.Engines M.L.Mathur& Sharma. Dhanpat Rai& sons- India
5. Turbines, Compressors & Fans S. M. Yahya Tata McGraw Hill Co. Ltd 2nd edition, 2002
6. Principals of Turbo machines D. G. Shepherd The Macmillan Company 1964
7. Fluid Mechanics & Thermodynamics of Turbo machines S. L. Dixon Elsevier 2005

Web links and Video Lectures (e-Resources):

E- Learning

- Nptel.ac.in
- VTU, E- learning
- MOOCS
- Open courseware

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- **Course seminar**
- **Term project**

Semester - V

FINITE ELEMENT ANALYSIS			
Course Code	**21ME53**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2-0-2*-0	SEE Marks	50
Total Hours of Pedagogy	25 hrs +13 practical sessions	Total Marks	100
Credits	03	Exam Hours	03
**** Additional One hour may be considered for instructions if required***			

Course objectives:

Students will be able

- To learn the basic principles of finite element analysis procedure
- To understand heat transfer problems with application of FEM.
- Solve 1 D, 2 D and dynamic problems using Finite Element Analysis approach.
- To learn and apply finite element solutions to structural, thermal, dynamic problem to develop the knowledge and skills needed to effectively evaluate finite element analyses.

Teaching-Learning Process (General Instructions)

These are sample strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
2. Chalk and Talk method for Problem Solving.
3. Adopt flipped classroom teaching method.
4. Adopt collaborative (Group Learning) learning in the class.
5. Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

MODULE-1

Introduction to Finite Element Method: General steps of the finite element method. Engineering applications of finite element method. Advantages of the Finite Element Method.

Potential energy method, Displacement method of finite element formulation. Convergence criteria, Discretization process, ***Rayleigh Ritz method, Galerkin's method (for study purpose only)***

Types of elements: 1D, 2D and 3D, Node numbering, Location of nodes. Strain- displacement relations, Stress-strain relations, Plain stress and Plain strain conditions, temperature effects.

Interpolation models: Simplex, complex and multiplex elements, linear interpolation polynomials in terms of global coordinates 1D, 2D, 3D Simplex Elements.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

MODULE-2

Introduction to the stiffness (Displacement) method: Introduction, One-Dimensional Elements-Analysis of Bars and Trusses, Linear interpolation polynomials in terms of local coordinate's for1D, 2D elements. Higher order interpolation functions for 1D quadratic and cubic elements in natural coordinates, Constant strain triangle, Four-Noded Tetrahedral Element (TET 4), Eight-Noded Hexahedral Element (HEXA 3 8), 2D iso-parametric element,

Numerical Problems: Solution for displacement, stress and strain in 1D straight bars, stepped bars and tapered bars using elimination approach and penalty approach

Teaching-Learning Process	. 1. Power-point Presentation, 2. Video demonstration or Simulations,

	3. Chalk and Talk are used for Problem Solving./White board

MODULE-3

Beams and Shafts: Boundary conditions, Load vector, Hermite shape functions , Beam stiffness matrix based on Euler-Bernoulli beam theory, Numerical problems on simply supported, fixed straight and cantilever beams, propped cantilever beams with concentrated and uniformly distributed load.
Torsion of Shafts: Finite element formulation of shafts, determination of stress and twists in circular shafts.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

MODULE-4

Heat Transfer: Basic equations of heat transfer: Energy balance equation, Rate equation: conduction, convection, radiation, 1D finite element formulation using variational method, Problems with temperature gradient and heat fluxes, heat transfer in composite sections, straight fins.
Fluid Flow: Flow through a porous medium, Flow through pipes of uniform and stepped sections, Flow through hydraulic networks.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

MODULE 5

Axi-symmetric Solid Elements: Derivation of stiffness matrix of axisymmetric bodies with triangular elements, Numerical solution of axisymmetric triangular element(s) subjected to surface forces, point loads, angular velocity, pressure vessels.
Dynamic Considerations: Formulation for point mass and distributed masses, Consistent element mass matrix of one dimensional bar element, truss element, triangular element, beam element. Lumped mass matrix of bar element, truss element, Evaluation of eigen values and eigen vectors, Applications to bars, stepped bars, and beams.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

PRACTICAL COMPONENT

Sl.NO	Experiments
1	**Introduction to FEA software , Pre-processing tools, Solver tools and Post-processing tools.**
2	Analysis of Bars of constant cross section area, tapered cross section area and stepped bar subjected to Point forces, Surface forces and Body forces(Minimum 2 exercises of different types)
3	Analysis of trusses (Minimum 2 exercises of different types)
4 5	Analysis of Beams – Simply supported, cantilever, Propped cantilever beams with point load , UDL, beams with varying load etc.
6	Stress analysis of a rectangular plate with a circular hole.
7 8	Thermal Analysis – 1D & 2D problem with conduction and convection boundary conditions (Minimum 2 exercises of different types)
9	Dynamic Analysis to find: Natural frequency of beam with fixed – fixed end condition, Response of beam with fixed – fixed end conditions subjected to forcing function

10	Dynamic Analysis to find: Natural frequency of bar, Response of Bar subjected to forcing functions
11	Demonstrate the use of graphics standards (IGES, STEP etc) to import the model from modeler to solver.
12	Demonstrate one example of contact analysis to learn the procedure to carry out contact analysis.
13	Demonstrate at least two different types of example to model and analyze bars or plates made from composite material.

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

- Identify the application and characteristics of FEA elements such as bars, beams, plane and isoparametric elements.
- Develop element characteristic equation and generation of global equation.
- Formulate and solve Axi-symmetric and heat transfer problems.
- Apply suitable boundary conditions to a global equation for bars, trusses, beams, circular shafts, heat transfer, fluid flow, axi-symmetric and dynamic problems.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

CIE for the theory component of IPCC

Two Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Scaled-down marks of two tests and two assignments added will be CIE marks for the theory component of IPCC for **30 marks**.

CIE for the practical component

- On completion of every experiment/program in the laboratory, the students shall be evaluated and marks shall be awarded on the same day. The **15 marks** are for conducting the experiment and preparation of the laboratory record, the other **05 marks shall be for the test** conducted at the end of the semester.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to 15 marks.
- The laboratory test **(duration 03 hours)** at the end of the 15th week of the semester /after completion of all the experiments (whichever is early) shall be conducted for 50 marks and scaled down to 05 marks**.**

Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **20 marks**.

.

SEE for

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (duration 03 hours)

- The question paper will have ten questions. Each question is set for 20 marks.Marks scored shall be reduced proportionally to 50 marks
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
- The students have to answer 5 full questions, selecting one full question from each module.

The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper shall include questions from the practical component).

- The minimum marks to be secured in CIE to appear for SEE shall be the 12 (40% of maximum marks-30) in the theory component and 08 (40% of maximum marks -20) in the practical component. The laboratory component of the IPCC shall be for CIE only. However, in SEE, the questions from the laboratory component shall be included**.** The maximum of 04/05 questions to be set from the practical component of IPCC, the total marks of all questions should not be more than the 20 marks.
- SEE will be conducted for 100 marks and students shall secure 35% of the maximum marks to qualify in the SEE. Marks secured will be scaled down to 50.

Suggested Learning Resources:

Textbooks

1. A first course in the Finite Element Method, Logan, D. L, Cengage Learning, 6th Edition 2016.
2. Finite Element Method in Engineering, Rao, S. S, Pergaman Int. Library of Science 5th Edition 2010.
3. Finite Elements in Engineering Chandrupatla T. R PHI 2nd Edition 2013

Referencebooks

1. Finite Element Method, J.N.Reddy, McGraw -Hill International Edition.
2. Finite Elements Procedures Bathe K. J PHI

Web links and Video Lectures (e-Resources):

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- **Course seminar**
- **Term project**

V Semester

MODERN MOBILITY & AUTOMOTIVE MECHANICS			
Course Code	**21ME54**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course Learning objectives:

- To understand the different chassis design & main components of automobile
- To understand the working of transmission and control system employed in automobiles
- To understand the automotive pollution and alternative automotive technologies under trail
- To understand the upcoming electric vehicle technology

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. Explain clearly through Power Point presentations
2. showing live Videos for working of components
3. Demonstration of live working of components through cut section models
4. Inspecting live vehicles
5. Visiting nearby service centres

Module-1	**Chassis & Power Plant**
History of Automobile, Classification of Automobile w.r.t Usage, Chassis, Body, Power Sources, capacity, main components of Internal Combustion Engines and their Functions, Fuel supply system, Cooling System, Lubrication System & Ignition System, Engine Management System, super charged engines, hybrid engines, modern GT engines	
Teaching-Learning Process	Power Point presentations Live Videos for working of components Explaining through live components in class room
Module-2	**Transmission & Suspension System**
Clutches; Plate Clutches, Cone Clutch, Centrifugal Clutch, Fluid Flywheel **Gear Box;** Gear Shifting mechanism, synchromesh Gear box, Torque converter, Automatic Manual Transmission (AMT), Automatic Transmission (AT), intelligent manual Transmission (IMT) Continuously Variable Transmission (CVT), Infinitely Variable Transmission (IVT)- Working of Differential, Rear Axle types &construction. **Suspension** – layout & working of Hydraulic& Air suspension, Independent suspension, Functions& advantages of Leaf Spring, Coil Spring, Telescopic Shock Absorber, Torsion Bar	
Teaching-Learning Process	Power Point presentations Live Videos for working of components Explaining through live components in class room
Module-3	**Control & Safety systems**
Steering system- mechanisms & Linkages, Steering gear boxes- Rack & pinion, worm & wheel construction & working,, power Steering construction & working, steering geometry, Wheel balancing **Braking System**- Mechanism and Linkages; Mechanical Brakes, Hydraulic Brakes, Power Brakes, Parking brakes, ABS, **Safety system** – Safety measures in modern vehicle – safety frames – working of - air bags, seat belt, collapsible steering, spoilers, defoggers, fire safety measures in heavy vehicles, bullet proof vehicles	
Teaching-Learning	Power Point presentations Live Videos for working of components

Process	Explaining through live components in class room
Module-4	**Automotive Emission & Alternate Vehicles**
Exhaust gas pollutants and their effects on environment, Emission norms, IC engine fuels types, extraction& availability, BIO Fuels – Production and impact. Ethanol engines, CNG vehicles- operation, advantages& disadvantages, over view of Hydrogen - fuel cell vehicles, advantages & disadvantages, IC engine/ electric hybrid vehicles over view, layout, transmission & control system, solar powered vehicles- wind powered vehicles, super capacitors, supply rails	
Teaching-Learning Process	Power Point presentations Live Videos for working of components
Module-5	**Electric Vehicles& Storage Batteries**
Electric vehicles principle and components- layout of two & 4 wheeler, Motors used in Electric vehicles –types- over view of construction and working, power transmission & control system in Electric vehicles. Batteries –construction & working principle of Lead acid, nickel based, sodium based, Lithium & Metal Air batteries. Battery charging types and requirements, battery cooling, fire safety measures in EV vehicles	
Teaching-Learning Process	Power Point presentations Live Videos for working of components
Course outcome (Course Skill Set) At the end of the course the student will be able to : 5. Understand the working of different systems employed in automobile 6. Analyse the limitation of present day automobiles 7. Evaluate the energy sources suitability 8. Apply the knowledge for selection of automobiles based on their suitability	

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester
- Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

- At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(To have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

Suggested Learning Resources:

Books

- Electric Vehicle Technology Explained James Larminie Oxford Brookes University, Oxford, UK John Lowry Acenti Designs Ltd., UK
- Automobile engineering, Kirpal Singh, Vol I and II (12th Edition) Standard Publishers 2011 2
- Automotive Mechanics, S. Srinivasan, (2nd Edition) Tata McGraw Hill 2003.
- Automotive Systems & Modern Mobility by Dr T Madhusudhan, et al., Cengage publications
- Automotive mechanics, William H Crouse & Donald L Anglin (10th Edition) Tata McGraw Hill Publishing Company Ltd., 2007.
- Modren Electric, Hybrid Electric, and Fuel Cell Vehicles,MehrdadEhsani, YiminGao, CRC Press, Taylor & Francis Group
- Automotive mechanics: Principles and Practices, Joseph Heitner, D Van Nostrand Company, Inc
- . Fundamentals of Automobile Engineering, K.K.Ramalingam, Scitech Publications (India) Pvt. Ltd. 4.
- Automobile Engineering, R. B. Gupta, SatyaPrakashan,(4th Edition) 1984.

Web links and Video Lectures (e-Resources):

Semester V

DESIGN LAB			
Course Code	**21MEL55**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0-0-2*-0	SEE Marks	50
Credits	01	Exam Hours	03

**** Additional one hour may be considered for instructions if required.***

Course objectives:

The students will be able

- To understand the concepts of natural frequency, logarithmic decrement, damping and damping ratio.
- To understand the techniques of balancing of rotating masses and influence of gyroscopic couple.
- To verify the concept of the critical speed of a rotating shaft.
- To illustrate the concept of stress concentration using Photo elasticity.
- To appreciate the equilibrium speed, sensitiveness, power and effort of a Governor.
- To illustrate the principles of pressure development in an oil film of a hydrodynamic journal bearing.
- To visualize different mechanisms and cam motions

Modern computing techniques are preferred to be used wherever possible.

Sl.NO	Experiments
1	Determination of natural frequency, logarithmic decrement, damping ratio and damping coefficient in a single degree of freedom vibrating systems (longitudinal and torsional)
2	Balancing of rotating masses
3	Determination of critical speed of a rotating shaft
4	Determination of equilibrium speed, sensitiveness, power and effort of Porter/Proell /Hartnel Governor.
5	Determination of Pressure distribution in Journal bearing
6	Study the principle of working of a Gyroscope and demonstrate the Effect of gyroscopic Couple on plane disc
7, 8	Study of different types of cams, types of followers and typical follower motions. Obtain cam profile for any two types of follower motions and types of follower
9	Determination of Fringe constant of Photo-elastic material using. a) Circular disc subjected to diametral compression. b) Pure bending specimen (four-point bending).
	Demonstration Experiments (For CIE)
10, 11	**Demonstration and study of operation of different Mechanisms and their Inversions:** Slider crank chain, Double slider crank chain and its inversions, Quick return motion mechanisms- Peaucellier's mechanism. Geneva wheel mechanism, Ratchet and Pawl mechanism, toggle mechanism, pantograph, Ackerman steering gear mechanism.
12	Demonstration of stress concentration using Photo-elasticity for simple components like plate with a hole under tension or bending, circular disk with circular hole under compression,

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

- Compute the natural frequency of the free and forced vibration of single degree freedom systems, critical speed of shafts.
- Carry out balancing of rotating masses and gyroscope phenomenon.
- Analyse the governor characteristics.
- Determine stresses in disk, beams and plates using photo elastic bench.
- Determination of Pressure distribution in Journal bearing
- Analyse the stress and strains using strain gauges in compression and bending test
- To realize different mechanisms and cam motions

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination(SEE).

Continuous Internal Evaluation (CIE):

CIE marks for the practical course is **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled downed to 30 marks (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8th week of the semester and the second test shall be conducted after the 14th week of the semester.
- In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book
- The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

SEE marks for the practical course is 50 Marks.

SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University

All laboratory experiments are to be included for practical examination.

(Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.

Students can pick one question (experiment) from the questions lot prepared by the internal /external examiners

BASICS OF MATLAB			
Course Code	**21ME581**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2*:0	SEE Marks	50
Credits	01	Exam Hours	02

**** Additional one hour may be considered for instructions, if required***

Course objectives:

1. To know about fundamentals of MATLAB tool.
2. To provide an overview to program curve fitting & solve Linear and Nonlinear Equations.
3. To understand the concept and importance of Fourier transforms.
4. To gain knowledge about MATLAB Simulink & solve Electrical engineering problems.

Sl.NO	Experiments
1 2	**Introduction to MATLAB Programming:** Basics of MATLAB Programming, array operations in MATLAB, loops and execution of control, working with files: Scripts and functions**,** plotting and programming output, examples.
3 4	**Numerical Methods and their applications: Curve Fitting: Straight line fit, Polynomial fit.**
5 6	**Numerical Integration and Differentiation:** Trapezoidal method, Simpson method.
7 8	**Linear and Nonlinear Equations:** Eigen values, Eigen vectors, Solution of linear algebraic equations using Gauss Elimination and LU decomposition, Solution of nonlinear equation in single variable using Gauss-Siedal and Newton-Raphson method.
9 10	**Ordinary Differential Equations:** Introduction to ODE's, Euler's method, second order RungaKutta method, MATLAB ode45 algorithm in single variable and multivariables. **Transforms:** Discrete Fourier Transforms,
11 12 13	Application of MATLAB to analyse problems in basic engineering mechanics, mechanical vibrations, control system, statistics and dynamics of different circuits. **MATLAB Simulink:** Introduction to MATLAB Simulink, Simulink libraries, development of basic models in Simscape Power Systems

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

- Able to implement loops, branching, control instruction and functions in MATLAB programming environment.
- Able to program curve fitting, numerical differentiation and integration, solution of linear equations in MATLAB and solve electrical engineering problems.
- Able to understand implementation of ODE using ode 45 and execute Solutions of nonlinear equations and DFT in MATLAB.
- Able to simulate MATLAB Simulink examples

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination(SEE).

Continuous Internal Evaluation (CIE):

CIE marks for the practical course is **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled downed to 30 marks (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8^{th} week of the semester and the second test shall be conducted after the 14^{th} week of the semester.
- In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book
- The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

SEE marks for the practical course is 50 Marks.

SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University

All laboratory experiments are to be included for practical examination.

(Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.

Students can pick one question (experiment) from the questions lot prepared by the internal /external examiners jointly.

Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

Change of experiment is allowed only once and 15% Marks allotted to the procedure part to be made zero.

The duration of SEE is 03 hours

Rubrics suggested in Annexure-II of Regulation book

Semester 05

DIGITAL MARKETING			
Course Code	21ME582	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:2:0:0	SEE Marks	50
Total Hours of Pedagogy	30	Total Marks	100
Credits	01	Exam Hours	01

Course objectives:

- To provide with the knowledge about business advantages of the digital marketing and its importance for marketing success;
- To develop a digital marketing plan;
- To make SWOT analysis;
- To define a target group;
- To get introduced to various digital channels, their advantages and ways of integration;
- To integrate different digital media and create marketing content;
- To optimize a Website and SEO optimization;
- To create Google AdWords campaigns; social media planning;
- To get basic knowledge of Google Analytics for measuring effects of digital marketing and getting insight of future trends that will affect the future development of the digital marketing.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

15. Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
16. Chalk and Talk method for Problem Solving.
17. Adopt flipped classroom teaching method.
18. Adopt collaborative (Group Learning) learning in the class.
19. Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

Module-1

Introduction to the Course and Work plan, Introduction of the digital marketing, Digital vs. Real Marketing, Digital Marketing Channels
Creating initial digital marketing plan, Content management, SWOT analysis, Target group analysis,
Web design, Optimization of Web sites, MS Expression Web

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk

Module-2

SEO Optimization, Writing the SEO content
Google AdWords- creating accounts, Google AdWords- types
Introduction to CRM, CRM platform, CRM models

Teaching-Learning Process	. 1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk

Module-3

Introduction to Web analytics, Web analytics – levels, Introduction of Social Media Marketing
Creating a Facebook page, Visual identity of a Facebook page, Types of publications
Business opportunities and Instagram options, Optimization of Instagram profiles, Integrating Instagram with a Web Site and other social networks, keeping up with posts

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk

Module-4

Business tools on LinkedIn,Creating campaigns on LinkedIn, Analyzing visitation on LinkedIn Creating business accounts on YouTube, YouTube Advertising, YouTube Analytics Facebook Ads, Creating Facebook Ads, Ads Visibility	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk
Module-5	
E-mail marketing, E-mail marketing plan, E-mail marketing campaign analysis, Keeping up with conversions Digital Marketing Budgeting- resource planning, cost estimating, cost budgeting, cost control	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk

Course outcome (Course Skill Set)

At the end of the course the student will be able to:

- toidentifytheimportance of the digital marketing for marketing success,
- to manage customer relationships across all digital channels and build better customer relationships,
- to create a digital marketing plan, starting from the SWOT analysis and defining a target group, then identifying digital channels, their advantages and limitations,
- to perceive ways of the integration taking into consideration the available budget.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous internal Examination (CIE)

Three Tests (preferably in MCQ pattern with 20 questions) each of **20 Marks (duration 01 hour**)

13. First test at the end of 5th week of the semester
14. Second test at the end of the 10th week of the semester
15. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

9. First assignment at the end of 4th week of the semester
10. Second assignment at the end of 9th week of the semester

Quiz/Group discussion/Seminar, any two of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

The sum of total marks of three tests, two assignments, and quiz /seminar/ group discussion will be out of 100 marks and shall be **scaled down to 50 marks**

Semester End Examinations (SEE)

SEE paper shall be set for 50 questions, each of 01 mark. The pattern of the question paper is MCQ (multiple choice questions). The time allotted for SEE is **01 hour.** The student has to secure minimum of 35% of the maximum marks meant for SEE.

Suggested Learning Resources:

Books

1. Ryan, D. (2014). Understanding Digital Marketing
2. Marketing Strategies for Engaging the Digital Generation, Kogan Page Limited
3. The Beginner's Guide to Digital Marketing (2015). Digital Marketer
4. Pulizzi,J.(2014) Epic Content Marketing, Mc-graw Hill Education.

Web links and Video Lectures (e-Resources):

- .

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

DefineaTargetGroup;CreatingWebSites;WritingtheSEOcontent;SEOOptimizacija;GoogleAdWords;CRM Platform; Social Media Marketing Plan; Making a Facebook page; Budgeting; Final presentation.

Semester

VFX: VISUAL EFFECTS			
Course Code	21ME583	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:2:0:0	SEE Marks	50
Total Hours of Pedagogy	30	Total Marks	100
Credits	01	Exam Hours	01

Course objectives:
To expose the students to the following:
1. To learn the Basics of compositing using layer based compositing software.
2. To understand the tools and techniques of compositing.
3.To practice the categories in compositing process.

Teaching-Learning Process (General Instructions)
These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

20. Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
21. Chalk and Talk method for Problem Solving.
22. Adopt flipped classroom teaching method.
23. Adopt collaborative (Group Learning) learning in the class.
24. Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

Module-1	
Visual Effects: Set Up Your VFX Content Development Workstation, The Foundation of Raster for VFX: Pixels, Color, and Alpha; The Foundation of Motion for VFX: Frames and Codecs; The Foundation of Audio for VFX: MIDI, Wave, and Sample.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk

Module-2	
The Foundation of 2D Vector for VFX: Point, Path, and SVG; The Foundation of 3D Vector for VFX: Models and OpenGL; Professional VFX Software: Black magic Design Fusion; VFX Pipeline Composition: Using the Flow Node Editor.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk

Module-3	
VFX Pipeline Animation: Using the Timeline Editor; VFX Pipeline Motion Control: Using the Spline Editor; VFX Pipeline Pixel Isolation: Animated Polyline Masking; VFX Pipeline Automated Masking: Matte Generators.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk

Module-4	
VFX Pipeline Pixel Tracking: Using Motion Tracking; VFX Pipeline 3D Production: Compositing 3D Assets; VFX Pipeline 3D Rendering: Shader, Material, and Texture; VFX Pipeline 3D Modeling: 3D Text-Title Creation.	
Teaching-Learning	1. Power-point Presentation, 2. Video demonstration or Simulations,

Process	3. Chalk and Talk
Module-5	
VFX Pipeline 3D Animation: 3D Text-Titling Modifiers; Advanced VFX Pipeline Effects: 3D Particle Systems; Advanced VFX Pipeline Physics: 3D Particle Physics; Advanced Interactive VFX: i3D Content Publishing.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk

Course outcome (Course Skill Set)

At the end of the course the student will be able to:

- Gain good understanding about compositing process.
- Identify major applications of compositing process used in industry.
- Develop a visual effects pipeline.
- Demonstrate an in-depth knowledge of grading and VFX principles, practice and system capabilities.
- Create customized tools through software or scripting to allow for more creative application of visual effects techniques.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous internal Examination (CIE)

Three Tests (preferably in MCQ pattern with 20 questions) each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester
- Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Quiz/Group discussion/Seminar, any two of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

The sum of total marks of three tests, two assignments, and quiz /seminar/ group discussion will be out of 100 marks and shall be **scaled down to 50 marks**

Semester End Examinations (SEE)

SEE paper shall be set for 50 questions, each of 01 mark. The pattern of the question paper is MCQ (multiple choice questions). The time allotted for SEE is **01 hour.** The student has to secure minimum of 35% of the maximum marks meant for SEE.

Suggested Learning Resources:

Books

1. Karen E. Goulekas Visual effects in a digital world
2. Wallace Jackson Vfx fundamentals: visual special effects using fusion 8.0
3. Martin Watt and Erwin Coumans [Digital] Visual Effects and Compositing

Web links and Video Lectures (e-Resources):

1. http://chrisoatley.com/upcoming2015/
2. https://thewaltdisneycompany.com/employee-profile-spotlight-on-a-visualdevelopment-artist-2/
3. http://www.artofvfx.com/escape-plan-chris-wells-vfx-supervisor-hydraulx/
4. http://conceptartworld.com/artists/interview-with-visual-development-artistlandis-fields/

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning
•

Semester - VI

PRODUCTION AND OPERATIONS MANAGEMENT			
Course Code	**21ME61**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3-0-0-0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

Students will be able to

- Use of decision making tools such as break even analysis, linear programming, statistical analysis, simulation, etc. demands a strong knowledge of mathematics, science and engineering fundamentals.
- Forecasting models are basically mathematical equations. Formulating these models and solving them requires skill and a strong knowledge of mathematics, science, engineering & management fundamentals.
- Facility location and Capacity planning can be made by the use various mathematical models. Use of these models and solving them subsequently for arriving at a decision demands skill and knowledge on mathematics, science, engineering & management fundamentals.
- Preparation of aggregate plans and master schedule in an organization requires a strong background of mathematics, science, engineering & management fundamentals.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

- Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
- Chalk and Talk method for Problem Solving.
- Adopt flipped classroom teaching method.
- Adopt collaborative (Group Learning) learning in the class.
- Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

Module-1

Introduction, Production of Goods Versus Providing Services, the operation management function, The Scope of Operations Management, Types and Characteristics of Manufacturing and Service Systems, Productivity, its improvement and factors affecting productivity and topic related numerical.

Operations Decision Making: Characteristics of Decisions, Framework for Decision Making, Decision Methodology, decision making environments, Economic Models and Statistical Models. Breakeven- analysis and trade-offs. (Topic related numerical)

Tutorial Components:

1. *Why manufacturing matters?*
2. *Productivity improvement **Case Studies**.*

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-2

Forecasting: Introduction, Features Common to All Forecasts, Elements of a Good Forecast, Steps in the Forecasting Process, Approaches to Forecasting, choosing a Forecasting Technique, Accuracy and Control of Forecasts, Using Forecast Information, Operations Strategy and related numerical on various approaches.

Product and Service Design: Introduction, Sources of Ideas for New or Redesigned Products and Services, Legal, Ethical, and Environmental Issues, Designing for Manufacturing, and services.

Tutorial Components:

1. *High level forecasts can be bad news **-Case Studies***
2. *Managing poor forecast**.***

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board.

Module-3

Capacity & Location Planning: Introduction, Importance of Capacity Decisions, Defining and Measuring Capacity, Determinants of Effective Capacity, Determining Capacity Requirements, Developing Capacity Strategies, Evaluating Alternatives, Planning Service Capacity and related numerical.

Location Planning and Analysis: The Need for Location Decisions, The Nature of Location Decisions, General Procedure for Making Location Decisions, Identifying a Country, Region, Community, site and related numerical.

Facility Layout: Designing Product Layouts: Line Balancing, Designing Process Layouts.

Tutorial Components: Case studies

1. *Managing higher capacities or thinking of OUTSOURCING*
2. *Any increase in efficiency also increases utilization. Although the upper limit on efficiency is 100 percent, what can be done to achieve still higher levels of utilization?*

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-4

Aggregate Planning: Introduction, The Purpose and Scope of Aggregate Planning, Basic Strategies for Meeting Uneven Demand, Techniques for Aggregate Planning, Aggregate Planning in Services, Disaggregating the Aggregate Plan and related numerical on the techniques.

Master Scheduling: The Master Scheduling Process, Planning Horizons, Master Scheduling Format, Available-to-Promise Quantities and related numerical

Tutorial Components: Case Studies

1. *Duplicate orders can lead to excess capacity*
2. *Service operations often face more difficulty in planning than their manufacturing counterparts. However, service does have certain advantages that manufacturing often does not.*

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-5

MRP and ERP: Introduction, MRP Inputs, processing, outputs, MRP in Services, Benefits and Requirements of MRP, numerical, Capacity Requirements Planning, MRP II and ERP.

Purchasing and Supply Chain Management (SCM): Introduction, Importance of purchasing and SCM, the procurement process, Concept of tenders, Approaches to SCM, Vendor development.

Tutorial Components:

1. *The ABCs of ERP.*
2. *How can ERP Improve a Company's Business Performance? -* ***Case Studies***

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Course outcome (Course Skill Set)

At the end of the course the student will be able to:

- Apply the necessary tools for decision making in operations management.
- Examinevariousapproachesforforecastingthesalesdemandforanorganization.
- Listvariouscapacityandlocationplanstodeterminethesuitablecapacityrequiredformeetingtheforecastdemandofan organization.
- Analyse the aggregate plan and master production schedule for an organization, given its periodic demand.
- Apply MRP, purchasing and SCM techniques into practice.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester
- Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

- At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Books

Sl. No.	Author/s	Title	Publisher	Edition & Year
1.	William J stevenson	Production and Operations management	Tata McGraw Hill.	13th edition, 2018
2.	Joseph G. Monks	Operations Management	Tata McGraw Hill.	2nd Edition, 2020
3.	B. Mahadevan	Operations Management: Theory and Practice	Pearson	3rd Edition, 2015
4.	Gregory Frazier and Norman Gaither	Operations Management: Concepts, Techniques & Applications	Cengage Learning India	9th edition, 2015

Web links and Video Lectures (e-Resources):

- NOC: Production and Operation Management, IIT Roorkee: https://nptel.ac.in/courses/110107141
- Case studies in operations management: https://www.tandfonline.com/doi/full/10.1080/09537287.2011.554736?scroll=top&needAccess=true
- OPERATIONS MANAGEMENT course by MIT Open Courseware: https://ocw.mit.edu/courses/15-760a-operations-management-spring-2002/pages/syllabus/

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning
Operations Management Outside of the Classroom

- Video 1. Introduction to inventory management by Professor Srikanth Jagabathula (New York University, 2014b). The video is available at: https://www.youtube.com/watch?v=kGPr9oeN0MQ
- Video 2. Problem-solution demonstration by Professor Jagabathula (New York University, 2014c). The video is available at: https://www.youtube.com/watch?v=JCt1IVSjsuM
  Video 3. Introduction by Professor Jagabathula to a practice exercise for students to solve based on the video referenced in Figure 2. (New York University, 2014a). The video is available at: http://youtu.be/pIOzdftXsXc

Semester - VI

HEAT TRANSFER (IPCC)			
Course Code	**21ME62**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2*:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 12 Lab slots	Total Marks	100
Credits	04	Exam Hours	03

**** Additional one hour may be considered for instructions if required***

Course objectives:

Student will be able to learn

- Principles of heat transfer.
- Steady and transient heat transfer, obtain the differential equation of heat conduction in various coordinate system.
- Physical mechanism of convection and visualize the development of velocity and thermal boundary layers during flow over a surface.
- Radiation heat transfer mechanism
- The mechanisms of boiling and condensation and understand performance parameters of heat exchangers.

Teaching-Learning Process (General Instructions)

These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.

- Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
- Chalk and Talk method for Problem Solving.
- Adopt flipped classroom teaching method.
- Adopt collaborative (Group Learning) learning in the class.
- Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

MODULE-1 **8 HOURS**

Introductory Concepts and definition: Review of basics of Modes of Heat Transfer

Conduction-Basic Equations: General form of one-dimensional heat conduction equation. Boundary conditions of first, second and third kinds;

One dimensional Steady state conduction with and without heat generation: Steady state conduction in slab, cylinder and sphere with engineering applications.

Steady state conduction: Overall heat transfer coefficient for a composite medium; thermal contact resistance; critical thickness of insulation, Discussion on engineering applications.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

MODULE-2 **8 HOURS**

<u>Extended surfaces</u>; Steady state conduction in fins of uniform cross section long fin, fin with insulated tip and fin with convection at the tip; fin efficiency & effectiveness, Discussion on engineering applications.

One dimensional Transient conduction: Conduction in solids with negligible internal temperature gradients (lumped system analysis) Use of transient temperature charts (Heisler's charts) for Transient conduction in slab, long cylinder and sphere; concept of semi-infinite solids, Discussion on engineering applications.

Teaching-Learning Process	. 1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

MODULE-3 **8 HOURS**

Numerical Analysis of Heat Conduction: Introduction, one-dimensional steady conduction and one Dimensional unsteady conduction, boundary conditions, and solution methods. **Radiation Heat transfer:** (Review of basic laws of thermal radiation) Intensity of radiation and solid angle; Concept of thermal radiation resistance, Radiation network, view factor, Radiation heat exchange between two parallel infinite black surfaces, between two parallel infinite gray surfaces; Effect of radiation shield; Discussion on engineering applications.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
MODULE-4	**8 HOURS**
Concepts and Basic Relations in Boundary layers: Flow over a flat plate -Velocity boundary layer, Thermal boundary layer; Prandtl number; general expression for local heat transfer coefficient; Average heat transfer coefficient. **Forced Convection**: Physical significance of Dimensionless numbers. Use of various Correlations for hydro dynamically and thermally developed flows; Use of correlations for flow over a flat plate, cylinder, sphere and flow inside the duct. **Free or Natural Convection**: Physical significance of dimensionless numbers. Use of correlations for free convection from or to vertical, horizontal and inclined flat plates, vertical and inclined cylinder.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
MODULE 5	**8 HOURS**
Boiling and Condensation; Film, dropwise condensation theory, Pool boiling regimes, Use of correlations for film and dropwise condensation on tubes. **Heat Exchangers:** Classification of heat exchangers; Overall heat transfer coefficient, Fouling, Scaling factors; LMTD and NTU methods of analysis of heat exchangers, Compact heat exchangers.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

PRACTICAL COMPONENT OF IPCC *(May cover all / major modules)*

Modern computing tools are preferred to be used for analysis wherever possible.

Sl.NO	Experiments
1	Determination of Thermal Conductivity of a Metal Rod.
2	Determination of Overall Heat Transfer Coefficient of a Composite wall.
3	Determination of Effectiveness on a Metallic fin.
4	Determination of Heat Transfer Coefficient in free Convection
5	Determination of Heat Transfer Coefficient in a Forced Convention
6	Determination of Emissivity of a Surface and Determination of Stefan Boltzmann Constant.
7	Determination of LMDT and Effectiveness in a Parallel Flow and Counter Flow Heat Exchangers.
8	Experiments on Boiling of Liquid and Condensation of Vapour.

9	Experiment on Transient Conduction Heat Transfer.
10 11	Use of CFD for demonstrating heat transfer mechanism considering practical applications , Minimum two exercises
12	Using one dimensional transient conduction, experimentally demonstrate estimation of thermal conductivity and thermal diffusivity

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

- Solve steady state heat transfer problems in conduction.
- Solve transient heat transfer problems
- solve convection heat transfer problems using correlations
- Solve radiation heat transfer problems
  - Explain the mechanisms of boiling and condensation. And Determine performance parameters of heat exchangers.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

CIE for the theory component of IPCC

Two Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5^{th} week of the semester
- Second test at the end of the 10^{th} week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4^{th} week of the semester
- Second assignment at the end of 9^{th} week of the semester
- Scaled-down marks of two tests and two assignments added will be CIE marks for the theory component of IPCC for **30 marks**.

CIE for the practical component of IPCC

- On completion of every experiment/program in the laboratory, the students shall be evaluated and marks shall be awarded on the same day. The**15 marks** are for conducting the experiment and preparation of the laboratory record, the other **05 marks shall be for the test** conducted at the end of the semester.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to 15 marks.
- The laboratory test **(duration 03 hours)** at the end of the 15^{th} week of the semester /after completion of all the experiments (whichever is early) shall be conducted for 50 marks and scaled down to 05 marks**.**
- Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **20 marks**.

.

SEE for IPCC

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (duration 03 hours)

- The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
- The students have to answer 5 full questions, selecting one full question from each module.

The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper shall include questions from the practical component).

- The minimum marks to be secured in CIE to appear for SEE shall be the 12 (40% of maximum marks-30) in the theory component and 08 (40% of maximum marks -20) in the practical component. The laboratory component of the IPCC shall be for CIE only. However, in SEE, the questions from the laboratory component shall be included**.** The maximum of 04/05 questions to be set from the practical component of IPCC, the total marks of all questions should not be more than the 20 marks.
- SEE will be conducted for 100 marks and students shall secure 35% of the maximum marks to qualify in the SEE. Marks secured will be scaled down to 50.

Suggested Learning Resources:

Books

1 Principals of heat transfer Frank Kreith, Raj M. Manglik, Mark S. Bohn Cengage learning Seventh Edition 2011.

2 Heat transfer, a practical approach Yunus A. Cengel Tata Mc Graw Hill Fifth edition

Reference Books

1 Heat and mass transfer Kurt C, Rolle Cengage learning second edition

2 Heat Transfer A Basic Approach M. NecatiOzisik McGraw Hill, New York 2005

3 Fundamentals of Heat and Mass Transfer Incropera, F. P. and De Witt, D. P John Wiley and Sons, New York 5th Edition 2006

4 Heat Transfer Holman, J. P. Tata McGraw Hill, New York 9th Edition 2008

Web links and Video Lectures (e-Resources):

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- **Course seminar**
- **Term project**

Semester - VI

MACHINE DESIGN			
Course Code	**21ME63**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2-2-0-0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

The student will be able:

- To explain the principles involved in design of machine elements, subjected to different kinds of forces, from the considerations of strength, rigidity.
- To understand and interpret different failure modes and application of appropriate criteria for design of machine elements.
- Develop the capability to design elements like shafts, couplings and springs, welded joints, screwed joints.
- To learn transmission elements like gears, belts, pulleys, bearings from the manufacturers' catalogue.
- To produce assembly and working drawings of various mechanical systems involving machine elements like clutches and brakes.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

- Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
- Chalk and Talk method for Problem Solving.
- Adopt flipped classroom teaching method.
- Adopt collaborative (Group Learning) learning in the class.
- Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

Module-1

Introduction and Review: Review of engineering materials and their properties and manufacturing processes; use of codes and standards, selection of preferred sizes. Review of axial, bending, shear and torsion loading on machine components, combined loading, two- and three dimensional stresses, principal stresses, stress tensors, Mohr's circles.

Design for static strength: Factor of safety and service factor. Failure mode: definition and types. , Failure of brittle and ductile materials; even and uneven materials; Theories of failure: maximum normal stress theory, maximum shear stress theory, distortion energy theory, strain energy theory, Columba –Mohr theory and modified Mohr's theory. Stress concentration, stress concentration factor

Impact Strength: Introduction, Impact stresses due to axial, bending and torsion loads.

Fatigue loading: Introduction to fatigue failure, Mechanism of fatigue failure, types of fatigue loading, S-N Diagram, Low cycle fatigue, High cycle fatigue, Endurance limit.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-2

Design of shafts: Torsion of shafts, solid and hollow shaft design with steady loading based on strength and rigidity, ASME and BIS codes for power transmission shafting, design of shafts subjected to combined bending, torsion and axial loading, Discussion on engineering applications. **Design of couplings**: Design of Flange coupling, and Bush and Pin type coupling. **Springs**: Types of springs, spring materials, stresses in helical coil springs of circular and non-circular cross sections. Tension and compression springs, concentric springs; springs under fluctuating loads. Leaf Springs: Stresses in leaf springs, equalized stresses, and nipping of leaf springs, Discussion on engineering applications.	
Teaching-Learning Process	. 1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
Module-3	
Riveted joints: Types of rivets, rivet materials, Caulking and fullering, analysis of riveted joints, joint efficiency, failures of riveted joints, boiler joints, riveted brackets, Discussion on engineering applications. **Welded joints**: Types, strength of butt and fillet welds, eccentrically loaded welded joints, Discussion on engineering applications. **Threaded Fasteners**: Stresses in threaded fasteners, effect of initial tension, design of threaded fasteners under static, dynamic and impact loads, design of eccentrically loaded bolted joints, Discussion on engineering applications.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
Module-4	
Spur Gears: Definitions, stresses in gear tooth: Lewis equation and form factor, design for strength, dynamic load and wear. **Helical Gears**: Definitions, transverse and normal module, formative number of teeth, design based on strength, dynamic load and wear. **Bevel Gears**: Definitions, formative number of teeth, design based on strength, dynamic load and wear. **Worm Gears**: Definitions, types of worm and worm gears, and materials for worm and worm wheel. Design based on strength, dynamic, wear loads and efficiency of worm gear drives.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
Module-5	
Design of Clutches and Brakes: Design of single plate, multi-plate and cone clutches based on uniform pressure and uniform wear theories. Design of band brakes, block brakes and internal expanding brakes **Lubrication and Bearings**: Lubricants and their properties, bearing materials and properties; mechanisms of lubrication, hydrodynamic lubrication, pressure development in oil film, bearing modulus, coefficient of friction, minimum oil film thickness, heat generated, and heat dissipated. **Antifriction bearings**: Types of rolling contact bearings and their applications, static and dynamic load carrying capacities, equivalent bearing load, load life relationship, Discussion on engineering applications.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Course outcome (Course Skill Set)

At the end of the course the student will be able to :

- Apply codes and standards in the design of machine elements and select an element based on the Manufacturer's catalogue.
- Analyse the performance and failure modes of mechanical components subjected to combined loading and fatigue loading using the concepts of theories of failure.

- Demonstrate the application of engineering design tools to the design of machine components like shafts, springs, couplings, fasteners, welded and riveted joints, brakes and clutches
- Design different types of gears and simple gear boxes for relevant applications.
- Apply design concepts of hydrodynamic bearings for different applications and select Anti friction bearings for different applications using the manufacturers, catalogue.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5^{th} week of the semester
- Second test at the end of the 10^{th} week of the semester
- Third test at the end of the 15^{th} week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4^{th} week of the semester
- Second assignment at the end of 9^{th} week of the semester
- Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)
- At the end of the 13^{th} week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
- The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Text Books

1 Shigley's Mechanical Engineering Design Richard G. Budynas,and J. Keith Nisbett McGraw-Hill Education 10th Edition, 2015

2 Fundamentals of Machine Component Design Juvinall R.C, and Marshek K.M John Wiley & Sons Third Edition 2007 Wiley student edition

3 Design of Machine Elements V. B. Bhandari Tata Mcgraw Hill 4th Ed 2016.

Reference Books:

1 Machine Design- an integrated approach Robert L. Norton Pearson Education 2nd edition

2 Design and Machine Elements Spotts M.F., ShoupT.E Pearson Education 8th edition, 2006

3 Machine design Hall, Holowenko, Laughlin (Schaum's Outline Series adapted by S.K.Somani Tata McGraw Hill

Publishing Company Ltd Special Indian Edition, 2008 4 Elements of Machine Design H.G.Patil, S.C.Pilli, R.R.Malagi, M.S.Patil IK International First edition,2019 6 Hand book of Mechanical Design G. M. Maithra and L.V.Prasad Tata McGraw Hill 2nd edition, 2004 **Design Data Books:** Design Data Hand Book, K.Lingaiah, McGraw Hill, 2nd edition, 2003. Design Data Hand Book, K.Mahadevan and Balaveera Reddy, CBS publication. Design Data Hand Book, H.G.Patil, I.K.International Publisher, 2010 PSG Design Data Hand Book, PSG College of technology, Coimbatore
Web links and Video Lectures (e-Resources):
• .
Activity Based Learning (Suggested Activities in Class)/ Practical Based learning • Term Projects • Course seminar

VI Semester

SUPPLY CHAIN MANAGEMENT & INTRODUCTION TO SAP			
Course Code	**21ME641**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0	SEE Marks	50
Total Hours of Pedagogy	50	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

- To acquaint with key drivers of supply chain performance and their inter-relationships with strategy.
- To impart analytical and problem-solving skills necessary to develop solutions for a variety of supply chain management & design problems.
- To study the complexity of inter-firm and intra-firm coordination in implementing programs such as e-collaboration, quick response, jointly managed inventories and strategic alliances.
- To understand the usage of SAP material management system

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. Adopt different type of teaching methods to develop the outcomes through Power-Point Presentation and Video demonstration or Simulations.
2. Chalk and Talk method for Problem Solving.
3. Discuss the case studies and how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.
4. Adopt collaborative (Group Learning) Learning in the class.
5. Adopt Problem Based Learning (PBL), which fosters students Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyse information.

Module-1

Introduction: Supply Chain – Fundamentals –Evolution- Role in Economy - Importance - Decision Phases – Supplier Manufacturer-Customer chain. - Enablers/ Drivers of Supply Chain Performance. Supply chain strategy - Supply Chain Performance Measures.

Strategic Sourcing Outsourcing – Make Vs buy - Identifying core processes - Market Vs Hierarchy - Make Vs buy continuum -Sourcing strategy - Supplier Selection and Contract Negotiation. Creating a world class supply base- Supplier Development - World Wide Sourcing.

Teaching-Learning Process	Power-point Presentation, Video demonstration or Simulations, Chalk and Talk Method

Module-2

Warehouse Management Stores management-stores systems and procedures-incoming materials control stores accounting and stock verification Obsolete, surplus and scrap-value analysis-material handling transportation and traffic management -operational efficiency-productivity-cost effectiveness-performance measurement.

Supply Chain Network Distribution Network Design – Role - Factors Influencing Options, Value Addition – Distribution Strategies - Models for Facility Location and Capacity allocation. Distribution Center Location Models.

Teaching-Learning Process	Power-point Presentation, Video demonstration or Simulations, Chalk and Talk Method

Module-3

Supply Chain Network optimization models. Impact of uncertainty on Network Design - Network Design, decisions using Decision trees. Planning Demand, -multiple item -multiple location inventory management.

Pricing and Revenue Management.

Teaching-Learning	Power-point Presentation, Video demonstration or Simulations, Chalk and Talk Method

Process	
Module-4	
Current Trends: Supply Chain Integration - Building partnership and trust in Supply chain Value of Information: Bullwhip Effect - Effective forecasting - Coordinating the supply chain. Supply Chain restructuring, Supply Chain Mapping - Supply Chain process restructuring, Postpone the point of differentiation – IT in Supply Chain - Agile Supply Chains -Reverse Supply chain. Future of IT in supply chain- EBusiness in supply chain.	
Teaching-Learning Process	Power-point Presentation, Video demonstration or Simulations, Chalk and Talk Method
Module-5	
Introduction to SAP, SAP Material Management, Procurement process, Organization structure, Enterprise structure, Master data management, purchase Info record, source list, procurement cycle, purchase requisition, request for quotation, purchase order, inventory management, invoice verification, service management, transaction code	
Teaching-Learning Process	Power-point Presentation, Video demonstration or Simulations, Chalk and Talk Method

Course outcome (Course Skill Set)

At the end of the course the student will be able to :

- Understand the framework and scope of supply chain management.
- Build and manage a competitive supply chain using strategies, models, techniques and information technology.
- Plan the demand, inventory and supply and optimize supply chain network.
- Understand the emerging trends and impact of IT on Supply chain.
- Understand the basics of SAP material management system

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5^{th} week of the semester
- Second test at the end of the 10^{th} week of the semester
- Third test at the end of the 15^{th} week of the semester
- Two assignments each of **10 Marks**
- First assignment at the end of 4^{th} week of the semester
- Second assignment at the end of 9^{th} week of the semester
- Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)
- At the end of the 13^{th} week of the semester
- The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
- The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Books

1. Janat Shah, Supply Chain Management– Text and Cases, Pearson Education, 2nd edition
2. Sunil Chopra and Peter Meindl, Supply Chain Management-Strategy Planning and Operation, PHI Learning / Pearson Education, 6th edition.
3. David Simchi-Levi, Philip Kaminsky, Edith Simchi-Levi, Designing and Managing the Supply Chain: Concepts, Strategies, and Cases, Tata McGraw-Hill.
4. Ballou Ronald H, Business Logistics and Supply Chain Management, Pearson Education
5. Ashfaque Ahmed, The SAP Materials Management Handbook, CRC Press Publication. 2014 edition.
6. Martin Murray & Jawad Akhtar, Materials Management with SAP ERP: Functionality and Technical Configuration, SAP Press; Fourth edition.
7. P. Gopalakrishanan, M. Sundaresan, Materials Management: An Integrated Approach, Prentice Hall India

Web links and Video Lectures (e-Resources):

- https://onlinecourses.nptel.ac.in/noc21_mg45/preview
- https://nptel.ac.in/courses/110106045
- https://www.udemy.com/course/sap-mm-training/
- https://www.udemy.com/course/sap-s4hana-mm-sourcing-and-procurement/
- https://nptel.ac.in/courses/110105095

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Case study of companies example Amazon, Flipkart, Parle, DMart, Reliance etc can be discussed

VI SEMESTER

MECHATRONICS SYSTEM DESIGN			
Course Code	**21ME642**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

1. Gain knowledge of basics of Mechatronics system design and sensors.
2. Understanding various techniques of Mechatronics system design for solving engineering problems.
3. Understanding Dynamic responses of systems and Fault detection techniques
4. Determination of optimization solutions, effective decision making, Convert the data in real time interfacing.
5. Understand real time mechatronic system design through case study

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
2. Chalk and Talk method for Problem Solving.
3. Arrange visits to show the live working models other than laboratory topics.
4. Adopt collaborative (Group Learning) Learning in the class.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

Module-1

8 HOURS

Introduction to mechatronics System Design: Mechatronics Definition, integrated design issues in Mechatronics, the Mechatronics design process, the key elements, Application of Mechatronics.

Sensors in Mechatronics: sensors for motion and position measurement. Force and pressure sensors. Sensors for temperature measurements.

Teaching-Learning Process	1. PowerPoint Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving (In-general).

Module-2

8 HOURS

Modeling and Simulation of Physical Elements: Operator notation and transfer functions, Block diagrams, manipulations and simulation, block diagram modeling- Direct method and analogy approach, Electrical systems, Mechanical systems **(Rotational and Translational),** electrical Mechanical Coupling, Fluid systems

Teaching-Learning Process	1. . PowerPoint Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving (In-general).

Module-3

8 HOURS

Dynamic responses of systems and Fault Finding. Modelling of dynamic systems, Terminology, first order systems and second order systems. Fault detection techniques, Parity and error coding checks, Common hardware faults. Microprocessor systems. Emulation and simulation**.**	
Teaching-Learning Process	1. PowerPoint Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving (In-general).
Module-4 **8 HOURS**	
Signal Conditioning and Real time Interfacing: Introduction, elements of Data Acquisition and Control System, Transducers and Signal Conditioning, Devices for data conversion, Data conversion process, Application software.	
Teaching-Learning Process	1. PowerPoint Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving (In-general).
Module-5 **8 HOURS**	
Case Studies: Comprehensive and Data acquisition case studies, data acquisition and control case studies.	
Teaching-Learning Process	1. PowerPoint Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving (In-general).

Course outcome (Course Skill Set)

At the end of the course the student will be able to:

CO1. Discuss about Mechatronics design process and select the sensor and Actuator for a Mechatronics application

CO2. Explain Modeling and Simulation of mechanical Elements, electrical Elements and fluid system
the sensors in mechatronics systems and Fault detection techniques in Mechatronics.

CO3. Understand the elements of Data Acquisition and Control System, Convert the data in real time interfacing

CO4. Model the dynamic response of first order and second order systems.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous internal Examination (CIE)

Three Tests (preferably in MCQ pattern with 20 questions) each of **20 Marks (duration 01 hour**)

- First test at the end of 5^{th} week of the semester
- Second test at the end of the 10^{th} week of the semester
- Third test at the end of the 15^{th} week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4^{th} week of the semester
- Second assignment at the end of 9^{th} week of the semester

Quiz/Group discussion/Seminar, any two of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

The sum of total marks of three tests, two assignments, and quiz /seminar/ group discussion will be out of 100 marks and shall be **scaled down to 50 marks**

Semester End Examinations (SEE)

SEE paper shall be set for 50 questions, each of 01 mark. The pattern of the question paper is MCQ (multiple choice questions). The time allotted for SEE is **01 hour.** The student has to secure minimum of 35% of the maximum marks meant for SEE.

Suggested Learning Resources:

Books

1. Mechatronics System Design by Devdas Shetty and Richard A Kolk, Second edition, Thomson Learning Publishing Company, Vikas publishing house, 2001.
2. W. Bolton, “Mechatronics” - Addison Wesley Longman Publication, 1999.
3. Shetty and Kolk “Mechatronics System Design”- Cengage Learning, 2010

Web links and Video Lectures (e-Resources):

- https://nptel.ac.in/

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Quiz
- Presentations
- Group Activity

VI Semester

AUTONOMOUS VEHICLES			
Course Code	**21ME643**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3-0-0-0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

1. Introduce the fundamental aspects of Autonomous Vehicles.
2. Gain Knowledge about the Sensing Technology and Algorithms applied in Autonomous vehicles.
3. Understand the Connectivity Aspects and the issues involved in driverless cars.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
2. Chalk and Talk method for Problem Solving.
3. Adopt flipped classroom teaching method.
4. Adopt collaborative (Group Learning) learning in the class.
5. Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information..

Module-1

Introduction :

Evolution of Automotive Electronics -Basic Control System Theory applied to Automobiles -Overview of the Operation of ECUs -Infotainment, Body, Chassis, and Powertrain Electronics-Advanced Driver Assistance Systems-Autonomous Vehicles

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-2

Sensor Technology for Autonomous Vehicles:

Basics of Radar Technology and Systems -Ultrasonic Sonar Systems -LIDAR Sensor Technology and Systems -Camera Technology -Night Vision Technology -Use of Sensor Data Fusion -Kalman Filters

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-3

Computer Vision and Deep Learning for Autonomous Vehicles:

Computer Vision Fundamentals -Advanced Computer Vision -Neural Networks for Image Processing –Tensor Flow -Overview of Deep Neural Networks -Convolutional Neural Networks

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-4

Connected Car Technology: Connectivity Fundamentals - DSRC (Direct Short Range Communication) - Vehicle-to-Vehicle Technology and Applications -Vehicle-to-Roadside and Vehicle-to-Infrastructure Applications -Security Issues.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
Module-5	
Autonomous Vehicle Technology: Driverless Car Technology-Different Levels of Automation -Localization - Path Planning. Controllers to Actuate a Vehicle - PID Controllers -Model Predictive Controllers, ROS Framework	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Course outcome (Course Skill Set)

At the end of the course the student will be able to :

1. Describe the evolution of Automotive Electronics and the operation of ECUs.
2. Compare the different type of sensing mechanisms involved in Autonomous Vehicles.
3. Discuss about the use of computer vision and learning algorithms in vehicles.
4. Summarize the aspects of connectivity fundamentals existing in a driverless car.
5. Identify the different levels of automation involved in an Autonomous Vehicle.
6. Outline the various controllers employed in vehicle actuation

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester
- Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

- At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
- The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Books

1. Shaoshan Liu, Liyun Li, "Creating Autonomous Vehicle Systems", Morgan and Claypool Publishers, 2017.
2. Marcus Maurer, J.ChristianGerdes, "Autonomous Driving: Technical, Legal and Social Aspects" Springer, 2016.
3. Ronald.K.Jurgen, "Autonomous Vehicles for Safer Driving", SAE International, 2013.
4. James Anderson, KalraNidhi, Karlyn Stanly, "Autonomous Vehicle Technology: A Guide for Policymakers", Rand Co, 2014.
5. Lawrence. D. Burns, ChrostopherShulgan, "Autonomy – The quest to build the driverless car and how it will reshape our world", Harper Collins Publishers, 2018

Web links and Video Lectures (e-Resources):

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning
•

Semester - 06

INTERNET OF THINGS (IOT)			
Course Code	21ME644	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2:0:2:0	SEE Marks	50
Total Hours of Pedagogy	30 hours Theory + 12 Lab slots	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

- To introduce the fundamental concepts of IoT and physical computing
- To expose the student to a variety of embedded boards and IoT Platforms
- To create a basic understanding of the communication protocols in IoT communications.
- To familiarize the student with application program interfaces for IoT.
- To enable students to create simple IoT applications.

Teaching-Learning Process (General Instructions)

These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.

25. Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
26. Chalk and Talk method for Problem Solving.
27. Adopt flipped classroom teaching method.
28. Adopt collaborative (Group Learning) learning in the class.
29. Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

MODULE-1 **8 HOURS**

Overview of IoT:The Internet of Things: An Overview, The Flavor of the Internet of Things, The "Internet" of "Things", The Technology of the Internet of Things, Enchanted Objects, Who is Making the Internet of Things?, Design Principles for Connected Devices, Calm and Ambient Technology, Privacy, Keeping Secrets, Whose Data Is It Anyway?, Web Thinking for Connected Devices, Small Pieces, Loosely Joined, First-Class Citizens On The Internet, Graceful Degradation, Affordances.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

MODULE-2 **8 HOURS**

Embedded Devices - I: Embedded Computing Basics, Microcontrollers, System-on-Chips, Choosing Your Platform, Arduino, Developing on the Arduino, Some Notes on the Hardware, Openness.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

MODULE-3 **8 HOURS**

Embedded Devices - II: Raspberry Pi , Cases and Extension Boards, Developing on the Raspberry Pi, Some Notes on the Hardware, Openness, Other notable platforms, Mobile phones and tablets, Plug Computing: Always-on Internet of Things.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

MODULE-4	8 HOURS
Communication in the IoT:Internet Principles, Internet Communications: An Overview, IP, TCP, The IP Protocol Suite (TCP/IP), UDP, IP Addresses, DNS, Static IP Address Assignment, Dynamic IP Address Assignment, IPv6, MAC Addresses, TCP and UDP Ports, An Example: HTTP Ports, Other Common Ports, Application Layer Protocols- HTTP, HTTPS: Encrypted HTTP, Other Application Layer Protocols.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
MODULE 5	**8 HOURS**
Prototyping Online Components: Getting Started with an API, Mashing Up APIs, Scraping, Legalities, Writing a New API, Clockodillo, Security, Implementing the API, Using Curl to Test, Going Further, Real-Time Reactions, Polling, Comet, Other Protocols, MQ Telemetry Transport, Extensible Messaging and Presence Protocol, Constrained Application Protocol.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

PRACTICAL COMPONENT OF IPCC *(May cover all / major modules)*

Sl.NO	Experiments
1	Select any one development board (Eg., Arduino or Raspberry Pi) and control LED using the board.
2	Using the same board as in (1), read data from a sensor. Experiment with both analog and digital sensors.
3	Control any two actuators connected to the development board using Bluetooth.
4	Read data from sensor and send it to a requesting client. (using socket communication) Note: The client and server should be connected to same local area network.
5	Create any cloud platform account, explore IoT services and register a thing on the platform.
6	Push sensor data to cloud.
7	Control an actuator through cloud.
8	Access the data pushed from sensor to cloud and apply any data analytics or visualization services.
9	Create a mobile app to control an actuator.
10, 11, 12	Identify a problem in your local area or college which can be solved by integrating the things you learned so far and create a prototype to solve it

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

- explain IoT architecture, interpret the design principles that govern connected devices, summarize the roles of various organizations for IoT
- explain the basics of microcontrollers, outline the architecture of Arduino, develop simple applications using Arduino
- outline the architecture of Raspberry Pi, develop simple applications using Raspberry Pi, select a platform for a particular embedded computing application
- interpret different protocols and compare them, select which protocol can be used for a specific application,Utilize the Internet communication protocols for IoT applications
- select IoT APIs for an application, design and develop a solution for a given application using APIs, test for errors in the application

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

CIE for the theory component of IPCC

Two Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Scaled-down marks of two tests and two assignments added will be CIE marks for the theory component of IPCC for **30 marks**.

CIE for the practical component of IPCC

- On completion of every experiment/program in the laboratory, the students shall be evaluated and marks shall be awarded on the same day. The**15 marks** are for conducting the experiment and preparation of the laboratory record, the other **05 marks shall be for the test** conducted at the end of the semester.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to 15 marks.
- The laboratory test **(duration 03 hours)** at the end of the 15th week of the semester /after completion of all the experiments (whichever is early) shall be conducted for 50 marks and scaled down to 05 marks**.**

Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **20 marks**.

.

SEE for IPCC

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (duration 03 hours)

11. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
12. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

13. The students have to answer 5 full questions, selecting one full question from each module.

The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper shall include questions from the practical component).

- The minimum marks to be secured in CIE to appear for SEE shall be the 12 (40% of maximum marks-30) in the theory component and 08 (40% of maximum marks -20) in the practical component. The laboratory component of the IPCC shall be for CIE only. However, in SEE, the questions from the laboratory component shall be included**.** The maximum of 04/05 questions to be set from the practical component of IPCC, the total marks of all questions should not be more than the 20 marks.
- SEE will be conducted for 100 marks and students shall secure 35% of the maximum marks to qualify in the SEE. Marks secured will be scaled down to 50.

Suggested Learning Resources:

Books

- Adrian McEwen, Hakim Cassimally - Designing the Internet of Thing Wiley Publications, 2012.
- ArshdeepBahga, Vijay Madisetti - Internet of Things: A Hands-On Approach,Universities Press, 2014.
- Pethuru Raj, Anupama C. Raman, The Internet of Things, Enabling technologies and usecases –CRC Press 2017.

Web links and Video Lectures (e-Resources):

https://www.arduino.cc/

https://www.raspberrypi.org/

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

VI Semester

PROJECT MANAGEMENT			
Course Code	**21ME651**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3-0-0-0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

- To understand how to break down a complex project into manageable segments and use of effective project management tools and techniques to arrive at solution and ensure that the project meets its deliverables and is completed within budget and on schedule.
- To impart knowledge on various components, phases, and attributes of a project.
- To prepare students to plan, develop, lead, manage, and successfully implement and deliver projects within their chosen practice area.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

- Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
- Chalk and Talk method for Problem Solving.
- Arrange visits to show the live working models other than laboratory topics.
- Adopt collaborative (Group Learning) Learning in the class.
- Adopt Problem Based Learning (PBL), which fosters students' Analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

Module-1

Introduction: Definition of project, characteristics of projects, understand projects, types of projects, scalability of project tools, project roles Project Selection and Prioritization – Strategic planning process, Strategic analysis, strategic objectives, portfolio alignment – identifying potential projects, methods of selecting projects, financial mode / scoring models to select projects, prioritizing projects, securing and negotiating projects.

Teaching-Learning Process	• PowerPoint Presentation, • Video demonstration or Simulations, • Chalk and Talk are used for Problem Solving (In-general).

Module-2

Planning Projects: Defining the project scope, Project scope checklist, Project priorities, Work Breakdown Structure (WBS), Integrating WBS with organisation, coding the WBS for the information system.

Scheduling Projects: Purpose of a project schedule, historical development, how project schedules are limited and created, develop project schedules, uncertainty in project schedules, Gantt chart.

Teaching-Learning Process	• . PowerPoint Presentation, • Video demonstration or Simulations, • Chalk and Talk are used for Problem Solving (In-general).

Module-3

Resourcing Projects: Abilities needed when resourcing projects, estimate resource needs, creating staffing management plant, project team composition issues, Budgeting Projects: Cost planning, cost estimating, cost budgeting, establishing cost control. Project Risk Planning: Risk Management Planning, risk identification, risk analysis, risk response planning, Project Quality Planning and Project Kick off: Development of quality concepts, project quality management plan, project quality tools, kick off project, baseline and communicate project management plan, using Microsoft Project for project baselines.	
Teaching-Learning Process	• PowerPoint Presentation, • Video demonstration or Simulations, • Chalk and Talk are used for Problem Solving (In-general).
Module-4	
Performing Projects: Project supply chain management: - Plan purchasing and acquisitions, plan contracting, contact types, project partnering and collaborations, project supply chain management. Project Progress and Results: Project Balanced Scorecard Approach, Internal project, customer, financial issues, Finishing the project: Terminate project early, finish projects on time, secure customer feedback and approval, knowledge management, perform administrative and contract closure.	
Teaching-Learning Process	• PowerPoint Presentation, • Video demonstration or Simulations, • Chalk and Talk are used for Problem Solving (In-general).
Module-5	
Network Analysis: Introduction, network construction - rules, Fulkerson's rule for numbering the events, AON and AOA diagrams; Critical path method (CPM) to find the expected completion time of a project, floats; PERT for finding expected duration of an activity and project, determining the probability of completing a project, predicting the completion time of project; crashing of simple projects.	
Teaching-Learning Process	• PowerPoint Presentation, • Video demonstration or Simulations, • Chalk and Talk are used for Problem Solving (In-general).

Course outcome (Course Skill Set)

At the end of the course the student will be able to :

- Understand the selection, prioritization and initiation of individual projects and strategic role of project management.
- Understand the work breakdown structure by integrating it with organization.
- Understand the scheduling and uncertainty in projects.
- Understand risk management planning using project quality tools.
- Understand the activities like purchasing, acquisitions, contracting, partnering and collaborations related to performing projects.
- Determine project progress and results through balanced scorecard approach
- Draw the network diagram to calculate the duration of the project and reduce it using crashing.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5^{th} week of the semester
- Second test at the end of the 10^{th} week of the semester
- Third test at the end of the 15^{th} week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4^{th} week of the semester
- Second assignment at the end of 9^{th} week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

- At the end of the 13^{th} week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
- The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Books

1 Project Management Timothy J Kloppenborg Cengage Learning Edition 2009

2 Project Management -A systems approach to planning scheduling and controlling Harold kerzner CBS publication

3 Project Management S Choudhury McGraw Hill Education (India) Pvt. Ltd. New Delhi 2016

Reference Books

1 Project Management Pennington Lawrence Mc Graw Hill

2 Project Management A Moder Joseph and Phillips New Yark Van Nostrand Reinhold

3 Project Management, Bhavesh M. Patel Vikas publishing House

Web links and Video Lectures (e-Resources):

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning
•

Semester VI

RENEWABLE ENERGY POWER PLANTS (OPEN ELECTIVE)			
Course Code	21ME652	**CIE Marks**	50
Teaching Hours/Week (L:T:P: S)	3-0-0-0	**SEE Marks**	50
Total Hours of Pedagogy	40	**Total Marks**	100
Credits	03	**Exam Hours**	03

Course objectives:

- To introduce the concepts and principles of solar energy, its radiation, collection, storage and application.
- To understand application aspects of Wind, Biomass, Geothermal, hydroelectric and Ocean energy.
- To examine energy sources and systems, including fossil fuels and nuclear energy, and then focus on other forms of alternate energy sources.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
2. Chalk and Talk method for Problem Solving.
3. Adopt flipped classroom teaching method.
4. Adopt collaborative (Group Learning) learning in the class.
5. Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analyzing information.

Module-1

Introduction: Energy sources (including fossil fuels and nuclear energy), India's production and reserves of commercial energy sources, need for nonconventional energy sources, energy alternatives, Indian and global energy scenario.

Solar Radiation & Measurement: Extra-Terrestrial radiation, spectral distribution of extra-terrestrial radiation, solar constant, solar radiation at the earth's surface, beam, diffuse and global radiation, solar radiation data. Pyrometer, shading ring Pyrheliometer, sunshine recorder, schematic diagrams, and principle of working, actinometer and bolometer.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving. /White board

Module-2

Solar Radiation Geometry: Flux on a plane surface, latitude, declination angle, surface azimuth angle, hour angle, zenith angle, solar altitude angle, expressions for the angle between the incident beam and the normal to a plane surface (No derivation) local apparent time, apparent motion of sun, day length, numerical problems.

Solar Thermal Systems: Flat plate collector, Evacuated Tubular Collector, Solar air collector, Solar concentrator, Solar distillation, Solar cooker, Thermal energy storage systems, Solar Pond, Solar Chimney (Tower).

Solar Photovoltaic Systems: Introduction, Solar cell Fundamentals, Characteristics and classification, Solar cell: Module, panel and array construction.

Teaching-Learning	1. Power-point Presentation, 2. Video demonstration or Simulations,

Process	3. Chalk and Talk are used for Problem Solving. /White board
Module-3	
Wind Energy: Properties of wind, availability of wind energy in India, wind velocity and power from wind; major problems associated with wind power, wind machines; Types of wind machines and their characteristics, horizontal and vertical axis windmills, elementary design principles; coefficient of performance of a windmill rotor, design aspects, numerical examples. **Energy from Biomass**: Energy plantation, biogas production from organic wastes by anaerobic fermentation, description of bio-gas plants, transportation of biogas, problems associated with bio-gas production, application of biogas, application of biogas in engines, cogeneration plant, advantages & disadvantages.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving. /White board
Module-4	
Hydroelectric plants: Advantages & disadvantages of waterpower, Hydrographs and flow duration curves-numericals, Storage and pondage, General layout of hydel power plants- components such as Penstock, surge tanks, spill way and draft tube and their applications, pumped storage plants, Detailed classification of hydroelectric plants. **Tidal Power:** Tides and waves as energy suppliers and their mechanics, fundamental characteristics of tidal power, harnessing tidal energy, limitations of tidal energy. **Energy from ocean waves**: Wave energy conversion, Wave energy technologies, advantages, and disadvantages.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving. /White board
Module-5	
Ocean Thermal Energy Conversion: Principle of working, Rankine cycle, OTEC power stations in the world, problems associated with OTEC, case studies. **Geothermal energy:** Introduction, Principle of working, types of geothermal stations with schematic diagram Estimates of Geothermal Power, Nature of geothermal fields, Geothermal resources, Hydrothermal, Resources Geo pressured resources, Hot dry rock resources of petro-thermal systems, Magma Resources-Interconnection of geothermal fossil systems, Advantages, and disadvantages of geothermal energy over other energy forms, Geothermal stations in the world	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving. /White board

Course outcome (Course Skill Set)

At the end of the course the student will be able to :

- Describe the various forms of non-conventional energy resources.
- Apply the fundamental knowledge of mechanical engineering to design various renewable energy systems
- Analyze the implications of renewable energy forms for selecting an appropriate system for a specific application
- Discuss on the environmental aspects and impact of non-conventional energy resources, in comparison with various conventional energy systems, their prospects and limitations.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation (CIE):

At the beginning of the semester, the instructor/faculty teaching the course must announce the methods of CIE for the course.

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students must answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

Books

1. Solar Energy Principles, Thermal Collection &Storage, S.P.Sukhatme: Tata McGraw Hill Pub., NewDelhi.
2. Non-Conventional Energy Sources, G.D.Rai, NewDelhi.
3. Renewable Energy, power for a sustainable future, Godfrey Boyle,2004,
4. The Generation of electricity by wind, E.W.Golding.
5. Non-Conventional Energy Resources by B.H. Khan, Tata McGraw Hill Pub.,2009.

Reference Books

1. Fundamentals of Renewable Energy Resources by G.N.Tiwari, M.K.Ghosal, Narosa Pub., 2007.
2.Non-Conventional Energy Resources by B.H. Khan, Tata McGraw Hill Pub., 2009.
3. Non-Conventional Energy Resources by Shobh Nath Singh, Pearson India., 2016
4. Environmental Justice in India: The National Green Tribunal, By Gitanjali Nain Gill, Routledge (2016).
5. Ref: The Oxford Handbook of Comparative Environmental Law, edited by Emma Lees, Jorge E. ViÒuales, Oxford University Press (2019).

Web links and Video Lectures (e-Resources):

- https://www.youtube.com/watch?v=iZyzvDj6Y3c&list=PLwdnzlV3ogoXUifhvYB65lLJCZ74o_fAk&index=2
- https://www.youtube.com/watch?v=Og4LEc7SpdQ&list=PLwdnzlV3ogoXUifhvYB65lLJCZ74o_fAk&index=3
- https://www.youtube.com/watch?v=L3AEXdvtIkk&list=PLwdnzlV3ogoXUifhvYB65lLJCZ74o_fAk&index=19
- https://www.youtube.com/watch?v=TUu40kDqcEc&list=PLwdnzlV3ogoXUifhvYB65lLJCZ74o_fAk&index=24
- https://www.youtube.com/watch?v=k7LX0a67V8A&list=PLwdnzlV3ogoXUifhvYB65lLJCZ74o_fAk&index=37

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Case studies
- Quiz
- Topic Seminar presentation
- Assignments

VI Semester

MECHATRONICS			
Course Code	**21ME653**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3-0-0-0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

- To acquire a strong foundation in science and focus in mechanical, electronics, control, software, and computer engineering, and a solid command of the newest technologies.
- To understand the evolution and development of Mechatronics as a discipline.
- To substantiate the need for interdisciplinary study in technology education
- To understand the applications of microprocessors in various systems and to know the functions of each element.
- To demonstrate the integration philosophy in view of Mechatronics technology
- To be able to work efficiently in multidisciplinary teams.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

- Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
- Chalk and Talk method for Problem Solving.
- Adopt flipped classroom teaching method.
- Adopt collaborative (Group Learning) learning in the class.
- Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analyzing information.

Module-1

Introduction: Scope and elements of mechatronics, mechatronics design process, measurement system, requirements and types of control systems, feedback principle, Basic elements of feedback control systems, Classification of control system. Examples of Mechatronics Systems such as Automatic Car Park system, Engine management system, Antilock braking system (ABS) control, Automatic washing machine.

Transducers and sensors: Definition and classification of transducers, Difference between transducer and sensor, Definition and classification of sensors, Principle of working and applications of light sensors,Potentiometers, LVDT, Capacitance sensors, force and pressure sensors, Strain gauges, temperature sensors, proximity switches and Hall Effect sensors.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving. /White board
Module-2	
Signal Conditioning: Introduction – Hardware – Digital I/O, Analog to digital conversions, resolution, Filtering Noise using passive components – Registers, capacitors, amplifying signals using OP amps. Digital Signal Processing – Digital to Analog conversion, Low pass, high pass, notch filtering. Data acquisition systems (DAQS), data loggers, Supervisory control and data acquisition (SCADA), Communication methods. Electro Mechanical Drives: Relays and Solenoids – Stepper Motors – DC brushed motors – DC brushless motors – DC servo motors – 4-quadrant servo drives, PWM's – Pulse Width Modulation.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving. /White board
Module-3	
Microprocessor & Microcontrollers: Introduction, Microprocessor systems, Basic elements of control systems, Microcontrollers, Difference between Microprocessor and Microcontrollers. Microprocessor Architecture: Microprocessor architecture and terminology-CPU, memory and address, I/O and Peripheral devices, ALU, Instruction and Program, Assembler, Data Registers, Program Counter, Flags, Fetch cycle, write cycle, state, bus interrupts. Intel 's 8085A Microprocessor.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving. /White board
Module-4	
Programmable Logic Controller: Introduction to PLCs, Basic structure of PLC, Principle of operation, input and output processing, PLC programming language, ladder diagram, ladder diagrams circuits, timer counters, internal relays, master control, jump control, shift registers, data handling, and manipulations, analogue input and output, selection of PLC for application. Application of PLC control: Extending and retracting a pneumatic piston using latches, control of two pneumatic pistons, control of process motor, control of vibrating machine, control of process tank, control of conveyer motor etc.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving. /White board
Module-5	
Mechatronics in Computer Numerical Control (CNC) machines: Design of modern CNC machines – Machine Elements: Different types of guide ways, Linear Motion guideways. Bearings: anti-friction bearings, hydrostatic bearing and hydrodynamic bearing. Re-circulating ball screws. Typical elements of open and closed loop control systems. Adaptive controllers for machine tools. Mechatronics Design process: Stages of design process – Traditional and Mechatronics design concepts – Case studies of Mechatronics systems – Pick and place Robot – Automatic car park barrier.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving. /White board

Course outcome (Course Skill Set)

At the end of the course the student will be able to :

- Illustrate various components of Mechatronics systems.
- Assess various control systems used in automation.
- Design and conduct experiments to evaluate the performance of a mechatronics system or component with respect to specifications, as well as to analyse and interpret data.
- Apply the principles of Mechatronics design to product design.
- Function effectively as members of multidisciplinary teams.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester
- Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

- At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

14. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
15. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Books

1 Mechatronics-Principles Concepts and Applications Nitaigour Premchand Mahalik Tata McGraw Hill 1stEdition, 2003

2 Mechatronics–Electronic Control Systems in Mechanical and Electrical Engineering, W.Bolton Pearson Education 1stEdition, 2005

Reference Books

1 Mechatronics HMT Ltd Tata Mc Graw Hill 1st Edition, 2000 ISBN:978007 4636435

2 Mechatronics: Integrated Mechanical Electronic Systems K.P. Ramachandran, G.K. Vijayaraghavan, M.S. Balasundaram. Wiley India Pvt. Ltd. New Delhi 2008

3 Introduction to Mechatronics and Measurement Systems David G. Aldatore, Michael B. Histand McGraw-Hill Inc USA

2003 4 Introduction to Robotics: Analysis, Systems, Applications. Saeed B. Niku, Person Education 2006 5 Mechatronics System Design Devdas Shetty, Richard A. kolk Cengage publishers. Second edition
Web links and Video Lectures (e-Resources):
• .
Activity Based Learning (Suggested Activities in Class)/ Practical Based learning • Case studies • Quiz • Topic Seminar presentation • Assignments

VI Semester

MODERN MOBILITY			
Course Code	**21ME654**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course Learning objectives:

- To understand the different chassis design & main components of automobile
- To understand the working of transmission and control system employed in automobiles
- To understand the automotive pollution and alternative automotive technologies under trail
- To understand the upcoming electric vehicle technology

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

6. Explain clearly through Power Point presentations
7. showing live Videos for working of components
8. Demonstration of live working of components through cut section models
9. Inspecting live vehicles
10. Visiting nearby service centres
11. Expert Talks

Module-1	**Mobility Systems**
History of Automobile, Classification of Automobile w.r.t Usage, Chassis, Body, Power Sources, capacity, main components of Internal Combustion Engines and their Functions, Modern Fuel supply system, Cooling System, Lubrication System & Ignition System, Engine Management System	
Teaching-Learning Process	Power Point presentations Live Videos for working of components Explaining through live components in class room
Module-2	**Power Transmission**
Clutches; Plate Clutches, Cone Clutch, Centrifugal Clutch, Fluid Flywheel **Gear Box;** Gear Shifting mechanism, synchromesh Gear box, Torque converter, Automatic Manual Transmission (AMT), Automatic Transmission (AT), Continuously Variable Transmission (CVT), Infinitely Variable Transmission (IVT)& IMT, Working of Differential.. **Types Of Tyres**- Radial & Conventional, Tubeless Tyres, Tubed Tyres- Puncture patching	
Teaching-Learning Process	Power Point presentations Live Videos for working of components Explaining through live components in class room
Module-3	**Direction Control & Braking**
Steering system- mechanisms & Linkages, Steering gear boxes- Rack & pinion, worm & wheel construction & working,, power Steering construction & working, steering geometry, Wheel balancing **Braking System**- Mechanism and Linkages; Mechanical Brakes, Hydraulic Brakes, Power Brakes, Parking brakes, ABS, **Suspension** – layout & working of Hydraulic& Air suspension, Independent suspension,	
Teaching-Learning Process	Power Point presentations Live Videos for working of components Explaining through live components in class room
Module-4	**Exhaust Emission & Alternate Sources**

Exhaust gas pollutants and their effects on environment, Emission norms, IC engine fuels types, extraction& availability, BIO Fuels – Production and impact. Ethanol engines, CNG vehicles- operation, advantages& disadvantages, over view of Hydrogen - fuel cell vehicles, advantages & disadvantages, IC engine/ electric hybrid vehicles over view, layout, transmission & control system, solar powered vehicles- wind powered vehicles, super capacitors, supply rails	
Teaching-Learning Process	Power Point presentations Live Videos for working of components
Module-5	**Electrical Vehicles**
Electric vehicles principle and components- layout of two & 4 wheeler, Motors used in Electric vehicles –types- over view of construction and working, power transmission & control system system in Electric vehicles. Batteries – construction & working principle of Lead acid, nickel based, sodium based, Lithium & Metal Air batteries. Battery charging types and requirements	
Teaching-Learning Process	Power Point presentations Live Videos for working of components

Course outcome (Course Skill Set)

At the end of the course the student will be able to :

9. Understand the working of different systems employed in automobile
10. Analyse the limitation of present day automobiles
11. Evaluate the energy sources suitability
12. Apply the knowledge for selection of automobiles based on their suitability

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester
- Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

- At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

16. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
17. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Books

9. Electric Vehicle Technology Explained James Larminie Oxford Brookes University, Oxford, UK John Lowry Acenti Designs Ltd., UK
10. 1. Automobile engineering, Kirpal Singh, Vol I and II (12th Edition) Standard Publishers 2011 2
11. Automotive Mechanics, S. Srinivasan, (2nd Edition) Tata McGraw Hill 2003.
12. Automotive mechanics, William H Crouse & Donald L Anglin (10th Edition) Tata McGraw Hill Publishing Company Ltd., 2007.
13. Modren Electric, Hybrid Electric, and Fuel Cell Vehicles,MehrdadEhsani, YiminGao, CRC Press, Taylor & Francis Group
14. Automotive mechanics: Principles and Practices, Joseph Heitner, D Van Nostrand Company, Inc
15. . Fundamentals of Automobile Engineering, K.K.Ramalingam, Scitech Publications (India) Pvt. Ltd. 4.
16. Automobile Engineering, R. B. Gupta, SatyaPrakashan,(4th Edition) 1984.

Web links and Video Lectures (e-Resources):

https://archive.nptel.ac.in/courses/107/106/107106088/
https://onlinecourses.nptel.ac.in/noc20_de06/preview
https://www.digimat.in/nptel/courses/video/107106088/L01.html
https://nptel.ac.in/courses/107106088
https://www.youtube.com/watch?v=LZ82iANWBL0&list=PLbMVogVj5nJTW50jj9_gvJmdwFWHaqR5J

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Operate the cut section models of complete vehicle chassis and observe the working of all components
- Dismantle & Assemble the Automotive Engine, Gear Box, Clutch, brakes
- Prepare the posters of automobile chassis & display
- Visit nearby automobile showrooms/ service station
- Prepare a comparison statement of different automobiles using specification provided by respective manufacturers
- Visit auto expo

Semester -VI

CNC PROGRAMMING AND 3-D PRINTING LAB			
Course Code	21MEL66	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2*:0	SEE Marks	50
Credits	01	Exam Hours	03

**** Additional one hour may be considered for Instructions if required***

Course objectives:

- To expose the students to the techniques of CNC programming and cutting tool path generation through CNC simulation software by using G-Codes and M-codes.
- To educate the students on the usage of CAM packages.
- To expose the students on the usage of 3D Printing Technology
- To make the students understand the importance of automation in industries through exposure to FMS, Robotics, and Hydraulics and Pneumatics.

Sl.NO	Experiments
1	Manual CNC part programming using ISO Format G/M codes for 2 turning and 2 milling parts. Selection and assignment of tools, correction of syntax and logical errors, and verification of tool path using CNC program verification software.
2	CNC part programming using CAM packages : Simulation of Turning simulations to be carried out using simulation packages like: CademCAMLab-Pro, Master-CAM.
3	CNC part programming using CAM packages : Simulation of Drilling simulations to be carried out using simulation packages like: CademCAMLab-Pro, Master-CAM.
4	CNC part programming using CAM packages : Simulation of Milling simulations to be carried out using simulation packages like: CademCAMLab-Pro, Master-CAM.
5	Internal and external threading : Write a CNC program to create internal and external threading on a cylindrical block.s
6	Simple 3D Printing Model : Creating Simple 3D model (example cube, gear, prism etc) in CAD software and printing the model using any 3D Printer (FDM/SLA/SLS printer)
7	Assembly Model-1: Creating an 3D CAD model of NUT and Bolt (example size M12x50), print the model using any 3D Printer and Check the assembly
8	Assembly Model-2: Creating an 3D CAD assembly model containing four or more parts (example Screw jack, plumber block etc) print the model using any 3D Printer and Check the assembly
	Demonstration Experiments (For CIE)
9	Robot programming: Using Teach Pendent & Offline programming to perform pick and place, stacking of objects (2 programs).
10	Pneumatics and Hydraulics, Electro-Pneumatics: 3 typical experiments on Basics of these topics to be conducted.
11	FMS (Flexible Manufacturing System): Programming of Automatic storage and Retrieval system (ASRS) and linear shuttle conveyor Interfacing CNC lathe, milling with loading unloading arm and ASRS to be carried out on simple components.
12	Simple strength testing of 3D Printed Parts

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

- Students will have knowledge of G-code and M-code for machining operations.
- Students will able to perform CNC programming for turning, drilling, milling and threading operation.
- Students will able to visualize the 3D models using CAD software's
- Students will able to use 3D printing technology
- Students are able to understand robotic programming and FMS

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination(SEE).

Continuous Internal Evaluation (CIE):

CIE marks for the practical course is **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled downed to 30 marks (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8th week of the semester and the second test shall be conducted after the 14th week of the semester.
- In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book
- The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

SEE marks for the practical course is 50 Marks.

SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University

All laboratory experiments are to be included for practical examination.

(Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.

Students can pick one question (experiment) from the questions lot prepared by the internal /external examiners jointly.

Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

Change of experiment is allowed only once and 15% Marks allotted to the procedure part to be made zero.

The duration of SEE is 03 hours

Rubrics suggested in Annexure-II of Regulation book

Suggested Learning Resources:

- https://nptel.ac.in/courses/112102103
- https://onlinecourses.nptel.ac.in/noc19_me46/preview
- https://nptel.ac.in/courses/112103306
- https://archive.nptel.ac.in/courses/112/105/112105211/
- https://onlinecourses.nptel.ac.in/noc20_me50/preview

Semester -VII

AUTOMATION AND ROBOTICS (PCC)			
Course Code	**21ME71**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3-0-0-0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

Students will be able :

- To identify potential areas for automation and justify need for automation.
- To select suitable major control components required to automate a process or an activity
- To study the various parts of robots and fields of robotics.
- To study the various kinematics and inverse kinematics of robots.
- To study the control of robots for some specific applications.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

- Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
- Chalk and Talk method for Problem Solving.
- Adopt flipped classroom teaching method.
- Adopt collaborative (Group Learning) learning in the class.
- Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

Module-1

Introduction to automation:

Basic elements of an automated system, advanced automation functions, levels of automation, process industries versus discrete manufacturing industries, continuous versus discrete control, computer process control. Hardware components for automation and process control, sensors, actuators, analogue to digital converters, digital to analog converters, input/output devices for discrete data

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-2

Automated production lines:

Fundamentals of automated production lines, application of automated production lines, analysis of transfer lines, automated assembly systems, fundamentals of automated assembly systems, quantitative analysis of assembly systems, automatic identification methods, barcode technology, radio frequency identification, other AIDC technologies

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-3

Industrial Robotics Robotic configuration, robot anatomy and related attributes, robot control systems, end effectors, sensors in robotics, industrial robot applications, robot accuracy and repeatability, different types of robots, various generations of robots, degrees of freedom – Asimov's laws of robotics, dynamic stabilization of robots.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
Module-4	
Spatial descriptions and transformations Robot actuators and Feedback components: Actuators: Pneumatic, Hydraulic actuators, electric & stepper motors, comparison. Position sensors –potentiometers, resolvers, encoders –Velocity sensors, Tactile sensors, Proximity sensors. Manipulator Kinematics: Homogeneous transformations as applicable to rotation and translation -D-H notation, Forward and inverse kinematics.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
Module-5	
Robot programming: Introduction, levels of robot programming, requirements of robot programming language, problems pertaining to robot programming languages, offline programming systems, central issues in OLP systems, automating subtasks in OLP systems, simple programs on robot applications.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Course outcome (Course Skill Set)

At the end of the course the student will be able to :

- Translate and simulate a real time activity using modern tools and discuss the Benefits of automation.
- Identify suitable automation hardware for the given application.
- Recommend appropriate modelling and simulation tool for the given manufacturing Application.
- Explain the basic principles of Robotic technology, configurations, control and Programming of Robots.
- Explain the basic principles of programming and apply it for typical Pick & place, Loading & unloading and palletizing applications

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester
- Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

- At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

18. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
19. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
20. The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Books

1 Computer Integrated Manufacturing Mikell P. Groover Pearson 3rd edition, 2009

2 Introduction to robotics mechanics and control John J. Craig Pearson 3rd edition, 2009

Reference Books

1 Robotics for Engineers Yoram Koren McGraw Hill International 1st edition, 1985.

2 Industrial Robotics Weiss, Nagel McGraw Hill International 2nd edition, 2012

3 Robotic Engineering – An Integrated approach Klafter, Chmielewski and Negin PHI 1st edition, 2009

4 Computer Based Industrial Control Krishna Kant EEE-PHI 2nd edition,2010

Web links and Video Lectures (e-Resources):

- .

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Case studies
- Quiz
- Topic Seminar presentation
- Assignments

Semester -VII

CONTROL ENGINEERING			
Course Code	**21ME72**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3-0-0-0	SEE Marks	50
Total Hours of Pedagogy	30	Total Marks	100
Credits	02	Exam Hours	02

Course objectives:

- To develop comprehensive knowledge and understanding of modern control theory, industrialautomation, and systems analysis.
- To model mechanical, hydraulic, pneumatic and electrical systems.
- To represent system elements by blocks and its reduction techniques.
- To understand transient and steady state response analysis of a system.
- To carry out frequency response analysis using polar plot, Bode plot.
- To analyse a system using root locus plots.
- To study different system compensators and characteristics of linear systems.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

6. Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
7. Chalk and Talk method for Problem Solving.
8. Adopt flipped classroom teaching method.
9. Adopt collaborative (Group Learning) learning in the class.
10. Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

Module-1

Introduction: Components of a control system, Open loop and closed loop systems.
Types of controllers: Proportional, Integral, Differential, Proportional-Integral, and Proportional- Integral- Differential controllers.
Modelling of Physical Systems: Mathematical Models of Mechanical, Electrical, Thermal, Hydraulic Systems

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-2

Time domain performance of control systems: Typical test signal, Unit step response and time domain specifications of first order, second order system. Steady state error, error constants.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-3

Block diagram algebra, Reduction of block diagram, Signal flow graphs, Gain formula for signal flow graphs, State diagram from differential equations.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-4

Stability of linear control systems: Routh's criterion, Root locus, Determination of phase margin and gain margin using root locus.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
Module-5	
Stability analysis using Polar plot, Nyquist plot, Bode plot, Determination of phase margin and gain margin using Bode plot.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Course outcome (Course Skill Set)

At the end of the course the student will be able to :

- Identify the type of control and control actions and develop the mathematical model of the physical systems.
- Estimate the response and error in response of first and second order systems subjected standard input signals.
- Represent the complex physical system using block diagram and signal flow graph and obtain transfer function.
- Analyse a linear feedback control system for stability using Hurwitz criterion, Routh's criterion and root Locus technique in complex domain.
- Analyse the stability of linear feedback control systems in frequency domain using polar plots, Nyquist and Bode plots.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation (CIE):

At the beginning of the semester, the instructor/faculty teaching the course has to announce the methods of CIE for the course.

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5^{th} week of the semester
- Second test at the end of the 10^{th} week of the semester
- Third test at the end of the 15^{th} week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4^{th} week of the semester
- Second assignment at the end of 9^{th} week of the semester
- Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**) At the end of the 13^{th} week of the semester
- The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks

- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
- The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Books

1 Automatic Control Systems Farid G., Kuo B. C McGraw Hill Education 10th Edition,2018

2 Control Systems Engineering IjNagrath, M Gopal New Age International (P) Ltd 2018

3 Control systems Manik D. N Cengage 2017

Reference Books

1 Modern control Engineering K. Ogata Pearson 5th Edition, 2010

2 Control Systems Engineering Norman S Nice Fourth Edition, 2007

3 Modern control Systems Richard C Dorf Pearson 2017

4 Control Systems Engineering S Palani Tata McGraw Hill Publishing Co Ltd ISBN-13 9780070671935

Web links and Video Lectures (e-Resources):

- .

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Case studies
- Quiz
- Topic Seminar presentation
- Assignments

Semester –VII **Professional Elective - II**

ADDITIVE MANUFACTURING			
Course Code	**21ME731**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3-0-0-0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

- To know the principle methods, areas of usage, possibilities and limitations of the Additive Manufacturing technologies.
- To be familiar with the characteristics of the different materials those are used in Additive Manufacturing.
- To know the principles of polymerization and powder metallurgy process, extrusion-based system printing processes, sheet lamination processes, beam deposition processes, direct write technologies Direct Digital Manufacturing.
- To get exposed to process selection, software issues and post processing.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

- Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
- Chalk and Talk method for Problem Solving.
- Adopt flipped classroom teaching method.
- Adopt collaborative (Group Learning) learning in the class.
- Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

Module-1

Introduction and basic principles: Need for Additive Manufacturing, Generic AM process, stereo lithography or 3dprinting, rapid proto typing, the benefits of AM, distinction between AM and CNC machining, other related technologies- reverse engineering technology.

Development of Additive Manufacturing Technology: Introduction, computers, computer-aided design technology ,other associated technologies, the use of layers, classification of AM processes, metals systems, hybrid systems, milestones in AM development.

Additive Manufacturing Process chain: Introduction, the eight steps in additive manufacture, variations from one AM machine to another ,metal systems, maintenance of equipment, materials handling issues, design for AM, and application areas.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-2

Photo polymerization processes: Stereo lithography (SL), Materials, SL resin curing process, Micro- Stereo lithography, Process Benefits and Drawbacks, Applications of Photo polymerization Processes.

Powder bed fusion processes: Introduction, Selective laser Sintering (SLS), Materials, Powder fusion mechanism, SLS Metal and ceramic part creation, Electron Beam melting (EBM), Process Benefits and Drawbacks, Applications of Powder Bed Fusion Processes.

Extrusion-based systems: Fused Deposition Modelling (FDM), Principles, Materials, Plotting and path control, Bio-Extrusion, Process Benefits and Drawbacks, Applications of Extrusion-Based Processes.

Teaching-Learning Process	. 1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-3

Printing Processes: evolution of printing as an additive manufacturing process, research achievements in printing deposition, technical challenges of printing, printing process modeling, material modification methods, three-dimensional printing, advantages of binder printing

Sheet Lamination Processes: Materials, Laminated Object Manufacturing (LOM), Ultrasonic Consolidation (UC), Gluing, Thermal bonding, LOM and UC applications.

Beam Deposition Processes: introduction, general beam deposition process, description material delivery, BD systems, process parameters, typical materials and microstructure, processing–structure–properties relationships, BD benefits and drawbacks.

Direct Write Technologies: Background, ink –based DW, laser transfer, DW thermals pray, DW beam deposition, DW liquid-phase direct deposition.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-4

Guidelines for Process Selection: Introduction, selection methods for apart, challenges of selection, example system for preliminary selection, production planning and control.

Software issues for Additive Manufacturing: Introduction, preparation of cad models – the STL file, problems with STL files, STL file manipulation.

Post- Processing: Support material removal, surface texture improvements, preparation for use as a pattern, property enhancements using non-thermal techniques and thermal techniques.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-5

The use of multiple materials in additive manufacturing: Introduction, multiple material approaches, discrete multiple material processes, porous multiple material processes, blended multiple material processes, commercial applications using multiple materials, future directions.

AM Applications: Functional models, Pattern for investment and vacuum casting, Medical models, art models, Engineering analysis models, Rapid tooling, new materials development, Bi-metallic parts, Remanufacturing.

Application: Examples for Aerospace, defense, automobile, Bio-medical and general engineering industries.

Direct digital manufacturing: Align Technology, Siemens and phonak, DDM drivers, manufacturing vs. prototyping, life-cycle costing, future of direct digital manufacturing.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Course outcome (Course Skill Set)

At the end of the course the student will be able to :

- Demonstrate the knowledge of the broad range of AM processes, devices, capabilities and materials that are available.
- Demonstrate the knowledge of the broad range of AM processes, devices, capabilities and materials that are available.
- Understand the various software tools, processes and techniques that enable advanced/additive

manufacturing.
- Apply the concepts of additive manufacturing to design and create components that satisfy product development/prototyping requirements, using advanced/additive manufacturing devices and processes.
- Understand characterization techniques in additive manufacturing.
- Understand the latest trends and business opportunities in additive manufacturing.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)
- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester
- Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**
- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)
- At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**
- The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
- The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Books

1 Additive Manufacturing Technologies Rapid Prototyping to Direct Digital Manufacturing I. Gibson l D. W. Rosen l B. Stucker Springer New York Heidelberg Dordrecht, London ISBN: 978-1- 4419-1119-3 e-ISBN: 978- 1-4419- 1120-9 DOI 10.1007/978 -1-4419- 1120-9

2 "Rapid Prototyping: Principles & Applications Chua Chee Kai, Leong Kah Fai World Scientific 2003

3 Rapid Prototyping: Theory & Practice Ali K. Kamrani, Springer 2006 Emand Abouel Nasr,

4 Rapid Manufacturing: The Technologies and Applications of Rapid Prototyping and Rapid Tooling" D.T. Pham, S.S. Dimov Springer 2001

5 Rapid Prototyping: Principles and Applications in Manufacturing Rafiq Nooran John Wiley & Sons 2006

6 Additive Manufacturing Technology Hari Prasad, A.V. Suresh Cengage 2019

7 Understanding additive manufacturing: rapid prototyping, rapid tooling, rapid manufacturing Andreas Gebhardt

Hanser Publishers 2011
Web links and Video Lectures (e-Resources):
• .
Activity Based Learning (Suggested Activities in Class)/ Practical Based learning • Case studies • Quiz • Topic Seminar presentation • Assignments

VII Semester

TOTAL QUALITY MANAGEMENT			
Course Code	**21ME732**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3-0-0-	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100

Credits	03	Exam Hours	03

Course objectives:

Students will be able to :

- Understand various approaches to TQM
- Understand the characteristics of quality leader and his role.
- Develop feedback and suggestion systems for quality management.
- Enhance the knowledge in Tools and Techniques of quality management

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

- Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
- Chalk and Talk method for Problem Solving.
- Adopt flipped classroom teaching method.
- Adopt collaborative (Group Learning) learning in the class.
- Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

Module-1	
Principles and Practice: Definition, basic approach, gurus of TQM, TQM Framework, awareness, defining quality, historical review, obstacles, benefits of TQM. Quality Management Systems: Introduction, benefits of ISO registration, ISO 9000 series of standards, ISO 9001 requirements.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
Module-2	
Leadership: Definition, characteristics of quality leaders, leadership concept, characteristics of effective people, ethics, the Deming philosophy, role of TQM leaders, implementation, core values, concepts and framework, strategic planning communication, decision making,	
Teaching-Learning Process	. 1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
Module-3	
Customer Satisfaction and Customer Involvement: Customer Satisfaction: customer and customer perception of quality, feedback, using customer complaints, service quality, translating needs into requirements, customer retention, case studies. Employee Involvement – Motivation, employee surveys, empowerment, teams, suggestion system, recognition and reward, gain sharing, performance appraisal, unions and employee involvement, case studies.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
Module-4	
Continuous Process Improvement: process, the Juran trilogy, improvement strategies, types of problems, the PDSA Cycle, problem-solving methods, Kaizen, reengineering, six sigma, case studies. Statistical Process Control: Pareto diagram, process flow diagram, cause and effect diagram, check sheets, histograms, statistical fundamentals, Control charts, state of control, out of control process, control charts for variables, control charts for attributes, scatter diagrams, case studies.	
Teaching-	1. Power-point Presentation,

Learning Process	2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-5

Total Productive Maintenance (TPM): Definition, Types of Maintenance, Steps in introduction of TPM in an organization, Pillars of TPM – 5S, Jishu Hozen, Quality Maintenance, Planned Maintenance.
Quality by Design (QbD): Definition, Key components of QbD, Role of QbD in Pharmaceutical Industry, Benefits and Challenges of QbD.
Environmental Management Systems (EMS): Definition, Basic EMS, EMS under ISO 14001, Costs and Benefits of EMS

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Course outcome (Course Skill Set)

At the end of the course the student will be able to :

- Explain the various approaches of TQM
- Infer the customer perception of quality
- Analyse customer needs and perceptions to design feedback systems.
- Apply statistical tools for continuous improvement of systems
- Apply the tools and technique for effective implementation of TQM.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester
- Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

- At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
- The students have to answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

Books

1 Total Quality Management Dale H. Besterfield Pearson Education India, Edition 03. ISBN: 8129702606,

2 Total Quality Management for Engineers M. Zairi Wood head Publishing ISBN:185573024

3 Managing for Quality and Performance Excellence James R. Evans and William M Lindsay Cengage Learning. 9th edition

4 Four revolutions in management Shoji Shiba, Alan Graham, David Walden Oregon 1990

5 Organizational Excellence through TQM H. Lal New age Publications 200864 Engineering Optimization Methods and Applications A Ravindran, K, M. Ragsdell Willey India Private Limited 2nd Edition,2006

6 Introduction to Operations Research- Concepts and Cases F.S. Hillier. G.J. Lieberman Tata McGraw Hill 9th Edition,

Web links and Video Lectures (e-Resources):

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Case studies
- Quiz
- Topic Seminar presentation
- Assignments

VII Semester

REFRIGERATION AND AIR-CONDITIONING			
Course Code	**21ME733**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3-0-0-0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

Students will be able to:

- Study the basic definition, ASHRAE Nomenclature for refrigerating systems.
- Understand the working principles and applications of different types of refrigeration systems.
- Study the working of air conditioning systems and their applications.
- Identify the performance parameters and their relations of an air conditioning system.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

- Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
- Chalk and Talk method for Problem Solving.
- Adopt flipped classroom teaching method.
- Adopt collaborative (Group Learning) learning in the class.
- Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

Module-1

Introduction to Refrigeration –Basic Definitions, ASHRAE Nomenclature, Air Refrigeration Cycles-reversed Carnot cycle, Bell-Coleman cycle analysis, Air Refrigeration systems-merits and demerits and applications: Aircraft refrigeration cycles, Joule Thompson coefficient and Inversion Temperature, Linde, Claude and Sterling cycles for

liquefaction of air. Industrial Refrigeration-Chemical and process industries, Dairy plants, Petroleum refineries, Food processing and food chain.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
Module-2	
Vapour Compression Refrigeration System(VCRS): Comparison of Vapour Compression Cycle and Gas cycle, Vapour Compression Refrigeration system Working and analysis, Limitations, Superheat horn and throttling loss for various refrigerants, efficiency, Modifications to standard cycle – liquid-suction heat exchangers, Grindlay cycle and Lorenz cycle, Optimum suction condition for optimum COP Actual cycles with pressure drops, Complete Vapour Compression Refrigeration System, Multi-Pressure, Multi-evaporator systems or Compound Vapour Compression Refrigeration Systems – Methods like Flash Gas removal, Flash inter cooling and water Inter cooling	
Teaching-Learning Process	. 1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
Module-3	
Vapour Absorption Refrigeration Systems: Absorbent – Refrigerant combinations, Water-Ammonia Systems, Practical problems, Lithium- Bromide System, Contrast between the two systems, Modified Version of Aqua-Ammonia System with Rectifier and Analyzer Assembly. Practical problems – crystallization and air leakage, Commercial systems Other types of Refrigeration systems: Brief Discussion on (i) Steam-Jet refrigeration system and (ii) Thermoelectric refrigeration, pulse tube refrigeration, thermos-acoustic refrigeration systems	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
Module-4	
Refrigerants: Primary and secondary refrigerants, Designation of Refrigerants, Desirable properties of refrigerants including solubility in water and lubricating oil, material compatibility, toxicity, flammability, leak detection, cost, environment and performance issues Thermodynamic properties of refrigerants, Synthetic and natural refrigerants, Comparison between different refrigerants vis a vis applications, Special issues and practical implications Refrigerant mixtures – zeotropic and azeotropic mixtures Refrigeration systems Equipment: Compressors, Condensers, Expansion Devices and Evaporators, A brief look at other components of the system.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
Module-5	
Air-Conditioning: Introduction to Air-Conditioning, Basic Definition, Classification, power rating, Mathematical Analysis of Air-Conditioning Loads, Related Aspects, Different Air-Conditioning Systems-Central – Station Air-Conditioning System, Unitary Air-Conditioning System, Window Air-Conditioner and Packaged Air-Conditioner, Components related to Air-Conditioning Systems. Transport air conditioning Systems: Air conditioning systems for automobiles (cars, buses etc.), Air conditioning systems for trains, Air conditioning systems for ships	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Course outcome (Course Skill Set)

At the end of the course the student will be able to :

- Illustrate the principles, nomenclature and applications of refrigeration systems.
- Explain vapour compression refrigeration system and identify methods for performance improvement
- Study the working principles of air, vapour absorption, thermoelectric and steam-jet and thermoacoustic refrigeration systems.
- Estimate the performance of air-conditioning systems using the principles of psychrometry.
- Compute and Interpret cooling and heating loads in an air-conditioning system.
- Identify suitable refrigerant for various refrigerating systems.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester
- Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

- At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

21. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
22. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Text Books

1 Refrigeration and Air conditioning Arora C.P Tata Mc Graw –Hill, New Delhi 2ndEdition, 2001

2 Principles of Refrigeration Roy J. Dossat Wiley Limited

3 Refrigeration and Airconditioning Stoecker W.F., and Jones J.W., Mc Graw - Hill, New Delhi 2nd edition, 1982.

Reference Books

1 Heating, Ventilation and Air Conditioning McQuistion Wiley Students edition 5th edition2000.

2 Air conditioning PITA Pearson 4th edition 2005

3 Refrigeration and Air- Conditioning S C Arora& S Domkundwar Dhanpat Rai Publication

4 Principles of Refrigeration Dossat Pearson 2006
5 Refrigeration and Air- Conditioning Manohar prasad
6 Handbook of Air Conditioning and Refrigeration Shan K. Wang McGraw-Hill Education 2/e,2001

Data Book:

1. Mathur M.L. & Mehta, Refrigerant and Psychrometric Properties (Tables & Charts) SI Units, F.S., Jain Brothers,2008

Web links and Video Lectures (e-Resources):

http://nptel.ac.in/courses/112105128/#
VTU, E- learning,
MOOCS, Open courseware

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Case studies
- Quiz
- Topic Seminar presentation
- Assignments

Semester VII

MEMS AND MICROSYSTEM TECHNOLOGY			
Course Code	**21ME734**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course Learning Objectives:

- To provide knowledge of semiconductors and solid mechanics to fabricate MEMS devices.
- To educate on the rudiments of Microfabrication techniques.
- To introduce various sensors and actuators.
- To introduce different materials used for MEMS.
- To educate on the applications of MEMS to disciplines beyond Electrical and Mechanical engineering.

Teaching-Learning Process (General Instructions)

These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.

1. Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
2. Chalk and Talk method for Problem Solving.
3. Adopt flipped classroom teaching method.
4. Adopt collaborative (Group Learning) learning in the class.
5. Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

Module-1

8 HOURS

Intrinsic Characteristics of MEMS – Energy Domains and Transducers- Sensors and Actuators – Introduction to Microfabrication - Silicon-based MEMS processes – New Materials – Review of Electrical and Mechanical concepts in MEMS – Semiconductor devices – Stress and strain analysis – Flexural beam bending- Torsional deflection.

Teaching-Learning Process	1. Power Point Presentation, 2. Chalk and Talk are used for Derivations and Correlations (In-general). 3. Video demonstration or Simulations.

Module-2

8 HOURS

Engineering Mechanics for Microsystems Design: Introduction, Static Bending of Thin Plates, Mechanical Vibration, Thermo-mechanics, Fracture Mechanics, and Thin Film Mechanics. Assembly and System Integration. Packaging- Multi-Chip Modules, Passivation, and Encapsulation.

Teaching-Learning Process	1. Power Point Presentation, 2. Chalk and Talk are used for Derivations and Correlations (In-general). 3. Video demonstration or Simulations.

Module- 3	
8 HOURS	
Electrostatic sensors – Parallel plate capacitors -Applications – Interdigitated Finger capacitor – Comb drive devices – Micro Grippers – Micro Motors - Thermal Sensing and Actuation – Thermal expansion – Thermal couples – Thermal resistors – Thermal Bimorph - Applications – Magnetic Actuators – Micromagnetic components Piezoresistive sensors – Piezoresistive sensor materials - Stress analysis of mechanical elements – Applications to Inertia, Pressure, Tactile, and Flow sensors – Piezoelectric sensors and actuators – piezoelectric effects – piezoelectric materials – Applications to Inertia, Acoustic, Tactile and Flow sensors.	
Teaching-Learning Process	1. Power Point Presentation, 2. Chalk and Talk are used for Derivations and Correlations (In-general). 3. Video demonstration or Simulations.
Module-4	
8 HOURS	
Photolithography, Materials for Micromachining- Substrates, Additive Films, and Materials; Bulk Micromachining - Wet Etching, Dry Etching, Plasma Etching, Deep Reaction Ion Etching (DRIE) – Isotropic Wet Etching – Gas-Phase Etchants; Surface Micromachining- Fusion Bonding; High-Aspect-Ratio-Micromachining – LIGA, Laser Micromachining; Computer-Aided Design; Assembly and System Integration; Packaging - Multi-Chip Modules, Passivation, and Encapsulation	
Teaching-Learning Process	1. Power Point Presentation, 2. Chalk and Talk are used for Derivations and Correlations (In-general). 3. Video demonstration or Simulations.
Module-5	
8 HOURS	
POLYMER AND OPTICAL MEMS: Polymers in MEMS– Polyimide - SU-8 - Liquid Crystal Polymer (LCP) – PDMS – PMMA – Parylene – Fluorocarbon - Application to Acceleration, Pressure, Flow, and Tactile sensors- Optical MEMS – Lenses and Mirrors – Actuators for Active Optical MEMS.	
Teaching-Learning Process	1. Power Point Presentation, 2. Chalk and Talk are used for Derivations and Correlations (In-general). 3. Video demonstration or Simulations.

Course outcome (Course Skill Set)

At the end of the course the student will be able to :

- Explain MEMS Technology, Present, Future, and Challenges.
- Explain micro-sensors, micro-actuators, their types, and applications.
- Explain fabrication processes for producing micro-sensors and actuators.
- Apply Reliability and Failure Analysis Testing.
- Understand the operation of microdevices, microsystems, and their applications.
  Design the microdevices and microsystems using the MEMS fabrication process.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5^{th} week of the semester
- Second test at the end of the 10^{th} week of the semester
- Third test at the end of the 15^{th} week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4^{th} week of the semester
- Second assignment at the end of 9^{th} week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

- At the end of the 13^{th} week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Books

1. Allen James J, Micro-Electromechanical System Design, First edition, Taylor and Francis, FL (USA), 2005.
2. Dilip Kumar Bhattacharya, Brajesh Kumar Kaushik, Microelectromechanical Systems (MEMS), Cenage Learning.
3. Hans H. Gatzen, Volker Saile, JurgLeuthold, Micro and Nano Fabrication: Tools and Processes, Springer, 2015.
4. Maluf Nadim and Williams Kirt, An Introduction to Microelectromechanical Systems Engineering, Second Edition, ARTECH House, MA (USA), 2004.
5. N. Maluf," An Introduction to Micro-electro Mechanical System Engineering," Artech. House
6. S. Senturia," Microsystem Design", Springer
7. Tai-Ran Hsu, MEMS, and Microsystems: Design, Manufacture and Nanoscale Engineering, 2nd Ed, Wiley.

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

1. Students are segregated in groups of 5members made to Prepare models of FCC structure of Silicon and Patterns to demonstrate the process of Photolithography.

2. Students are segregated in groups of 5members made to Prepare models of Cantilever Beam to analyze the vibration control and Patterns to demonstrate the process of Etching.

3.Quiz

7 Semester

DESIGN FOR MANUFACTURING & ASSEMBLY			
Course Code	**21ME735**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3-0-0-0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

- To educate students on factors to be considered in designing parts and components with focus on manufacturability.
- To expose the students to dimensional tolerances, geometric tolerances and true position tolerance techniques in manufacture.
- To impart the knowledge on design considerations for designing components produced using various machining operations like turning, drilling, milling, grinding etc.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

- Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
- Chalk and Talk method for Problem Solving.
- Adopt flipped classroom teaching method.
- Adopt collaborative (Group Learning) learning in the class.
- Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

Module-1

Introduction: Engineering design process and its structure, Steps in design process, Morphology of design, Mechanical engineering design, Traditional design methods, Design synthesis, Aesthetic and ergonomic considerations in design, Use of standards in design, Selection of preferred sizes, design for Maintenance (DFM), design for manufacture, assembly, shipping, maintenance, use, and recyclability.

Design checks for clarity, simplicity, modularity and safety, Design organisation and communication, technical reports, drawings, presentations and models.

Design features to facilitate machining: datum features – functional and manufacturing. Component design – machining considerations, redesign for manufacture, examples. Form design of castings and weldments.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-2

Tolerance Analysis: Process capability, process capability metrics, Tolerance – cost aspects, feature tolerances, geometric tolerances, relationship between attainable tolerance grades and different machining process. Cumulative effect of tolerances – sure fit law, normal law and truncated normal law.

Interchangeable part manufacture and selective assembly – control of axial play – introducing secondary machining operations, laminated shims – examples.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations,

	3. Chalk and Talk are used for Problem Solving./White board

Module-3

Datum Systems: Degrees of freedom, grouped datum systems – computation of translational and rotational accuracy – geometric analysis and applications.

True Position Theory: Co-ordinate and conventional method of feature location, tolerance and true position tolerance, virtual size concept, floating and fixed fasteners, projected tolerance zone, assembly with gasket, zero true position tolerance, functional gauges, paper layout gauging – examples.

Principles of Design for Assembly, Minimize Part Count, Standardization and Minimize Part Variety, Design guidelines for manual assembly, DFA analysis, DFA index, Design for Automated Assembly. Introduction to usage of DFMA software.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-4

Component Design-I: Machining Consideration: Design features to facilitate machining: drills, milling cutters, keyways, Doweling procedures, counter sunk screws, Reduction of machined area, simplification by separation, simplification by amalgamation, Design for machinability, Design for economy, Design for clampability, Design for accessibility, Design for assembly.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-5

Design for assembly: Design for assembly, design for reassembly, design for automated assembly, Assembled Parts Design: Welded parts, arc, resistance, brazed and soldered parts, gear box assembly, bearing assembly. Retention, bolted connection, screwed connections, press fitted connections, heat treated parts, product design requirements

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Course outcome (Course Skill Set)

At the end of the course the student will be able to :

13. have knowledge on design principles for manufacturability
14. have knowledge Influencing factors on Design.
15. have knowledge on Machining consideration while design.
16. have knowledge on casting consideration while design.
17. have knowledge on environment consideration while design.
18. have ability to understand contemporary issues and their impact on design for manufacturing and assembly.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester
- Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

- At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

23. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
24. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

Books

17. Boothroyd G., Dewhurst P. and Knight W. – 'Product Design for Manufacture and Assembly' – Marcel Dekker, New York – 2012 – 4th Edition
18. Peck H. – 'Designing for Manufacture' – Pitman Publications – 1983
19. Handbook of Products Design for Manufacturing: A Practical Guide to Low-cost Production Bralla, James G. McGraw Hill, New York 1986.
20. Spotts M. F. – 'Dimensioning and Tolerance for Quantity Production'- Prentice Hall Inc. -1983
21. Wade O. R. – 'Tolerance Control in Design and Manufacturing' – Industrial Press Inc., New York – 1967
22. Creveling C. M. – 'Tolerance Design – A Hand Book for Developing Optimal Specifications' – Addison Wesley Longman, Inc, – 1997
23. K G Swift and J D Booker, Process selection : from design to manufacture, London: Arnold, 1997.
24. Ashby M.F., Materials Selection in Mechanical Design, Butterworth-Heinemann, (2016).

Web links and Video Lectures (e-Resources):

• . 1. https://nptel.ac.in/courses/112/107/112107217/ • 2. https://www.edx.org/learn/product-design •
Activity Based Learning (Suggested Activities in Class)/ Practical Based learning • 1. Study and report on design principles for manufacturability • 2. Study and report Influencing factors on Design. • 3. Case study on Machining consideration • 4. Case study on casting consideration • 5. Case study on Life cycle assessment of product. • 6. Case study on Environmental Aspects on Design of Product

VII Semester **Professional Elective**

ADVANCED VIBRATIONS AND CONDITION MONITORING			
Course Code	**21ME741**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives:

Students will be able:

- To introduce to vibration systems
- Understand the vibration analysis
- To understand vibration control & condition monitoring
- To get exposed to vibration measurements and basics of acoustics

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

12. Power Point presentation
13. Solving problems on boards with clear explanations
14. Use of appropriate Videos
15. Use of learning aid models
16. Use of live instruments & models

Module-1 **Basics of Vibration**

Basic Concept of Vibration, Importance of study of Vibration, conversion of vibration to sound by human ear, Elementary parts of vibrating systems, number of degrees of freedom, discreet and continuous system, Classification of vibration, vibration analysis procedure, Mathematical modelling of motor cycle, Spring elements- Damping Elements – Harmonic motion

Teaching-Learning Process	**1.** Power Point presentation **2.** Use of appropriate Videos 3. Use of learning aid models

Module-2 **Free & Forced Vibration**

Free Vibration: Free vibration of single degree freedom systems- Undamped transisitional system, undamped torsional system, Rayleigh's method, free vibration with viscous damping - solve of problems of practical relevance

Forced Vibration: Analysis of forced vibration, with constant harmonic excitation, magnifiction factor, rotating and reciprocating unbalances, - solve of problems of practical relevance

Teaching-Learning Process	**1.** Power Point presentation **2.** Solving problems on boards with clear explanations **3.** Use of appropriate Videos

Module-3 **Multi Degree Freedom System**

Two degree freedom system: principle modes of vibration, cases of simple two degrees of freedom systmes – two masses fixed on a tightly stretched string, double pendulum & torsional systemsystems with damping, undamped forced vibration with harmonic excitation, undamped dynamic vibration absorber, - solve of problems of practical relevance

Multi degree freedom system: modelling of continuous systems as multi degree of freedom system, , Rayleighs method, Dunkerleys method, stodola method, Rayleigh-ritz method, matrix iteration method, holzers method- solve of problems of practical relevance

Teaching-Learning Process	**1.** Power Point presentation **2.** Solving problems on boards with clear explanations **3.** Use of appropriate Videos

Module-4	Condition monitoring & Vibration Control
Modal analysis and condition monitoring: signal analysis, dynamic testing of machines & structures, experimental modal analysis, machine conditioning monitoring and diagnosis **Vibration control & isolation**: Control of vibration control of natural frequencies, vibration isolation, typical isolators & mount types, vibration isolation and transmissibility- force transmissibility, motion transmissibility, vibration absorbers: undamped dynamic vibration absorber, damped dynamic vibration absorber, solve of problems of practical relevance	
Teaching-Learning Process	**1.** Power Point presentation **2.** Use of appropriate Videos 3. Use of learning aid models 4. Use of live instruments & models
Module-5	**Vibration Measurement & Acoustics**
Vibration measurements: Transducers –Types, Vibration Pickups – types, Frequency measuring instruments , vibration exciters, signal analysis **Acoustics**: Concepts of sound intensity, sound power & sound pressure, Introduction to sound in rooms, sound absorbers, sound absorbing materials, noise of gas flows, machinery noise	
Teaching-Learning Process	**1.** Power Point presentation **2.** Use of appropriate Videos 3. Use of learning aid models 4. Use of live instruments & models

Course outcome (Course Skill Set)

At the end of the course the student will be able to :

19. Identify & classify the vibration systems
20. Analyse the vibration parameters through different theoretical methods
21. Apply the knowledge of vibration measurement instruments and control system
22. Understand the sound generation and propagation arising through vibration

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester
- Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

- At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

25. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
26. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

Books

25. Mechanical Vibrations by Singiresu S Rao, Pearson publications, sixth edition
26. Mechanical Vibrations by G K Grover, nem Chand & Bros publication
27. Noise & Vibration Control Engineering, Istvan L ver Leo L Beranek, wiley publications
28. S Graham Kelly, Fundamentals of mechanical Vibrations- McGrraw hill
29. Theory of Vibration with Application – William T Thomson, Marie Dillon Dahleh, pearson publications
30. C Sujatha, Vibration and Acoustics – Measurements & Signal Analysis, Tata Mc Graw Hill

Web links and Video Lectures (e-Resources):

https://nptel.ac.in/courses/112107212
https://ocw.mit.edu/courses/2-003sc-engineering-dynamics-fall-2011/
https://www.youtube.com/watch?v=TkExfl4Vm_4
https://www.youtube.com/watch?v=bX_m53Xexvk&list=PLAC668A0566953FB5&index=1
https://www.youtube.com/channel/UCTRZX5Ie1ONHsstzLcFpMKw/videos
https://www.youtube.com/watch?v=oOvJlG6IqxI

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Measure the vibrations using appropriate instruments
- Measure the sound using appropriate sound measuring instruments
- Appreciate the sound controlling in rooms by providing different types barricades
- Appreciate the concept by solving live numerical problems / application problems

Theory and Design of IC Engines			
Course Code	21ME742	**CIE Marks**	50
Teaching Hours/Week (L:T:P: S)	3-0-0-0	**SEE Marks**	50
Total Hours of Pedagogy	40	**Total Marks**	100
Credits	03	**Exam Hours**	03

Course objectives:

- To present a problem oriented in depth knowledge of Internal Combustion Engine.
- To address the underlying concepts, methods, and application of Internal Combustion Engine.
- To understand the operation of internal combustion engines.
- To perform theoretical calculations to obtain thermodynamic efficiencies and then assess operating losses.
- To calculate engine operating parameters.
- To understand the implications of a trade-off between performance, efficiency, emissions.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

11. Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
12. Chalk and Talk method for Problem Solving.
13. Adopt flipped classroom teaching method.
14. Adopt collaborative (Group Learning) learning in the class.
15. Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analyzing information.

Module-1

Basic characteristics of engines: Compression ratio – energy supply to an engine – power developed by engine – specific weight and specific volume – cylinder pressures – IMEP determination – torque characteristics – cylinder arrangement and their relative merits. Engine cooling systems: types of cooling – cooling of critical engine components – recooling the coolant – comparison of air cooled and liquid cooled engines.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving. /White board

Module-2

Fuels and its supply system for SI and CI engine: Important qualities of IC engine fuels, rating of fuels, Carburetion, mixture requirement for different loads and speeds, simple carburetor and its working, types of carburetors, MPFI, types of injection systems in CI engine, fuel pumps and injectors, types of nozzles, spray formation.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-3

Combustion in SI and CI Engines: Combustion equations, calculations of air requirement in I C Engine, stoichiometric air fuel ratio, proximate and ultimate analysis, enthalpy of formation, adiabatic flame temperature. Stages of combustion in SI engines, abnormal combustion and knocking in SI engines, factors affecting knocking, effects of knocking, control of knocking, combustion chambers for SI engines, Stages of combustion in CI engines, detonation in C.I. engines, factors affecting detonation, controlling detonation, combustion chamber for SI and CI engine

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving. /White board

Module-4

Emission of IC Engine: Emission from SI engine, effect of engine maintenance on exhaust emission control of SI engine, diesel emission, diesel smoke and control, diesel and control comparison of gasoline and diesel emission. Measurement and calculation for of emission constituents.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving. /White board

Module-5

Unconventional Engines &Alternative Fuels for IC Engine: Working principle of stratified charge engines sterling engine, Wankel engine Methanol, Ethanol, vegetable oils, biogas, biofuels, hydrogen, and comparison of their properties with Diesel and petrol.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving. /White board

Course outcome (Course Skill Set)

At the end of the course the student will be able to :

- Understand various types of I.C. Engines, Cycles of operation and Identify fuel metering, fuel supply systems for different types of engines.
- Understand combustion phenomena in SI and CI engines and Analyze the effect of various operating variables on engine performance.
- Evaluate performance Analysis of IC Engine and Justify the suitability for different applications.
- Understand the conventional and non-conventional fuels and effects of emission formation of IC engines, its effects, and the legislation standards

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation (CIE):

At the beginning of the semester, the instructor/faculty teaching the course has to announce the methods of CIE for the course.

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester
- Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

- At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

27. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
28. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
29. The students must answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

Books

1. Internal combustion engines fundamentals by by John B. Heywood. McGraw – Hill international editions.
2. Internal combustion engines by V. Ganesan, Tata McGraw Hill book cop. 1995
3. Internal combustion engines and air pollutions by Edward F. Obert, Intext education publishers.
4. Introduction to internal combustion engines by Richard stone 3rd edition, society of automotive engineers .

Reference Books

1. A course Internal combustion engines by V.M.A. Domkundwar, Dhanapat Rai publications.
2. A course internal combustion engines by M.L.Mathur and R.P.Sharma, Dhanapat Rai publications.
3. Internal combustion engines by K.k Ramalingam, Scitech Publications (India) Pvt.Ltd, 2000
4. A Textbook of Internal combustion engines by R.K. Rajput, Laxmi Pub, Pvt., 2006

Web links and Video Lectures (e-Resources):

- https://www.youtube.com/watch?v=sRu-majrRmM&list=PLwdnzlV3ogoXHbVNKWL1BYOo_8PpyNtnC&index=2
- https://www.youtube.com/watch?v=q-CfzNh99sQ&list=PLwdnzlV3ogoXHbVNKWL1BYOo_8PpyNtnC&index=3
- https://www.youtube.com/watch?v=SU5VTGR2giY&list=PLwdnzlV3ogoXHbVNKWL1BYOo_8PpyNtnC&index=4
- https://www.youtube.com/watch?v=eZCuV4ygLA4&list=PLwdnzlV3ogoXHbVNKWL1BYOo_8PpyNtnC&index=5
- https://www.youtube.com/watch?v=03aVTKQeXNY&list=PLwdnzlV3ogoXHbVNKWL1BYOo_8PpyNtnC&index=6
- https://www.youtube.com/watch?v=9H01exiYCYc&list=PLwdnzlV3ogoXHbVNKWL1BYOo_8PpyNtnC&index=7
- https://www.youtube.com/watch?v=1I7jRI2dmgc&list=PLwdnzlV3ogoXHbVNKWL1BYOo_8PpyNtnC&index=10
- https://www.youtube.com/watch?v=XT-DjBqkiJU&list=PLwdnzlV3ogoXHbVNKWL1BYOo_8PpyNtnC&index=11
- https://www.youtube.com/watch?v=gbID5bHlAzU&list=PLwdnzlV3ogoXHbVNKWL1BYOo_8PpyNtnC&index=15
- https://www.youtube.com/watch?v=y8FN-TV3eSw&list=PLwdnzlV3ogoXHbVNKWL1BYOo_8PpyNtnC&index=16

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Case studies on Emission standards
- Quiz
- Topic Seminar presentation
- Assignment

7 Semester **Professional Elective**

ADVANCED TURBOMACHINES			
Course Code	**21ME743**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40 hours	Total Marks	100
Credits	03	Exam Hours	3 hrs

Course objectives:
Students will

- Study the various thermodynamic processes involved in turbomachines, the application of 1st and 2nd law of Thermodynamics to evaluate the energy transfer and efficiencies,
- Understand of the concept and application of law of conservation of energy for the flow of steam and gas through nozzle and diffuser.
- Understand the concept of two-dimensional cascading for the evaluation of cascade performance in compressor and turbines.
- Learn on how to apply the concepts of thermodynamics to analyse its performance and characteristics in the axial flow turbines.
- Understand the concepts of thermodynamics to analyse its performance and characteristics in the axial flow compressors and fans.
- Study the radial equilibrium and understand the various vortex flow concepts for designing the blades.
- Understand the different process of control and maintenance aspects of turbomachines.

Teaching-Learning Process (General Instructions)

These are sample Strategies; which teacher can use to accelerate the attainment of the various course outcomes.

30. Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
31. Chalk and Talk method for Problem Solving.
32. Adopt flipped classroom teaching method.
33. Adopt collaborative (Group Learning) learning in the class.
34. Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

Module-1

Thermodynamics of fluid flow: Application of first and second law of thermodynamics to turbo machines, Efficiencies of turbo machines, Static and Stagnation states, Sonic Velocity and Mach Number, overall isentropic efficiency, stage efficiency and polytropic efficiency for both compression and expansion processes. Reheat factor for expansion process Preheat factor for compression.

Flow through Nozzles and Blade passages:
Introduction, steady flow through nozzles, Area changes in one-dimensional isentropic flow, Effects of friction in flow passages, characteristics of converging-diverging nozzles, flow of wet steam/gas through nozzles, diffusers.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving/White board

Module-2

Two-dimensional Cascades:

Introduction, Cascade nomenclature, Analysis of cascade forces, Energy losses, Lift and drag, Circulation and lift, Efficiency of a compressor cascade, Performance of two-dimensional cascades, The cascade wind tunnel, Cascade test results, Compressor cascade performance, Turbine cascade performance, Compressor cascade correlations, Fan blade design (McKenzie), Turbine cascade correlation (Ainley), Comparison of the profile loss in a cascade and in a turbine stage, Optimum space-chord ratio of turbine blades (Zweifel)

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving/White board

Module-3

Analysis of Axial-flow Turbines:

Introduction, work done, Velocity diagrams of the axial turbine stage, Thermodynamics of the axial turbine stage, Stage losses and efficiency, Soderberg's correlation, Types of axial turbine design, Stage reaction, Diffusion within blade rows, Choice of reaction and effect on efficiency, Design point efficiency of a turbine stage, Maximum total-to-static efficiency of a reversible turbine stage, Stresses in turbine rotor blades, Turbine flow characteristics.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving/White board

Module-4

Analysis of Axial-flow Compressors and Fans

Introduction, Two-dimensional analysis of the compressor stage, Velocity diagrams of the compressor stage, Thermodynamics of the compressor stage, Stage loss relationships and efficiency, Reaction ratio, Choice of reaction, Stage loading, Simplified off-design performance, Stage pressure rise, Pressure ratio of a multistage compressor, Estimation of compressor stage efficiency, surge, choking and Stall phenomena in compressors, Control of flow instabilities, Axial-flow ducted fans, Blade element theory, Blade element efficiency, Lift coefficient of a fan aerofoil, blade twist and design considerations for supersonic flow.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving/White board

Module-5

Three-dimensional Flows in Axial Turbomachines:

Introduction, Theory of radial equilibrium, the indirect problem, the direct problem, Compressible flow through a fixed blade row, Constant specific mass flow, Off-design performance of a stage, Blade row interaction effects, Secondary flows.

Testing and control of Turbo Machines: Performance testing, noise control, speed control, throttling control at discharge and inlet and maintenance of fans, blowers, compressors and turbines.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving/White board

Course outcome (Course Skill Set)

After learning the course, the students will be able to:

1. Explain the various thermodynamic processes involved in turbomachines with the application of 1st and 2nd law of Thermodynamics and also apply of the concept of law of conservation of energy for the flow through nozzle and diffuser.
2. Demonstrate the concept of two-dimensional cascading and evaluating the cascade performance in compressor and turbines.
3. Explain the thermodynamics of axial flow turbines and analyse its performance and characteristics.

4. Explain the thermodynamics of axial flow compressor and fans and analyse its performance and characteristics.
5. Explain and apply the various vortex flow concepts for designing the blades and describe the process of control and maintenance aspects of turbomachines.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5^{th} week of the semester
- Second test at the end of the 10^{th} week of the semester
- Third test at the end of the 15^{th} week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4^{th} week of the semester
- Second assignment at the end of 9^{th} week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

- At the end of the 13^{th} week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods/question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

30. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
31. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
32. The students have to answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

Text Books:

1. Fluid Mechanics & Thermodynamics of Turbo machines, S. L. Dixon, Elsevier, 2005
2. Principals of Turbo machines, D. G. Shepherd, The Macmillan Company, 1964
3. A text of Turbo machines, M. S. Govinde Gowda and A. M. Nagaraj, M. M. Publications, 7^{th} Edn, 2012

Reference Books:

1. Turbines, Compressors & Fans, S. M. Yahya, Tata McGraw Hill Co. Ltd, 2nd edition, 2002
2. An Introduction to Energy Conversion, Volume III, Turbo machinery, V. Kadambi and Manohar Prasad, New Age International Publishers, reprint 2008
3. Fundamentals of Turbo machinery, William W Perg, John Wiley & Sons
4. A Treatise on Turbo Machines, G.Gopal Krishnan &D.Prithviraj, Sci Tech Publishers,
5. Theory and practice of Steam Turbines/ WJ Kearton/ELBS Pitman/London

Web links and Video Lectures (e-Resources):
• http://nptel.ac.in/ • VTU, E- learning • MOOCS • Open courseware
Activity Based Learning (Suggested Activities in Class)/ Practical Based learning • Case studies • Quiz • Topic Seminar presentation • Assignments

7 Semester

PRODUCT DESIGN & ERGONOMICS			
Course Code	**21ME744**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3-0-0-0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

- Understanding the user-centred design process including form and colour theory.
- Understanding product metamorphosis, and ergonomics..
- Implement the principles of ergonomics and how to apply the principles to industrial design.
- Understand the importance and techniques of human biological data collection and experiments.
- Obtain a knowledge and ability towards Accident Investigation and Safety Management.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

- Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
- Chalk and Talk method for Problem Solving.
- Adopt flipped classroom teaching method.
- Adopt collaborative (Group Learning) learning in the class.
- Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

Module-1

Introduction to Product Design: Asimows Model : Definition of product design, Design by Evaluation, Design by Innovation, Essential Factors of Product Design, Flow and Value Addition in the Production-Consumption Cycle. The Morphology of Design (The seven Phase), Primary Design phase and flowcharting, role of Allowance, Process Capability.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-2

Ergonomics and Industrial Design: Introduction -general approach to the man- machine relationship- workstation design-working position.

Ergonomics and Production: ergonomics and product design –ergonomics in automated systems- expert systems for ergonomic design. Anthropometric data and its applications in ergonomic, design- limitations of anthropometric data-use of computerized database. Case study.

Teaching-Learning Process	. 1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-3

Aesthetic Concepts: Concept of unity- concept of order with variety - concept of purpose style and environment-Aesthetic expressions. Style components of style- house style, observation style in capital goods, case study.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-4	
Visual Effects of Line and Form: The mechanics of seeing- psychology of seeing general influences of line and form.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-5	
Office Systems and Ergonomics, Ergonomics of Technology Management. Consumer Ergonomics, Ergonomics Quality and Safety, Quality of Life	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Course outcome (Course Skill Set)

At the end of the course the student will be able to :

23. To learn the concept of product design and the ergonomics.
24. Design the various controls and displays by knowing the anthropometric data's.
25. To learn the psychology of visuals effects.
26. Learning the different colour combinations for optimal design of engineering equipments.
27. Realize the importance of environmental factors and aesthetics in industrial design.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester
- Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

- At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

33. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
34. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

Suggested Learning Resources:

Books

1. Human Factors in Engineering and Design By Sanders & Mccormick (McGrawHill Publication)
2. Occupational Ergonomics – Principles and Applications By Tayyari & Smith (Chapman & Hall Publication)
3. The Power of Ergonomics as a Competitive Strategy By Gross & Right (Productivity Press)
4. Industrial Design for Engineers - Mayall W.H. - London Hiffee books Ltd. -1988.
5. Applied Ergonomics Hand Book - Brain Shakel (Edited) - Butterworth scientific. London - 1988. 6. Introduction to Ergonomics - R. C. Bridger - McGraw Hill Publications - 1995.
6. Human Factor Engineering - Sanders & McCormick – McGraw Hill Publications – 6th edition, 2002.
7. Ulrich, Karl T, Eppinger, Steven D, 'Product Design and Development', McGraw-Hill, 2004.
8. Bridger RS, 'Introduction to Human Factors & Ergonomics', Fourth Edition, Taylor & Francis, 2010.
9. Dul. J and Weerdmeester B, 'Ergonomics for beginners, a quick reference guide, Taylor & Francis, 2008

Web links and Video Lectures (e-Resources):

- .

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Anthropometry
- Hand strength and Back strength
- Measurement of Environmental Factors
- Grip Strength – Hand and Pinch

VII Semester **OPEN ELECTIVE II**

NON-TRADITIONAL MACHINING			
Course Code	**21ME751**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3-0-0-0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

- To learn various concepts related to modern machining processes & their applications.
- To appreciate the differences between conventional and non-conventional machining processes.
- To acquire a functional understanding of non-traditional manufacturing equipment.
- To know about various process parameters and their influence on performance and their applications.
- To impart knowledge on various types of energy involved in non-traditional machining processes.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

16. Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
17. Chalk and Talk method for Problem Solving.
18. Adopt flipped classroom teaching method.
19. Adopt collaborative (Group Learning) learning in the class.
20. Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

Module-1

Introduction to Non-traditional machining, Need for Non-traditional machining process, Comparison between traditional and non-traditional machining, general classification Non-traditional machining processes, classification based on nature of energy employed in machining, selection of non-traditional machining processes, Specific advantages, limitations and applications of non-traditional machining processes.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-2

Ultrasonic Machining (USM): Introduction, Equipment and material process, Effect of process parameters:
Effect of amplitude and frequency, Effect of abrasive grain diameter, effect of slurry, tool & work material.
Process characteristics: Material removal rate, tool wear, accuracy, surface finish, applications, advantages & limitations of USM.

Abrasive Jet Machining (AJM): Introduction, Equipment and process of material removal, process variables: carrier gas, type of abrasive, work material, stand-off distance (SOD). Process characteristics-Material removal rate, Nozzle wear, accuracy & surface finish. Applications, advantages & limitations of AJM.

Teaching-Learning Process	. 1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-3	
ELECTROCHEMICAL MACHINING (ECM): Introduction, Principle of electro chemical machining, ECM, elements of ECM operation, Chemistry of ECM. ECM Process characteristics: Material removal rate, accuracy, surface finish. Process parameters: Current density, Tool feed rate, Gap between tool & work piece, velocity of electrolyte flow, type of electrolyte, its concentration temperature, and choice of electrolytes. ECM Tooling: ECM tooling technique & example, Tool & insulation materials. Applications ECM: Electrochemical grinding and electrochemical honing process. Advantages, disadvantages and application of ECG, ECH. CHEMICAL MACHINING (CHM): Elements of the process, Resists (maskants), Etchants. Types of chemical machining process-chemical blanking process, chemical milling process. Process characteristics of CHM: material removal rate, accuracy, surface finish, advantages, limitations and applications of chemical machining process.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
Module-4	
ELECTRICAL DISCHARGE MACHINING (EDM): Introduction, mechanism of metal removal, EDM equipment: spark erosion generator (relaxation type), dielectric medium-its functions & desirable properties, electrode feed control system. Flushing types; pressure flushing, suction flushing, side flushing, pulsed flushing. EDM process parameters: Spark frequency, current & spark gap, surface finish, Heat Affected Zone. Advantages, limitations & applications of EDM, Electrical discharge grinding, Traveling wire EDM. PLASMA ARC MACHINING (PAM): Introduction, non-thermal generation of plasma, equipment mechanism of metal removal, Plasma torch, process parameters, process characteristics. Safety precautions. Safety precautions, applications, advantages and limitations.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
Module-5	
LASER BEAM MACHINING (LBM): Introduction, generation of LASER, Equipment and mechanism of metal removal, LBM parameters and characteristics, Applications, Advantages & limitations. ELECTRON BEAM MACHINING (EBM): Introduction, Principle, equipment and mechanism of metal removal, applications, advantages and limitations.	
Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Course outcome (Course Skill Set)

At the end of the course the student will be able to :

- Understand the compare traditional and non-traditional machining process and recognize the need for Non-traditional machining process.
- Understand the constructional features, performance parameters, process characteristics, applications, advantages and limitations of USM, AJM and WJM.
- Identify the need of Chemical and electro-chemical machining process along with the constructional features, process parameters, process characteristics, applications, advantages and limitations.
- Understand the constructional feature of the equipment, process parameters, process characteristics, applications, advantages and limitations EDM & PAM.
- Understand the LBM equipment, LBM parameters, and characteristics. EBM equipment and mechanism of metal removal, applications, advantages and limitations LBM & EBM.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester
- Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

- At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

35. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
36. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Books

1 Modern Machining Process by P.C Pandey and H S Shah McGraw Hill Education India Pvt. Ltd. 2000

2 Production technology HMT McGraw Hill Education India Pvt. Ltd 2001

Reference Books

1 New Technology Dr. Amitabh Bhattacharyya The Institute of Engineers (India) 2000

2 Modern Machining process Aditya 2002

Web links and Video Lectures (e-Resources):

- .

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Case studies
- Quiz
- Topic Seminar presentation
- Assignments

VII Semester

HYDRAULICS AND PNEUMATICS			
Course Code	**21ME752**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3-0-0-0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:
This course will enable students to:

- Gain knowledge of basics of hydraulic and pneumatic systems.
- Understanding the working principles of hydraulics and pneumatics components.
- Engineering application of hydraulic and pneumatic systems.

Teaching-Learning Process (General Instructions)

These are sample strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
2. Chalk and Talk method for Problem Solving.
3. Adopt flipped classroom teaching method.
4. Adopt collaborative (Group Learning) learning in the class.
5. Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

Module-1

Introduction to Hydraulic Power: Definition of hydraulic system, advantages, limitations, applications, Pascal's law, structure of hydraulic control system, problems on Pascal's law.

The source of Hydraulic Power: Pumps Classification of pumps, Pumping theory of positive displacement pumps, construction and working of Gear pumps, Vane pumps, Piston pumps, fixed and variable displacement pumps, Pump performance characteristics, pump Selection factors, problems on pumps.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration. 3. Chalk and Talk .

Module-2

Hydraulic Actuators and Motors: Classification cylinder and hydraulic motors, Linear Hydraulic Actuators [cylinders], single and double acting cylinder, Mechanics of Hydraulic Cylinder Loading, mounting arrangements, cushioning, special types of cylinders, problems on cylinders, construction and working of rotary actuators such as gear, vane, piston motors, Hydraulic Motor Theoretical Torque, Power and Flow Rate, Hydraulic Motor Performance, problems, symbolic representation of hydraulic actuators (cylinders and motors).

Control Components in Hydraulic Systems: Classification of control valves, Directional Control Valves- Symbolic representation, constructional features of poppet, sliding spool, rotary type valves solenoid and pilot operated DCV, shuttle valve, check valves, Pressure control valves - types, direct operated types and pilot operated types. Flow Control Valves -compensated and non-compensated FCV, needle valve, temperature compensated, pressure compensated, pressure and temperature compensated FCV, symbolic representation.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration. 3. Chalk and Talk .

Module-3

Hydraulic Circuit Design And Analysis: Control of Single and Double -Acting Hydraulic Cylinder, Regenerative circuit, Pump Unloading Circuit, Double Pump Hydraulic System, Counter balance Valve Application, Hydraulic Cylinder Sequencing Circuits, Automatic cylinder reciprocating system, Locked Cylinder using Pilot check Valve, Cylinder synchronizing circuit using different methods, factors affecting synchronization, Speed Control of Hydraulic Cylinder, Speed Control of Hydraulic Motors, Safety circuit, Accumulators, types, construction and applications with circuits.

Maintenance of Hydraulic System: Hydraulic Oils - Desirable properties, general type of Fluids, Sealing Devices, Reservoir System, Filters and Strainers, wear of Moving Parts due to solid - particle Contamination,temperature control (heat exchangers), Pressure switches, trouble shooting.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration. 3. Chalk and Talk .

Module-4

Introduction to Pneumatic Control: Definition of pneumatic system, advantages, limitations, applications, Choice of working medium Characteristic of compressed air. Structure of Pneumatic control System,fluid conditioners and FRL unit. Pneumatic Actuators: Linear cylinder - Types, Conventional type of cylinder- working, End position cushioning, seals, mounting arrangements- Applications. Rod - Less cylinders types, working, advantages, Rotary cylinders- types construction and application, symbols.

Pneumatic Control Valves: DCV such as poppet, spool, suspended seat type slide valve, pressure control valves, flow control valves, types and construction, use of memory valve, Quick exhaust valve, time delay valve, shuttle valve, twin pressure valve, symbols. Simple Pneumatic Control: Direct and indirect actuation pneumatic cylinders, speed control of cylinders - supply air throttling and Exhaust air throttling and Exhaust air throttling.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration. 3. Chalk and Talk .

Module-5

Signal Processing Elements: Use of Logic gates - OR and AND gates in pneumatic applications. Practical Examples involving the use of logic gates, Pressure dependant controls- types - construction - practical applications, Time dependent controls principle, Construction, practical applications.

Multi- Cylinder Application: Coordinated and sequential motion control, Motion and control diagrams. Signal elimination methods, Cascading method- principle, Practical application examples (up to two cylinders) using cascading method (using reversing valves).

Electro- Pneumatic Control: Principles - signal input and output, pilot assisted solenoid control of directional control valves, Use of relay and contactors. Control circuitry for simple signal cylinder application.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration. 3. Chalk and Talk .

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

28. Have knowledge of hydraulic and pneumatic system and its components.
29. Understand the working principle of various hydraulic and pneumatic components.
30. Apply working principles of Hydraulic and Pneumatic Systems for various applications.
31. Determine cause for hydraulic and pneumatic system break down and performance of hydraulic pumps, motors.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester
- Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

- At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

37. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
38. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Textbooks

4. Fluid Power with Applications, Anthony Esposit,Pearson Education Inc., 6th Edition 2000.
5. Pneumatics and Hydraulics, Andrew Parr, Jaico Publishing Co, 1993.

Reference books

3. Industrial Hydraulics, Pippenger Hicks, McGraw Hill, New York
4. Hydraulic & Pneumatic Power for Production, HarryL. Stewart,Industrial Press US, 1997.
5. Pneumatic Systems, S. R. Majumdar, TATA McGraw Hill Publish, 1995.
6. Hydraulic & Pneumatics' CMTI Data Book.

Web links and Video Lectures (e-Resources):

- .

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Case studies
- Quiz
- Topic Seminar presentation
- Assignments

VII Semester

OPERATIONS RESEARCH			
Course Code	**21ME753**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3-0-0-0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

- To enable the students to understand the scientific methods of providing various departments of an organization with a quantitative basis of decision making.
- To enable the students to understand the importance of various tools and techniques in finding optimal solutions to problems involving limited resources in the form of Men, Materials and machinery.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

21. Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
22. Chalk and Talk method for Problem Solving.
23. Adopt flipped classroom teaching method.
24. Adopt collaborative (Group Learning) learning in the class.
25. Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

Module-1

Introduction: Evolution of OR, Definitions of OR, Scope of OR, Applications of OR, Phases in OR study. Characteristics and limitations of OR, models used in OR, Linear Programming Problem (LPP), Generalized LPP- Formulation of problems as L.P.P. Solutions to LPP by graphical method (Two Variables).

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-2

LPP: Simplex method, Canonical and Standard form of LP problem, slack, surplus and artificial variables, Solutions to LPP by Simplex method, Big-M Method and two-phase Simplex Method, Degeneracy in LPP. Concept of Duality, writing Dual of given LPP. Solutions to L.P.P by Dual Simplex Method.

Teaching-Learning Process	. 1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-3

Transportation Problem: Formulation of transportation problem, types, initial basic feasible solution using North-West Corner rule, Vogel's Approximation method. Optimality in Transportation problem by Modified Distribution (MODI) method. Unbalanced T.P. Maximization T.P. Degeneracy in transportation problems, application of transportation problem. Assignment Problem-Formulation, Solutions to assignment problems by Hungarian method, Special cases in assignment problems, unbalanced, Maximization assignment problems. Travelling Salesman Problem (TSP). Difference between assignment and T.S.P, Finding best route by Little's method. Numerical Problems.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-4

Network analysis: Introduction, Construction of networks, Fulkerson's rule for numbering the nodes, AON and AOA diagrams; Critical path method to find the expected completion time of a project, determination of floats in networks, PERT networks, determining the probability of completing a project, predicting the completion time of project; Cost analysis in networks. Crashing of networks- Problems. Queuing Theory: Queuing systems and their characteristics, Pure-birth and Pure-death models (only equations), Kendall & Lee's notation of Queuing, empirical queuing models – Numerical on M/M/1 and M/M/C Queuing models.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-5
Game Theory: Definition, Pure Strategy problems, Saddle point, Max-Min and Min-Max criteria, Principle of Dominance, Solution of games with Saddle point. Mixed Strategy problems. Solution of 2X2 games by Arithmetic method, Solution of 2Xn m and mX2 games by graphical method. Formulation of games. Sequencing: Basic assumptions, Johnson's algorithm, sequencing 'n' jobs on single machine using priority rules, sequencing using Johnson's rule-'n' jobs on 2 machines, 'n' jobs on 3 machines, 'n' jobs on 'm' machines. Sequencing of 2 jobs on 'm' machines using graphical method.

Teaching-Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Course outcome (Course Skill Set)

At the end of the course the student will be able to :

- Understand the meaning, definitions, scope, need, phases and techniques of operations research.
- Formulate as L.P.P and derive optimal solutions to linear programming problems by graphical method, Simplex method, Big-M method and Dual Simplex method.
- Formulate as Transportation and Assignment problems and derive optimum solutions for transportation, Assignment and travelling salesman problems.
- Solve problems on game theory for pure and mixed strategy under competitive environment.
- Solve waiting line problems for M/M/1 and M/M/K queuing models.
- Construct network diagrams and determine critical path, floats for deterministic and PERT networks including crashing of Networks

Determine minimum processing times for sequencing of n jobs-2 machines, n jobs-3 machines, n jobs-m machines and 2 jobs-n machines using Johnson's algorithm.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester
- Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

- At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

39. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be reduced proportionally to 50 marks
40. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Books

Textbook/s

1 Operations Research P K Gupta and D S Hira S. Chand and Company LTD. Publications, New Delhi 2007

2 Operations Research, An Introduction Hamdy A. Taha PHI Private Limited Seventh Edition, 2006

Reference Books

1 Operations Research, Theory and Applications J K Sharma Trinity Press, Laxmi Publications Pvt.Ltd. Sixth Edition, 2016

2 Operations Research Paneerselvan PHI

3 Operations Research A M Natarajan, P Balasubramani Pearson Education, 2005

4 Introduction to Operations Research Hillier and Lieberman McGraw Hill 8thEd

Web links and Video Lectures (e-Resources):

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Case studies
- Quiz
- Topic Seminar presentation
- Assignments

MECHANICS OF MATERIALS		Semester	03
Course Code	**BME301**	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	**2:2:0:0**	SEE Marks	50
Total Hours of Pedagogy	**40**	Total Marks	100
Credits	**03**	Exam Hours	3 hrs
Examination type (SEE)	**Theory**		

Course objectives:

- To provide the basic concepts and principles of strength of materials.
- To give an ability to calculate stresses and deformations of objects under external loadings.
- To give an ability to apply the knowledge of strength of materials on engineering applications and design problems.

Teaching-Learning Process (General Instructions)

These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.

- Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Videodemonstrations or Simulations.
- Chalk and Talk method for Problem Solving.
- Adopt flipped classroom teaching method.
- Adopt collaborative (Group Learning) learning in the class.
- Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such asevaluating, generalizing, and analyzing information.

Module-1

Simple stress and strain: Definition/derivation of normal stress, shear stress, and normal strain and shear strain – Stress strain diagram for brittle and ductile materials - Poisson's ratio & volumetric strain – Elastic constants – relationship between elastic constants and Poisson's ratio – Generalised Hook's law – Deformation of simple and compound bars, Resilience, Gradual, sudden, impact and shock loadings – thermal stresses.

Module-2

Bi-axial Stress system: Introduction, plane stress, stresses on inclined sections, principal stresses and maximum shear stresses, graphical method - Mohr's circle for plane stress.

Thick and Thin cylinders: Stresses in thin cylinders, Lame's equation for thick cylinders subjected to internal and external pressures, Changes in dimensions of cylinder (diameter, length and volume), simple numerical.

Module-3

Bending moment and Shear forces in beams: Definition of beam – Types of beams – Concept of shear force and bending moment – S.F and B.M diagrams for cantilever, simply supported and overhanging beams subjected to point loads, uniformly distributed loads, uniformly varying loads and combination of these loads – Point of contra flexure.

Module-4

Theory of simple bending – Assumptions – Derivation of bending equation - Neutral axis – Determination of bending stresses – section modulus of rectangular and circular sections (Solid and Hollow), I, T and Channel sections – Design of simple beam sections, Shear Stresses: Derivation of formula – Shear stress distribution across various beams sections like rectangular, circular, triangular, I, and T sections.

Module-5

Torsion of circular shafts: Introduction, pure torsion, assumptions, derivation of torsional equations, polar modulus, torsional rigidity / stiffness of shafts, power transmitted by solid and hollow circular shafts.

Theory of columns – Long column and short column - Euler's formula – Rankine's formula.

Course outcome (Course Skill Set)
At the end of the course, the student will be able to:

CO1: Understand the concepts of stress and strain in simple and compound bars.
CO2: Explain the importance of principal stresses and principal planes & Analyse cylindrical pressure vessels under various loadings
CO3: Apply the knowledge to understand the load transferring mechanism in beams and stress distribution due to shearing force and bending moment.
CO4: Evaluate stresses induced in different cross-sectional members subjected to shear loads.
CO5: Apply basic equation of simple torsion in designing of circular shafts & Columns

Assessment Details (both CIE and SEE)
The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:
Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks.

Suggested Learning Resources:
Books

1. Mechanics of Materials, S.I. Units, Ferdinand Beer & Russell Johnstan, 7th Ed, TATA McGrawHill-2014
2. Mechanics of Materials, K.V.Rao, G.C.Raju, Subhash Stores, First Edition, 2007
3. Strength of Materials by R.K. Bansal ,Laxmi Publications 2010.

Web links and Video Lectures (e-Resources):

1. Statics and Strength of Materials, Shehata, 2nd edition, 1994. (http://www.astm.org/DIGITAL_LIBRARY/JOURNALS/TESTEVAL/PAGES/JTE12637J. htm) 2. http://www.astm.org/DIGITAL_LIBRARY/JOURNALS/TESTEVAL/PAGE S/JTE12637J.htm 3. 3. http://www.freeengineeringbooks.com/Civil/Strength-of-MaterialBooks.php
Activity Based Learning (Suggested Activities in Class)/ Practical Based learning • Use Mdsolids (https://web.mst.edu/mdsolids/) or any open source software for active teaching and learning.

MANUFACTURING PROCESS		Semester	III
Course Code	**BME302**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 8-10 Lab slots	Total Marks	100
Credits	04	Exam Hours	03
Examination nature (SEE)	Theory /Viva-Voce /Term-work/Others		

Course objectives:

- To provide knowledge of various casting process in manufacturing.
- To provide in-depth knowledge on metallurgical aspects during solidification of metal and alloys, also to provide detailed information about the moulding processes.
- To acquaint with the basic knowledge on fundamentals of metal forming processes and also to study various metal forming processes.
- To impart knowledge of various joining process used in manufacturing.
- To impart knowledge about behaviour of materials during welding, and the effect of process
- parameters in welding

Teaching-Learning Process (General Instructions)

These are sample Strategies; that teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) does not mean only traditional lecture method, but different type of teaching methods may be adopted to develop the outcomes.
2. Arrange visits to nearby power plants, receiving station and substations to give brief information about the electrical power generation.
3. Show Video/animation films to explain functioning of various machines
4. Encourage collaborative (Group Learning) Learning in the class
5. Ask at least three HOTS (Higher order Thinking) questions in the class, which promotes critical thinking
6. Adopt Problem Based Learning (PBL), which fosters students Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
7. Topics will be introduced in a multiple representation.
8. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
9. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.
10. Individual teacher can device the innovative pedagogy to improve the teaching-learning.

MODULE-1

Introduction & basic materials used in foundry: *Introduction: Definition, Classification of manufacturing processes. Metals cast in the foundry-classification, factors that determine the selection of a casting alloy. Introduction to casting process & steps involved – (Brief Introduction)-Not for SEE*

Patterns: Definition, classification, materials used for pattern, various pattern allowances and their importance.

Sand moulding: Types of base sand, requirement of base sand. Binder, Additive's definition, need and types; preparation of sand moulds. Molding machines- Jolt type, squeeze type and Sand slinger.

Study of important moulding process: Green sand, core sand, dry sand, sweep mould, CO2mould, shell mould, investment mould, plaster mould, cement bonded mould.

Cores: Definition, need, types. Method of making cores,

Concept of gating (top, bottom, parting line, horn gate) and risers (open, blind) Functions and types.
MODULE-2
Melting furnaces: Classification of furnaces, Gas fired pit furnace, Resistance furnace, Coreless induction furnace, electric arc furnace, constructional features & working principle of cupola furnace. **Casting using metal moulds**: Gravity die casting, pressure die casting, centrifugal casting, squeeze casting, slush casting, thixocasting, and continuous casting processes. Casting defects, their causes and remedies.
MODULE-3
METAL FORMING PROCESSES ***Introduction of metal forming process***: Mechanical behaviour of metals in elastic and plastic deformation, stress-strain relationships, Yield criteria, Application to tensile testing, train rate and temperature in metal working; Hot deformation, Cold working and annealing. ***Metal Working Processes***: Fundamentals of metal working, Analysis of bulk forming processes like forging, rolling, extrusion, wire drawing by slab method, ***Other sheet metal processes***: Sheet metal forming processes (Die and punch assembly, Blanking, piercing, bending etc., Compound and Progressive die), High Energy rate forming processes.
MODULE-4
JOINING PROCESSES ***Operating principle, basic equipment, merits and applications of***: Fusion welding processes: Gas welding - Types – Flame characteristics; Manual metal arc welding – Gas Tungsten arc welding - Gas metal arc welding – Submerged arc welding
MODULE-5
Weldability and thermal aspects: Concept of weldability of materials; Thermal Effects in Welding (Distortion, shrinkage and residual stresses in welded structures); Welding defects and remedies. ***Allied processes***: Soldering, Brazing and adhesive bonding **Advance welding processes:** Resistance welding processes, friction stir welding (FSW).

PRACTICAL COMPONENT OF IPCC

Course objectives:

- Impart fundamental understanding of various casting, welding and forming processes
- To provide in-depth knowledge on metallurgical aspects during solidification of metal and alloys
- Discuss design methodology and process parameters involve in obtaining defect free component

PRACTICAL COMPONENT OF IPCC *(May cover all / major modules)*

Sl.NO	Experiments
1	Preparation of sand specimens and conduction of the following tests: Compression, Shear and Tensile tests on Universal Sand Testing Machine.
2	To determine permeability number of green sand, core sand and raw sand.
3	To determine AFS fineness no. and distribution coefficient of given sand sample.
4	Studying the effect of the clay and moisture content on sand mould properties
5	Use of Arc welding tools and welding equipment Preparation of welded joints using Arc Welding equipment L-Joint, T-Joint, Butt joint, V-Joint, Lap joints on M.S. flats
6	Foundry Practice: Use of foundry tools and other equipment for Preparation of molding sand mixture. Preparation of green sand molds kept ready for pouring in the following cases: 1. Using two molding boxes (hand cut molds). 2. Using patterns (Single piece pattern and Split pattern).
7	Preparation of green sand molds kept ready for pouring in the following cases: 1. Incorporating core in the mold.(Core boxes).
8	Forging Operations: Use of forging tools and other forging equipment. Preparing minimum three forged models involving upsetting, drawing and bending operations.
	Demo experiments for CIE
9	Demonstration of forging model using Power Hammer.
10	To study the defects of Cast and Welded components using Non-destructive tests like: a) Ultrasonic flaw detection b) Magnetic crack detection c) Dye penetration testing
11	Mould preparation of varieties of patterns, including demonstration
12	Demonstration of material flow and solidification simulation using Auto-Cast software

Course outcomes (Course Skill Set):

At the end of the course, the student will be able to:

CO1: Describe the casting process and prepare different types of cast products. Acquire knowledge on Pattern, Core, Gating, Riser system and to use Jolt, Squeeze, and Sand Slinger Moulding machines.

CO2: Compare the Gas fired pit, Resistance, Coreless, Electrical and Cupola Metal Furnaces. Compare the Gravity, Pressure die, Centrifugal, Squeeze, slush and Continuous Metal mold castings.

CO3: Understand the Solidification process and Casting of Non-Ferrous Metals.

CO4: Describe the Metal Arc, TIG, MIG, Submerged and Atomic Hydrogen Welding processes etc. used in manufacturing.

CO5: Describe the methods of different joining processes and thermal effects in joining process

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

CIE for the theory component of the IPCC (maximum marks 50)

- IPCC means practical portion integrated with the theory of the course.
- CIE marks for the theory component are **25 marks** and that for the practical component is **25 marks**.
- 25 marks for the theory component are split into **15 marks** for two Internal Assessment Tests (Two Tests, each of 15 Marks with 01-hour duration, are to be conducted) and **10 marks** for other assessment methods mentioned in 22OB4.2. The first test at the end of 40-50% coverage of the syllabus and the second test after covering 85-90% of the syllabus.
- Scaled-down marks of the sum of two tests and other assessment methods will be CIE marks for the theory component of IPCC (that is for **25 marks)**.
- The student has to secure 40% of 25 marks to qualify in the CIE of the theory component ofIPCC.

CIE for the practical component of the IPCC

- **15 marks** for the conduction of the experiment and preparation of laboratory record, and **10 marks** for the test to be conducted after the completion of all the laboratory sessions.
- On completion of every experiment/program in the laboratory, the students shall be evaluated including viva-voce and marks shall be awarded on the same day.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to **15 marks**.
- The laboratory test **(duration 02/03 hours)** after completion of all the experiments shall be conducted for 50 marks and scaled down to **10 marks.**
- Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **25 marks**.
- The student has to secure 40% of 25 marks to qualify in the CIE of the practical component of the IPCC.

SEE for IPCC

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**)

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored by the student shall be proportionally scaled down to 50 Marks

The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper may include questions from the practical component.

Suggested Learning Resources:

Books

1. Ghosh, A. and Mallik, A. K., (2017), Manufacturing Science, East-West Press.
2. Parmar R. S., (2007), Welding Processes and Technology, Khanna Publishers.
3. Little R. L. – 'Welding and Welding Technology' – Tata McGraw Hill Publishing Company Limited, New Delhi – 1989
4. Grong O. – 'Metallurgical Modelling of Welding' – The Institute of Materials – 1997 – 2nd Edition
5. Kou S. – 'Welding Metallurgy' – John Wiley Publications, New York – 2003 – 2nd Edition.

6. Serope Kalpakjian and Steven R. Schmid – 'Manufacturing Engineering and Technology' – Prentice Hall – 2013 – 7th Edition
7. Principles of foundry technology, 4th edition, P L Jain, Tata McGraw Hill, 2006.
8. Advanced Welding Processes technology and process control, John Norrish, Wood Head Publishing, 2006.

Web links and Video Lectures (e-Resources):

- (Link:http://www.springer.com/us/book/9781447151784http://nptel.ac.in/courses/112
- 105127/)
- http://www.astm.org/DIGITAL_LIBRARY/MNL/SOURCE_PAGES/MNL11.htm
- http://www.astm.org/DIGITAL_LIBRARY/JOURNALS/COMPTECH/PAGES/CTR10654J.htm
- MOOCs: http://nptel.ac.in/courses/112105126/

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Metal Casting: Design pattern/core for a given component drawing and develop a sand mould with optimum gating and riser system for ferrous and non-ferrous materials. Melting and casting, inspection for macroscopic casting defects.

- Welding: TIG and MIG welding processes – design weld joints – welding practice –weld quality inspection.
- Metal Forming: Press working operation – hydraulic and mechanical press -load calculation: blanking, bending and drawing operations – sheet metal layout design.

MATERIAL SCIENCE AND ENGINEERING		Semester	III
Course Code	**BME303**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 8-10 Lab slots	Total Marks	100
Credits	04	Exam Hours	3
Examination nature (SEE)	**Theory**		

Course objectives:

- Explain the basic concepts of geometrical crystallography, crystal structure and imperfections in Solids.
- Construct the phase diagrams to know the phase transformations and concept of diffusion in solids.
- Identify the heat treatment, cooling method for controlling the microstructure and plastic deformation to modify their properties.
- Explain the powder metallurgy process, types and surface modifications.
- Apply the method of materials selection, material data, properties and knowledge sources for computer-aided selection of materials.

Teaching-Learning Process (General Instructions)

These are sample Strategies; that teachers can use to accelerate the attainment of the various course outcomes.

- Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Videodemonstrations or Simulations.
- Chalk and Talk method for Problem Solving.
- Adopt flipped classroom teaching method.
- Adopt collaborative (Group Learning) learning in the class.
- Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such asevaluating, generalizing, and analysing information.

MODULE-1

Structure of Materials

Introduction: Classification of materials, crystalline and non-crystalline solids, atomic bonding: Ionic Bonding and Metallic bonding.

Crystal Structure: Crystal Lattice, Unit Cell, Planes and directions in a lattice, Planar Atomic Density, Coordination number, atomic Packing Factor of all the Cubic structures and Hexa Close Packed structure. Classification and Coordination of voids, Bragg's Law.

Imperfections in Solids: Types of imperfections, Point defects: vacancies, interstitials, line defects, 2-D and 3D-defects, Concept of free volume in amorphous solids. Slip, Twinning.

MODULE-2

Physical Metallurgy

Alloy Systems: Classification of Solid solutions, Hume- Rothery Rules

Diffusion: Diffusion Mechanisms: Vacancy Diffusion and Interstitial Diffusion, Fick's laws of diffusion, Factors affecting diffusion.

Phase Diagrams: Gibbs Phase Rule, Solubility limit, phase equilibrium and Phase Diagrams: Isomorphous systems, Invariant Binary Reactions: Eutectic reaction, Eutectoid reaction and Peritectic reaction, Lever Rule, Iron-Carbon Diagram. Effect of common alloying elements in steel. Numerical on Lever rule.

MODULE-3

Nucleation and growth: Introduction to homogeneous and heterogeneous nucleation, critical radius for nucleation.

Heat treatment: Annealing, Normalizing, hardening, Tempering, Nitriding, Cyaniding, Induction Hardening and Flame Hardening, Recent advances in heat treat technology. TTT diagram, Recovery-Recrystallization-Grain Growth. Strengthening mechanisms: Strain hardening, Precipitation hardening (Solid-Solution Strengthening), Grain refinement.

MODULE-4
Surface coating technologies: Introduction, coating materials, coating technologies, types of coating: Electro-plating, Chemical Vapor Deposition(CVD), Physical Vapor Deposition(PVD), High Velocity Oxy-Fuel Coating, advantages and disadvantages of surface coating. **Powder metallurgy:** Introduction, Powder Production Techniques: Different Mechanical methods: Chopping or Cutting, Abrasion methods, Machining methods, Ball Milling and Chemical method: Chemical reduction method. **Characterization of powders (Particle Size & Shape Distribution), Powder Shaping:** Particle Packing Modifications, Lubricants & Binders, Powder Compaction & Process, Sintering and Application of Powder Metallurgy.
MODULE-5
Engineering Materials and Their Properties: Classification, **Ferrous materials:** Properties, Compositions and uses of Grey cast iron and steel. **Non-Ferrous materials:** Properties, Compositions and uses of Copper, Brass, Bronze. **Composite materials** - Definition, classification, types of matrix materials & reinforcements, Metal Matrix Composites (MMCs), Ceramic Matrix Composites (CMCs) and Polymer Matrix Composites (PMCs), Particulate-reinforced and fiber- reinforced composites, Applications of composite materials. Mechanical and functional properties of Engineering Materials **The Design Process and Materials Data:** Types of design, design tools and materials data, processes of obtainingmaterials data, materials databases. **Material Selection Charts:** Selection criteria for materials, material property Charts, deriving property limits and material indices.

PRACTICAL COMPONENT OF IPCC*(May cover all / major modules)*

Sl.NO	Experiments
1	Specimen preparation for macro and micro structural examinations and study the macrostructure and microstructure of a sample metal/ alloys.
2	Study the heat treatment processes (Hardening and tempering) of steel/Aluminium specimens.
3	To determine the hardness values of Mild Steel/ Aluminium by Rockwell hardness/Vickers Hardness.
4	To determine the hardness values of Copper/ Brass by Brinell's Hardness testing machine.
5	To determine the tensile strength, modulus of elasticity, yield stress, % of elongation and % of reduction in area of Cast Iron, Mild Steel/Brass/ Aluminium and to observe the necking.
6	To conduct a wear test on Mild steel/ Cast Iron/Aluminium/ Copper to find the volumetric wear rate and coefficient of friction.
7	To determine the Impact strength of the mild steel using Izod test and Charpy test.
8	Study the chemical corrosion and its protection. ***Demonstration***
9	Study the properties of various types of plastics. ***Demonstration***
10	Computer Aided Selection of Materials: Application of GRANTA Edupack for material selection: Case studies based on material properties. ***Demonstration***

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

1. Understand the atomic arrangement in crystalline materials and describe the periodic arrangement of atoms in terms of unit cell parameters.
2. Understand the importance of phase diagrams and the phase transformations.
3. Explain various heat treatment methods for controlling the microstructure..

4. Correlate between material properties with component design and identify various kinds of defects.
5. Apply the method of materials selection, material data and knowledge sources for computer-aided selection of materials.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

CIE for the theory component of the IPCC (maximum marks 50)

- IPCC means practical portion integrated with the theory of the course.
- CIE marks for the theory component are **25 marks** and that for the practical component is **25 marks**.
- 25 marks for the theory component are split into **15 marks** for two Internal Assessment Tests (Two Tests, each of 15 Marks with 01-hour duration, are to be conducted) and **10 marks** for other assessment methods mentioned in 22OB4.2. The first test at the end of 40-50% coverage of the syllabus and the second test after covering 85-90% of the syllabus.
- Scaled-down marks of the sum of two tests and other assessment methods will be CIE marks for the theory component of IPCC (that is for **25 marks)**.
- The student has to secure 40% of 25 marks to qualify in the CIE of the theory component of IPCC.

CIE for the practical component of the IPCC

- **15 marks** for the conduction of the experiment and preparation of laboratory record, and **10 marks** for the test to be conducted after the completion of all the laboratory sessions.
- On completion of every experiment/program in the laboratory, the students shall be evaluated including viva-voce and marks shall be awarded on the same day.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to **15 marks**.
- The laboratory test **(duration 02/03 hours)** after completion of all the experiments shall be conducted for 50 marks and scaled down to **10 marks.**
- Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **25 marks**.
- The student has to secure 40% of 25 marks to qualify in the CIE of the practical component of the IPCC.

SEE for IPCC

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**)

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scoredby the student shall be proportionally scaled down to 50 Marks

The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper may include questions from the practical component.

Suggested Learning Resources:

Text Books:

1. Callister Jr, W.D., Rethwisch, D.G., (2018), Materials Science and Engineering: An Introduction, 10th Edition, Hoboken, NJ: Wiley.
2. Ashby, M.F. (2010), Materials Selection in Mechanical Design, 4th Edition, Butterworth- Heinemann.
3. Azaroff, L.V., (2001) Introduction to solids, 1st Edition, McGraw Hill Book Company.
4. Avner, S.H., (2017), Introduction to Physical Metallurgy, 2nd Edition, McGraw Hill Education.

Reference Books

1. Jones, D.R.H., and Ashby,M.F., (2011), Engineering Materials 1: An Introduction to Properties, Application and Design, 4th Edition, Butterworth-Heinemann.
2. Jones, D.R.H., and Ashby,M.F., (2012), Engineering Materials 2: An Introduction to Microstructure and Processing, 4th Edition, Butterworth-Heinemann.
3. Abbaschian, R., Abbaschian, L., Reed-Hill, R. E., (2009), Physical Metallurgy Principles, 4th Edition, Cengate Learning.
4. P. C. Angelo and R. Subramanian: Powder Metallurgy- Science, Technology and Applications, PHI, New Delhi,2008.

Web links and Video Lectures (e-Resources):

Web links and Video Lectures (e-Resources):

1. Bhattacharya,B., Materials Selection and Design, NPTEL Course Material, Department of Mechanical Engineering, Indian Institute of Technology Kanpur, http://nptel.ac.in/courses/112104122/
2. Prasad, R., Introduction to Materials Science and Engineering, NPTEL Course Material, Department of Materials

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Course seminar

Industrial tour/Visit to Advanced Research Centres

BASIC THERMODYNAMICS		Semester	**3rd**
Course Code	**BME304**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	**2:2:0:0**	SEE Marks	50
Total Hours of Pedagogy	**40**	Total Marks	100
Credits	**03**	Exam Hours	03
Examination type (SEE)	**Theory**		

Course Objectives:

- Learn about thermodynamic system and its equilibrium, basic law of zeroth law of thermodynamics.
- Understand various forms of energy - heat transfer and work, Study the first law of thermodynamics.
- Study the second law of thermodynamics.
- Interpret the behaviour of pure substances and its application in practical problems.
- Study of Ideal and real gases and evaluation of thermodynamic properties.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
2. Chalk and Talk method for Problem Solving.
3. Adopt flipped classroom teaching method.
4. Adopt collaborative (Group Learning) learning in the class
5. Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

Module-1

Introduction and Review of fundamental concepts: Thermodynamic definition and scope, Microscopic and Macroscopic approaches. Characteristics of system boundary and control surface, examples. Thermodynamic properties; definition and units, intensive, extensive properties, specific properties, pressure, specific volume, Thermodynamic state, state point, state diagram, path and process, quasi-static process, cyclic and non-cyclic; processes; Thermodynamic equilibrium; definition, mechanical equilibrium; diathermic wall, thermal equilibrium, chemical equilibrium ***(The topics are Only for Self-study and not to be asked in SEE. However, may be asked for CIE)***

Zeroth law of thermodynamics, Temperature; concepts, scales, international fixed points and measurement of temperature. Constant volume gas thermometer, constant pressure gas thermometer, mercury in glass thermometer, thermocouples, electrical resistance thermometer. Numerical.

Work and Heat: Mechanics, definition of work and its limitations. Thermodynamic definition of work; examples, sign convention. Displacement work; as a part of a system boundary, as a whole of a system boundary, expressions for displacement work in various processes through p-v diagrams. Shaft work; Electrical work. Other types of work. Heat; definition, units and sign convention. Problems.

Module-2

First Law of Thermodynamics: Joules experiments, equivalence of heat and work. Statement of the First law of thermodynamics, extension of the First law to non - cyclic processes, energy, energy as a property, modes of energy, Problems.

Extension of the First law to control volume; steady flow energy equation (SFEE), Problems.

Module-3
Second Law of Thermodynamics: Limitations of first law of thermodynamics, Thermal reservoir, heat engine and heat pump: Schematic representation, efficiency and COP. Reversed heat engine. Kelvin - Planck statement of the Second law of Thermodynamics; PMM I and PMM II, Clausius statement of Second law of Thermodynamics, Equivalence of the two statements; Carnot cycle, Carnot principles. Problems **Entropy**: Clausius inequality, Statement- proof, Entropy- definition, a property, change of entropy, entropy as a quantitative test for irreversibility, principle of increase in entropy, entropy as a coordinate. Problems
Module-4
Availability, Irreversibility and General Thermodynamic relations. Introduction**,** Availability (Exergy), Unavailable energy, Relation between increase in unavailable energy and increase in entropy. Maximum work, maximum useful work for a system and control volume, irreversibility. Problems **Pure Substances**: P-T and P-V diagrams, triple point and critical points. Sub-cooled liquid, saturated liquid, mixture of saturated liquid and vapor, saturated vapor and superheated vapor states of pure substance with water as example. Enthalpy of change of phase (Latent heat). Dryness fraction (quality), T-S and H-S diagrams, representation of various processes on these diagrams. Steam tables and its use. Throttling calorimeter, separating and throttling calorimeter. Problems.
Module-5
Ideal gases: Ideal gas mixtures, Daltons law of partial pressures, Amagat's law of additive volumes, evaluation of properties of perfect and ideal gases, Air- Water mixtures and related properties (*Processes are not to be asked for SEE*). **Real gases** – Introduction, Van-der Waal's Equation of state, Van-der Waal's constants in terms of critical properties, Beattie-Bridgeman equation, Law of corresponding states, compressibility factor; compressibility chart. Difference between Ideal and real gases. **Thermodynamic relations:** Maxwell's equations, TdS equation. Ratio of Heat capacities and Energy equation, Joule-Kelvin effect, Clausius-Clapeyron equation.
Course outcome (Course Skill Set) At the end of the course, the student will be able to : CO1: Explain fundamentals of thermodynamics and evaluate energy interactions across the boundary of thermodynamic systems. CO2: Apply 1st law of thermodynamics to closed and open systems and determine quantity of energy transfers. CO3: Evaluate the feasibility of cyclic and non-cyclic processes using 2nd law of thermodynamics CO4: Apply the knowledge of entropy, reversibility and irreversibility to solve numerical problems and Interpret the behaviour of pure substances and its application in practical problems. CO5: Recognize differences between ideal and real gases and evaluate thermodynamic properties of ideal and real gas mixtures using various relations.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation (CIE):

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks

Suggested Learning Resources:

Books

1. Basic and Applied Thermodynamics P.K.Nag, Tata McGraw Hill 2nd Ed., 2002.
2. Basic Engineering Thermodynamics A.Venkatesh Universities Press, 2008.
3. Basic Thermodynamics, B.K Venkanna, Swati B. Wadavadagi PHI, New Delhi 2010.
4. Thermodynamics- An Engineering Approach YunusA.Cenegal and Michael A.Boles Tata McGraw Hill publications 2002

Web links and Video Lectures (e-Resources):

- https://www.youtube.com/watch?v=9GMBpZZtjXM&list=PLD8E646BAB3366BC8
- https://www.youtube.com/watch?v=jkdMtmXo664&list=PL3zvA_WajfGAwLuULH-L0AG9fKDgplYne
- https://www.youtube.com/watch?v=1lk7XLOxtzs&list=PLkn3QISf55zy2Nlqr5F09oO2qcIwNNfrZ&index=3
- https://www.youtube.com/watch?v=Dy2UeVCSRYs&list=PL2_EyjPqHc10CTN7cHiM5xB2qD7BHUry7

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Organise Industrial visits to Thermal power plants and submission of report
- Case study report and power point presentation on steam power plant
- .List of thermal energy devices at homes, hostels and college premises and applicable laws

TEMPLATE for AEC (if the course is a theory)

Introduction to Modelling and Design for Manufacturing		Semester	3
Course Code	**BMEL305**	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	**0:0:2*:0**	SEE Marks	50
Total Hours of Pedagogy	**14 Sessions**	Total Marks	100
Credits	**01**	Exam Hours	3
Examination nature (SEE)	**Practical**		
***One hour per week can be taken additionally**			

Course objectives:

1. To improve the visualisation skills and understand the conventions used in engineering drawing.
2. To inculcate understanding of the theory of projection and make drawings using orthographic projections and sectional views.
3. To impart fundamental knowledge of drawing of different machine parts.
4. To enable the students with concepts of dimensioning and standards related to drawings.
5. To enable the students to draw the assembly of various machine components.
6. To enable the students on limits, tolerance and fits and indicate them on machine drawings.

Teaching-Learning Process (General Instructions)

These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.

- Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
- Chalk and Talk method for Problem Solving.
- Adopt online sharable playlist for students
- Adopt collaborative (Group Learning) learning in the class.
- Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

Module-1

Introduction to Computer Aided Sketching Review of graphic interface of the software. Review of 2D Sketching, Parametric Solid Modeling, Assembly creation and product rendering.

Limits, Fits and Tolerances: Introduction, Fundamental tolerances, Deviations, Methods of placing limit dimensions, Types of fits with symbols and applications, Geometrical tolerances on drawings, Standards followed in industry. ***(Above topics to be studied as a review)***

01 Session

Geometrical Dimensioning and Tolerances (GD&T): Introduction, Fundamental tolerances, Deviations, Methods of placing limit dimensions, machining symbols, types of fits with symbols and applications, geometrical tolerances on drawings. Standards followed in industry. The basics of sketching and modelling:

Create a basic sketch - Profile Tools, Curve Tools, Editing Tools, Operation Tools, Constraints, construction geometries and adding dimensions. Part- Solid from sketches, Solid from surfaces, modify Tools, Operation Tools.

02 Sessions

Module-2 **02 Sessions**

Exploring design tools for production:

Create draft during a feature - Create draft as a feature - Add ribs and plastic supports - Analyze draft on a design - Create holes and threads - Use a coil feature - Mirrors and patterns - Surface creation for complex geometry - Use surfaces to replace faces - Use surfaces to split bodies and faces - Practice exercise.

Module-3 **03 Sessions**

The Basics of Assemblies

The different ways to create components - Use scripts to create gears - Component color swatch and color cycling - Use McMaster-Carr parts in a design - Copy, paste, and paste new.
- Distributed designs - Create as-built joints - Create joints - Joint origins and midplane joints - Drive joints and motion studies - Interference detection and contact sets - Isolation and opacity control - Create groups and organize a timeline - Practice exercise.

Module-4	**06 Sessions**

Assembly Drawings: (Part drawings shall be given)

Drawing Basics-Detailing Drawings. Explode a 3D model for a drawing, Create a drawing sheet and views, Add geometry and dimensions to a drawing, Add GD & T text, BOM, tables and symbols, Place an exploded view, Edit a title block, Export to different file formats.

1. **Reciprocating saw mechanical assembly,**
2. **Innovated bottle design for sustainability**
3. **Engine Piston**
4. **Cylinder Flange**
5. **Engine Case**
6. **Design for Injection Molding**

   1. Plummer block (Pedestal Bearing)
   2. Rams Bottom Safety Valve
   3. I.C. Engine connecting rod
   4. Screw jack (Bottle type)
   5. Tailstock of lathe
   6. Machine vice
   7. Lathe square tool post

Course outcome (Course Skill Set)

At the end of the course the student will be able to:

1. Demonstrate their visualization skills.
2. Apply limits and tolerances to assemblies and choose appropriate fits for given assemblies. Make component drawings.
3. Produce the assembly drawings using part drawings.
4. Engage in lifelong learning using sketching and drawing as communication tool.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation (CIE):

- CIE marks for the practical course is 50 Marks.
- CIE shall be evaluated for max marks 100. Marks obtained shall be accounted for CIE final marks, reducing it by 50%.
- CIE component should comprise of
  - Continuous evaluation of Drawing work of students as and when the Modules are covered.
  - At least one closed book Test covering all the modules on the basis of below detailed weightage.
  - *Weightage for Test and Continuous evaluation shall be suitably decided by respective course coordinators.*

Module	Max. Marks weightage	Evaluation Weightage in marks	
		Computer display & printout	Preparatory sketching
Module-1	15	10	05
Module-2	15	10	05
Module-3	20	15	05
Module-4	50	40	10
Total	**100**	**80**	**20**

Semester End Evaluation (SEE):

SEE marks for the practical course is 50 Marks.

- The duration of SEE is 03 hours. Questions shall be set worth of 3 hours
- SEE shall be conducted jointly by the two examiners (one internal and one external) appointed by the University.
- SEE shall be conducted and evaluated for maximum of 100 marks. Marks obtained shall be accounted for SEE final marks, reducing it to 50 marks.
- Question paper shall be set jointly by both examiners and made available for each batch as per schedule.
- Questions are to be set preferably from Text Books.
- Evaluation shall be carried jointly by both the examiners.
- Scheme of Evaluation: To be defined by the examiners jointly and the same shall be submitted to the university along with question paper.
- One full question shall be set from each Modules as per the below tabled weightage details. ***However, the student may be awarded full marks, if he/she completes solution on computer display without sketch.***

Module	Max. Marks Weightage	Evaluation Weightage in marks	
		Computer display & printout	Preparatory sketching
Module-1 OR Module-2	20	15	05
Module-3	20	15	05
Module-4	60	50	10
Total	**100**	**80**	**20**

Suggested Learning Resources:

Books

Text Books:

1. 'A Primer on Computer Aided Machine Drawing-2007', Published by VTU, Belgaum.
2. 'Machine Drawing', N.D.Bhat & V.M.Panchal, Published by Charotar Publishing House, 1999.
3. 'Machine Drawing', K.R. Gopala Krishna, Subhash publication.

Reference Book:

1. "A Text Book of Computer Aided Machine Drawing", S. Trymbakaa Murthy, CBS Publishers, New Delhi, 2007.
2. 'Machine Drawing', N.Siddeshwar, P.Kannaih, V.V.S. Sastri, published by Tata Mc.Grawhill, 2006.
3. K L Narayana, P Kannaiah, K Venkata Reddy, "Machine Drawing", New Age International, 3rd Edition. ISBN-13: 978-81-224-2518-5, 2006
4. Ajeet Singh, "MACHINE DRAWING", Tata McGraw-Hill Education,, ISBN: 9781259084607, 2012

Web links and Video Lectures (e-Resources):

- . https://www.autodesk.com/certification/learn/course/learn-fusion-360-in-90-minutes
- Introduction to Modelling and Design for Manufacturing
- https://www.autodesk.com/certification/learn/course/fusion360-intro-modeling-design-professional

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

-

Electric and Hybrid Vehicle Technology		Semester	3
Course Code	**BME306A**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	**3:0:0:0**	SEE Marks	50
Total Hours of Pedagogy	**40**	Total Marks	100
Credits	**03**	Exam Hours	3
Examination type (SEE)	**Theory**		

Course objectives:

- To understand the models, describe hybrid vehicles and their performance.
- To understand the different possible ways of energy storage.
- To understand the different strategies related to hybrid vehicle operation & energy management.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

- Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Videodemonstrations or Simulations.
- Chalk and Talk method for Problem Solving.
- Adopt flipped classroom teaching method.
- Adopt collaborative (Group Learning) learning in the class.
- Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such asevaluating, generalizing, and analyzing information.

Module-1

Introduction to Electric Vehicle (EV) & Hybrid Vehicle(HV):

A brief history of Electric and Hybrid vehicles, basic architecture of hybrid drive train, vehicle motion and the dynamic equations for the vehicle, types of HV and EV, advantages over conventional vehicles, limitations of EV and HV, impact on environment of EV and HV technology, disposal of battery, cell and hazardous material and their impact on environment.

Module-2

Power Management and Energy Sources of EV and HV:

Power and Energy management strategies and its general architecture of EV and HV, various battery sources, energy storage, battery based energy storage, Battery Management Systems (BMS), fuel cells, their characteristics, Super capacitor based energy storage, flywheel, hybridization of various energy storage devices, Selection of the energy storage technology.

Module-3

DC and AC Machines & Drives in EV & HV:

Various types of motors, selection and size of motors, **Induction** motor drives and control characteristics, **Permanent** magnet motor drives and characteristics, **Brushed & Brushless** DC motor drive and characteristics, **switched reluctance motors** and characteristics, **IPM motor drives** and characteristics, mechanical and electrical connections of motors.

Module-4

Components & Design Considerations of EV & HV:

Design parameters of batteries, ultra-capacitors and fuel cells, aerodynamic considerations, calculation of the rolling resistance and the grade resistance, calculation of the acceleration force, total tractive effort, torque required on the drive wheel, transmission efficiency, consideration of vehicle mass.

Module-5
Electric and Hybrid Vehicles charging architecture: Introduction to smart charging: Grid to vehicle and vehicle to grid, smart metering and ancillary services, preliminary discussion on vehicle to vehicle and vehicle to personal communication systems, introduction to battery charging stations and its installation and commissioning, preliminary discussion on estimation on station capacity and associated technical issues, different connectors.

Course outcome (Course Skill Set)

At the end of this course, students will demonstrate the ability to

1. Understand the architecture and vehicle dynamics of electric and hybrid vehicles
2. Analyze the power management systems for electric and hybrid vehicles
3. Understand different motor control strategies for electric and hybrid vehicles
4. Analyze various components of electric and hybrid vehicles with environment concern.
5. Understand the domain related grid interconnections of electric and hybrid vehicle.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (duration 03 hours).

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), should have a mix of topics under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks.

Suggested Learning Resources:

Text Books

1. Iqbal Hussain, "Electric and Hybrid Vehicles Design Fundamentals", 1st Edition, CRC Press, 2003.
2. James Larminie, John Lowry "Electric Vehicle Technology Explained", 1st Edition, John Wiley and Sons, 2003.

3. Chris Mi, M. Abul Masrur, David Wenzhong Gao, "Hybrid Electric Vehicles: Principles and Applications with Practical Perspectives", Wiley publication ,2011. 4. Allen Fuhs, "Hybrid Vehicles and the future of personal transportation", CRC Press, 2009.
Web links and Video Lectures (e-Resources):
1. Web course on "Introduction to Hybrid and Electric Vehicles" by Dr. Praveenkumar and Prof. S Majhi, IIT Guwahati available on NPTEL at https://nptel.ac.in/courses/108/103/108103009/ 2. Video Course on "Electric Vehicles" by Prof. Amitkumar Jain, IIT Delhi available on NPTEL at https://nptel.ac.in/courses/108/102/108102121/
Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Smart Materials & Systems		Semester	III
Course Code	**BME306B**	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	**3:0:0:0**	SEE Marks	50
Total Hours of Pedagogy	**40**	Total Marks	100
Credits	**03**	Exam Hours	03
Examination type (SEE)	**Theory**		

Course objectives:

- To make the students understand about smart materials
- To make students to know about making of material smart
- To enable the students to appreciate the material properties

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Class room teaching through chalk & talk, PPT, Appropriate Videos, etc
2. Industry visit
3. Activity based learning
4. Display the sample materials in class room / laboratory

Module-1

Smart materials and structures: System intelligence- components and classification of smart structures, common smart materials and associated stimulus-response, Application areas of smart systems

Module-2

Electrically Activated Materials: Piezoelectricity, Piezoresistivity, Ferroelectricity, Piezoelectric materials- piezoelectric effect, Piezoceramics, Piezopolymers, Piezoelectric materials as sensors, Actuators and bimorphs, nanocarbon tubes

Module-3

Thermally activated materials: Shape memory materials; Shape memory alloys (SMAs), Classification - Transformation - Ni-Ti Alloys, Shape memory effect, Martensitic transformation, One way and two-way SME, binary and ternary alloy systems, Functional properties of SMAs, Shape memory ceramics - Shape memory polymers – Applications

Module-4

Smart polymers: Thermally responsive polymers, Electroactive polymers microgels, Synthesis, Properties and Applications, Protein-based smart polymers, pH-responsive and photo-responsive polymers, Self-assembly, Drug delivery using smart polymers

Module-5

Chemically Activated Materials - Chemical Gels - Self healing materials Optically Activated Materials - Optically activated polymers - Azobenzene - Liquid Crystal, Smart materials for space applications: Elastic memory composites, Smart corrosion protection coatings, Sensors, Actuators, Transducers,

Course outcome (Course Skill Set)

At the end of the course, the student will be able to :

1. Apply the knowledge for materials characterisation
2. Evaluate the materials based on actuation
3. Select and justify appropriate materials for specific application

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
- The students have to answer 5 full questions, selecting one full question from each module.
- Marks scored shall be proportionally reduced to 50 marks

Suggested Learning Resources:

Books

1. D.J. Leo, Engineering Analysis of Smart Material Systems, Wiley 2007.
2. M. Addington, D.L. Schodek, Smart Materials and New Technologies in Architecture, Elsevier 2005.
3. Donald R. Askeland and Pradeep P. Fulay, Essentials of Materials Science and Engineering, 2009, Cengage Laerning.

References

1. Gandi, M.V. and Thompson, B.S., "Smart Materials and Structures," Chapman & Hall, UK, 1992,
2. Culshaw, B., "Smart Structures and Materials," Artech House, Inc., Norwood, USA, 1996.
3. Dimitris C. Lagoudas, Shape Memory Alloys: Modelling and Engineering Applications, Springer, 2008.
4. T. Yoneyama & S. Mayazaki, Shape memory alloys for biomedical applications, CRCPress, 200

Web links and Video Lectures (e-Resources):

- Smart materials intelligent system design NPTEL course

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Prepare a smart material sample
- Visit to industry

INTERNET OF THINGS		Semester	3
Course Code	**BME306C**	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	**3:0:0:0**	SEE Marks	50
Total Hours of Pedagogy	**40**	Total Marks	100
Credits	**03**	Exam Hours	
Examination type (SEE)	**Theory**		

Course objectives:

The Internet is evolving to connect people to physical things and also physical things to other physical things all in real time. It's becoming the Internet of Things (IoT). The course enables student to

- Understand the basics of Internet of things and protocols.
- Understand some of the application areas where Internet of Things can be applied.
- Learn about the middleware for Internet of Things.
- Understand the concepts of Web of Things

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes and make Teaching –Learning more effective

1. At the start of course, the course delivery pattern, prerequisite of the subject will be discussed
2. Lecture may be conducted with the aid of multi-media projector, chalk & Talk
3. Attendance is compulsory in lectures and laboratory, which may carries five marks in overall evaluation.
4. Promoting project based learning may be conducted having a share of 20 marks in the overall internal evaluation.
5. Assignment based on course content will be given to the student for each unit/topic and will be evaluated at regular interval. It may carry an importance of ten marks in the overall internal evaluation.
6. Surprise tests/Quizzes/Seminar/Tutorial may be conducted and having share of 10 marks in the overall internal evaluation.

Module-1

IOT - What is the IoT and why is it important? Elements of an IoT ecosystem, Technology drivers, Business drivers, Trends and implications, Overview of Governance, Privacy and Security Issues.

Module-2

IOT PROTOCOLS - Protocol Standardization for IoT – Efforts – M2M and WSN Protocols – SCADA and RFID Protocols – Issues with IoT Standardization – Unified Data Standards – Protocols – IEEE802.15.4–BACNet Protocol– Modbus – KNX – Zigbee– Network layer – APS layer – Security

Module-3

IOT ARCHITECTURE - IoT Open source architecture (OIC)- OIC Architecture & Design principles- IoT Devices and deployment models- IoTivity: An Open source IoT stack - Overview- IoTivity stack architecture- Resource model and Abstraction.

Module-4

WEB OF THINGS - Web of Things versus Internet of Things – Two Pillars of the Web – Architecture Standardization for WoT– Platform Middleware for WoT – Unified Multitier WoT Architecture – WoT Portals and Business Intelligence.

Module-5

IOT APPLICATIONS - IoT applications for industry: Future Factory Concepts, Brownfield IoT, Smart Objects, Smart Applications. Study of existing IoT platforms /middleware, IoT- A, Hydra etc.

Course outcome (Course Skill Set)

At the end of the course, the student will be able to :

1. Explain the definition and usage of the term "Internet of Things" in different contexts
2. Understand the key components that make up an IoT system
3. Differentiate between the levels of the IoT stack and be familiar with the key technologies and protocols employed at each layer of the stack
4. Apply the knowledge and skills acquired during the course to build and test a complete, working IoT system involving prototyping, programming and data analysis
5. Understand where the IoT concept fits within the broader ICT industry and possible future trends and Appreciate the role of big data, cloud computing and data analytics in a typical IoT system

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks

Suggested Learning Resources:

Text Books

1. Honbo Zhou, "The Internet of Things in the Cloud: A Middleware Perspective", CRC Press,2012.
2. Dieter Uckelmann, Mark Harrison, Michahelles, Florian (Eds), "Architecting the Internet of Things", Springer, 2011.
3. David Easley and Jon Kleinberg, "Networks, Crowds, and Markets: Reasoning About a Highly Connected World", Cambridge University Press, 2010.
4. Olivier Hersent, David Boswarthick, Omar Elloumi, "The Internet of Things – Key applications and Protocols", Wiley, 2012.

References Books:

1. Vijay Madisetti and ArshdeepBahga, "Internet of Things (A Hands-on-Approach)",1st Edition, VPT, 2014
2. Francis daCosta, "Rethinking the Internet of Things: A Scalable Approach to Connecting Everything", 1st Edition, Apress Publications, 2013
3. CunoPfister, Getting Started with the Internet of Things, O"Reilly Media, 2011, ISBN: 978-1-4493-9357-1

Web links and Video Lectures (e-Resources):

- Introduction to IoT - https://www.youtube.com/watch?v=WUYAjxnwjU4&list=PLE7VH8RC_N3bpVn-e8QzOAHziEgmjQ2qE
- https://www.coursera.org/learn/beginning-custom-projects-with-raspberry-pi
- https://www.edx.org/course/introduction-to-the-internet-of-things-3

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

1. Familiarization with Arduino/Raspberry Pi and perform necessary software installation.
2. To interface LED/Buzzer with Arduino/Raspberry Pi and write a program to turn ON LED for 1 sec after every 2 seconds.
3. To interface Push button/Digital sensor (IR/LDR) with Arduino/Raspberry Pi and write a program to turn ON LED when push button is pressed or at sensor detection.
4. To interface DHT11 sensor with Arduino/Raspberry Pi and write a program to print temperature and humidity readings.
5. To interface motor using relay with Arduino/Raspberry Pi and write a program to turn ON motor when push button is pressed.
6. To interface OLED with Arduino/Raspberry Pi and write a program to print temperature and humidity readings on it.
7. To interface Bluetooth with Arduino/Raspberry Pi and write a program to send sensor data to smartphone using Bluetooth.
8. To interface Bluetooth with Arduino/Raspberry Pi and write a program to turn LED ON/OFF when '1'/'0' is received from smartphone using Bluetooth.
9. Write a program on Arduino/Raspberry Pi to upload temperature and humidity data to thing speak cloud.
10. Write a program on Arduino/Raspberry Pi to retrieve temperature and humidity data from thing speak cloud.
11. To install MySQL database on Raspberry Pi and perform basic SQL queries.
12. Write a program on Arduino/Raspberry Pi to publish temperature data to MQTT broker.

WASTE HANDLING & MANAGEMENT			Semester	**III**
Course Code	**BME306D**		CIE Marks	50
Teaching Hours/Week (L: T:P: S)	**3:0:0:0**		SEE Marks	50
Total Hours of Pedagogy	**40**		Total Marks	100
Credits	**03**		Exam Hours	03
Examination type (SEE)	**Theory**			

Course objectives: To make students to understand about;

1. Waste generation & effects
2. Solid waste management & challenges
3. Hazordous waste management & challenges
4. Innovative methods in practice to handle waste & its effects
5. Laws governing the waste management

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Class room teaching through chalk & talk, PPT, Appropriate Videos, etc
2. Visit to nearby waste handling sites
3. Segregation of waste & Preparation of compost practical execution
4. Student speeches on their observations
5. Conduction / participation in Waste management idea formulation competition events
6. Case study discussions at least 4 in each topic mentioned

Module-1: Introduction to waste management

Importance, methods of logistics, human components, technological components- waste handling equipment and technology, steps in waste management logistics.
Waste collection system and organization: Environmental aspects of waste collection, role of public authority and private sector in waste collection, organizing collection of residential waste, fee schemes, public awareness programs.

Module-2 : Engineering Systems for Solid Waste Management

Characteristics of solid waste, types of solid waste, Processing and Treatment of Solid Waste; Mechanical Treatment Material Recovery Facility, Recycling and Recovery, Types of Material Recovery Facilities, Biological Treatment & Biological methods for waste processing; Composting & methods. Biomethanation, Biodeisel, Biohydrogen, Mechanical Biological Stabilization, Thermal Treatment Incineration, Residues and its utilisation, co-combustion, Pyrolysis, Gasification, Refuse Derived Fuel, solid recovered fuel.
Engineering Disposal of SW: Dumping of solid waste; sanitary land fills – site selection,.

Module-3 Hazardous Waste Management

Introduction, Hazardous waste definition, sources, identification and classification, Characteristics, Industrial waste & Plastic Waste; sources, environmental effects, challenges in handling Biomedical waste; Introduction to biomedical wastes, sources, classification, collection, segregation, treatment and disposal,
E- waste; characteristics, generation, collection, transport, recycling and disposal, Effects on the society and environment, Transportation and Disposal, recycling and reuse,
Nuclear waste; Characteristics, Types, Power reactors, Refinery and fuel fabrication wastes, Health and environmental effects, Decommissioning of Nuclear power reactors
Hazardous waste landfills, Site selections.

	Module-4 Innovations in waste management
	Global and Indian Context, recycling, reuse, energy production, land filling, remediation of hazardous waste contaminated sites. Revenue models, Developing Networks, Entrepreneurship activities, Best practices in India and Abroad- Case studies, Waste management and waste handling entrepreneurs in India and other countries, Case studies of different municipalities waste handling techniques, domestic composting, medium & large scale composting, Centralised composting
	Module-5 Waste Management Laws in India
	The Environmental Protection Act, The Hazardous Wastes (Management, Handling and Transboundary Movement) Rules, 2008, The Plastic Waste (Management and Handling) Rules, 2011, Bio-Medical Waste (Management and Handling) Rules, 1998, The E- Waste (Management and Handling) Rules, 2011, The Batteries (Management and Handling) Rules, 2001. Duties of constitutional bodies and Ministries

Course outcome (Course Skill Set)

At the end of the course, the student will be able to:

1. Identify & segregate the waste
2. Formulate the appropriate waste segregation, collection & disposal system
3. Generate a report on waste management challenges
4. Select a remedial measure for environmental & living being protection
5. Exercise the constitution laws as a citizen

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
- The students have to answer 5 full questions, selecting one full question from each module.
- Marks scored shall be proportionally reduced to 50 marks

Suggested Learning Resources:

Books

1. Handbook of Solid Waste Management, Tchobanoglous G and Kreith F, McGraw-Hill Education, 2002, 2nd Edition
2. Hazardous Wastes - Sources, Pathways, Receptors, Richard J. Watts, John Wiley and Sons, 1998, 1st Edition.
3. Strategic Management,Hitt, M.A.,Hoskisson, R.E., Ireland, R.D., (2016)., Cengage Learning, India.
4. Waste Management Practices: Municipal, Hazardous and Industrial, John Pichtel, CRC Press, 2014, 2nd Edition
5. Handbook of Solid Waste Management, Tchobanoglous G and Kreith F, McGraw-Hill Education, 2002, 2nd Edition

Reference books:

1. Waste Management Practices: Municipal, Hazardous and Industrial, John Pichtel (2014)., 2nd Ed., CRC Press, USA.
2. Waste: A Handbook for Management, Letcher, T.M., Vallero, D.A. (2011)., 1st Ed, Academic Press, USA.
3. Waste Management Strategy and Action Plan,IGES, UNEP, CCET. (2018), Phnom Penh 2018-2035. Phnom Penh, Cambodia.
4. National Environment Policy, 2006, Ministry of Environment and Forests, Government of India, Approved by the Union Cabinet on 18 May, 2006 2
5. Innovation and Entrepreneurship, Peter Drucker, (2012)., Routledge Publishers, England UK

Web links and Video Lectures (e-Resources):

- https://nptel.ac.in/content/storage2/courses/105106056/Introduction.pdf
- https://nptel.ac.in/courses/105/103/105103205/
- http://cpheeo.gov.in/cms/manual-on-municipal-solid-waste-management-2016.php
- https://nptel.ac.in/courses/105/103/105103205/
- https://nptel.ac.in/courses/120/108/120108005/
- https://nptel.ac.in/courses/105/106/105106056/
- https://nptel.ac.in/courses/105/105/105105160/
- https://nptel.ac.in/courses/103/107/103107125/
- https://nptel.ac.in/courses/110/108/110108047/
- https://nptel.ac.in/courses/105/106/105106056/
- https://nptel.ac.in/courses/105/105/105105184/
- https://nptel.ac.in/content/storage2/courses/105106056/Introduction.pdf
- https://wedocs.unep.org/bitstream/handle/20.500.11822/31379/IWM_Guidelines.pdf?se quence=1&isAllowed=y

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning
• Preparation of a model for waste management for a hostel, apartment, institution, • Speeches by students about best practices followed for domestic waste handling • Prepare compost using machines • Visit nearby waste dump yard and prepare a report covering challenges & remedies • Visit industries and observe large-scale industry waste disposal practices and challenges • Visit near by hospitals and observe large-scale bio-medical waste disposal practices and challenges • Display everyday one/ two constitution rules on class notice board • Poster preparation by students

ADVANCED PYTHON PROGRAMMING		Semester	3
Course Code	**BME358A**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	**0:0:2:0**	SEE Marks	50
Total Hours of Pedagogy	**15**	Total Marks	100
Credits	**01**	Exam Hours	03
Examination type (SEE)	**Practical**		

Course objectives:

- To understand the problem solving approaches.
- To learn the basic programming constructs in Python.
- To practice various computing strategies for Python-based solutions to real world problems.
- To use Python data structures – lists, tuples, dictionaries.
- To do input/output with files in Python.

Sl.NO	Experiments
1	Demonstrate following functions/methods which operates on strings in Python with suitable examples: i) len( ) ii) strip( ) iii) rstrip( ) iv) lstrip( ) v) find( ) vi) rfind( ) vii) index( ) viii) rindex(),ix) count( ) x) replace( ) xi) split( ) xii) join( ) xiii) upper( ) xiv) lower( ) xv) swapcase( ) xvi) title( ) xvii) capitalize( ) xviii) startswith() xix) endswith()
2	Implementing programs using Functions. (Factorial, largest number in a list, area of shape).
3	NESTED LISTS: Write a program to read a 3 X 3 matrix and find the transpose, addition, subtraction, multiplication of two 3 X 3 matrices, check whether two given 3 X 3 matrices are identical or not.
4	Implementing programs using Strings. (Reverse, palindrome, character count, replacing characters). Real time applications using sets and Dictionaries
5	Scientific problems using Conditionals and Iterative loops. (Number series and different Patterns).
6	Numpy Library: Linear Algebra a) Write a python program to find rank, determinant, and trace of an array. b) Write a python program to find eigen values of matrices d) Write a python program to solve a linear matrix equation, or system of linear scalar equations.
7	Graphics: • Consider turtle object. Write functions to draw triangle, rectangle, polygon, circle and sphere. Use object oriented approach. • Design a Python program using the Turtle graphics library to construct a turtle bar chart representing the grades obtained by N students read from a file categorizing them into distinction, first class, second class, third class and failed.
8	Create a colour images using NumPy in Python.
	Demonstration Experiments (For CIE)
9	Write a python program to implement Pandas Series with labels.
10	Implementing real-time/technical applications using File handling. (copy from one file to another, word count, longest word).
11	Implementing real-time/technical applications using Exception handling. (divide by zero error, voter's age validity, student mark range validation).
12	Developing a game activity using Pygame like bouncing ball, car race etc.

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

- CO1: Develop algorithmic solutions to simple computational problems.
- CO2: Develop and execute simple Python programs.
- CO3: Use functions to decompose a Python program.
- CO4: Process compound data using Python data structures.
- CO5: Utilize Python packages in developing software applications.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation (CIE):

CIE marks for the practical course are **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment is to be evaluated for conduction with an observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments are designed by the faculty who is handling the laboratory session and are made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled down to **30 marks** (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct a test of 100 marks after the completion of all the experiments listed in the syllabus.
- In a test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability.
- The marks scored shall be scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and marks of a test is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

- SEE marks for the practical course are 50 Marks.
- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the Head of the Institute.
- The examination schedule and names of examiners are informed to the university before

the conduction of the examination. These practical examinations are to be conducted between the schedule mentioned in the academic calendar of the University.

- All laboratory experiments are to be included for practical examination.
- (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.
- Students can pick one question (experiment) from the questions lot prepared by the examiners jointly.
- Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

- General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)
- Change of experiment is allowed only once and 15% of Marks allotted to the procedure part are to be made zero.

The minimum duration of SEE is 02 hours

Suggested Learning Resources:

- G Venkatesh and Madhavan Mukund, "Computational Thinking: A Primer for Programmers and Data Scientists", 1st Edition, Notion Press, 2021.
- John V Guttag, "Introduction to Computation and Programming Using Python: With Applications to Computational Modeling and Understanding Data", Third Edition, MIT Press, 2021
- Paul Deitel and Harvey Deitel, "Python for Programmers", Pearson Education, 1st Edition, 2021.
- Eric Matthes, "Python Crash Course, A Hands – on Project Based Introduction to Programming", 2nd Edition, No Starch Press, 2019.
- Martin C. Brown, "Python: The Complete Reference", 4th Edition, Mc-Graw Hill, 2018.

TEMPLATE for AEC (if the course is a theory)

INTRODUCTION TO VIRTUAL REALITY		Semester	3rd
Course Code	**BME358B**	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	**0-2-0-0**	SEE Marks	50
Total Hours of Pedagogy	**30**	Total Marks	100
Credits	**01**	Exam Hours	01
Examination nature (SEE)	**Theory**/practical/Viva-Voce /Term-work/Others		

Course objectives:

- Describe how VR systems work and list the applications of VR.
- Understand the design and implementation of the hardware that enables VR systems to be built.
- Understand the system of human vision and its implication on perception and rendering.
- Explain the concepts of motion and tracking in VR systems.
- Describe the importance of interaction and audio in VR systems.

Teaching-Learning Process (General Instructions)

These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.

1. Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
2. Chalk and Talk method for Problem Solving.
3. Adopt flipped classroom teaching method.
4. Adopt collaborative (Group Learning) learning in the class.
5. Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analyzing information.

Module-1

Introduction to Virtual Reality : Defining Virtual Reality, History of VR, Human Physiology and Perception, Key Elements of Virtual Reality Experience, Virtual Reality System, Interface to the Virtual World-Input & output- Visual, Aural & Haptic Displays, Applications of Virtual Reality.

Teaching- Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-2

Representing the Virtual World : Representation of the Virtual World, Visual Representation in VR, Aural Representation in VR and Haptic Representation in VR

Teaching- Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-3

The Geometry of Virtual Worlds &The Physiology of Human Vision: Geometric Models, Changing Position and Orientation, Axis-Angle Representations of Rotation, Viewing Transformations, Chaining the Transformations, Human Eye, eye movements & implications for VR.

Teaching- Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Module-4

Visual Perception & Rendering: Visual Perception - Perception of Depth, Perception of Motion, Perception of Color, Combining Sources of Information Visual Rendering -Ray Tracing and Shading Models, Rasterization, Correcting Optical Distortions, Improving Latency and Frame Rates	
Teaching- Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
Module-5	
Motion & Tracking: Motion in Real and Virtual Worlds- Velocities and Accelerations, The Vestibular System, Physics in the Virtual World, Mismatched Motion and Vection Tracking- Tracking 2D & 3D Orientation, Tracking Position and Orientation, Tracking Attached Bodies	
Teaching- Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board

Course outcome (Course Skill Set)

At the end of the course the student will be able to:

CO1: Describe how VR systems work and list the applications of VR.

CO2: Demonstrate the design and implementation of the hardware that enables VR systems to be built.

CO3: Understand the system of human vision and its implication on perception and rendering.

CO4: Explain the concepts of motion and tracking in VR systems.

CO5: Describe the importance of interaction and audio in VR systems.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Examination (CIE)

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examinations (SEE)

SEE paper shall be set for 50 questions, each of 01 mark. The pattern of the question paper is MCQ (multiple choice questions). The time allotted for SEE is **01 hour.** The student has to secure a minimum of 35% of the maximum marks meant for SEE.

Suggested Learning Resources:

Text Books

1. Virtual Reality, Steven M. LaValle, Cambridge University Press, 2016
2. Understanding Virtual Reality: Interface, Application and Design, William R Sherman and Alan B Craig, (The Morgan Kaufmann Series in Computer Graphics)". Morgan Kaufmann Publishers, San Francisco, CA, 2002.
3. Developing Virtual Reality Applications: Foundations of Effective Design, Alan B Craig, William R Sherman and Jeffrey D Will, Morgan Kaufmann, 2009.

Reference Books:

1. Gerard Jounghyun Kim, "Designing Virtual Systems: The Structured Approach", 2005.
2. Doug A Bowman, Ernest Kuijff, Joseph J LaViola, Jr and Ivan Poupyrev, "3D User Interfaces, Theory and Practice", Addison Wesley, USA, 2005.
3. Oliver Bimber and Ramesh Raskar, "Spatial Augmented Reality: Meging Real and Virtual Worlds", 2005.
4. Burdea, Grigore C and Philippe Coiffet, "Virtual Reality Technology", Wiley Interscience, India, 2003.

Web links and Video Lectures (e-Resources):

- http://lavalle.pl/vr/book.html
- https://nptel.ac.in/courses/106/106/106106138/
- https://www.coursera.org/learn/introduction-virtual-reality.

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning
• Course seminars

SPREADSHEET FOR ENGINEERS		Semester	3
Course Code	**BME358C**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	**0:0:2:0**	SEE Marks	50
Total Hours of Pedagogy	**15 sessions**	Total Marks	100
Credits	**1**	Exam Hours	03
Examination type (SEE)	**Practical**		

Course objectives:

- To create different plots and charts
- To compute different functions, conditional functions and make regression analysis
- To carryout iterative solutions for roots, multiple roots, optimization and non-linear regression analysis
- To carryout matrix operations
- To Understand VBA and UDF
- To understand VBA subroutines and Macros
- To carryout numerical integration and solving differential equations using different methods

Sl.NO	Experiments
1	Charting: Create an XY scatter graph, XY chart with two Y-Axes, add error bars to your plot, create a combination chart
2	Functions: Computing Sum, Average, Count, Max and Min, Computing Weighted Average, Trigonometric Functions, Exponential Functions, Using The CONVERT Function to Convert Units
3	Conditional Functions: Logical Expressions, Boolean Functions, IF Function, Creating a Quadratic Equation Solver, Table VLOOKUP Function, AND, OR and XOR functions.
4	Regression Analysis: Trendline, Slope and Intercept, Interpolation and Forecast, The LINEST Function, Multilinear Regression, Polynomial Fit Functions, Residuals Plot, Slope and Tangent, Analysis ToolPack.
5	Iterative Solutions Using Excel: Using Goal Seek in Excel, Using The Solver To Find Roots, Finding Multiple Roots, Optimization Using The Solver, Minimization Analysis, NonLinear Regression Analysis.
6	Matrix Operations Using Excel: Adding Two Matrices, Multiplying a Matrix by a Scalar, Multiplying Two Matrices, Transposing a Matrix, Inverting a Matrix and Solving System of Linear Equations.
7	VBA User-Defined Functions (UDF): The Visual Basic Editor (VBE), The IF Structure, The Select Case Structure, The For Next Structure, The Do Loop Structure, Declaring Variables and Data Types, An Array Function The Excel Object Model, For Each Next Structure.
8	VBA Subroutines or Macros: Recording a Macro, Coding a Macro Finding Roots by Bisection, Using Arrays, Adding a Control and Creating User Forms.
	Demonstration Experiments (For CIE)
9	Numerical Integration Using Excel: The Rectangle Rule, The Trapezoid Rule, The Simpson's Rule, Creating a User-Defined Function Using the Simpson's Rule.
10	Differential Equations: Euler's Method, Modified Euler's Method, The Runge Kutta Method, Solving a Second Order Differential Equation

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

- Create different plots and charts
- Compute different functions, conditional functions and make regression analysis
- Carryout iterative solutions for roots, multiple roots, optimization and non-linear regression analysis
- Carryout matrix operations

- Understand VBA and UDF, VBA subroutines and Macros
- Carryout numerical integration and solving differential equations using different methods

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation (CIE):

CIE marks for the practical course are **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment is to be evaluated for conduction with an observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments are designed by the faculty who is handling the laboratory session and are made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled down to **30 marks** (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct a test of 100 marks after the completion of all the experiments listed in the syllabus.
- In a test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability.
- The marks scored shall be scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and marks of a test is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

- SEE marks for the practical course are 50 Marks.
- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the Head of the Institute.
- The examination schedule and names of examiners are informed to the university before the conduction of the examination. These practical examinations are to be conducted between the schedule mentioned in the academic calendar of the University.
- All laboratory experiments are to be included for practical examination.
- (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement

evaluation rubrics shall be decided jointly by examiners.

- Students can pick one question (experiment) from the questions lot prepared by the examiners jointly.
- Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

Change of experiment is allowed only once and 15% of Marks allotted to the procedure part are to be made zero.

The minimum duration of SEE is 03 hours

Suggested Learning Resources:

- Excel Resources - 600+ Self Study Guides, Articles & Tools (wallstreetmojo.com)
- https://www.ictlounge.com/html/year_7/esafety_part7.htm
- McFedries PaulMicrosoft Excel 2019 Formulas And Functions Microsoft Press, U.S, 2019 Edition

Tools in Scientific Computing		Semester	3
Course Code	BME358D	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Total Hours of Pedagogy	15 sessions	Total Marks	100
Credits	01	Exam Hours	03
Examination type (SEE)	Theory/**Practical**/Viva-Voce /Term-work/Others		

Course objectives:

1. To learn the fundamentals of problem-solving using MATLAB/MATHCAD and go plot graphs using Origin software
2. To introduce programming for curve fitting and solving both linear and nonlinear equations.
3. To understand the concept of approximate methods and recognize their significance in computing.

Sl.NO	Experiments
1	Develop a program to find the eigenvalues and eigenvectors of a square matrix
2	Develop a user-friendly program for the Newton-Raphson method for solving simultaneous nonlinear equations
3	Develop a user-friendly program to find solution of simultaneous linear equations using matrix methods
4	Develop a program to find the equation that best fits for the given set of points using any of the curve fitting techniques
5	Develop a program to compute the area under the given curve described by the function using numerical techniques
6	Develop a user-friendly program for the thick or thin cylinders subjected to internal and external loads, determine the stresses developed within the cylinder and plot the variation of stresses
7	Develop a program to find the principal stresses and their associated directions for a given state of stress described by the components of stress in three dimensions (σxx, σyy, σzz, σxy, σxz, σyz),
8	Develop a user-friendly program for plotting the Mohr's circle for the given 2D stress state and determine the principal stresses and directions of principle stress
	Demonstration Experiments (For CIE)
9	Develop a program to find the multiplication and inverse of a square matrix
10	Develop a program to find and plot the response of spring-mass-dashpot system subjected to hormonic excitation.
11	Develop a program to find the roots of a quadratic equation using numerical methods
12	Develop a program to find the solution of differential equation using approximate methods

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

1. Understand the fundamentals of programming in scientific computations.
2. Develop programming for curve fitting and solving both linear and nonlinear equations.
3. Apply the concept of approximate methods and recognize their significance in computing.
4. Apply MATLAB/MATHCAD/FORTRAN/PYTHON tools, etc., for solving engineering problems

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation (CIE):

CIE marks for the practical course are **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment is to be evaluated for conduction with an observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments are designed by the faculty who is handling the laboratory session and are made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled down to **30 marks** (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct a test of 100 marks after the completion of all the experiments listed in the syllabus.
- In a test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability.
- The marks scored shall be scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and marks of a test is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

- SEE marks for the practical course are 50 Marks.
- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the Head of the Institute.

- The examination schedule and names of examiners are informed to the university before the conduction of the examination. These practical examinations are to be conducted between the schedule mentioned in the academic calendar of the University.
- All laboratory experiments are to be included for practical examination.
- (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.
- Students can pick one question (experiment) from the questions lot prepared by the examiners jointly.
- Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

Change of experiment is allowed only once and 15% of Marks allotted to the procedure part are to be made zero.

The minimum duration of SEE is 03 hours

Suggested Learning Resources:

1. Applied Numerical Methods with MATLAB for Engineers and Scientists, Steven C. Chapra, Edition 3, McGraw-Hill, 2012
2. Numerical methods for engineers, Steven C. Chapra, Raymond P. Canale, 5th fifth edition, 2006, McGraw-Hill Higher Education, Boston, 2006
3. MATLAB and Its Applications in Engineering, Raj Kumar Bansal, et.al 2009, Pearson Education,

APPLIED THERMODYNAMICS		Semester	4
Course Code	**BME401**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	**2:2:0:0**	SEE Marks	50
Total Hours of Pedagogy	**30**	Total Marks	100
Credits	**03**	Exam Hours	03
Examination type (SEE)	**Theory**		

Course objectives:

- Explain the air standard cycle and combustion in I. C. Engines.
- Describe the gas power cycle and vapour power cycles.
- Explain the performance of compressor.
- Explain the concepts of Refrigeration and Air conditioning.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
2. Chalk and Talk method for Problem Solving.
3. Adopt flipped classroom teaching method.
4. Adopt collaborative (Group Learning) learning in the class.
5. Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

Module-1

Air standard cycles: Carnot cycle. Otto, Diesel, Dual and cycles, p-v and T -s diagrams, description, efficiencies and mean effective pressures. Comparison of Otto and Diesel cycles.

I.C.Engines: Classification of IC engines, Combustion of SI engine and CI engine, Detonation and factors affecting detonation, Performance analysis of I.C Engines, Heat balance, Morse test

Module-2

Gas power Cycles: Gas turbine (Brayton) cycle; description and analysis. Regenerative, Intercooling and reheating in gas turbine cycles.

Jet Propulsion cycles: Turbojet, Turboprop, Turbofan, Ram Jet, Rocket, Pulse Jet, Ram Rocket.

Module-3

Vapour Power Cycles: Carnot vapour power cycle, drawbacks as a reference cycle. Simple Rankine cycle; description, T-S diagram, analysis for performance. Comparison of Carnot and Rankine cycles. Effects of pressure and temperature on Rankine cycle performance.

Actual vapour power cycles: Actual vapour power cycles, regenerative vapour power cycle with open and closed feed water heaters. Reheat Rankine cycle.

Module-4

Refrigeration Cycles: Vapour compression refrigeration system; description, analysis, refrigerating effect. Capacity, power required, units of refrigeration, COP, Refrigerants and their desirable properties, alternate Refrigerants. Vapour absorption refrigeration system.

Pscychrometrics and Air-conditioning Systems: Psychometric properties of Air (***only for review***), Psychometric Chart, Analyzing Air-conditioning Processes; Heating, Cooling, Dehumidification and Humidification, Evaporative Cooling. Adiabatic mixing of two moist air streams.

Module-5

Reciprocating Compressors: Operation of a single stage reciprocating compressors. Work input through p-v diagram and steady state steady flow analysis. Effect of Clearance and Volumetric efficiency. Adiabatic, Isothermal and Mechanical efficiencies. Multi-stage compressor, saving in work, Optimum intermediate pressure, Inter-cooling, Minimum work for compression.

Steam nozzles: Flow of steam through nozzles, Shape of nozzles, effect of friction, Critical pressure ratio, Super saturated flow.

Course outcome (Course Skill Set)

At the end of the course, the student will be able to :

1. Analyse air standard cycle to evaluate the performance of I C engines.
2. Analyze the gas power cycles to evaluate the overall efficiency of gas turbine plant.
3. Apply thermodynamic concepts to analyze the performance of vapour power cycles.
4. Analyze the vapour compression and vapour absorption systems to improve refrigeration.
5. Determination of various parameters of air compressors and steam nozzles.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
- The students have to answer 5 full questions, selecting one full question from each module.
- Marks scored shall be proportionally reduced to 50 marks

Suggested Learning Resources:

Books (Title of the Book/Name of the author/Name of the publisher/Edition and Year)
Text Books:

1. Engineering Thermodynamics, P.K. Nag, Tata McGraw Hill, 6th Edition 2018
2. Thermodynamics, Yunus A, Cengel, Michael A Boles, Tata McGraw Hill 7th Edition

Reference Books:

1. Thermodynamics for engineers Kenneth A. Kroosand Merle C. Potter, Cengage Learning 2016
2. Principles of Engineering Thermodynamics, Michael J, Moran,Howard N. Shapiro, Wiley 8th Edition
3. I.C.Engines, M.L.Mathur&Sharma. Dhanpat Rai& sons-India

Web links and Video Lectures (e-Resources):

- https://www.youtube.com/watch?v=AwbhbN20xl8&list=PLwdnzlV3ogoVJnW1S9GgOKYj5heOzl1dn
- https://ciechanow.ski/internal-combustion-engine/
- https://www.youtube.com/watch?v=1Vn1PDuPHsY&list=PL4K9r9dYCOoozyQU9kmQFJkTz

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Organise Industrial visits to Thermal power plants and submission of report.
- Visit to a building under construction to explore the design consideration of duct to understand the concept of centralized Air Conditioning.

MACHINING SCIENCE & METROLOGY		Semester	IV
Course Code	**BME402**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 8-10 Lab slots	Total Marks	100
Credits	04	Exam Hours	03
Examination nature (SEE)	Theory /Viva-Voce /Term-work/Others		

Course objectives:

- To enrich the knowledge pertaining to relative motion and mechanics required for various machine tools.
- To introduce students to different machine tools to produce components having different shapes and sizes.
- To develop the knowledge on mechanics of machining process and effect of various parameters on machining.
- To understand the basic principles of measurements
- To enrich the knowledge pertaining to gauge , comparator and angular measurement.

Teaching-Learning Process (General Instructions)

These are sample Strategies; that teachers can use to accelerate the attainment of the various course outcomes.

1. Adopt different teaching methods to develop the outcomes through presentations/ video demonstrations/ simulations.
2. Chalk and talk method for problem-solving.
3. Arrange industrial visits to show the live working models other than laboratory topics.
4. Adopt collaborative learning in the class.
5. Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analyzing information.
6. Conduct laboratory demonstrations and practical experiments to enhance experiential skills.

MODULE-1

Introduction to Metal cutting: Orthogonal and oblique cutting. Classification of cutting tools: single, and multipoint; tool signature for single point cutting tool. Mechanics of orthogonal cutting; chip formation, shear angle and its significance, Merchant circle diagram. Numerical problems. Cutting tool materials and applications.

Introduction to basic metal cutting machine tools: Lathe- Parts of lathe machine, accessories of lathe Machine and various operations carried out on lathe. Kinematics of lathe. Turret and Capstan lathe.

MODULE-2

Milling Machines: up milling & down milling, classification of milling machines, constructional features (Column and Knee and vertical milling machine), milling cutter nomenclature, various milling operations, calculation of machining time.

Indexing: Need of indexing Simple, compound and differential indexing calculations. Simple numerical on indexing.

Shaping, Slotting and Planning Machines Tools: Driving mechanisms of Shaper, Slotter and Planer. Operations done on Shaper, Planer & Slotter Difference between shaping and planning operations.

Drilling Machines: Constructional features (Radial & Bench drilling Machines), operations, types of drill & drill bit nomenclature. Calculation of machining time.

Grinding: Grinding operation, classification of grinding processes: cylindrical, surface &centerless grinding

MODULE-3
Thermal aspects, Tool wear, and Machinability **Temperature in Metal Cutting**: Heat generation in metal cutting; temperature distribution in metal cutting, effect of cutting speed on temperatures, measurement of cutting temperatures Tool life and tool Wear: progressive tool wear; **forms of wear in metal cutting:** crater wear, flank wear, tool-life criteria, cutting tool materials: basic requirements of tool materials, major classes of tool materials: high-speed steel, cemented carbide, ceramics, CBN and diamond, tool coatings; the work material and its machinability **Cutting fluids:** Action of coolants and application of cutting fluids.
MODULE-4
Introduction: Introduction to metrology & measurements, definition, objectives and classification of metrology, standards of length- wave length standard, sub division of standards, numerical problems on length calibration. **Line & End Standards:** Line and end standard, slip gauges, wringing phenomena, numerical problems on slip gauges. **Systems of Limits, Fits & Tolerance:** Definition of tolerance, tolerance specification in assembly, principle of interchangeability and selective assembly, limits of size, Indian standards, concepts of limits of size and tolerances, cost v/s tolerances, compound tolerances, accumulation of tolerances, definition of fits, types of fits and their designation.
MODULE-5
Gauges: Classification of gauges, Taylor's principle, design of GO, NO GO gauges, wear allowance on gauges, types of gauges- plain plug gauges, ring gauges, snap gauge, limit gauge, simple problems. **Comparators:** Introduction to comparators, classification, characteristics, systems of displacement amplification in mechanical comparators, Reed type, Sigma comparator, Zeiss ultra-optimeter, Solex air gauge, ultrasonic gauges, LVDT. **Angular Measurements:** Bevel protractor, sine bar, angular gauges, numerical on building of angles.

PRACTICAL COMPONENT OF IPCC *(May cover all / major modules)*

Sl.NO	Experiments
1	Preparation of one model on lathe involving - Plain turning, Facing, Knurling, Drilling, Boring, Internal Thread cuts and Eccentric turning.
2	Preparation of One model on lathe involving - Plain turning, Facing , Taper turning, Step turning, Thread cutting, Facing, Knurling, Drilling, Boring, Internal Thread cutting and Eccentric turning.
3	One Job, Cutting of V Groove/ dovetail / Rectangular groove using a shaper.
4	Cutting of Gear Teeth using Milling Machine.
5	Simple operations and One Job on the drilling and grinding machine.
6	Cutting force measurement with dynamometers (Demonstration) for turning, drilling, grinding operations.
7	Analysis of chip formation and chip reduction coefficient in turning of mild steel by HSS tool with different depth of cut, speed, and feed rate.
8	Experiment on anyone advanced machining process
9	Study & Demonstration of power tools like power drill, power hacksaw, portable hand grinding, cordless screw drivers, production air tools, wood cutter, etc., used in Mechanical Engineering.
10	Demonstration/Experimentation of simple programming of CNC machine operations.
11	Demonstration / Experiment on tool wears and tool life on anyone conventional machining process.
12	To study the tool geometry of a single point turning tool (SPTT) in the American Standards Association (ASA) system.

Course outcomes (Course Skill Set):

At the end of the course, the student will be able to:

CO1: Analyze various cutting parameters in metal cutting.

CO2: Understand the construction of machines & machine tools and compute the machining time of various operations.

CO3: Understand the concept of Temperature in Metal Cutting, forms of wear in metal cutting and Cutting fluids

CO4: Understand the objectives of metrology, methods of measurement, standards of measurement & various measurement parameters. Explain tolerance, limits of size, fits, geometric and position tolerances, gauges and their design

CO5: Understand the working principle of different types of comparators, gauges, angular Measurements

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

CIE for the theory component of the IPCC (maximum marks 50)

- IPCC means practical portion integrated with the theory of the course.
- CIE marks for the theory component are **25 marks** and that for the practical component is **25 marks**.

- 25 marks for the theory component are split into **15 marks** for two Internal Assessment Tests (Two Tests, each of 15 Marks with 01-hour duration, are to be conducted) and **10 marks** for other assessment methods mentioned in 22OB4.2. The first test at the end of 40-50% coverage of the syllabus and the second test after covering 85-90% of the syllabus.
- Scaled-down marks of the sum of two tests and other assessment methods will be CIE marks for the theory component of IPCC (that is for **25 marks)**.
- The student has to secure 40% of 25 marks to qualify in the CIE of the theory component of IPCC.

CIE for the practical component of the IPCC

- **15 marks** for the conduction of the experiment and preparation of laboratory record, and **10 marks** for the test to be conducted after the completion of all the laboratory sessions.
- On completion of every experiment/program in the laboratory, the students shall be evaluated including viva-voce and marks shall be awarded on the same day.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to **15 marks**.
- The laboratory test **(duration 02/03 hours)** after completion of all the experiments shall be conducted for 50 marks and scaled down to **10 marks.**
- Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **25 marks**.
- The student has to secure 40% of 25 marks to qualify in the CIE of the practical component of the IPCC.

SEE for IPCC

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**)

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
- The students have to answer 5 full questions, selecting one full question from each module.
- Marks scored by the student shall be proportionally scaled down to 50 Marks

The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper may include questions from the practical component.

Suggested Learning Resources:

Books

1. Shaw, M C, (2014), Metal Cutting Principles, Oxford University Press.
2. McGeough, J A, (1988), Advanced Methods of Machining, Springer.
3. Boothroyd, G., and Knight, W. A., Fundamentals of Machining and Machine Tools, CRC Press.
4. Chattopadhyay, A B, (2013), Machining and Machine Tools, Wiley India.
5. Mikell P. Groover, (2019), Fundamentals of Modern Manufacturing: Materials, Processes, and Systems, Wiley Publications.
6. Rao P. N., Manufacturing Technology II, Tata McGraw Hill.
7. Mechanical Measurements Beckwith Marangoni and Lienhard Pearson Education 6th Ed.,
8. Instrumentation, Measurement and Analysis B C Nakra, K K Chaudhry McGraw–Hill 4th Edition
9. Engineering Metrology R.K. Jain Khanna Publishers 2009

Web links and Video Lectures (e-Resources):

1. V. K. Jain, Advanced Machining Processes, NPTEL Course Department of Mechanical Engineering, IIT Kanpur, Link: http://nptel.ac.in/courses/112104028/.
2. U. S. Dixit, Mechanics of Machining, NPTEL Course Department of Mechanical Engineering Guwahati, Link: http://nptel.ac.in/courses/112103248/.
3. A. B. Chattopadhyay, Manufacturing Processes II, NPTEL Course of Department of Mechanical Engineering, IIT Kharagpur, https://nptel.ac.in/courses/112/105/112105126/

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Visit any one machining center or machining industry and/or
Case study on process parameter influence on anyone advanced machining process and hybrid machining process.

FLUID MECHANICS		Semester	04
Course Code	BME403	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 8-10 Lab slots	Total Marks	100
Credits	04	Exam Hours	03
Examination nature (SEE)	Theory		

Course objectives:

- To have a working knowledge of the basic properties of fluids and understand the continuum approximation.
- To Calculate the forces exerted by a fluid at rest on submerged surfaces and understand the force of buoyancy.
- To understand the flow characteristic and dynamics of flow field for various Engineering applications.
- To know how velocity changes and energy transfers in fluid flows are related to forces and torques and to understand why designing for minimum loss of energy in fluid flows is so important.
- To discuss the main properties of laminar and turbulent pipe flow and appreciate their differences and the concept of boundary layer theory.
- Understand the concept of dynamic similarity and how to apply it to experimental modelling.
- To appreciate the consequences of compressibility in gas flow and understand the effects of friction and heat transfer on compressible flows.

Teaching-Learning Process (General Instructions)

These are sample Strategies; that teachers can use to accelerate the attainment of the various course outcomes.

1. Power-point Presentation,
2. Video demonstration or Simulations
3. Chalk and Talk are used for Problem Solving
4. Laboratory Demonstrations and Practical Experiments

MODULE-1

Basics: Introduction, Properties of fluids-mass density, weight density, specific volume, specific gravity, viscosity, surface tension, capillarity, vapour pressure, compressibility and bulk modulus. Concept of continuum, types of fluids etc,pressure at a point in the static mass of fluid, variation of pressure, Pascal's law,Absolute, gauge, atmospheric and vacuum pressures pressure measurement by simple, differential manometers and mechanical gauges.

Fluid Statics: Total pressure and center of pressure for horizontal plane, vertical plane surface and inclined plane surface submerged in static fluid.

MODULE-2

Fluid Kinematics: Types of Flow-steady, unsteady, uniform, non-uniform, laminar, turbulent, one, two and three dimensional, compressible, incompressible, rotational, irrotational, stream lines, path lines, streak lines, velocity components, convective and local acceleration, velocity potential, stream function, continuity equation in Cartesian co-ordinates. Rotation, vorticity and circulation, Laplace equation in velocity potential and Poisson equation in stream function, flow net, Problems.

Laminar and Turbulent flow: Flow through circular pipe, between parallel plates, Power absorbed in viscous flow in bearings, Poiseuille equation.

MODULE-3

Fluid Dynamics: Momentum equation, Impacts of jets- force on fixed and moving vanes, flat and curved. Numericals.Euler's equation, Integration of Euler's equation to obtain Bernoulli's equation,

Bernoulli's theorem, Application of Bernoulli's theorem such as venture meter, orifice meter, rectangular and triangular notch, pitot tube, orifices etc., related numericals. **Loss of head due to friction in pipes,** Major and minor losses, pipes in series and parallel.
MODULE-4
Flow over bodies: Development of boundary layer, Lift and Drag, Flow around circular cylinders, spheres, aerofoils and flat plates, Streamlined and bluff bodies, boundary layer separation and its control. **Dimensional Analysis:** Derived quantities, dimensions of physical quantities, dimensional homogeneity, Rayleigh method, Buckingham Pi-theorem, dimensionless numbers, similitude, types of similitude.
MODULE-5
Compressible flows: Speed of sound, adiabatic and isentropic steady flow, Isentropic flow with area change stagnation and sonic properties, normal and oblique shocks, flow through nozzles. **Introduction to CFD:** Necessity, limitations, philosophy behind CFD, applications

PRACTICAL COMPONENT OF IPCC*(May cover all / major modules)*

Sl.NO	Experiments
1	Determine the viscosity of oil using Red wood viscometer and Say-bolt viscometer. **Can be Demo experiments for CIE**
2	Measurement of pressure using different Manometers for high and low pressure measurements (manometers using different manometric fluids).
3	Working principle of different flow meters and their calibration (orifice plate, venture meter, turbine, Rota meter, electromagnetic flow meter) **Can be Demo experiments for CIE**
4	Determination of head loss in pipes and pipe fittings having different diameters, different materials and different roughness
5	Reynolds apparatus to measure critical Reynolds number for pipe flows
6	Effect of change in cross section and application of the Bernoulli equation
7	Impact of jet on flat and curved plates
8	Measurement of coefficient of pressure distribution on a cylinder at different Reynolds Numbers
9	Effect of change in cross section and application of the Bernoulli equation
10	Working principle of different flow meters for open channel and their calibration
11	Determination of drag and lift co-efficients of standard objects using wind tunnel. **Can be Demo experiments for CIE**
12	Use any CFD package to study the flow over aerofoil/cylinder **Can be Demo experiments for CIE**

Course outcomes (Course Skill Set):

At the end of the course, the student will be able to:

CO1: Identify and calculate the key fluid properties used in the analysis of fluid behavior.

CO2: Understand and apply the principles of pressure, buoyancy and floatation

CO3: Apply the knowledge of fluid dynamics while addressing problems of mechanical and chemical engineering.

CO4: Understand the concept of boundary layer in fluid flow and apply dimensional analysis to form dimensionless numbers in terms of input output variables.

CO5: Understand the basic concept of compressible flow and CFD

CO 6: Conduct basic experiments of fluid mechanics and understand the experimental uncertainties.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

CIE for the theory component of the IPCC (maximum marks 50)

- IPCC means practical portion integrated with the theory of the course.
- CIE marks for the theory component are **25 marks** and that for the practical component is **25 marks**.
- 25 marks for the theory component are split into **15 marks** for two Internal Assessment Tests (Two Tests, each of 15 Marks with 01-hour duration, are to be conducted) and **10 marks** for other assessment methods mentioned in 22OB4.2. The first test at the end of 40-50% coverage of the syllabus and the second test after covering 85-90% of the syllabus.
- Scaled-down marks of the sum of two tests and other assessment methods will be CIE marks for the theory component of IPCC (that is for **25 marks)**.
- The student has to secure 40% of 25 marks to qualify in the CIE of the theory component of IPCC.

CIE for the practical component of the IPCC

- **15 marks** for the conduction of the experiment and preparation of laboratory record, and **10 marks** for the test to be conducted after the completion of all the laboratory sessions.
- On completion of every experiment/program in the laboratory, the students shall be evaluated including viva-voce and marks shall be awarded on the same day.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to **15 marks**.
- The laboratory test **(duration 02/03 hours)** after completion of all the experiments shall be conducted for 50 marks and scaled down to **10 marks.**
- Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **25 marks**.
- The student has to secure 40% of 25 marks to qualify in the CIE of the practical component of the IPCC.

SEE for IPCC

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**)

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
- The students have to answer 5 full questions, selecting one full question from each module.
- Marks scored by the student shall be proportionally scaled down to 50 Marks

The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper may include questions from the practical component.

Suggested Learning Resources:

Books

- Fox, R. W., Pitchard,P.J.,and McDonald, A. T., (2010), Introduction to Fluid Mechanics, 7thEdition, John Wiley & Sons Inc.
- Cimbala, J.M., Cengel, Y. A. (2010),Fluid Mechanics: Fundamentals and Applications, McGraw-Hill
- Frank M White., (2016), Fluid Mechanics, 8thEdition , McGraw-Hill

Additional References:

- A text book of Fluid Mechanics and Hydraulic Machines, Dr. R K Bansal, Laxmi publishers
- Fundamentals of Fluid Mechanics, Munson, Young, Okiishi&Hebsch, John Wiley Publicationss, 7th Edition

Web links and Video Lectures (e-Resources):

- Nptel.ac.in
- VTU, E- learning
- MOOCS
- Open courseware

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Industrial visits
- Course seminar
- Term project

Template for Practical Course and if AEC is a practical Course

MECHANICAL MEASUREMENTS AND METROLOGY LAB		Semester	4
Course Code	**BME404**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	**0:0:2:0**	SEE Marks	50
Total Hours of Pedagogy	**15 sessions**	Total Marks	100
Credits	**01**	Exam Hours	03
Examination nature (SEE)	**Practical**		

Course objectives:

1. To illustrate the theoretical concepts taught in Mechanical Measurements & Metrology through experiments.
2. To illustrate the use of various measuring tools measuring techniques.
3. To understand calibration techniques of various measuring devices.

Sl.NO	Experiments
	MECHANICAL MEASUREMENTS:
1	Calibration of Pressure Gauge
2	Calibration of Thermocouple
3	Calibration of LVDT
4	Calibration of Load cell
5	Determination of modulus of elasticity of a mild steel specimen using strain gauges.
	METROLOGY:
6	Measurements using Optical Projector / Toolmaker Microscope.
7	Measurement of angle using Sine Center / Sine bar / bevel protractor
8	Measurement of alignment using Autocollimator / Roller set
	Demonstration Experiments (For CIE)
9	Measurement of cutting tool forces using a) Lathe tool Dynamometer OR b) Drill tool Dynamometer.
10	. Measurements of Screw thread Parameters using two wire or Three-wire methods.
11	Measurements of Surface roughness, Using Tally Surf/Mechanical Comparator
12	Measurement of gear tooth profile using gear tooth Vernier /Gear tooth micrometer

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

1. To calibrate pressure gauge, thermocouple, LVDT, load cell, micrometer.
2. To measure angle using Sine Center/ Sine Bar/ Bevel Protractor, alignment using Autocollimator/ Roller set.
3. To demonstrate measurements using Optical Projector/Tool maker microscope, Optical flats.
4. To measure cutting tool forces using Lathe/Drill tool dynamometer.
5. To measure Screw thread parameters using 2-Wire or 3-Wire method, gear tooth profile using gear tooth vernier/Gear tooth micrometer.
6. To measure surface roughness using Tally Surf/ Mechanical Comparator.

Template for Practical Course and if AEC is a practical Course

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation (CIE):

CIE marks for the practical course are **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment is to be evaluated for conduction with an observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments are designed by the faculty who is handling the laboratory session and are made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled down to **30 marks** (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct a test of 100 marks after the completion of all the experiments listed in the syllabus.
- In a test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability.
- The marks scored shall be scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and marks of a test is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

- SEE marks for the practical course are 50 Marks.
- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the Head of the Institute.
- The examination schedule and names of examiners are informed to the university before the conduction of the examination. These practical examinations are to be conducted between the schedule mentioned in the academic calendar of the University.
- All laboratory experiments are to be included for practical examination.
- (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.
- Students can pick one question (experiment) from the questions lot prepared by the examiners jointly.
- Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and

scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners) Change of experiment is allowed only once and 15% of Marks allotted to the procedure part are to be made zero. The minimum duration of SEE is 02 hours
Suggested Learning Resources: •

NON TRADITIONAL MACHINING		Semester	IV
Course Code	BME405A	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
Examination nature (SEE)	**Theory**/practical/Viva-Voce /Term-work/Others		

Course Objectives:

- To learn various concepts related to modern machining processes & their applications.
- To appreciate the differences between conventional and non-conventional machining processes.
- To acquire a functional understanding of non-traditional manufacturing equipment.
- To know about various process parameters and their influence on performance and their applications.
- To impart knowledge on various types of energy involved in non-traditional machining processes.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

- Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Videodemonstrations or Simulations.
- Chalk and Talk method for Problem Solving.
- Adopt flipped classroom teaching method.
- Adopt collaborative (Group Learning) learning in the class.
- Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such asevaluating, generalizing, and analyzing information.

Module-1

Introduction to Non-traditional machining

Introduction to Non-traditional machining, Need for Non-traditional machining process, Comparison between traditional and non-traditional machining, general classification Non-traditional machining processes, classification based on nature of energy employed in machining, selection of non-traditional machining processes, Specific advantages, limitations and applications of non-traditional machining processes.

Module-2

Ultrasonic Machining (USM):

Introduction, Equipment and material process, Effect of process parameters: Effect of amplitude and frequency, Effect of abrasive grain diameter, effect of slurry, tool & work material. Process characteristics: Material removal rate, tool wear, accuracy, surface finish, applications, advantages & limitations of USM.

Abrasive Jet Machining (AJM):

Introduction, Equipment and process of material removal, process variables: carrier gas, type of abrasive, work material, stand-off distance (SOD). Process characteristics-Material removal rate, Nozzle wear, accuracy & surface finish. Applications, advantages & limitations of AJM.

Module-3

Electrochemical machining (ECM):

Introduction, Principle of electro chemical machining, ECM equipment, elements of ECM operation, Chemistry of ECM. ECM Process characteristics: Material removal rate, accuracy, surface finish. Process parameters: Current density, Tool feed rate, Gap between tool & work piece, velocity of electrolyte flow, type of electrolyte, its concentration temperature, and choice of electrolytes. ECM Tooling: ECM tooling technique & example, Tool & insulation materials. Applications ECM: Electrochemical grinding and electrochemical honing process. Advantages, disadvantages and application of ECG, ECH.

Chemical Machining (CHM):

Elements of the process, Resists (maskants), Etchants. Types of chemical machining process-chemical

blanking process, chemical milling process. Process characteristics of CHM: material removal rate, accuracy, surface finish, advantages, limitations and applications of chemical machining process.
Module-4
Electrical Discharge Machining (EDM): Introduction, mechanism of metal removal, EDM equipment: spark erosion generator (relaxation type), dielectric medium-its functions & desirable properties, electrode feed control system. Flushing types; pressure flushing, suction flushing, side flushing, pulsed flushing. EDM process parameters: Spark frequency, current & spark gap, surface finish, Heat Affected Zone. Advantages, limitations & applications of EDM, Electrical discharge grinding, Traveling wire EDM. **Plasma Arc Machining (PAM):** Introduction, non-thermal generation of plasma, equipment mechanism of metal removal, Plasma torch, process parameters, process characteristics. Safety precautions. Safety precautions, applications, advantages and limitations.
Module-5
Laser Beam Machining (LBM): Introduction, generation of LASER, Equipment and mechanism of metal removal, LBM parameters and characteristics, Applications, Advantages & limitations. **Electron Beam Machining (EBM):** Introduction, Principle, equipment and mechanism of metal removal, applications, advantages and limitations.
Course outcome (Course Skill Set) At the end of the course, the student will be able to : **CO1: Describe** non-traditional machining process and **compare** with Traditional machining process. R**ecognize** the need for Non-traditional machining process. **CO2: Describe** the constructional features, performance parameters, process characteristics, applications, advantages, and limitations of USM, AJM and WJM. **CO3: Characterize** the need of Chemical and electro-chemical machining process along with the constructional features, process parameters, process characteristics, applications, advantages, and limitations. **CO4: Illustrate** the constructional feature of the equipment, process parameters, process characteristics, applications, advantages and limitations EDM & PAM

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks

Suggested Learning Resources:

Books

TEXT BOOKS:

1. Modern Machining Process by P.C Pandey and H S Shah, McGraw Hill Education India Pvt. Ltd. 2000
2. Wellar, E.J. "Non-Traditional Machining Processes", Society of Manufacturing Engineers Publications, 2nd Edition, Michigan, 1984.
3. Non Traditional Manufacturing Processes, by Gary F Benedict, Taylor & Francis

REFERENCE BOOKS:

1. Production technology, HMT, McGraw Hill Education India Pvt. Ltd. 2001
2. New Technology, Dr. Amitabha Bhattacharyya, The Institute of Engineers (India), 2000
3. Modern Machining process, Aditya, 2002.
4. Non-Conventional Machining, P.K.Mishra, The Institution of Engineers (India) Test book series, Narosa Publishing House – 2005.
5. Metals Handbook: Machining Volume 16, Joseph R. Davis (Editor), American Society of Metals (ASM)
6. Gary F. Benedict, ―Nontraditional manufacturing processes‖, Marcel Dekker, Inc. 1987.

Web links and Video Lectures (e-Resources):
• https://nptel.ac.in/courses/112105127
Activity Based Learning (Suggested Activities in Class)/ Practical Based learning •

ENVIRONMENTAL STUDIES		Semester	IV
Course Code	BME405B	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40 hr	Total Marks	100
Credits	03	Exam Hours	3
Examination type (SEE)	Theory		

Course objectives:

To impart the knowledge and awareness for the environmental protection for real-time contribution during an execution of engineering practices in the society.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

- Visit to a local area to document environmental assets/ecosystems- River/forest/grassland/mountain
- Construction of Food chain/food web of the visited area
- To identify the sources of air/water/soil/noise pollution of any area.

Module-1

Introduction to Environmental Studies:

Multidisciplinary nature of environmental studies.
Scope and importance; Concept of sustainability and sustainable development.
Ecosystems: Structure and function of ecosystem; Energy flow in an ecosystem: food chains, food webs and ecological succession. Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

Module-2

Natural Resources: Renewable and Non-Renewable Resources:

Land resources and land-use change; Land degradation, soil erosion and desertification.
Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.
Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (International & Inter-state).
Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

Module-3

Biodiversity and Conservation:

Levels of biological diversity: Genetic, species and ecosystem diversity; Biogeographic zones of India; Biodiversity patterns and global biodiversity hotspots.
India as a mega-biodiversity nation; Endangered and endemic species of India.
Threats to biodiversity: Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.
Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

Environmental Pollution

Environmental Pollution: Types, causes, effects and controls; Air, water, soil and noise pollution.
Nuclear hazards and human health risks.
Solid waste management, Control measures of urban and industrial waste.

Module-4

Environmental Policies and Practices

Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture.
Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and Control of Pollution) Act; Wildlife (Protection) Act; Forest Conservation Act.

International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).
Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context.

Module-5

Human Communities and the Environment
Human population growth: Impacts on environment, human health and welfare.
Resettlement and rehabilitation of project affected persons; case studies.
Disaster management: Floods, Earthquake, Cyclones and Landslides.
Environmental movements: Chipko, Silent valley, Bishnois of Rajasthan.
Environmental ethics: Role of Indian and other religions and cultures in environmental conservation.
Environmental communication and public awareness, case studies (e.g., CNG vehicles in cities).

Course outcome (Course Skill Set)

At the end of the course, the student will be able to :
CO1: Understand the basic concepts of environmental studies and natural resources.
CO2: Explain about the various eco-systems of nature.
CO3: Discuss different types of environmental pollutions and their control measures.
CO4: Explain the acquired knowledge about the various social aspects related to the environment.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
- The students have to answer 5 full questions, selecting one full question from each module.
- Marks scored shall be proportionally reduced to 50 marks

Suggested Learning Resources:

Text Books:

1. Benny Joseph (2005)., *Environmental Studies*, New Delhi, Tata McGraw Hill Publishing co.Ltd
2. Erach Bharucha (2005)., *Textbook of Environmental Studies for Undergraduate Courses*,Hyderabad, Universities Press.

Reference Books:

1. Anji Reddy .M (2007), *Textbook of Environmental Sciences and Technology*, Hyderabad, BS Publications.
2. Y Anjaneyulu.(2004), Introduction to *Environmental Sciences*, BS Publications.
3. Climate Change: Science and Politics. (2021). Centre Science and Environment, New Delhi.
4. Gadgil, M., & Guha, R. (1993). This Fissured Land: An Ecological History of India. Univ. of California Press.
5. Gleeson, B. and Low, N. (eds.) (1999). Global Ethics and Environment, London, Routledge.
6. Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll. (2006). Principles of Conservation Biology. Sunderland: Sinauer Associates.
7. Nandini, N., Sunitha N., & Sucharita Tandon. (2019). A text book on Environmental Studies (AECC). Sapna Book House, Bengaluru.
8. Rosencranz, A., Divan, S., & Noble, M. L. (2001). Environmental law and policy in India.

Web links and Video Lectures (e-Resources):

- .www.eco-prayer.org
- www.teriin.org
- www.cpcb.nic.in
- www.indiaenvironmentportal.org.in
- www.sustainabledevelopment.un.org
- www.conserve-energy-future.com

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Study of common plants, insects, birds, and basic principles of identification.
- Study of simple ecosystems – pond, river, etc.

MEMS-Micro Electro Mechanical Systems		Semester	IV
Course Code	BME 405C	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
Examination type (SEE)	**Theory**/practical/Viva-Voce /Term-work/Others		

Course objectives:

1. Students are exposed to the MEMS technology & Miniaturization.
2. Students will understand the Process of Micro fabrication Techniques.
3. Students are made to understand the principles of system modelling.
4. Students are made to understand the working principles of Mechanical sensors and actuators.
5. Students are made to understand the working principles of Micro-Opto-Electro Mechanical Systems.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Power Point Presentation,
2. Chalk and Talk are used for Derivations and Correlations (In-general).
3. Video demonstration or Simulations.

Module-1

MEMS: Introduction, Production Engineering, Precision Engineering and Ultra- Precision Engineering, Integrated circuits, Micro Electro Mechanical Systems.

Module-2

Micromachining: Introduction, Photo Lithography, Structural and Sacrificial Materials, Etching, Surface Micromachining, Bulk versus Surface Micromachining, Wafer Bonding, LIGA.

Module-3

System Modelling: Introduction, Need for Modelling, System types, Basic Modelling Elements In Mechanical System, Basic Modelling Elements In Electrical Systems, Basic Modelling Elements In Fluid Systems and Thermal Systems.

Module-4

Mechanical sensors and actuators: Introduction, Principles of Sensing and Actuation, Beam and Cantilever, Micro Plates, Capacitive Effects, Piezo Electric Material as Sensing and Actuating Elements.

Module-5

Micro-Opto-Electro Mechanical Systems: Introduction, Fundamental Principles of MOEMS Technology, Review on Properties of Light, Light Modulators, Micro mirrors, Digital Micro mirror Device.

Course outcome (Course Skill Set):

At the end of the course, the student will be able to :

1. Understand the working of MEMS technology & Miniaturization.
2. Explain the Process of Micro fabrication Techniques.
3. Explain the principles of system modelling.
4. Understand the working principles of Mechanical sensors and actuators.
5. Describe the working principles of Micro-Opto-Electro Mechanical Systems

Assessment Details (both CIE and SEE) :

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
- The students have to answer 5 full questions, selecting one full question from each module.
- Marks scored shall be proportionally reduced to 50 marks

Suggested Learning Resources:

Books

1. MEMS- Nitaigour Premchand Mahalik, TMH 2007.
2. Micro and Smart Systems: G.K.Ananthasuresh, K.J.Vinoy, S.Gopalakrishnan, K.N.Bhat,V.K.Aatre,Wiley India 2010.
3. Design and Development Methodogies, Smart Material Systems and MEMS: V. Varadan, K. J. Vinoy, S. Goplakrishnan, Wiley.
4. MEMS & Microsystems: Design and Manufacture, Tai-Ran Hsu, Tata Mc-Graw-Hill.

Web links and Video Lectures (e-Resources):

- VTU e-Shikshana Program
- VTU EDUSAT Program.

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Gaining hands on Knowledge to work on ANSYS Tool
- Simulation of Cantilever Beam For Different Loads On ANSYS Tool.

ROBOTICS AND AUTOMATION		Semester	IV
Course Code	**BME405D**	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	**3:0:0**	SEE Marks	50
Total Hours of Pedagogy	**40**	Total Marks	100
Credits	**03**	Exam Hours	3
Examination type (SEE)	**Theory**		

Course objectives:

- Gain knowledge of Robotics and automation.
- Understand the working methodology of robotics and automation.
- Write the program for robot for various applications

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Through Power Point Presentations and Video demonstrations or Simulations.
2. Chalk and Talk method for Problem Solving.
3. Encourage collaborative (Group) Learning in the class.
4. Ask at least three higher order Thinking questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyse information rather than simply recall it.

Module-1

Industrial Automation: Definition, Types of automation, List basic Devices in Automated Systems, Distinguish Different Controllers Employed In Automated Systems. Identify Safety in Industrial Automation

Basic Concepts: Definition and origin of robotics – different types of robotics – various generations of robots – degrees of freedom – Asimov's laws of robotics

Module-2

Fundamentals of Robotics: robot anatomy, work volume, robot drive systems, control systems, precision of movement, end effectors, Introduction to Manipulator kinematics, Robot Dynamics.

Basic control systems and components: Basic control systems concepts and models, Controllers, control system analysis,

Module-3

Robot End Effector: Types of End effectors, Mechanical Grippers, Other types of Grippers, Tools and End effector, The Robot/End effector interface Consideration in Gripper selecting and Design.

Sensors in Robotics: Transducers and sensors, sensors in robotics, tactile sensors, proximity and range sensors, uses of sensors in robotics.

Module-4

Robot Programming: Methods of robot programming, lead -through programming methods, a robot program as a path in space, motion interpolation, wait, signal and delay commands, branching, capabilities and limitations of lead-through methods.

Module-5

Material handling and Identification Technologies: Overview of Material Handling Systems, Principles and Design Consideration, Material Transport Systems, Storage Systems, Overview of Automatic Identification Methods.

Course outcome (Course Skill Set)

At the end of the course, the student will be able to :

CO 1: Explain various types of Robotics, automation, robotics motion, sensors and control, machine vision, robotic programming and roles of robots in industry.

CO 2: Understand the working methodology of robotics and automation, motion and control, machine vision and programming, application of robots in industry.

CO 3: Write the program for robot for various applications.

CO 4: Describe the different material handling and Identification technologies used in automation

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
- The students have to answer 5 full questions, selecting one full question from each module.
- Marks scored shall be proportionally reduced to 50 marks

Suggested Learning Resources:

Books

1. Mikell P. Groover, Mitchel Weiss, Roger N. Nagel, Nicholas G. Odrey and Ashish Dutta, "Industrial Robotics: Technology, Programming and Applications", 2 nd Edition, Tata McGraw Hill, 2012.
2. Roland Siegwart, Illah R. Nourbakhsh, an d Davide Scaramuzza, "Introduction to Autonomous Mobile Robots", 2 nd Edition, PHI, 2011

Web links and Video Lectures (e-Resources):

- NPTEL course on Industrial Robotics
- Videos on Industrial Automation

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning
• Visit any automated production Industry understand the importance and applications of Robots in Automated Industry

INTRODUCTION TO AI & ML		Semester	IV
Course Code	BME456A	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Total Hours of Pedagogy	15 sessions	Total Marks	100
Credits	01	Exam Hours	03
Examination type (SEE)	PRACTICAL		

Course objectives:

- Make use of Data sets in implementing the machine learning algorithms
- Implement the machine learning concepts and algorithms in any suitable language of choice.
- Analyse the working of various documents like PDF, Word file

Sl.NO	Experiments
1	Implement A* Search algorithm.
2	Implement AO* Search algorithm.
3	Write a program to implement Water jug program using AI.
4	The probability that it is Friday and that a student is absent is 3 %. Since there are 5 school days in a week, the probability that it is Friday is 20 %. What is the probability that a student is absent given that today is Friday? Apply Baye's rule in python to get the result.
5	Implement and demonstrate the FIND-S algorithm for finding the most specific hypothesis based on a given set of training data samples. Read the training data from a .CSV file.
6	For a given set of training data examples stored in a .CSV file, implement and demonstrate the Candidate-Elimination algorithm to output a description of the set of all hypotheses consistent with the training examples.
7	Build an Artificial Neural Network by implementing the Backpropagation algorithm and test the same using appropriate data sets.
8	Write a program to construct a Bayesian network considering medical data. Use this model to demonstrate the diagnosis of heart patients using standard Heart Disease Data Set. You can use Java/Python ML library classes/API
	Demonstration Experiments (For CIE)
9	Write a program to demonstrate the working of the decision tree based ID3 algorithm. Use an appropriate data set for building the decision tree and apply this knowledge to classify a new sample.

Course outcomes (Course Skill Set):

- Understand the implementation procedures for the machine learning algorithms
- Design Java/Python programs for various Learning algorithms.
- Apply appropriate data sets to the Machine Learning algorithms
- Identify and apply Machine Learning algorithms to solve real world problems
- Examine working of PDF and word file formats

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation (CIE):

CIE marks for the practical course are**50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment is to be evaluated for conduction with an observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments are designed by the faculty who is handling the laboratory session and are made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled down to **30 marks** (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct a test of 100 marks after the completion of all the experiments listed in the syllabus.
- In a test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability.
- The marks scored shall be scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and marks of a test is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

- SEE marks for the practical course are 50 Marks.
- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the Head of the Institute.
- The examination schedule and names of examiners are informed to the university before the conduction of the examination. These practical examinations are to be conducted between the schedule mentioned in the academic calendar of the University.
- All laboratory experiments are to be included for practical examination.
- (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.
- Students can pick one question (experiment) from the questions lot prepared by the examiners jointly.
- Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

Change of experiment is allowed only once and 15% of Marks allotted to the procedure part are to be made zero.

The minimum duration of SEE is 03 hours

Suggested Learning Resources:

1. Tom M Mitchell,"Machine Lerning",1 st Edition, McGraw Hill Education, 2017.
2. 2. Elaine Rich, Kevin K and S B Nair, "Artificial Inteligence", 3rd Edition, McGraw Hill Education, 2017.

Digital Marketing		Semester	IV
Course Code	**BME456B**	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	**1:0:0:0**	SEE Marks	50
Total Hours of Pedagogy	**15**	Total Marks	100
Credits	**01**	Exam Hours	01
Examination type (SEE)	**Theory**		

Course objectives:

- To focuses on the importance of digital marketing and its applications and to introduce current and core practices of Digital and Social Media Marketing that will allow learners to analyse, plan, execute and evaluate a digital marketing strategy.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

- Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations.
- Adopt flipped classroom teaching method.
- Adopt collaborative (Group Learning) learning in the class.

Module-1

Introduction to Digital Marketing (DM)-Meaning, Definition, Need of DM, Scope of DM, History of DM, Concept and approaches to DM, Examples of good practices in DM. Email Marketing-Need for Emails, Types of Emails, options in Email advertising, Mobile Marketing.

Module-2

Social Media Marketing -Introduction to Blogging. Introduction to Face book, Twitter, Google +, LinkedIn, YouTube, Instagram and Pinterest; their channel advertising and campaigns.

Module-3

Acquiring & Engaging Users through Digital Channels: Understanding the relationship between content and branding and its impact on sales, search engine marketing, mobile marketing, video marketing, and social-media marketing.

Module-4

Designing Organization for Digital Success: Digital transformation, digital leadership principles, online P.R. and reputation management. ROI of digital strategies, how digital marketing is adding value to business, and evaluating cost effectiveness of digital strategies

Module-5

Digital Innovation and Trends: The contemporary digital revolution, digital transformation framework; security and privatization issues with digital marketing, Understanding trends in digital marketing – Indian and global context, online communities and co-creation.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous internal Examination (CIE)

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examinations (SEE)

SEE paper shall be set for 50 questions, each of the 01 marks. The pattern of the question paper is MCQ (multiple choice questions). The time allotted for SEE is **01 hour.** The student has to secure a minimum of 35% of the maximum marks meant for SEE.

OR

MCQ (Multiple Choice Questions) are preferred for 01 credit courses, however, if course content demands the general question paper pattern that followed for 03 credit course, then

- The question paper will have ten questions. Each question is set for 10 marks.
- There will be 2 questions from each module. Each of the two questions under a module may or may not have the sub-questions (with maximum sub-questions of 02, with marks distributions 5+5, 4+6, 3+7).
- The students have to answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

Books

1. Fundamentals of Digital Marketing by Puneet Singh Bhatia, Pearson
2. Moutsy Maiti: Internet Marketing, Oxford University Press India
3. Vandana, Ahuja; Digital Marketing, Oxford University Press India (November, 2015).
4. Eric Greenberg, and Kates, Alexander; Strategic Digital Marketing: Top Digital Experts
5. Share the Formula for Tangible Returns on Your Marketing Investment; McGraw-Hill
6. Professional (October, 2013).
7. Ryan, Damian; Understanding Digital Marketing: marketing strategies for engaging the
8. digital generation; Kogan Page (3rd Edition, 2014).
9. Tracy L. Tuten & Michael R. Solomon: Social Media Marketing (Sage Publication)

Web links and Video Lectures (e-Resources):

- .

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning
•

INTRODUCTION TO DATA ANALYTICS		Semester	IV
Course Code	**BME456C**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Total Hours of Pedagogy	**15 sessions**	Total Marks	100
Credits	01	Exam Hours	03
Examination type (SEE)	**Practical**		

Course objectives:

- To understand Numpy, Pandas and Matplot library
- To understand basics of statistics
- To learn the basic of decision tree algorithm.
- To understand random forest algorithm and Anova
- To use Python data structures.
- To use excel in data analytics

Sl.NO	Experiments
1	Use Numpy to create single and multi-dimensional array and perform various operations using Python.
2	Use Pandas to access dataset, cleaning, manipulate data and analyze using Python
3	Use matplot library to plot graph for data visualization using Python
4	Determine probability, sampling and sampling distribution using Python
5	Determine frequency distributions, variability, average, and standard deviation using Python
6	Draw normal curves, correlation, correlation coefficient and scatter plots using Python
7	Implement and analyze Linear regression in Python (Single variable & Multivariable)
8	Implement and analyze Logistic regression in Python
9	Implement and analyze Decision tree algorithm in Python
10	Implement and analyze Random Forest algorithm in Python
	Only for CIE
11	Implementation of two samples T-test and paired two-sample T-test in excel.
12	Implementation of one-way and two-way ANOVA in excel.

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

- CO1: Analyze data using tools and represent for visualization
- CO2: Implement various statistical methods.
- CO3: Understand and use decision tree and random forest algorithm
- CO4: Understand and Implement T test and Anova

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation (CIE):

CIE marks for the practical course are **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment is to be evaluated for conduction with an observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments are designed by the faculty who is handling the laboratory session and are made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled down to **30 marks** (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct a test of 100 marks after the completion of all the experiments listed in the syllabus.
- In a test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability.
- The marks scored shall be scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and marks of a test is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

- SEE marks for the practical course are 50 Marks.
- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the Head of the Institute.
- The examination schedule and names of examiners are informed to the university before the conduction of the examination. These practical examinations are to be conducted between the schedule mentioned in the academic calendar of the University.
- All laboratory experiments are to be included for practical examination.
- (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.

- Students can pick one question (experiment) from the questions lot prepared by the examiners jointly.
- Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

- General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)
- Change of experiment is allowed only once and 15% of Marks allotted to the procedure part are to be made zero.

The minimum duration of SEE is 02 hours

Suggested Learning Resources:

- McKinney, W. (2012). Python for data analysis: Data wrangling with Pandas, NumPy, and IPython. " O'Reilly Media, Inc.".
- Swaroop, C. H. (2003). A Byte of Python. Python Tutorial.
- Ken Black, sixth Editing. Business Statistics for Contemporary Decision Making. “John Wiley & Sons, Inc”
- https://www.simplilearn.com/tutorials/data-analytics-tutorial/data-analytics-with-python
- https://www.youtube.com/watch?v=GPVsHOlRBBI&ab_channel=freeCodeCamp.org

Introduction to programming in C++		Semester	IV
Course Code	**BME456D**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Total Hours of Pedagogy	**15 sessions**	Total Marks	100
Credits	01	Exam Hours	03
Examination type (SEE)	Practical		

Course objectives:

- To learn object-oriented programming concepts using the C++ language.
- To apply the principles of data abstraction, inheritance and polymorphism;
- To use the principles of virtual functions and polymorphism
- To learn how to handle formatted I/O and unformatted I/O

Sl.NO	Experiments
1	Write a C++ Program to display Names, Roll No., and grades of 3 students who have appeared in the examination. Declare the class of name, Roll No. and grade. Create an array of class objects. Read and display the contents of the array.
2	Write a C++ program to declare Struct. Initialize and display contents of member variables.
3	Write a C++ program to declare a class. Declare pointer to class. Initialize and display the contents of the class member.
4	Given that an EMPLOYEE class contains following members: data members: Employee number, Employee name, Basic, DA, IT, Net Salary and print data members.
5	Write a C++ program to read the data of N employee and compute Net salary of each employee (DA=52% of Basic and Income Tax (IT) =30% of the gross salary).
6	Write a C++ to illustrate the concepts of console I/O operations.
7	Write a C++ program to use scope resolution operator. Display the various values of the same
8	Write a C++ program to create an array of pointers. Invoke functions using array objects.
	Demonstration Experiments (For CIE)
9	Write a C++ program for Vehicle reservation system
10	Write a C++ program to Create a Modern Periodic Table
11	Write a C++ program to Develop a Bookshop inventory
12	Write a C++ program for Credit Card Validation System

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

CO1: Apply Object Oriented Programming concepts in C++

CO2: Write a C++ program by applying knowledge of mathematics, science, and engineering.

CO4: Function on multi-disciplinary teams.

CO5: Identify, formulate, and solve engineering problems.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation (CIE):

CIE marks for the practical course are **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment is to be evaluated for conduction with an observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments are designed by the faculty who is handling the laboratory session and are made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled down to **30 marks** (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct a test of 100 marks after the completion of all the experiments listed in the syllabus.
- In a test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability.
- The marks scored shall be scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and marks of a test is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

- SEE marks for the practical course are 50 Marks.
- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the Head of the Institute.
- The examination schedule and names of examiners are informed to the university before the conduction of the examination. These practical examinations are to be conducted between the schedule mentioned in the academic calendar of the University.
- All laboratory experiments are to be included for practical examination.
- (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.
- Students can pick one question (experiment) from the questions lot prepared by the examiners jointly.
- Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.
- General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100

marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

- Change of experiment is allowed only once and 15% of Marks allotted to the procedure part are to be made zero.
- The minimum duration of SEE is 02 hours

Suggested Learning Resources:

1. The C++ Programming Language, 3rd Edition, B. Stroutstrup, Pearson Education.
2. OOP in C++, 3rd Edition, T. Gaddis, J. Walters and G. Muganda, Wiley Dream Tech Press.
3. Object Oriented Programming in C++, 3rd Edition, R. Lafore, Galigotia Publications Pvt Ltd.

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI

B.E. in Electronics and Communication Engineering (ECE)

Scheme of Teaching and Examinations 2021

Outcome Based Education (OBE) and Choice Based Credit System (CBCS)

(Effective from the academic year 2021 - 22)

III SEMESTER

Sl. No	Course and Course Code	Course Title	Teaching Department (TD) and Question Paper Setting Board (PSB)	Teaching Hours /Week: Theory Lecture (L)	Tutorial (T)	Practical/ Drawing (P)	Self -Study (S)	Examination: Duration in hours	CIE Marks	SEE Marks	Total Marks	Credits
1	BSC 21MAT31	Mathematics Course (Common to all)	TD- Maths PSB-Maths					03	50	50	100	3
2	IPCC 21EC32	Digital System Design using Verilog	TD: ECE PSB: ECE	3	0	2		03	50	50	100	4
3	IPCC 21EC33	Basic Signal Processing	TD: ECE PSB: ECE	3	0	2		03	50	50	100	4
4	PCC 21EC34	Analog Electronic Circuits	TD: ECE PSB: ECE	3	0	0	1	03	50	50	100	3
5	PCC 21ECL35	Analog and Digital Electronics Lab	TD: ECE PSB: ECE	0	0	2		03	50	50	100	1
6	UHV 21UH36	Social Connect and Responsibility	Any Department	0	0	1		01	50	50	100	1
7	HSMC 21KSK37/47	Samskrutika Kannada	TD and PSB HSMC	1	0	0		01	50	50	100	1
	HSMC 21KBK37/47	Balake Kannada										
	OR											
	HSMC 21CIP37/47	Constitution of India and Professional Ethics										
8	AEC 21EC38X	Ability Enhancement Course - III	TD: Concerned department PSB: Concerned Board	If offered as Theory Course				01	50	50	100	1
				1	0	0						
				If offered as lab. course				02				
				0	0	2						
								Total	**400**	**400**	**800**	**18**

Sl. No	Scheduled activities for III to VIII semesters	Course Code	Course Title		
9		NMDC 21NS83	National Service Scheme (NSS)	NSS	All students have to register for any one of the course namely National Service Scheme, Physical Education (PE)(Sports and Athletics) and Yoga with the concerned coordinator of the course during the first week of III semester. The activities shall be carried out between III semester to VIII semester (for 5 semesters). SEE in the above courses shall be conducted during VIII semester examinations and the accumulated CIE marks shall be added to the SEE marks. Successful completion of the registered course is mandatory for the award of the degree. The events shall be appropriately scheduled by the colleges and the same shall be reflected in the calendar prepared for the NSS, PE and Yoga activities.
		NMDC 21PE83	Physical Education (PE)(Sports and Athletics)	PE	
		NMDC 21YO83	Yoga	Yoga	

Course prescribed to lateral entry Diploma holders admitted to III semester B.E./B.Tech programs

Sl. No	Course and Course Code	Course Title	TD/PSB	L	T	P	S	Duration in hours	CIE Marks	SEE Marks	Total Marks	Credits
1	NCMC 21MATDIP31	Additional Mathematics - I	Maths	02	02	--	--	---	100	---	100	0

Note: BSC: Basic Science Course, **IPCC:** Integrated Professional Core Course, **PCC:** Professional Core Course, **INT** –Internship, **HSMC:** Humanity and Social Science & Management Courses, **AEC**–Ability Enhancement Courses. **UHV:** Universal Human Value Course.
L –Lecture, **T** – Tutorial, P- Practical/ Drawing, **S** – Self Study Component, **CIE:** Continuous Internal Evaluation, **SEE:** Semester End Examination.**TD-** Teaching Department, **PSB**: Paper Setting department

21KSK37/47 Samskrutika Kannada is for students who speak, read and write Kannada and **21KBK37/47** Balake Kannada is for non-Kannada speaking, reading, and writing students.

Integrated Professional Core Course (IPCC): Refers to Professional Theory Core Course Integrated with practical of the same course. Credit for IPCC can be 04 and its Teaching–Learning hours (L : T : P) can be considered as (3 : 0 : 2) or (2 : 2 : 2). The theory part of the IPCC shall be evaluated both by CIE and SEE. The practical part shall be evaluated by only CIE (no SEE). However, questions from the practical part of IPCC shall be included in the SEE question paper. For more details, the regulation governing the Degree of Bachelor of Engineering /Technology (B.E./B.Tech.) 2021-22 may be referred.

COMPUTER NETWORKS LAB

Course Code : **18ECL76**	CIE Marks : 40	SEE Marks : 60
Lecture Hours/Week: 02 Hours Tutorial (Instructions) + 02 Hours Laboratory		
RBT Level : L1, L2, L3	Exam Hours : 03	
CREDITS – 02		

Course Learning Objectives: This course will enable students to:

- Choose suitable tools to model a network and understand the protocols at various OSI reference levels.
- Design a suitable network and simulate using a Network simulator tool.
- Simulate the networking concepts and protocols using C/C++ programming.
- Model the networks for different configurations and analyze the results.

Laboratory Experiments

PART-A: Simulation experiments using NS2/ NS3/ OPNET/ NCTUNS/ NetSim/QualNet or any other equivalent tool

1. Implement a point to point network with four nodes and duplex links between them. Analyze the network performance by setting the queue size and varying the bandwidth.
2. Implement a four node point to point network with links n0-n2, n1-n2 and n2-n3. Apply TCP agent between n0-n3 and UDP between n1-n3. Apply relevant applications over TCP and UDP agents changing the parameter and determine the number of packets sent by TCP/UDP.
3. Implement Ethernet LAN using n (6-10) nodes. Compare the throughput by changing the error rate and data rate.
4. Implement Ethernet LAN using n nodes and assign multiple traffic to the nodes and obtain congestion window for different sources/ destinations.
5. Implement ESS with transmission nodes in Wireless LAN and obtain the performance parameters.
6. Implementation of Link state routing algorithm.

PART-B: Implement the following in C/C++

1. Write a program for a HLDC frame to perform the following.
   i) Bit stuffing
   ii) Character stuffing.
2. Write a program for distance vector algorithm to find suitable path for transmission.
3. Implement Dijkstra's algorithm to compute the shortest routing path.

4. For the given data, use CRC-CCITT polynomial to obtain CRC code. Verify the program for the cases
    a. Without error
    b. With error
5. Implementation of Stop and Wait Protocol and Sliding Window Protocol
6. Write a program for congestion control using leaky bucket algorithm.

Course outcomes: On the completion of this laboratory course, the students will be able to:

1. Choose suitable tools to model a network.
2. Use the network simulator for learning and practice of networking algorithms.
3. Illustrate the operations of network protocols and algorithms using C programming.
4. Simulate the network with different configurations to measure the performance parameters.
5. Implement the data link and routing protocols using C programming.

Conduct of Practical Examination:

- All laboratory experiments are to be included for practical examination.
- For examination one question from software and one question from hardware or only one hardware experiments based on the complexity to be set.
- Students are allowed to pick one experiment from the lot.
- Strictly follow the instructions as printed on the cover page of answer script for breakup of marks.
- Change of experiment is allowed only once and Marks allotted to the procedure part to be made zero.

VLSI LABORATORY

Course Code : **18ECL77**	CIE Marks : 40	SEE Marks : 60
Lecture Hours/Week: 02 Hours Tutorial (Instructions) + 02 Hours Laboratory		
RBT Level : L1, L2, L3	Exam Hours : 03	
CREDITS – 02		

Course Learning Objectives: This course will enable students to:

- Design, model, simulate and verify CMOS digital circuits
- Design layouts and perform physical verification of CMOS digital circuits
- Perform ASIC design flow and understand the process of synthesis, synthesis constraints and evaluating the synthesis reports to obtain optimum gate level netlist
- Perform RTL-GDSII flow and understand the stages in ASIC design

Experiments can be conducted using any of the following or equivalent design tools: Cadence/Synopsis/Mentor Graphics/Microwind

Laboratory Experiments

Part – A

Analog Design

Use any VLSI design tools to carry out the experiments, use library files and technology files below 180 nm.

1.a) Capture the schematic of CMOS inverter with load capacitance of 0.1pF and set the widths of inverter with Wn = Wp, Wn = 2Wp, Wn = Wp/2 and length at selected technology. Carry out the following:

   i. Set the input signal to a pulse with rise time, fall time of 1ns and pulse width of 10ns and time period of 20ns and plot the input voltage and output voltage of designed inverter?
   ii. From the simulation results compute tpHL, tpLH and td for all three geometrical settings of width?
   iii. Tabulate the results of delay and find the best geometry for minimum delay for CMOS inverter?

1. b) Draw layout of inverter with Wp/Wn = 40/20, use optimum layout methods. Verify for DRC and LVS, extract parasitic and perform post layout simulations, compare the results with pre-layout simulations. Record the observations.

2. a) Capture the schematic of 2-input CMOS NAND gate having similar delay as that of CMOS inverter computed in experiment 1. Verify the functionality of NAND gate and also find out the delay td for all four possible combinations of input vectors. Table the results. Increase the drive strength to 2X and 4X and tabulate the results.

2. b) Draw layout of NAND with Wp/Wn = 40/20, use optimum layout methods. Verify for DRC and LVS, extract parasitic and perform post layout simulations, compare the results with pre-layout simulations. Record the observations.

3. a) Capture schematic of Common Source Amplifier with PMOS Current Mirror Load and find its transient response and AC response? Measures the Unity Gain Bandwidth (UGB), amplification factor by varying transistor geometries, study the impact of variation in width to UGB.

3. b) Draw layout of common source amplifier, use optimum layout methods. Verify for DRC and LVS, extract parasitic and perform post layout simulations, compare the results with pre-layout simulations. Record the observations.

4.a) Capture schematic of two-stage operational amplifier and measure the following:

i. UGB

ii. dB bandwidth

iii. Gain margin and phase margin with and without coupling capacitance

iv. Use the op-amp in the inverting and non-inverting configuration and verify its functionality

v. Study the UGB, 3dB bandwidth, gain and power requirement in op-amp by varying the stage wise transistor geometries and record the observations.

4.b) Draw layout of two-stage operational amplifier with minimum transistor width set to 300 (in 180/90/45 nm technology), choose appropriate transistor geometries as per the results obtained in 4.a. Use optimum layout methods. Verify for DRC and LVS, extract parasitic and perform post layout simulations, compare the results with pre-layout simulations. Record the observations.

Part - B

Digital Design

Carry out the experiments using semicustom design flow or ASIC design flow, use technology library 180/90/45nm and below

Note: The experiments can also be carried out using FPGA design flow, it is required to set appropriate constraints in FPGA advanced synthesis options

1. Write verilog code for 4-bit up/down asynchronous reset counter and carry out the following:

   a. Verify the functionality using test bench

   b. Synthesize the design by setting area and timing constraint. Obtain

21INT49Inter/Intra Institutional Internship: All the students admitted to engineering programs under the lateral entry category shall have to undergo a mandatory 21INT49 Inter/Intra Institutional Internship of 03 weeks during the intervening period of III and IV semesters. The internship shall be slated for CIE only and will not have SEE. The letter grade earned through CIE shall be included in the IV semester grade card. The internship shall be considered as a head of passing and shall be considered for vertical progression and for the award of degree. Those, who do not take up / complete the internship shall be declared fail and shall have to complete during subsequently after satisfying the internship requirements. The faculty coordinator or mentor shall monitor the students' internship progress and interact with them for the successful completion of the internship.

Non–credit mandatory courses (NCMC):
(A) Additional Mathematics I and II:
(1) These courses are prescribed for III and IV semesters respectively to lateral entry Diploma holders admitted to III semester of B.E./B.Tech., programs. They shall attend the classes during the respective semesters to complete all the formalities of the course and appear for the Continuous Internal Evaluation (CIE). In case, any student fails to register for the said course/fails to secure the minimum 40 % of the prescribed CIE marks, he/she shall be deemed to have secured an F grade. In such a case, the student has to fulfill the course requirements during subsequent semester/s to earn the qualifying CIE marks. These courses are slated for CIE only and have no SEE.
(2) Additional Mathematics I and II shall not be considered for vertical progression as well as for the calculation of SGPA and CGPA, but completion of the courses shall be mandatory for the award of degree.
(3) Successful completion of the courses Additional Mathematics I and II shall be indicated as satisfactory in the grade card. Non-completion of the courses Additional Mathematics I and II shall be indicated as Unsatisfactory.
(B) National Service Scheme/Physical Education (Sport and Athletics)/ Yoga:
(1) Securing 40 % or more in CIE,35 % or more marks in SEE and 40 % or more in the sum total of CIE + SEE leads to successful completion of the registered course.
(2) In case, students fail to secure 35 % marks in SEE, they have to appear for SEE during the subsequent examinations conducted by the University.
(3) In case, any student fails to register for NSS, PE or Yoga/fails to secure the minimum 40 % of the prescribed CIE marks, he/she shall be deemed to have not completed the requirements of the course. In such a case, the student has to fulfill the course requirements during subsequent semester/s to earn the qualifying CIE marks.
(4) Successful completion of the course shall be indicated as satisfactory in the grade card. Non-completion of the course shall be indicated as Unsatisfactory.
(5) These courses shall not be considered for vertical progression as well as for the calculation of SGPA and CGPA, but completion of the courses shall be mandatory for the award of degree.

Ability Enhancement Course - III			
21EC381	LD (Logic Design) Lab using Pspice / MultiSIM	21EC383	LIC (Linear Integrated Circuits) Lab using Pspice / MultiSIM
21EC382	AEC (Analog Electronic Circuits) Lab	21EC384	LabVIEW Programming Basics

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E. in Electronics and Communication Engineering (ECE)
Scheme of Teaching and Examinations 2021
Outcome-Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 - 22)

IV SEMESTER

Sl. No	Course and Course Code	Course Title	Teaching Department (TD) and Question Paper Setting Board (PSB)	Teaching Hours /Week: Theory Lecture (L)	Tutorial (T)	Practical/ Drawing (P)	Self -Study (S)	Examination: Duration in hours	CIE Marks	SEE Marks	Total Marks	Credits
1	BSC **21EC41**	Maths for Communication Engineers	TD, PSB-Maths					03	50	50	100	3
2	IPCC 21EC42	Digital Signal Processing	TD: ECE PSB: ECE	3	0	2		03	50	50	100	4
3	IPCC 21EC43	Circuits & Controls	TD: ECE PSB: ECE	3	0	2		03	50	50	100	4
4	PCC 21EC44	Communication Theory	TD: ECE PSB: ECE	3	0	0	1	03	50	50	100	3
5	AEC 21BE45	Biology For Engineers	BT, CHE, PHY	2	0	0		02	50	50	100	2
6	PCC 21ECL46	Communication Laboratory I	TD: ECE PSB: ECE	0	0	2		03	50	50	100	1
7	HSMC 21KSK37/47	Samskrutika Kannada	HSMC	1	0	0		01	50	50	100	1
	HSMC 21KBK37/47	Balake Kannada										
	OR											
	HSMC 21CIP37/47	Constitution of India & Professional Ethics										
8	AEC 21EC48X	Ability Enhancement Course- IV	TD and PSB: Concerned department	If offered as theory Course: 1	0	0		01	50	50	100	1
				If offered as lab. course: 0	0	2		02				
9	UHV 21UH49	Universal Human Values	Any Department	1	0	0		01	50	50	100	1
10	INT 21INT49	Inter/Intra Institutional Internship	Evaluation By the appropriate authorities	Completed during the intervening period ofII and III semesters by students admitted to first year of BE./B.Tech and during the intervening period of III and IV semesters by Lateral entry students admitted to III semester.				3	100	--	100	2
								Total	**550**	**450**	**1000**	**22**

Course prescribed to lateral entry Diploma holders admitted to III semester of Engineering programs

Sl. No	Course and Course Code	Course Title	TD/PSB	L	T	P	S	Duration in hours	CIE Marks	SEE Marks	Total Marks	Credits
1	NCMC 21MATDIP41	Additional Mathematics - II	Maths	02	02	--	--	--	100	--	100	0

Note: BSC: Basic Science Course, IPCC: Integrated Professional Core Course, PCC: Professional Core Course, AEC –Ability Enhancement Courses, HSMC: Humanity and Social Science and Management Courses, UHV- Universal Human Value Courses.
L –Lecture, T – Tutorial, P- Practical/ Drawing, S – Self Study Component, CIE: Continuous Internal Evaluation, SEE: Semester End Examination.

21KSK37/47 Samskrutika Kannada is for students who speak, read and write Kannada and 21KBK37/47 Balake Kannada is for non-Kannada speaking, reading, and writing students.

Integrated Professional Core Course (IPCC): Refers to Professional Theory Core Course Integrated with Practicals of the same course. Credit for IPCC can be 04 and its Teaching – Learning hours (L : T : P) can be considered as (3 : 0 : 2) or (2 : 2 : 2). The theory part of the IPCC shall be evaluated both by CIE and SEE. The practical part shall be evaluated by only CIE (no SEE). However, questions from practical part of IPCCshall be included in the SEE question paper.For more details the regulation governing the Degree of Bachelor of Engineering /Technology (BE/B.Tech.) 2021-22 may be referred.

Non – credit mandatory course (NCMC):
Additional Mathematics - II:
(1) Lateral entry Diploma holders admitted to III semester of B.E./B.Tech., shall attend the classes during the IV semester to complete all the

formalities of the course and appear for the Continuous Internal Evaluation (CIE). In case, any student fails to register for the said course/fails to secure the minimum 40 % of the prescribed CIE marks, he/she shall be deemed to have secured an F grade. In such a case, the student has to fulfill the course requirements during subsequent semester/s to earn the qualifying CIE marks. These courses are slated for CIE only and have no SEE.

(2) Additional Mathematics I and II shall not be considered for vertical progression as well as for the calculation of SGPA and CGPA, but completion of the courses shall be mandatory for the award of degree.

(3) Successful completion of the course Additional Mathematics II shall be indicated as satisfactory in the grade card. Non-completion of the courses Additional Mathematics II shall be indicated as Unsatisfactory.

Ability Enhancement Course - IV

21EC481	Embedded C Basics	21EC483	Octave / Scilab for Signals
21EC482	C++ Basics	21EC484	DAQ using LabVIEW

Internship of 04 weeks during the intervening period of IV and V semesters; 21INT68Innovation/ Entrepreneurship/ Societal based Internship.

(1) All the students shall have to undergo a mandatory internship of 04 weeks during the intervening period of IV and V semesters. The internship shall be slated for CIE only and will not have SEE. The letter grade earned through CIE shall be included in the VI semester grade card.The internship shall be considered as a head of passing and shall be considered for vertical progression and for the award of degree. Those, who do not take up / complete the internship shall be considered under F (fail) grade and shall have to complete during subsequently after satisfying the internship requirements.

(2) Innovation/ Entrepreneurship Internship shall be carried out at industry, State and Central Government /Non-government organizations (NGOs), micro, small and medium enterprise (MSME), Innovation centres or Incubation centres. Innovation need not be a single major breakthrough; it can also be a series of small or incremental changes. Innovation of any kind can also happen outside of the business world.

Entrepreneurship internships offers a chance to gain hands on experience in the world of entrepreneurship and helps to learn what it takes to run a small entrepreneurial business by performing intern duties with an established company. This experience can then be applied to future business endeavours. Start-ups and small companies are a preferred place to learn the business tack ticks for future entrepreneurs as learning how a small business operates will serve the intern well when he/she manages his/her own company. Entrepreneurship acts as a catalyst to open the minds to creativity and innovation. Entrepreneurship internship can be from several sectors, including technology, small and medium-sized, and the service sector.

(3) Societal or social internship.

Urbanization is increasing on a global scale; and yet, half the world's population still resides in rural areas and is devoid of many things that urban population enjoy. Rural internship is a work-based activity in which students will have a chance to solve/reduce the problems of the rural place for better living.

As proposed under the AICTE rural internship programme, activities under Societal or social internship, particularly in rural areas, shall be considered for 40 points under AICTE activity point programme.

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI

B.E. in Electronics and Communication Engineering (ECE)

Scheme of Teaching and Examinations 2021

Outcome Based Education (OBE) and Choice Based Credit System (CBCS)

(Effective from the academic year 2021 - 22)

V SEMESTER

Sl. No	Course and Course Code	Course Title	Teaching Department (TD) and Question Paper Setting Board (PSB)	Teaching Hours /Week: Theory Lecture	Tutorial	Practical/ Drawing	Self -Study	Examination: Duration in hours	CIE Marks	SEE Marks	Total Marks	Credits
				L	T	P	S					
1	BSC 21EC51	Digital Communication	TD: ECE PSB: ECE	3	0	0	1	03	50	50	100	3
2	IPCC 21EC52	Computer Organization & ARM Microcontroller	TD: ECE, CSE PSB: ECE	3	0	2		03	50	50	100	4
3	PCC 21EC53	Computer Communication Networks	TD: ECE PSB: ECE	3	0	0	1	03	50	50	100	3
4	PCC 21EC54	Electromagnetics Waves	TD: ECE PSB: ECE	3	0	0		03	50	50	100	3
5	PCC 21ECL55	Communication Lab II		0	0	2		03	50	50	100	1
6	AEC 21EC56	Research Methodology & Intellectual Property Rights	TD: Any Department PSB: As identified by University	2	0	0		02	50	50	100	2
7	HSMC 21CIV57	Environmental Studies	TD: Civil/ Environmental /Chemistry/ Biotech. PSB: Civil Engg	1	0	0		1	50	50	100	1
8	AEC 21EC58X	Ability Enhancement Course-V	Concerned Board	If offered as Theory courses 1 If offered as lab. courses 0	 0 0	 0 2		01 02	50	50	100	1
								Total	**400**	**400**	**800**	**18**

Ability Enhancement Course - V

21EC581	IoT (Internet of Things) Lab	21EC583	**Java Programming**
21EC582	Communication Simulink Toolbox	21EC584	**Data Structures Using C++**

Note: BSC: Basic Science Course, PCC: Professional Core Course, IPCC: Integrated Professional Core Course, AEC –Ability Enhancement Course INT – Internship, HSMC: Humanity and Social Science & Management Courses.
L –Lecture, T – Tutorial, P- Practical/ Drawing, S – Self Study Component, CIE: Continuous Internal Evaluation, SEE: Semester End Examination.

Integrated Professional Core Course (IPCC): refers to Professional Theory Core Course Integrated with Practical of the same course. Credit for IPCC can be 04 and its Teaching – Learning hours (L : T : P) can be considered as (3 : 0 : 2) or (2 : 2 : 2). Theory part of the IPCC shall be evaluated both by CIE and SEE. The practical part shall be evaluated by CIE only and there shall be no SEE. For more details the regulation governing the Degree of Bachelor of Engineering /Technology (BE/B.Tech.) 2021-22 may be referred.

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI

B.E. in Electronics and Communication Engineering (ECE)

Scheme of Teaching and Examinations 2021

Outcome-Based Education(OBE) and Choice Based Credit System (CBCS)

(Effective from the academic year 2021 - 22)

VI SEMESTER

Sl. No	Course and Course Code		Course Title	Teaching Department (TD) and Question Paper Setting Board (PSB)	Teaching Hours /Week				Examination					Credits
					Theory Lecture	Tutorial	Practical/ Drawing	Self -Study	Duration in hours	CIE Marks	SEE Marks	Total Marks		
					L	T	P	S						
1	HSMC	21EC61	Technological Innovation Management and Entrepreneurship	Any Department	3	0	0	0	03	50	50	100		3
2	IPCC	21EC62	Microwave Theory & Antennas	TD: ECE PSB: ECE	3	0	2		03	50	50	100		4
3	PCC	21EC63	VLSI Design & Testing	TD: ECE PSB: ECE	3	0	0		03	50	50	100		3
4	PEC	21EC64x	Professional Elective Course-I	TD: ECE PSB: ECE					03	50	50	100		3
5	OEC	21EC65x	Open Elective Course-I	Concerned Department					03	50	50	100		3
6	PCC	21ECL66	VLSI Laboratory		0	0	2		03	50	50	100		1
7	MP	21ECMP67	Mini Project		Two contact hours /week for interaction between the faculty and students.				--	100	--	100		2
8	INT	21INT68	Innovation/Entrepreneurship /Societal Internship	Completed during the intervening period of IV and V semesters.					--	100	--	100		3
									Total	**500**	**300**	**800**		**22**

Professional Elective – I

21EC641	Artificial Neural Networks (L:T:P :: 2:2:0)	21EC643	Python Programming (L:T:P :: 2:0:2)
21EC642	Cryptography (L:T:P :: 2:2:0)	21EC644	Micro Electro Mechanical Systems (L:T:P :: 3:0:0)

Open Electives – I offered by the Department to other Department students

21EC651	Communication Engineering (L:T:P :: 3:0:0)	21EC653	Basic VLSI Design (L:T:P :: 3:0:0)
21EC652	Microcontrollers (L:T:P :: 3:0:0)	21EC654	Electronic Circuits with Verilog (L:T:P :: 2:0:2)
21EC655	Sensors & Actuators (L:T:P :: 3:0:0)		

Note: HSMC: Humanity and Social Science & Management Courses, **IPCC:** Integrated Professional Core Course, **PCC:** Professional Core Course, **PEC:** Professional Elective Courses, O**EC**–Open Elective Course, **MP** –Mini Project, INT –Internship.
L –Lecture, **T** – Tutorial, **P** - Practical / Drawing, **S** – Self Study Component, **CIE**: Continuous Internal Evaluation, **SEE**: Semester End Examination.

Integrated Professional Core Course (IPCC): Refers to Professional Theory Core Course Integrated with Practical of the same course. Credit for IPCC can be 04 and its Teaching – Learning hours (L : T : P) can be considered as (3 : 0 : 2) or (2 : 2 : 2). The theory part of the IPCC shall be evaluated both by CIE and SEE. The practical part shall be evaluated by CIE only and there shall be no SEE. For more details, the regulation governing the Degree of Bachelor of Engineering /Technology (BE/B.Tech) 2021-22 may be referred.

Professional Elective Courses(PEC):
A professional elective (PEC) course is intended to enhance the depth and breadth of educational experience in the Engineering and Technology curriculum. Multidisciplinary courses that are added supplement the latest trend and advanced technology in the selected stream of engineering. Each group will provide an option to select one course out of five courses. The minimum students' strength for offering professional electives is 10. However, this conditional shall not be applicable to cases where the admission to the programme is less than 10.

Open Elective Courses:
Students belonging to a particular stream of Engineering and Technology are not entitled for the open electives offered by their parent Department. However, they can opt an elective offered by other Departments, provided they satisfy the prerequisite condition if any. Registration to open electives shall be documented under the guidance of the Program Coordinator/ Advisor/Mentor.
Selection of an open elective shall **not be allowed** if,

(i) The candidate has studied the same course during the previous semesters of the program.
(ii) The syllabus content of open electives is similar to that of the Departmental core courses or professional electives.
(iii) A similar course, under any category, is prescribed in the higher semesters of the program.

In case, any college is desirous of offering a course (not included in the Open Elective List of the University) from streams such as Law, Business

(MBA), Medicine, Arts, Commerce, etc., can seek permission, at least one month before the commencement of the semester, from the University by submitting a copy of the syllabus along with the details of expertise available to teach the same in the college.
The minimum students' strength for offering open electives is 10. However, this conditional shall not be applicable to cases where the admission to the programme is less than 10.

Mini-project work: Mini Project is a laboratory-oriented course which will provide a platform to students to enhance their practical knowledge and skills by the development of small systems/applications.
Based on the ability/abilities of the student/s and recommendations of the mentor, a single discipline or a multidisciplinary Mini- project can be assigned to an individual student or to a group having not more than 4 students.
CIE procedure for Mini-project:
(i) Single discipline: The CIE marks shall be awarded by a committee consisting of the Head of the concerned Department and two faculty members of the Department, one of them being the Guide. The CIE marks awarded for the Mini-project work shall be based on the evaluation of project report, project presentation skill, and question and answer session in the ratio of 50:25:25. The marks awarded for the project report shall be the same for all the batch mates.
(ii) Interdisciplinary: Continuous Internal Evaluation shall be group-wise at the college level with the participation of all the guides of the project.
The CIE marks awarded for the Mini-project, shall be based on the evaluation of project report, project presentation skill, and question and answer session in the ratio 50:25:25. The marks awarded for the project report shall be the same for all the batch mates.
No SEE component for Mini-Project.

VII semester Class work and Research Internship /Industry Internship (21INT82)

Swapping Facility
Institutions can swap VII and VIII Semester Scheme of Teaching and Examinations to accommodate research internship/ industry internship after the VI semester**.**
(2) Credits earned for the courses of VII and VIII Semester Scheme of Teaching and Examinations shall be counted against the corresponding semesters whether VII or VIII semester is completed during the beginning of IV year or later part of IV year of the program.
Elucidation:
At the beginning of IV year of the programme i.e., after VI semester, VII semester classwork and VIII semester Research Internship /Industrial Internship shall be permitted to be operated simultaneously by the University so that students have ample opportunity for internship. In other words, a good percentage of the class shall attend VII semester classwork and similar percentage of others shall attend to Research Internship or Industrial Internship.
Research/Industrial Internship shall be carried out at an Industry, NGO, MSME, Innovation centre, Incubation centre, Start-up, Centers of Excellence (CoE), Study Centre established in the parent institute and /or at reputed research organizations / institutes. The intership can also be rural internship.
The mandatory Research internship /Industry internship is for 24 weeks. The internship shall be considered as a head of passing and shall be considered for the award of degree. Those, who do not take up/complete the internship shall be declared fail and shall have to complete during the subsequent University examination after satisfying the internship requirements.

INT21INT82Research Internship/ Industry Internship/Rural Internship
Research internship: A research internship is intended to offer the flavour of current research going on in the research field. It helps students get familiarized with the field and imparts the skill required for carrying out research.
Industry internship: Is an extended period of work experience undertaken by students to supplement their degree for professional development. It also helps them learn to overcome unexpected obstacles and successfully navigate organizations, perspectives, and cultures. Dealing with contingencies helps students recognize, appreciate, and adapt to organizational realities by tempering their knowledge with practical constraints.

The faculty coordinator or mentor has to monitor the students' internship progress and interact with them to guide for the successful completion of the internship.
The students are permitted to carry out the internship anywhere in India or abroad. University shall not bear any expenses incurred in respect of internship.

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E. in Electronics and Communication Engineering (ECE)
Scheme of Teaching and Examinations 2021
Outcome Based Education(OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 - 22)

Swappable VII and VIII SEMESTER

VII SEMESTER

Sl. No	Course and Course Code		Course Title	Teaching Department (TD) and Question Paper Setting Board (PSB)	Teaching Hours /Week: Theory Lecture (L)	Tutorial (T)	Practical/ Drawing (P)	Self -Study (S)	Examination: Duration in hours	CIE Marks	SEE Marks	Total Marks	Credits
1	PCC	21EC71	Advanced VLSI	TD: ECE PSB: ECE	3	0	0		3	50	50	100	3
2	PCC	21EC72	Optical & Wireless Communication	TD: ECE PSB: ECE	2	0	0		3	50	50	100	2
3	PEC	**21EC73X**	Professional elective Course-II	TD: ECE PSB: ECE					3	50	50	100	3
4	PEC	**21EC74X**	Professional elective Course-III	TD: ECE PSB: ECE					3	50	50	100	3
5	OEC	**21EC75X**	Open elective Course-II	Concerned Department					3	50	50	100	3
6	Project	**21EC76**	Project work		Two contact hours /week for interaction between the faculty and students.				3	100	100	200	10
									Total	**350**	**350**	**700**	**24**

VIII SEMESTER

Sl. No	Course and Course Code		Course Title	Teaching Department	Teaching Hours /Week: Theory Lecture (L)	Tutorial (T)	Practical/ Drawing (P)	Self -Study (S)	Examination: Duration in hours	CIE Marks	SEE Marks	Total Marks	Credits
1	Seminar	21EC81	Technical Seminar		One contact hour /week for interaction between the faculty and students.				--	100	--	100	01
2	INT	21INT82	Research Internship/ Industry Internship		Two contact hours /week for interaction between the faculty and students.				03 (Batch wise)	100	100	200	15
3	NCMC	21NS83	National Service Scheme (NSS)	NSS	Completed during the intervening period of III semester to VIII semester.				--	50	50	100	0
		21PE83	Physical Education (PE) (Sports and Athletics)	PE									
		21YO83	Yoga	Yoga									
									Total	**250**	**150**	**400**	**16**

Professional Elective - II

21EC731	Advanced Design Tools for VLSI (L:T:P :: 2:0:2)	**21EC734**	Biomedical Signal Processing (L:T:P :: 3:0:0)
21EC732	Digital Image Processing (L:T:P :: 2:0:2)	**21EC735**	Speech Signal Processing (L:T:P :: 3:0:0)
21EC733	DSP Algorithms & Architecture (L:T:P :: 3:0:0)		

Professional Elective - III

21EC741	IoT & Wireless Sensor Networks (L:T:P :: 3:0:0)	**21EC744**	Machine Learning with Python (L:T:P :: 2:0:2)
21EC742	Network Security (L:T:P :: 3:0:0)	**21EC745**	Multimedia Communication (L:T:P :: 2:0:2)
21EC743	Fabrication technology (L:T:P :: 3:0:0)		

Open Electives - II offered by the Department to other Department students			
21EC751	Optical & Satellite Communication (L:T:P :: 3:0:0)	**21EC754**	Basic Digital Signal Processing (L:T:P :: 2:0:2)
21EC752	ARM Embedded Systems (L:T:P :: 3:0:0)	**21EC755**	E-waste Management (L:T:P :: 3:0:0)
21EC753	Basic Digital Image Processing (L:T:P :: 2:0:2)		

Note: PCC: Professional Core Course, **PEC:** Professional Elective Courses, **OEC**–Open Elective Course, **AEC** –Ability Enhancement Courses.
L –Lecture, T – Tutorial, P- Practical / Drawing, S – Self Study Component, CIE: Continuous Internal Evaluation, SEE: Semester End Examination.

Note: VII and VIII semesters of IV year of the programme
(1) Institutions can swap VII and VIII Semester Scheme of Teaching and Examinations to accommodate research internship/ industry internship after the VI semester**.**
(2) Credits earned for the courses of VII and VIII Semester Scheme of Teaching and Examinations shall be counted against the corresponding semesters whether VII or VIII semester is completed during the beginning of IV year or later part of IV year of the programme.

PROJECT WORK (21XXP75): The objective of the Project work is

(i) To encourage independent learning and the innovative attitude of the students.
(ii) To develop interactive attitude, communication skills, organization, time management, and presentation skills.
(iii) To impart flexibility and adaptability.
(iv) To inspire team working.
(v) To expand intellectual capacity, credibility, judgment and intuition.
(vi) To adhere to punctuality, setting and meeting deadlines.
(vii) To install responsibilities to oneself and others.
(viii) To train students to present the topic of project work in a seminar without any fear, face the audience confidently, enhance communication skills, involve in group discussion to present and exchange ideas.

CIE procedure for Project Work:
(1) Single discipline: The CIE marks shall be awarded by a committee consisting of the Head of the concerned Department and two senior faculty members of the Department, one of whom shall be the Guide.
The CIE marks awarded for the project work, shall be based on the evaluation of project work Report, project presentation skill, and question and answer session in the ratio 50:25:25. The marks awarded for the project report shall be the same for all the batch mates.
(2) Interdisciplinary: Continuous Internal Evaluation shall be group-wise at the college level with the participation of all guides of the college. Participation of external guide/s, if any, is desirable. The CIE marks awarded for the project work, shall be based on the evaluation of project work Report, project presentation skill, and question and answer session in the ratio 50:25:25. The marks awarded for the project report shall be the same for all the batch mates.
SEE procedure for Project Work: SEE for project work will be conducted by the two examiners appointed by the University. The SEE marks awarded for the project work shall be based on the evaluation of project work Report, project presentation skill, and question and answer session in the ratio 50:25:25.

TECHNICAL SEMINAR (21XXS81): The objective of the seminar is to inculcate self-learning, present the seminar topic confidently, enhance communication skill, involve in group discussion for exchange of ideas. Each student, under the guidance of a Faculty, shall choose, preferably, a recent topic of his/her interest relevant to the programme of Specialization.

(i) Carry out literature survey, systematically organize the content.
(ii) Prepare the report with own sentences, avoiding a cut and paste act.
(iii) Type the matter to acquaint with the use of Micro-soft equation and drawing tools or any such facilities.
(iv) Present the seminar topic orally and/or through PowerPoint slides.
(v) Answer the queries and involve in debate/discussion.
(vi) Submit a typed report with a list of references.

The participants shall take part in the discussion to foster a friendly and stimulating environment in which the students are motivated to reach high standards and become self-confident.
Evaluation Procedure:
The CIE marks for the seminar shall be awarded (based on the relevance of the topic, presentation skill, participation in the question and answer session, and quality of report) by the committee constituted for the purpose by the Head of the Department. The committee shall consist of three teachers from the department with the senior-most acting as the Chairman.
Marks distribution for CIE of the course:
Seminar Report:50 marks
Presentation skill:25 marks
Question and Answer: 25 marks. ■No SEE component for Technical Seminar

Non – credit mandatory courses (NCMC):
National Service Scheme/Physical Education (Sport and Athletics)/ Yoga:
(1) Securing 40 % or more in CIE,35 % or more marks in SEE and 40 % or more in the sum total of CIE + SEE leads to successful completion of the registered course.
(2) In case, students fail to secure 35 % marks in SEE, they has to appear for SEE during the subsequent examinations conducted by the University.
(3) In case, any student fails to register for NSS, PE or Yoga/fails to secure the minimum 40 % of the prescribed CIE marks, he/she shall be deemed to have not completed the requirements of the course. In such a case, the student has to fulfill the course requirements during subsequently to earn the qualifying CIE marks subject to the maximum programme period.
(4) Successful completion of the course shall be indicated as satisfactory in the grade card. Non-completion of the course shall be indicated as Unsatisfactory.
(5) These course shall not be considered for vertical progression as well as for the calculation of SGPA and CGPA, but completion of the courses shall be mandatory for the award of degree.

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E: Electronics & Communication Engineering / B.E: Electronics & Telecommunication Engineering
NEP, Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 – 22)

III Semester

Digital System Design Using Verilog			
Course Code	**21EC32**	CIE Marks	50
Teaching Hours/Week (L: T: P: S)	(3:0:2:0)	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 13 Lab slots	Total Marks	100
Credits	04	Exam Hours	03

Course objectives: This course will enable students to:

1. To impart the concepts of simplifying Boolean expression using K-map techniques and Quine-McCluskey minimization techniques.
2. To impart the concepts of designing and analyzing combinational logic circuits.
3. To impart design methods and analysis of sequential logic circuits.
4. To impart the concepts of Verilog HDL-data flow and behavioral models for the design of digital systems.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

- Lecture method (L) does not mean only traditional lecture method, but different type of teaching methods may be adopted to develop the outcomes.
- Show Video/animation films to explain the different concepts of Linear Algebra & Signal Processing.
- Encourage collaborative (Group) Learning in the class .
- Ask at least three HOTS (Higher order Thinking) questions in the class, which promotes critical thinking.
- Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
- Topics will be introduced in a multiple representation.
- Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
- Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.
- Adopt Flipped class technique by sharing the materials / Sample Videos prior to the class and have discussions on the that topic in the succeeding classes.
- Give Programming Assignments.

Module-1

Principles of Combinational Logic: Definition of combinational logic, Canonical forms, Generation of switching equations from truth tables, Karnaugh maps- up to 4 variables, Quine-McCluskey Minimization Technique. Quine-McCluskey using Don't Care Terms. (Section 3.1 to 3.5 of Text 1).

Teaching-Learning Process	Chalk and Talk, YouTube videos **RBT Level:** L1, L2, L3

Module-2

Logic Design with MSI Components and Programmable Logic Devices: Binary Adders and Subtractors, Comparators, Decoders, Encoders, Multiplexers, Programmable Logic Devices (PLDs)
(Section 5.1 to 5.7 of Text 2)

Teaching-Learning Process	Chalk and Talk, YouTube videos **RBT Level:** L1, L2, L3

Module-3	
Flip-Flops and its Applications: The Master-Slave Flip-flops (Pulse-Triggered flip-flops): SR flip-flops, JK flip flops, Characteristic equations, Registers, Binary Ripple Counters, Synchronous Binary Counters, Counters based on Shift Registers, Design of Synchronous mod-n Counter using clocked T, JK, D and SR flip-flops. (Section 6.4, 6.6 to 6.9 (Excluding 6.9.3) of Text 2)	
Teaching-Learning Process	Chalk and Talk, YouTube videos **RBT Level:** L1, L2, L3
Module-4	
Introduction to Verilog: Structure of Verilog module, Operators, Data Types, Styles of Description. (Section 1.1 to 1.6.2, 1.6.4 (only Verilog), 2 of Text 3) **Verilog Data flow description:** Highlights of Data flow description, Structure of Data flow description. (Section 2.1 to 2.2 (only Verilog) of Text 3)	
Teaching-Learning Process	Chalk and Talk, YouTube videos, Programming assignments **RBT Level:** L1, L2, L3
Module-5	
Verilog Behavioral description: Structure, Variable Assignment Statement, Sequential Statements, Loop Statements, Verilog Behavioral Description of Multiplexers (2:1, 4:1, 8:1). (Section 3.1 to 3.4 (only Verilog) of Text 3) **Verilog Structural description**: Highlights of Structural description, Organization of structural description, Structural description of ripple carry adder. (Section 4.1 to 4.2 of Text 3)	
Teaching-Learning Process	Chalk and Talk, YouTube videos, Programming assignments **RBT Level:** L1, L2, L3

PRACTICAL COMPONENT OF IPCC

Using suitable simulation software, demonstrate the operation of the following circuits:

Sl.No	Experiments
1	To simplify the given Boolean expressions and realize using Verilog program.
2	To realize Adder/Subtractor (Full/half) circuits using Verilog data flow description.
3	To realize 4-bit ALU using Verilog program.
4	To realize the following Code converters using Verilog Behavioral description a) Gray to binary and vice versa b) Binary to excess3 and vice versa
5	To realize using Verilog Behavioral description: 8:1 mux, 8:3 encoder, Priority encoder
6	To realize using Verilog Behavioral description: 1:8 Demux, 3:8 decoder, 2-bit Comparator
7	To realize using Verilog Behavioral description: Flip-flops: a) JK type b) SR type c) T type and d) D type
8	To realize Counters - up/down (BCD and binary) using Verilog Behavioral description.
Demonstration Experiments (For CIE only – not to be included for SEE) Use FPGA/CPLD kits for downloading Verilog codes and check the output for interfacing experiments.	
9	Verilog Program to interface a Stepper motor to the FPGA/CPLD and rotate the motor in the specified direction (by N steps).
10	Verilog programs to interface a Relay or ADC to the FPGA/CPLD and demonstrate its working.
11	Verilog programs to interface DAC to the FPGA/CPLD for Waveform generation.
12	Verilog programs to interface Switches and LEDs to the FPGA/CPLD and demonstrate its working.

Course Outcomes

At the end of the course the student will be able to:

1. Simplify Boolean functions using K-map and Quine-McCluskey minimization technique.
2. Analyze and design for combinational logic circuits.
3. Analyze the concepts of Flip Flops (SR, D, T and JK) and to design the synchronous sequential circuits using Flip Flops.
4. Model Combinational circuits (adders, subtractors, multiplexers) and sequential circuits using Verilog descriptions.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

CIE for the theory component of IPCC

Two Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Scaled-down marks of two tests and two assignments added will be CIE marks for the theory component of IPCC for **30 marks**.

CIE for the practical component of IPCC

- On completion of every experiment/program in the laboratory, the students shall be evaluated and marks shall be awarded on the same day. The **15 marks** are for conducting the experiment and preparation of the laboratory record, the other **05 marks shall be for the test** conducted at the end of the semester.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to 15 marks.
- The laboratory test **(duration 03 hours)** at the end of the 15th week of the semester /after completion of all the experiments (whichever is early) shall be conducted for 50 marks and scaled down to 05 marks.

Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **20 marks**.

SEE for IPCC

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (duration 03 hours)

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
- The students have to answer 5 full questions, selecting one full question from each module.

The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper shall include questions from the practical component.

- The minimum marks to be secured in CIE to appear for SEE shall be the 12 (40% of maximum marks-30) in the theory component and 08 (40% of maximum marks -20) in the practical component. The laboratory component of the IPCC shall be for CIE only. However, in SEE, the questions from the laboratory component shall be included. The maximum of 04/05 questions to be set from the practical component of IPCC, the total marks of all questions should not be more than the 20 marks.

SEE will be conducted for 100 marks and students shall secure 35% of the maximum marks to qualify in the SEE. Marks secured out of 100 will be scaled down to 50 marks.

Suggested Learning Resources:

Text Books

1. Digital Logic Applications and Design by John M Yarbrough, Thomson Learning, 2001.
2. Digital Principles and Design by Donald D Givone, McGraw Hill, 2002.
3. HDL Programming VHDL and Verilog by Nazeih M Botros, 2009 reprint, Dreamtech press.

Reference Books:

1. Fundamentals of logic design, by Charles H Roth Jr., Cengage Learning
2. Logic Design, by Sudhakar Samuel, Pearson/ Sanguine, 2007
3. Fundamentals of HDL, by Cyril P R, Pearson/Sanguine 2010

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Programming Assignments / Mini Projects can be given to improve programming skills.

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E: Electronics & Communication Engineering / B.E: Electronics & Telecommunication Engineering
NEP, Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 – 22)

III Semester

Basic Signal Processing			
Course Code	**21EC33**	CIE Marks	50
Teaching Hours/Week (L: T: P: S)	(3:0:2:0)	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 13 Lab slots	Total Marks	100
Credits	04	Exam Hours	03

Course objectives: This course will enable students to:

Preparation: To prepare students with fundamental knowledge/ overview in the field of Signal Processing with Familiarization with the concept of Vector spaces and orthogonality with a qualitative insight into applications in communications.

Core Competence: To equip students with a basic foundation of Signal Processing by delivering the basics of quantitative parameters for Matrices & Linear Transformations, the mathematical description of discrete time signals and systems, analyzing the signals in time domain using convolution sum, classifying signals into different categories based on their properties, analyzing Linear Time Invariant (LTI) systems in time and transform domains

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

- Lecture method (L) does not mean only traditional lecture method, but different type of teaching methods may be adopted to develop the outcomes.
- Show Video/animation films to explain the different concepts of Linear Algebra & Signal Processing.
- Encourage collaborative (Group) Learning in the class.
- Ask at least three HOTS (Higher order Thinking) questions in the class, which promotes critical thinking.
- Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
- Topics will be introduced in a multiple representation.
- Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
- Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.
- Adopt Flipped class technique by sharing the materials / Sample Videos prior to the class and have discussions on the that topic in the succeeding classes.
- Give Programming Assignments.

Module-1

Vector Spaces: Vector spaces and Null subspaces, Rank and Row reduced form, Independence, Basis and dimension, Dimensions of the four subspaces, Rank-Nullity Theorem, Linear Transformations Orthogonality: Orthogonal Vectors and Subspaces, Projections and Least squares, Orthogonal Bases and Gram-Schmidt Orthogonalization procedure

(Refer Chapters 2 and 3 of Text 1)

Teaching-Learning Process	Chalk and Talk, YouTube videos, Flipped Class Technique, Programming assignments **RBT Level:** L1, L2, L3

Module-2	
Eigen values and Eigen vectors: Review of Eigen values and Diagonalization of a Matrix, Special Matrices (Positive Definite, Symmetric) and their properties, Singular Value Decomposition. **(Refer Chapter 5, Text 1)**	
Teaching-Learning Process	Chalk and Talk, YouTube videos, Flipped Class Technique, Programming assignments **RBT Level:** L1, L2, L3
Module-3	
Introduction and Classification of signals: Definition of signal and systems with examples, Elementary signals/Functions: Exponential, sinusoidal, step, impulse and ramp functions **Basic Operations on signals:** Amplitude scaling, addition, multiplication, time scaling, time shift and time reversal. Expression of triangular, rectangular and other waveforms in terms of elementary signals **System Classification and properties:** Linear-nonlinear, Time variant -invariant, causal-noncausal, static-dynamic, stable-unstable, invertible. **(Text 2) [Only for Discrete Signals & Systems]**	
Teaching-Learning Process	Chalk and Talk, YouTube videos, Flipped Class Technique, Programming assignments **RBT Level:** L1, L2, L3
Module-4	
Time domain representation of LTI System: Impulse response, convolution sum. Computation of convolution sum using graphical method for unit step and unit step, unit step and exponential, exponential and exponential, unit step and rectangular, and rectangular and rectangular. **LTI system Properties in terms of impulse response:** System interconnection, Memory less, Causal, Stable, Invertible and Deconvolution and step response **(Text 2) [Only for Discrete Signals & Systems]**	
Teaching-Learning Process	Chalk and Talk, YouTube videos, Flipped Class Technique, Programming assignments **RBT Level:** L1, L2, L3
Module-5	
The Z-Transforms: Z transform, properties of the region of convergence, properties of the Z-transform, Inverse Z-transform by partial fraction, Causality and stability, Transform analysis of LTI systems. **(Text 2)**	
Teaching-Learning Process	Chalk and Talk, YouTube videos, Flipped Class Technique, Programming assignments **RBT Level:** L1, L2, L3

PRACTICAL COMPONENT OF IPCC	
Sl.No	**Experiments**
1	a. Program to create and modify a vector (array). b. Program to create and modify a matrix.
2	Programs on basic operations on matrix.
3	Program to solve system of linear equations.
4	Program for Gram-Schmidt orthogonalization.
5	Program to find Eigen value and Eigen vector.
6	Program to find Singular value decomposition.

7	Program to generate discrete waveforms.
8	Program to perform basic operation on signals.
9	Program to perform convolution of two given sequences.
10	a. Program to perform verification of commutative property of convolution. b. Program to perform verification of distributive property of convolution. c. Program to perform verification of associative property of convolution.
11	Program to compute step response from the given impulse response.
12	Programs to find Z-transform and inverse Z-transform of a sequence.

Course outcomes (Course Skill Set)

At the end of the course the student will be able to :

1. Understand the basics of Linear Algebra
2. Analyse different types of signals and systems
3. Analyse the properties of discrete-time signals & systems
4. Analyse discrete time signals & systems using Z transforms

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

CIE for the theory component of IPCC

Two Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Programming assignment at the end of 9th week of the semester, which can be implemented using programming languages like C++/Python/Java/Scilab

Scaled-down marks of two tests and two assignments added will be CIE marks for the theory component of IPCC for **30 marks**.

CIE for the practical component of IPCC

- On completion of every experiment/program in the laboratory, the students shall be evaluated and marks shall be awarded on the same day. The **15 marks** are for conducting the experiment and preparation of the laboratory record, the other **05 marks shall be for the test** conducted at the end of the semester.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to 15 marks.
- The laboratory test **(duration 03 hours)** at the end of the 15th week of the semester /after completion of all the experiments (whichever is early) shall be conducted for 50 marks and scaled down to 05 marks**.**

Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **20 marks**.

SEE for IPCC

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (duration 03 hours)

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
- The students have to answer 5 full questions, selecting one full question from each module.

The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper shall include questions from the practical component.

- The minimum marks to be secured in CIE to appear for SEE shall be the 12 (40% of maximum marks-30) in the theory component and 08 (40% of maximum marks -20) in the practical component. The laboratory component of the IPCC shall be for CIE only. However, in SEE, the questions from the laboratory component shall be included**.** The maximum of 04/05 questions to be set from the practical component of IPCC, the total marks of all questions should not be more than the 20 marks.

SEE will be conducted for 100 marks and students shall secure 35% of the maximum marks to qualify in the SEE. Marks secured out of 100 will be scaled down to 50 marks.

Suggested Learning Resources:

Text Books

1. Gilbert Strang, “Linear Algebra and its Applications”, Cengage Learning, 4th Edition, 2006, ISBN 97809802327
2. Simon Haykin and Barry Van Veen, “Signals and Systems”, 2nd Edition, 2008, Wiley India. ISBN9971-51-239-4.

Reference Books:

1. **Michael Roberts,** “Fundamentals of Signals & Systems”,2nd edition, Tata McGraw-Hill, 2010, ISBN978-0-07-070221-9.
2. **Alan** V **Oppenheim, Alan** S **Willsky and** S **Hamid Nawab,** “Signals and Systems” Pearson Education Asia / PHI, 2"" edition, 1997. Indian Reprint 2002.
3. **H P Hsu, R Ranjan,** “Signals and Systems”, Schaum’s outlines, TMH, 2006.
4. **B P Lathi,** “Linear Systems and Signals”, Oxford University Press, 2005.
5. **Ganesh Rao and Satish Tunga,** “Signals and Systems”, Pearson/Sanguine.
6. **Seymour Lipschutz, Marc Lipson**, “Schaums Easy Outline of Linear Algebra”, 2020.

Web links and Video Lectures (e-Resources):

Video lectures on Signals and Systems by Alan V Oppenheim

Lecture 1, Introduction | MIT RES.6.007 Signals and Systems, Spring 2011 - YouTube

Lecture 2, Signals and Systems: Part 1 | MIT RES.6.007 Signals and Systems, Spring 2011 - YouTube

NPTEL video lectures signals and system:

https://www.youtube.com/watch?v=7Z3LE5uM-6Y&list=PLbMVogVj5nJQQZbah2uRZIRZ_9kfoqZyx

Video lectures on Linear Algebra by Gilbert Strang

https://www.youtube.com/watch?v=ZK3O402wf1c&list=PL49CF3715CB9EF31D&index=1

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Programming Assignments / Mini Projects can be given to improve programming skills

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E: Electronics & Communication Engineering / B.E: Electronics & Telecommunication Engineering
NEP, Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 – 22)

III Semester

Analog Electronic Circuits			
Course Code	**21EC34**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:1	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives: This course will enable students to

- Explain various BJT parameters, connections and configurations.
- Design and demonstrate the diode circuits and transistor amplifiers.
- Explain various types of FET biasing and demonstrate the use of FET amplifiers.
- Analyze Power amplifier circuits in different modes of operation.
- Construct Feedback and Oscillator circuits using FET.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1.Lecture method (L) does not mean only traditional lecture method, but different type of teaching methods may be adopted to develop the outcomes.

2.Show Video/animation films to explain evolution of communication technologies.

3. Encourage collaborative (Group) Learning in the class

4.Ask at least three HOTS (Higher order Thinking) questions in the class, which promotes critical thinking

5.Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.

6.Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.

7.Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

BJT Biasing: Biasing in BJT amplifier circuits: The Classical Discrete circuit bias (Voltage-divider bias), Biasing using a collector to base feedback resistor.

Small signal operation and Models: Collector current and transconductance, Base current and input resistance, Emitter current and input resistance, voltage gain, Separating the signal and the DC quantities, The hybrid Π model, The T model.

MOSFETs: Biasing in MOS amplifier circuits: Fixing VGS, Fixing VG, Drain to Gate feedback resistor.

Small signal operation and modeling: The DC bias point, signal current in drain, voltage gain, small signal equivalent circuit models, transconductance, The T equivalent circuit model.

[Text 1: 3.5(3.5.1, 3.5.3), 3.6(3.6.1 to 3.6.7), 4.5(4.5.1, 4.5.2, 4.5.3), 4.6(4.6.1 to 4.6.7)]

Teaching-Learning Process	Chalk and talk method, Power Point Presentation. **Self-study topics:**Basic BJT Amplifier Configurations- Design of Common Emitter and Common collector amplifier circuits. **RBT Level:** L1, L2, L3

Module-2

MOSFET Amplifier configuration: Basic configurations, characterizing amplifiers, CS amplifier with and without source resistance RS, Source follower.

MOSFET internal capacitances and High frequency model: The gate capacitive effect, Junction capacitances, High frequency model.

Frequency response of the CS amplifier: The three frequency bands, high frequency response, Low frequency response.

Oscillators: FET based Phase shift oscillator, LC and Crystal Oscillators (no derivation)

[Text 1: 4.7(4.7.1 to 4.7.4, 4.7.6) 4.8(4.8.1, 4.8.2, 4.8.3), 4.9, 12.2.2, 12.3.1, 12,3,2]

Teaching-Learning Process	Chalk and talk method, Power Point Presentation. **Self-study topics:**Discrete Circuit MOS Amplifier – The common source amplifier and the source follower. **RBT Level:** L1, L2, L3

Module-3

Feedback Amplifier: General feedback structure, Properties of negative feedback, The Four Basic Feedback Topologies, The series-shunt, series-series, shunt-shunt and shunt-series amplifiers (Qualitative Analysis).

Output Stages and Power Amplifiers: Introduction, Classification of output stages, Class A output stage, Class B output stage: Transfer Characteristics, Power Dissipation, Power Conversion efficiency, Class AB output stage, Class C tuned Amplifier.

[Text 1: 7.1, 7.2, 7.3, 7.4.1, 7.5.1, 7.6 (7.6.1 to 7.6.3), 13.1, 13.2, 13.3(13.3.1, 13.3.2, 13.3.3, 13.4, 13.7)]

Teaching-Learning Process	Chalk and talk method, Power Point Presentation. **Self-study topics:**Class D power amplifier. **RBT Level:** L1, L2, L3

Module-4

Op-Amp Circuits: Op-amp DC and AC Amplifiers, DAC - Weighted resistor and R-2R ladder, ADC-Successive approximation type, Small Signal half wave rectifier, Absolute value output circuit, Active Filters, First and second order low-pass and high-pass Butterworth filters, Band-pass filters, Band reject filters.

555 Timer and its applications: Monostable and Astable Multivibrators.

[Text 2: 6.2, 8.11(8.11.1a, 8.11.1b), 8.11.2a, 8.12.2,8.13 7.2, 7.3, 7.4, 7.5, 7.6, 7.8, 7.9, 9.4.1, 9.4.1(a), 9.4.3, 9.4.3(a)]

Teaching-Learning Process	Chalk and talk method, Power Point Presentation. **Self-study topics:**Clippers and Clampers, Peak detector, Sample and hold circuit. **RBT Level:** L1, L2, L3

Module-5

Overview of Power Electronic Systems: Power Electronic Systems, Power Electronic Converters and Applications.

Thyristors: Static Anode-Cathode characteristics and Gate characteristics of SCR, Turn-ON methods, Turn-off Mechanism, Turn-OFF Methods: Natural and Forced Commutation – Class A without design consideration.

Gate Trigger Circuit: Resistance Firing Circuit, Resistance capacitance firing circuit, Unijunction Transistor: Basic operation and UJT Firing Circuit.

[Text 3: 1.3, 1.5,1.6, 2.2,2.3,2.4,2.6, 2.7,2.9, 2.10,3.2,3.5.1, 3.5.2, 3.6.1, 3.6.3,3.6.4]

Teaching-Learning Process	Chalk and talk method, Power Point Presentation. **Self-study topics:** Basic Construction, working and applications of DIAC, TRIAC, IGBT, GTO. **RBT Level:** L1, L2, L3

Course Outcomes (Course Skill Set)

At the end of the course the student will be able to :

1. Understand the characteristics of BJTs and FETs for switching and amplifier circuits.
2. Design and analyze FET amplifiers and oscillatorswith different circuit configurations and biasing conditions.
3. Understand the feedback topologies and approximations in the design of amplifiers and oscillators.
4. Design of circuits using linear ICs for wide range applications such as ADC, DAC, filters and timers.
5. Understand the power electronic device components and its functions for basic power electronic circuits.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%.

The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored out of 100 shall be proportionally reduced to 50 marks.

Suggested Learning Resources:

Books

1. Microelectronic Circuits, Theory and Applications, Adel S Sedra, Kenneth C Smith, 6thEdition, Oxford, 2015.ISBN:978-0-19-808913-1
2. Op-Amps and Linear Integrated Circuits, Ramakant A Gayakwad, 4thEdition, Pearson Education, 2018. ISBN: 978-93-325-4991-3
3. **MD Singh and K B Khanchandani, Power Electronics, 2nd Edition, Tata Mc-Graw Hill, 2009, ISBN: 0070583897'**

Web links and Video Lectures (e-Resources):

- Integrated Electronics: Analog and Digital Circuits and Systems, Jacob Millman, Christos C. Halkias, McGraw-Hill, 2015.
- Electronic Devices and Circuit, Boylestad & Nashelsky, Eleventh Edition, Pearson, January 2015.

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E: Electronics & Communication Engineering / B.E: Electronics & Telecommunication Engineering
NEP, Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 – 22)

III Semester

Analog and Digital Electronics Lab			
Course Code	**21ECL35**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Credits	1	Exam Hours	3

Course objectives:

This laboratory course enables students to

- Understand the electronic circuit schematic and its working
- Realize and test amplifier and oscillator circuits for the given specifications
- Realize the opamp circuits for the applications such as DAC, implement mathematical functions and precision rectifiers.
- Study the static characteristics of SCR and test the RC triggering circuit.
- Design and test the combinational and sequential logic circuits for their functionalities.
- Use the suitable ICs based on the specifications and functions.

Sl.No.	Experiments
1	Design and set up the BJT common emitter voltage amplifier with and without feedback and determine the gain- bandwidth product, input and output impedances.
2	Design and set-up BJT/FET i) Colpitts Oscillator, ii) Crystal Oscillator and iii) RC Phase shift oscillator
3	Design and set up the circuits using opamp: i) Adder, ii) Integrator, iii) Differentiator and iv) Comparator
4	Obtain the static characteristics of SCR and test SCR Controlled HWR and FWR using RC triggering circuit.
5	Design and implement (a) Half Adder & Full Adder using basic gates and NAND gates, (b) Half subtractor & Full subtractor using NAND gates, (c) 4-variable function using IC74151(8:1MUX).
6	Realize (i) Binary to Gray code conversion & vice-versa (IC74139), (ii) BCD to Excess-3 code conversion and vice versa
7	a) Realize using NAND Gates: i) Master-Slave JK Flip-Flop, ii) D Flip-Flop and iii) T Flip-Flop b) Realize the shift registers using IC7474/7495: (i) SISO (ii) SIPO (iii) PISO (iv) PIPO (v) Ring counter and (vi) Johnson counter.
8	Realize a) Design Mod – N Synchronous Up Counter & Down Counter using 7476 JK Flip-flop b) Mod-N Counter using IC7490 / 7476 c) Synchronous counter using IC74192

9	Design 4-bit R – 2R Op-Amp Digital to Analog Converter (i) for a 4-bit binary input using toggle switches (ii) by generating digital inputs using mod-16
10	Pseudorandom sequence generator using IC7495
11	Test the precision rectifiers using opamp: i) Half wave rectifier ii) Full wave rectifier
12	Design and test Monostable and Astable Multivibrator using 555 Timer

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

1. Design and analyze the BJT/FET amplifier and oscillator circuits.
2. Design and test Opamp circuits to realize the mathematical computations, DAC and precision rectifiers.
3. Design and test the combinational logic circuits for the given specifications.
4. Test the sequential logic circuits for the given functionality.
5. Demonstrate the basic electronic circuit experiments using SCR and 555 timer.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination (SEE).

Continuous Internal Evaluation (CIE):

CIE marks for the practical course is **50 Marks.**

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled downed to 30 marks (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8th week of the semester and the second test shall be conducted after the 14th week of the semester.
- In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book
- The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

SEE marks for the practical course is 50 Marks.

SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University

All laboratory experiments are to be included for practical examination.

(Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners. Students can pick one question (experiment) from the questions lot prepared by the internal /external examiners jointly. Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners. General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners) Change of experiment is allowed only once and 15% Marks allotted to the procedure part to be made zero. The duration of SEE is 03 hours Rubrics suggested in Annexure-II of Regulation book
Suggested Learning Resources: 1. Fundamentals of Electronic Devices and Circuits Lab Manual, David A Bell, 5th Edition, 2009, Oxford University Press. 2. Op-Amps and Linear Integrated Circuits, Ramakant A Gayakwad, 4th Edition, Pearson Education, 2018. ISBN: 978-93-325-4991-3. 3. Fundamentals of Logic Design, Charles H Roth Jr., Larry L Kinney, Cengage Learning, 7th Edition.

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E: Electronics & Communication Engineering / B.E: Electronics & Telecommunication Engineering
NEP, Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 – 22)

III Semester

LD (Logic Design) Lab using Pspice / MultiSIM			
Course Code	**21EC381**	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	0:0:2:0	SEE Marks	50
Credits	1	Exam Hours	03

Course objectives:

- Impart the concepts of De Morgan's Theorem, SOP, POS forms.
- Impart the concepts of designing and analyzing combinational logic circuits.
- Impart the concepts of analysis of sequential logic circuits.
- Analyze and design any given synchronous sequential circuits.

Sl.No	Experiments
1	Implementation of De Morgan's theorem and SOP/POS expressions using Pspice/Multisim.
2	Implementation of Half Adder, Full Adder, Half Subtractor and Full Subtractor using Pspice/ Multisim.
3	Design and implementation of 4-bit Parallel Adder/ Subtractor using IC 7483 and BCD to Excess-3 code conversion and vice-versa using Pspice/Multisim.
4	Design and implement of IC 7485 5-bit magnitude comparator using Pspice/Multisim.
5	To Realize Adder & Subtractor using IC 74153 (4:1 MUX) and 4-variable function using IC74151 (8:1MUX) using Pspice/Multisim.
6	To realize Adder and Subtractor using IC 74139/ 74155N (Demux/Decoder) and Binary to Gray code conversion & vice versa using 74139/ 74155N using Pspice/Multisim.
7	SR, Master-Slave JK, D & T flip-flops using NAND Gates using Pspice/Multisim.
8	Design and realize the Synchronous counters (up/down decade/binary) using Pspice/Multisim.
9	Realize the shift registers and their modes (SISO, PISO, PIPO, SIPO) using 7474/7495 using Pspice/Multisim.
10	Design Pseudo Random Sequence generator using 7495 using Pspice/Multisim.
11	Design Serial Adder with Accumulator and simulate using Pspice/Multisim.
12	Design using Pspice/Multisim Mod-N Counters.

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

1. Demonstrate the truth table of various expressions and combinational circuits using logic gates.
2. Design various combinational circuits such as adders, subtractors, comparators, multiplexers and code converters.
3. Construct flips-flops, counters and shift registers.
4. Design and implement synchronous counters.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination (SEE).

Continuous Internal Evaluation (CIE):

CIE marks for the practical course is **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled downed to 30 marks (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8th week of the semester and the second test shall be conducted after the 14th week of the semester.
- In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book
- The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

SEE marks for the practical course is 50 Marks.

SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University

All laboratory experiments are to be included for practical examination.

(Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.

Students can pick one question (experiment) from the questions lot prepared by the internal /external examiners jointly.

Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

Change of experiment is allowed only once and 15% Marks allotted to the procedure part to be made zero.

The duration of SEE is 03 hours

Rubrics suggested in Annexure-II of Regulation book

Suggested Learning Resources:

- Digital Logic Applications and Design by John M Yarbrough, Thomson Learning, 2001
- Digital Principles and Design by Donald D Givone, McGraw Hill, 2002.

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E: Electronics & Communication Engineering / B.E: Electronics & Telecommunication Engineering
NEP, Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 – 22)

III Semester

AEC (Analog Electronic Circuits) Lab			
Course Code	21EC382	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	0:0:2:0	SEE Marks	50
Credits	1	Exam Hours	2

Course objectives:

- To provide practical exposure to the students on designing, setting up, executing and debugging various electronic circuits using simulation software.
- To give the knowledge and practical exposure on simple applications of analog electronic circuits.

Sl.No	Experiments using Pspice/MultiSIM software
1	Experiments to realize diode clipping (single, double ended) circuits.
2	Experiments to realize diode clamping (positive, negative) circuits.
3	Experiments to realize Full wave rectifier without filter (and set-up to measure the ripple factor, Vp-p, Vrms, etc.).
4	Design and conduct an experiment on Series Voltage Regulator using Zener diode to determine line/load regulation characteristics.
5	Realize BJT Darlington Emitter follower without bootstrapping and determine the gain, input and output impedances (other configurations of emitter follower can also be considered).
6	Set-up and study the working of complementary symmetry class B push pull power amplifier (other power amplifiers can also be suitably considered) and calculate the efficiency.
7	Design and set-up the oscillator circuits (Hartley, Colpitts, etc. using BJT/FET) and determine the frequency of oscillation.
8	Design and set-up the crystal oscillator and determine the frequency of oscillation.
9	Experiment to realize Input and Output characteristics of BJT Common emitter configuration and evaluation of parameters.
10	Experiments to realize Transfer and drain characteristics of a MOSFET.
11	Experiments to realize UJT triggering circuit for Controlled Full wave Rectifier.
12	Design and simulation of Regulated power supply.

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

1. Understand the circuit schematic and its working.
2. Study the characteristics of different electronic devices.
3. Design and test simple electronic circuits as per the specifications using discrete electronic components.
4. Compute the parameters from the characteristics of active devices.
5. Familiarize with EDA software which can be used for electronic circuit simulation.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination (SEE).

Continuous Internal Evaluation (CIE):

CIE marks for the practical course is **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled downed to 30 marks (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8th week of the semester and the second test shall be conducted after the 14th week of the semester.
- In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book
- The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

SEE marks for the practical course is 50 Marks.

SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University.

All laboratory experiments are to be included for practical examination.

(Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.

Students can pick one question (experiment) from the questions lot prepared by the internal /external examiners jointly.

Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners).

Change of experiment is allowed only once and 15% Marks allotted to the procedure part to be made zero.

The duration of SEE is 03 hours.

Rubrics suggested in Annexure-II of Regulation book.

Suggested Learning Resources:

1. David A Bell, "Fundamentals of Electronic Devices and Circuits Lab Manual, 5th Edition, 2009, Oxford University Press.
2. Muhammed H Rashid, "Introduction to PSpice using OrCAD for circuits and electronics", 3rd Edition, Prentice Hall, 2003.

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E: Electronics & Communication Engineering / B.E: Electronics & Telecommunication Engineering
NEP, Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 – 22)

III Semester

LIC (Linear Integrated Circuits) Lab using Pspice / MultiSIM			
Course Code	**21EC383**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Credits	1	Exam Hours	03

Course objectives:

- To apply operational amplifiers in linear and nonlinear applications.
- To acquire the basic knowledge of special function ICs.
- To use Multisim/Pspice software for circuit design and simulation

Sl.No	Experiments using Pspice / MultiSIM Every experiment has to be designed, circuit to be drawn / constructed and executed in the specified software. Results are also to be noted and inferred.
	Note: Standard design procedure to be adopted.
1	To realize using op-amp an Inverting Amplifier and Non-Inverting Amplifier
2	To realize using op-amps i) Summing Amplifier ii)Difference amplifier
3	To realize using op-amps an Instrumentation Amplifier
4	To realize using op-amps i) Differentiator ii)Integrator
5	To realize using op-amps a Full wave Precision Rectifier
6	To realize using op-amps • Inverting and Non-Inverting Zero Crossing Detectors • Positive and Negative Voltage level detectors
7	To realize using op-amp an Inverting Schmitt Trigger
8	To realize using op-amp an Astable Multivibrator
9	To design and implement using op-amps • Butterworth I & II order Low Pass Filter • Butterworth I & II order High Pass Filter
10	To design and implement using op-amp a RC Phase Shift Oscillator
11	To design and implement Mono-stable Multivibrator using 555 timer
12	To design and implement 4 - bit R-2R Digital to Analog Converter

Course outcomes (Course Skill Set):

After studying this course, students will be able to;

1. Sketch/draw circuit schematics, construct circuits, analyze and troubleshoot circuits containing op-amps, resistors, diodes, capacitors and independent sources.
2. Relate to the manufacturer's data sheets of IC 555 timer and IC µa741 op-amp.
3. Realize and verify the operation of analog integrated circuits like Amplifiers, Precision Rectifiers, Comparators and Waveform generators.
4. Design and implement analog integrated circuits like Oscillators, Active filters, Timer circuits, Data converters and compare the experimental results with theoretical values.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination (SEE).

Continuous Internal Evaluation (CIE):

CIE marks for the practical course is **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled downed to 30 marks (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8th week of the semester and the second test shall be conducted after the 14th week of the semester.
- In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book
- The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

SEE marks for the practical course is 50 Marks.

SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University

All laboratory experiments are to be included for practical examination.

(Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.

Students can pick one question (experiment) from the questions lot prepared by the internal /external examiners jointly.

Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

Change of experiment is allowed only once and 15% Marks allotted to the procedure part to be made zero.

The duration of SEE is 03 hours

Rubrics suggested in Annexure-II of Regulation book

Suggested Learning Resources:

Op-Amps and Linear Integrated Circuits, Ramakant A Gayakwad, 4th Edition, Pearson Education, 2018.

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E: Electronics & Communication Engineering / B.E: Electronics & Telecommunication Engineering
NEP, Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 – 22)

III Semester

LabVIEW Programming Basics			
Course Code	**21EC384**	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	0:0:2:0	SEE Marks	50
Credits	1	Exam Hours	03

Course objectives:

- Aware of various front panel controls and indicators.
- Connect and manipulate nodes and wires in the block diagram.
- Locate various toolbars and pull-down menus for the purpose of implementing specific functions.
- Locate and utilize the context help window.
- Familiar with LabVIEW and different applications using it.
- Run a Virtual Instrument (VI).

Sl.No	VI Programs (using LabVIEW software) to realize the following:
1	Basic arithmetic operations: addition, subtraction, multiplication and division
2	Boolean operations: AND, OR, XOR, NOT and NAND
3	Sum of 'n' numbers using 'for' loop
4	Factorial of a given number using 'for' loop
5	Determine square of a given number
6	Factorial of a given number using 'while 'loop
7	Sorting even numbers using 'while' loop in an array
8	Finding the array maximum and array minimum
	Demonstration Experiments (For CIE)
9	Build a Virtual Instrument that simulates a heating and cooling system. The system must be able to be controlled manually or automatically.
10	Build a Virtual Instrument that simulates a Basic Calculator (using formula node).
11	Build a Virtual Instrument that simulates a Water Level Detector.
12	Demonstrate how to create a basic VI which calculates the area and perimeter of a circle.

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

1. Use Lab VIEW to create data acquisition, analysis and display operations
2. Create user interfaces with charts, graph and buttons
3. Use the programming structures and data types that exist in Lab VIEW
4. Use various editing and debugging techniques

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course.

The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination (SEE).

Continuous Internal Evaluation (CIE):

CIE marks for the practical course is **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled downed to 30 marks (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8th week of the semester and the second test shall be conducted after the 14th week of the semester.
- In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book
- The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

SEE marks for the practical course is 50 Marks.

SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University

All laboratory experiments are to be included for practical examination.

(Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.

Students can pick one question (experiment) from the questions lot prepared by the internal /external examiners jointly.

Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

Change of experiment is allowed only once and 15% Marks allotted to the procedure part to be made zero.

The duration of SEE is 03 hours

Rubrics suggested in Annexure-II of Regulation book

Suggested Learning Resources:

1. Virtual Instrumentation using LABVIEW, Jovitha Jerome, PHI, 2011
2. Virtual Instrumentation using LABVIEW, Sanjay Gupta, Joseph John, TMH, McGraw Hill, Second Edition, 2011.

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E: Electronics & Communication Engineering / B.E: Electronics & Telecommunication Engineering
NEP, Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 – 22)

IV Semester

Maths for Communication Engineers			
Course Code	**21EC41**	CIE Marks	50
Teaching Hours/Week (L:T:P:S)	3:0:0:1	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E: Electronics & Communication Engineering / B.E: Electronics & Telecommunication Engineering
NEP, Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 – 22)

IV Semester

Digital Signal Processing			
Course Code	21EC42	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 8-10 Lab slots	Total Marks	100
Credits	04	Exam Hours	03

Course objectives:

1. **Preparation:** To prepare students with fundamental knowledge/ overview in the field of Digital Signal Processing
2. **Core Competence:** To equip students with a basic foundation of Signal Processing by delivering the basics of Discrete Fourier Transforms & their properties, design of filters and overview of digital signal processors

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. Lecture method (L) does not mean only traditional lecture method, but different type of teaching methods may be adopted to develop the outcomes.
2. Show Video/animation films to explain the different concepts of Digital Signal Processing
3. Encourage collaborative (Group) Learning in the class
4. Ask at least three HOTS (Higher order Thinking) questions in the class, which promotes critical thinking
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
6. Topics will be introduced in a multiple representation.
7. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.
9. Adopt Flipped class technique by sharing the materials / Sample Videos prior to the class and have discussions on the that topic in the succeeding classes
10. Give Programming Assignments

Module-1

Discrete Fourier Transforms (DFT): Frequency domain sampling and Reconstruction of Discrete Time Signals, The Discrete Fourier Transform, DFT as a linear transformation, Properties of the DFT: Periodicity, Linearity and Symmetry properties, Multiplication of two DFTs and Circular Convolution **[Text 1]**

Teaching-Learning Process	Chalk and Talk, YouTube videos, Programming assignments **RBT Level:** L1, L2, L3

Module-2

Additional DFT Properties, Linear filtering methods based on the DFT: Use of DFT in Linear Filtering, Filtering of Long data Sequences. Fast-Fourier-Transform (FFT) algorithms: Efficient Computation of the DFT: Radix-2 FFT algorithms for the computation of DFT and IDFT decimation in-time **[Text 1]**

Teaching-Learning Process	Chalk and Talk, YouTube videos, Programming assignments **RBT Level:** L1, L2, L3
Module-3	
Design of FIR Filters: Characteristics of practical frequency-selective filters, Symmetric and Anti-symmetric FIR filters, Design of Linear-phase FIR (low pass and High pass) filters using windows - Rectangular, Hamming, Hanning, Bartlett windows. Structure for FIR Systems: Direct form, Cascade form and Lattice structures **[Text1]**	
Teaching-Learning Process	Chalk and Talk, YouTube videos, Programming assignments **RBT Level:** L1, L2, L3
Module-4	
IIR Filter Design: Infinite Impulse response Filter Format, Bilinear Transformation Design Method, Analog Filters using Low pass prototype transformation, Normalized Butterworth Functions, Bilinear Transformation and Frequency Warping, Bilinear Transformation Design Procedure, Digital Butterworth (Lowpass and Highpass) Filter Design using BLT. Realization of IIR Filters in Direct form I and II **[Text 2]**	
Teaching-Learning Process	Chalk and Talk, YouTube videos, Programming assignments **RBT Level:** L1, L2, L3
Module-5	
Digital Signal Processors: DSP Architecture, DSP Hardware Units, Fixed point format, Floating point Format, IEEE Floating point formats, Fixed point digital signal processors, FIR and IIR filter implementations in Fixed point systems. **[Text 2]**	
Teaching-Learning Process	Chalk and Talk, YouTube videos, Programming assignments **RBT Level:** L1, L2, L3
PRACTICAL COMPONENT OF IPCC	
List of Programs to be implemented & executed using any programming languages like C++/Python/Java/Scilab / MATLAB/CC Studio (but not limited to) 1. Computation of N point DFT of a given sequence and to plot magnitude and phase spectrum. 2. Computation of circular convolution of two given sequences and verification of commutative, distributive and associative property of convolution. 3. Computation of linear convolution of two sequences using DFT and IDFT. 4. Computation of circular convolution of two given sequences using DFT and IDFT 5. Verification of Linearity property, circular time shift property & circular frequency shift property of DFT. 6. Verification of Parseval's theorem 7. Design and implementation of IIR (Butterworth) low pass filter to meet given specifications. 8. Design and implementation of IIR (Butterworth) high pass filter to meet given specifications. 9. Design and implementation of low pass FIR filter to meet given specifications. 10. Design and implementation of high pass FIR filter to meet given specifications. 11. To compute N- Point DFT of a given sequence using DSK 6713 simulator 12. To compute linear convolution of two given sequences using DSK 6713 simulator 13. To compute circular convolution of two given sequences using DSK 6713 simulator	
Course outcomes (Course Skill Set) At the end of the course the student will be able to: 1. Determine response of LTI systems using time domain and DFT techniques 2. Compute DFT of real and complex discrete time signals 3. Compute DFT using FFT algorithms 4. Design FIR and IIR Digital Filters 5. Design of Digital Filters using DSP processor	

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

CIE for the theory component of IPCC

Two Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Programming assignment at the end of 9th week of the semester, which can be implemented using programming languages like C++/Python/Java/Scilab

Scaled-down marks of two tests and two assignments added will be CIE marks for the theory component of IPCC for **30 marks.**

CIE for the practical component of IPCC

- On completion of every experiment/program in the laboratory, the students shall be evaluated and marks shall be awarded on the same day. The **15 marks** are for conducting the experiment and preparation of the laboratory record, the other **05 marks shall be for the test** conducted at the end of the semester.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to 15 marks.
- The laboratory test **(duration 03 hours)** at the end of the 15th week of the semester /after completion of all the experiments (whichever is early) shall be conducted for 50 marks and scaled down to 05 marks**.**

Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **20 marks.**

SEE for IPCC

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (duration 03 hours)

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
- The students have to answer 5 full questions, selecting one full question from each module.

The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper shall include questions from the practical component.

- The minimum marks to be secured in CIE to appear for SEE shall be the 12 (40% of maximum marks-30) in the theory component and 08 (40% of maximum marks -20) in the practical component. The laboratory component of the IPCC shall be for CIE only. However, in SEE, the questions from the laboratory component shall be included**.** The maximum of 04/05 questions to be set from the practical component of IPCC, the total marks of all questions should not be more than the 20 marks.

SEE will be conducted for 100 marks and students shall secure 35% of the maximum marks to qualify in the SEE. Marks secured will be scaled down to 50.

Suggested Learning Resources:
Text Books: 1. Proakis & Manolakis, "Digital Signal Processing - Principles Algorithms & Applications", 4th Edition, Pearson education, New Delhi, 2007. ISBN: 81-317-1000-9. 2. Li Tan, Jean Jiang, "Digital Signal processing - Fundamentals and Applications", Academic Press, 2013, ISBN: 978-0-12-415893. **Reference Books:** 1. Sanjit K Mitra, "Digital Signal Processing, A Computer Based Approach", 4th Edition, McGraw Hill Education, 2013, 2. Oppenheim & Schaffer, "Discrete Time Signal Processing", PHI, 2003. 3. D Ganesh Rao and Vineeth P Gejji, "Digital Signal Processing" Cengage India Private Limited, 2017, ISBN: 9386858231
Web links and Video Lectures (e-Resources):
By Prof. S. C. Dutta Roy, IIT Delhi https://nptel.ac.in/courses/117102060
Activity Based Learning (Suggested Activities in Class)/ Practical Based learning Programming Assignments / Mini Projects can be given to improve programming skills

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E: Electronics & Communication Engineering / B.E: Electronics & Telecommunication Engineering
NEP, Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 – 22)

IV Semester

Circuits & Controls			
Course Code	**21EC43**	CIE Marks	50
Teaching Hours/Week (L: T: P: S)	(3:0:2:0)	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 12 Lab slots	Total Marks	100
Credits	04	Exam Hours	03

Course objectives: This course will enable students to:

1. Apply mesh and nodal techniques to solve an electrical network.
2. Solve different problems related to Electrical circuits using Network Theorems and Two port network.
3. Familiarize with the use of Laplace transforms to solve network problems.
4. Understand basics of control systems and design mathematical models using block diagram reduction, SFG, etc.
5. Understand Time domain and Frequency domain analysis.
6. Familiarize with the State Space Model of the system.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

- Lecture method (L) does not mean only traditional lecture method, but different type of teaching methods may be adopted to develop the outcomes.
- Show Video/animation films to explain the different concepts of Linear Algebra & Signal Processing.
- Encourage collaborative (Group) Learning in the class .
- Ask at least three HOTS (Higher order Thinking) questions in the class, which promotes critical thinking.
- Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
- Topics will be introduced in a multiple representation.
- Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
- Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.
- Adopt Flipped class technique by sharing the materials / Sample Videos prior to the class and have discussions on the that topic in the succeeding classes.
- Give Programming Assignments.

Module-1

Basic concepts and network theorems

Types of Sources, Loop analysis, Nodal analysis with independent DC and AC Excitations.
(Textbook 1: 2.3, 4.1, 4.2, 4.3, 4.4, 10.6)
Super position theorem, Thevenin's theorem, Norton's Theorem, Maximum Power transfer Theorem. (Textbook 2: 9.2, 9.4, 9.5, 9.7)

Teaching-Learning Process	Chalk and Talk, YouTube videos, Demonstrate the concepts using circuits **RBT Level:** L1, L2, L3

Module-2	
Two port networks: Short- circuit Admittance parameters, Open- circuit Impedance parameters, Transmission parameters, Hybrid parameters (Textbook 3: 11.1, 11.2, 11.3, 11.4, 11.5) **Laplace transform and its Applications**: Step Ramp, Impulse, Solution of networks using Laplace transform, Initial value and final value theorem (Textbook 3: 7.1, 7.2, 7.4, 7.7, 8.4)	
Teaching-Learning Process	Chalk and Talk **RBT Level:** L1, L2, L3
Module-3	
Basic Concepts and representation: Types of control systems, effect of feedback systems, differential equation of physical systems (only electrical systems), Introduction to block diagrams, transfer functions, Signal Flow Graphs (Textbook 4: Chapter 1.1, 2.2, 2.4, 2.5, 2.6)	
Teaching-Learning Process	Chalk and Talk, YouTube videos **RBT Level:** L1, L2, L3
Module-4	
Time Response analysis: Time response of first order systems. Time response of second order systems, time response specifications of second order systems (Textbook 4: Chapter 5.3, 5.4) **Stability Analysis:** Concepts of stability necessary condition for stability, Routh stability criterion, relative stability Analysis (Textbook 4: Chapter 5.3, 5.4, 6.1, 6.2, 6.4, 6.5)	
Teaching-Learning Process	Chalk and Talk, Any software tool to show time response **RBT Level:** L1, L2, L3
Module-5	
Root locus: Introduction the root locus concepts, construction of root loci (Textbook 4: 7.1, 7.2, 7.3) **Frequency Domain analysis and stability**: Correlation between time and frequency response and Bode plots (Textbook 4: 8.1, 8.2, 8.4) **State Variable Analysis:** Introduction to state variable analysis: Concepts of state, state variable and state models. State model for Linear continuous –Time systems, solution of state equations. (Textbook 4: 12.2, 12.3, 12.6)	
Teaching-Learning Process	Chalk and Talk, Any software tool to plot Root locus, Bode plot **RBT Level:** L1, L2, L3

PRACTICAL COMPONENT OF IPCC

Using suitable hardware and simulation software, demonstrate the operation of the following circuits:

Sl.No	Experiments
1	Verification of Superposition theorem
2	Verification of Thevenin's theorem
3	Speed torque characteristics of i)AC Servomotor ii) DC Servomotors
4	Determination of time response specification of a second order Under damped System, for different damping factors.
5	Determination of frequency response of a second order System
6	Determination of frequency response of a lead lag compensator
7	Using Suitable simulation package study of speed control of DC motor using i) Armature control ii) Field control

8	Using suitable simulation package, draw Root locus & Bode plot of the given transfer function.
Demonstration Experiments (For CIE only, not for SEE)	
9	Using suitable simulation package, obtain the time response from state model of a system.
10	Implementation of PI, PD Controllers.
11	Implement a PID Controller and hence realize an Error Detector.
12	Demonstrate the effect of PI, PD and PID controller on the system response.

Course Outcomes

At the end of the course the student will be able to:

1. Analyse and solve Electric circuit, by applying, loop analysis, Nodal analysis and by applying network Theorems.
2. Evaluate two port parameters of a network and Apply Laplace transforms to solve electric networks.
3. Deduce transfer function of a given physical system, from differential equation representation or Block Diagram representation and SFG representation.
4. Calculate time response specifications and analyse the stability of the system.
5. Draw and analyse the effect of gain on system behaviour using root loci.
6. Perform frequency response Analysis and find the stability of the system.
7. Represent State model of the system and find the time response of the system.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

CIE for the theory component of IPCC

Two Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Scaled-down marks of two tests and two assignments added will be CIE marks for the theory component of IPCC for **30 marks**.

CIE for the practical component of IPCC

- On completion of every experiment/program in the laboratory, the students shall be evaluated and marks shall be awarded on the same day. The **15 marks** are for conducting the experiment and preparation of the laboratory record, the other **05 marks shall be for the test** conducted at the end of the semester.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to 15 marks.
- The laboratory test **(duration 03 hours)** at the end of the 15th week of the semester /after completion of all the experiments (whichever is early) shall be conducted for 50 marks and

scaled down to 05 marks**.**

Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **20 marks**.

SEE for IPCC

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (duration 03 hours)

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
- The students have to answer 5 full questions, selecting one full question from each module.

The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper shall include questions from the practical component.

- The minimum marks to be secured in CIE to appear for SEE shall be the 12 (40% of maximum marks-30) in the theory component and 08 (40% of maximum marks -20) in the practical component. The laboratory component of the IPCC shall be for CIE only. However, in SEE, the questions from the laboratory component shall be included**.** The maximum of 04/05 questions to be set from the practical component of IPCC, the total marks of all questions should not be more than the 20 marks.

SEE will be conducted for 100 marks and students shall secure 35% of the maximum marks to qualify in the SEE. Marks secured out of 100 shall be reduced proportionally to 50.

Suggested Learning Resources:

Text Books

1. Engineering circuit analysis, William H Hayt, Jr, Jack E Kemmerly, Steven M Durbin, Mc Graw Hill Education, Indian Edition 8e.
2. Networks and Systems, D Roy Choudhury, New age international Publishers, second edition.
3. Network Analysis, M E Van Valkenburg, Pearson, 3e.
4. Control Systems Engineering, I J Nagrath, M. Gopal, New age international Publishers, Fifth edition.

Web links and Video Lectures (e-Resources):

- https://nptel.ac.in/courses/108106098
- https://nptel.ac.in/courses/108102042

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Programming Assignments / Mini Projects can be given to improve programming skills

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E: Electronics & Communication Engineering / B.E: Electronics & Telecommunication Engineering
NEP, Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 – 22)

IV Semester

Communication Theory			
Course Code	**21EC44**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:1	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives: This course will enable students to

- Understand and analyse concepts of Analog Modulation schemes viz; AM, FM., Low pass sampling and Quantization as a random process.
- Understand and analyse concepts digitization of signals viz; sampling, quantizing and encoding.
- Evolve the concept of SNR in the presence of channel induced noise and study Demodulation of analog modulated signals.
- Evolve the concept of quantization noise for sampled and encoded signals and study the concepts of reconstruction from these samples at a receiver.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. Lecture method (L) does not mean only traditional lecture method, but different type of teaching methods may be adopted to develop the outcomes.
2. Show Video/animation films to explain evolution of communication technologies.
3. Encourage collaborative (Group) Learning in the class.
4. Ask at least three HOTS (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
6. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
7. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

AMPLITUDE MODULATION: Introduction, Amplitude Modulation: Time & Frequency Domain description, Switching modulator, Envelop detector.

DOUBLE SIDE BAND-SUPPRESSED CARRIER MODULATION: Time and Frequency Domain description, Ring modulator, Coherent detection, Costas Receiver, Quadrature Carrier Multiplexing.

SINGLE SIDE–BAND AND VESTIGIAL SIDEBAND METHODS OF MODULATION: SSB Modulation, VSB Modulation, Frequency Translation, Frequency Division Multiplexing, Theme Example: VSB Transmission of Analog and Digital Television.

[Text1: 3.1 to 3.8]

Teaching-Learning Process	Chalk and talk method, Power Point Presentation. **Self-study topics:** Properties of the Fourier Transform, Dirac Delta Function. **RBT Level:** L1, L2, L3

Module-2

ANGLE MODULATION: Basic definitions, Frequency Modulation: Narrow Band FM, Wide Band FM, Transmission bandwidth of FM Signals, Generation of FM Signals, Demodulation of FM Signals, FM Stereo Multiplexing, Phase–Locked Loop: Nonlinear model of PLL, Linear model of PLL, Nonlinear Effects in FM

Systems. The Superheterodyne Receiver [Text1: 4.1 to 4.6]	
Teaching-Learning Process	Chalk and talk method, Power Point Presentation, YouTube videos. **Self-study topics:** FM Broadcasting System [Ref1] **RBT Level:** L1, L2, L3
Module-3	
NOISE: Shot Noise, Thermal noise, White Noise, Noise Equivalent Bandwidth. **NOISE IN ANALOG MODULATION:** Introduction, Receiver Model, Noise in DSB-SC receivers. Noise in AM receivers, Threshold effect, Noise in FM receivers, Capture effect, FM threshold effect, FM threshold reduction, Preemphasis and De-emphasis in FM (Text1: 5.10, 6.1 to 6.6)	
Teaching-Learning Process	Chalk and talk method, Power Point Presentation, YouTube videos. **Self-study topics:** Mean, Correlation and Covariance functions of Random Processes **RBT Level:** L1, L2, L3
Module-4	
SAMPLING AND QUANTIZATION: Introduction, Why Digitize Analog Sources? The Low pass Sampling process Pulse Amplitude Modulation. Time Division Multiplexing, Pulse-Position Modulation, Generation of PPM Waves, Detection of PPM Waves. (Text1: 7.1 to 7.7)	
Teaching-Learning Process	Chalk and talk method, Power Point Presentation, YouTube videos. **Self-study topics:** T1 carrier systems [Ref1] **RBT Level:** L1, L2, L3
Module-5	
SAMPLING AND QUANTIZATION (Contd): The Quantization Random Process, Quantization Noise, Pulse–Code Modulation: Sampling, Quantization, Encoding, Regeneration, Decoding, Filtering, Multiplexing; Delta Modulation (Text1: 7.8 to 7.10), Application examples - (a) Video + MPEG (Text1:7.11) and (b) Vocoders (refer Section 6.8 of Reference Book 1)	
Teaching-Learning Process	Chalk and talk method, Power Point Presentation, YouTube videos. **Self-study topics:** Digital Multiplexing. [Ref1] **RBT Level:** L1, L2, L3

Course Outcomes (Course Skill Set)

At the end of the course the student will be able to:

1. Understand the amplitude and frequency modulation techniques and perform time and frequency domain transformations.
2. Identify the schemes for amplitude and frequency modulation and demodulation of analog signals and compare the performance.
3. Characterize the influence of channel noise on analog modulated signals.
4. Understand the characteristics of pulse amplitude modulation, pulse position modulation and pulse code modulation systems.
5. Illustration of digital formatting representations used for Multiplexers, Vocoders and Video transmission.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5^{th} week of the semester
2. Second test at the end of the 10^{th} week of the semester
3. Third test at the end of the 15^{th} week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4^{th} week of the semester
5. Second assignment at the end of 9^{th} week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13^{th} week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module. Marks scored out of 100 shall be proportionally reduced to 50 marks

Suggested Learning Resources:

Books

1. Simon Haykins & Moher, Communication Systems, 5^{th} Edition, John Wiley, India Pvt. Ltd, 2010, ISBN 978 – 81 – 265 – 2151 – 7.

Reference Books

1. B P Lathi and Zhi Ding, Modern Digital and Analog Communication Systems, Oxford University Press., 4^{th} edition, 2010, ISBN: 97801980738002.
2. Simon Haykins, An Introduction to Analog and Digital Communication, John Wiley India Pvt. Ltd., 2008, ISBN 978–81–265–3653–5.
3. H Taub & D L Schilling, Principles of Communication Systems, TMH, 2011.

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E: Electronics & Communication Engineering / B.E: Electronics & Telecommunication Engineering
NEP, Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 – 22)

IV Semester

Communication Laboratory I			
Course Code	**21ECL46**	CIE Marks	50
Teaching Hours/Week (L: T: P: S)	0:0:2:0	SEE Marks	50
Credits	1	Exam Hours	3

Course objectives:

This laboratory course enables students to

- Model an analog communication system signal transmission and reception.
- Realize the electronic circuits to perform analog and pulse modulations and demodulations.
- Verify the sampling theorem and relate the signal and its spectrum before and after sampling.
- Understand the process of PCM and delta modulations.
- Understand the PLL operation.

Sl.No.	Experiments
1	Design of active second order Butterworth low pass and high pass filters.
2	Amplitude Modulation and Demodulation of (a) Standard AM and (b) DSBSC (LM741 and LF398 ICs can be used)
3	Frequency modulation and demodulation
4	Design and test Time Division Multiplexing and Demultiplexing of two bandlimited signals.
5	Design and test i) Pulse sampling, flat top sampling and reconstruction. ii) Pulse amplitude modulation and demodulation.
6	Design and test BJT/FET Mixer
7	Pulse Code Modulation and demodulation
8	Phase locked loop Synthesis
9	Illustration of (a) AM modulation and demodulation and display the signal and its spectrum. (b) DSB-SC modulation and demodulation and display the signal and its spectrum. (Use MATLAB/SCILAB)
10	Illustration of FM modulation and demodulation and display the signal and its spectrum. (Use MATLAB/SCILAB)
11	Illustrate the process of sampling and reconstruction of low pass signals. Display the signals and its spectrums of both analog and sampled signals. (Use MATLAB/SCILAB).
12	Illustration of Delta Modulation and the effects of step size selection in the design of DM encoder. (Use MATLAB/SCILAB)

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

1. Demonstrate the AM and FM modulation and demodulation by representing the signals in time and frequency domain.
2. Design and test the sampling, Multiplexing and PAM with relevant circuits.
3. Demonstrate the basic circuitry and operations used in AM and FM receivers.
4. Illustrate the operation of PCM and delta modulations for different input conditions.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination (SEE).

Continuous Internal Evaluation (CIE):

CIE marks for the practical course is **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled downed to 30 marks (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8th week of the semester and the second test shall be conducted after the 14th week of the semester.
- In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book
- The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

SEE marks for the practical course is 50 Marks.

SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University

All laboratory experiments are to be included for practical examination.

(Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.

Students can pick one question (experiment) from the questions lot prepared by the internal /external examiners jointly.

Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by

examiners.
General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners).
Change of experiment is allowed only once and 15% Marks allotted to the procedure part to be made zero.
The duration of SEE is 03 hours.

Rubrics suggested in Annexure-II of Regulation book

Suggested Learning Resources:

1. Louis E Frenzel, Principles of Electronic Communication Systems, McGraw Hill Education (India) Private Limited, 2016.
2. B P Lathi, Zhi Ding, Modern Digital and Analog Communication Systems, Oxford University Press, 2015.

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E: Electronics & Communication Engineering / B.E: Electronics & Telecommunication Engineering
NEP, Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 – 22)

IV Semester

Embedded C Basics			
Course Code	**21EC481**	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	0:0:2:0	SEE Marks	50
Credits	1	Exam Hours	3

Course objectives:

- Understand the basic programming of Microprocessor and microcontroller.
- To develop the microcontroller-based programs for various applications.

Sl.No	Experiments
	Conduct the following experiments by writing C Program using Keil microvision simulator (any 8051 microcontroller can be chosen as the target).
1	Write a 8051 C program to multiply two 16 bit binary numbers.
2	Write a 8051 C program to find the sum of first 10 integer numbers.
3	Write a 8051 C program to find factorial of a given number.
4	Write a 8051 C program to add an array of 16 bit numbers and store the 32 bit result in internal RAM
5	Write a 8051 C program to find the square of a number (1 to 10) using look-up table.
6	Write a 8051 C program to find the largest/smallest number in an array of 32 numbers
7	Write a 8051 C program to arrange a series of 32 bit numbers in ascending/descending order
8	Write a 8051 C program to count the number of ones and zeros in two consecutive memory locations.
9	Write a 8051 C program to scan a series of 32 bit numbers to find how many are negative.
10	Write a 8051 C program to display “Hello World” message (either in simulation mode or interface an LCD display).
11	Write a 8051 C program to convert the hexadecimal data 0xCFh to decimal and display the digits on ports P0, P1 and P2 (port window in simulator).

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

1. Write C programs in 8051 for solving simple problems that manipulate input data using different instructions of 8051 C.
2. Develop testing and experimental procedures on 8051 Microcontroller, analyze their operation under different cases.
3. Develop programs for 8051 Microcontroller to implement real world problems.
4. Design and Develop Mini projects

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination (SEE).

Continuous Internal Evaluation (CIE):
CIE marks for the practical course is **50 Marks**. The split-up of CIE marks for record/ journal and test are in the ratio **60:40**. Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session. Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks. Total marks scored by the students are scaled downed to 30 marks (60% of maximum marks). Weightage to be given for neatness and submission of record/write-up on time. Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8th week of the semester and the second test shall be conducted after the 14th week of the semester. In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce. The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks). The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.
Semester End Evaluation (SEE):
SEE marks for the practical course is 50 Marks. SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University All laboratory experiments are to be included for practical examination. (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners. Students can pick one question (experiment) from the questions lot prepared by the internal /external examiners jointly. Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners. General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners) Change of experiment is allowed only once and 15% Marks allotted to the procedure part to be made zero. The duration of SEE is 03 hours Rubrics suggested in Annexure-II of Regulation book
Suggested Learning Resources:
"The 8051 Microcontroller: Hardware, Software and Applications", V Udayashankara and M S Mallikarjuna Swamy, McGraw Hill Education, 1st edition, 2017.

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E: Electronics & Communication Engineering / B.E: Electronics & Telecommunication Engineering
NEP, Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 – 22)

IV Semester

C++ Basics			
Course Code	**21EC482**	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	0:0:2:0	SEE Marks	50
Credits	1	Exam Hours	03

Course objectives:

- Understand object-oriented programming concepts, and apply them in solving problems.
- To create, debug and run simple C++ programs.
- Introduce the concepts of functions, friend functions, inheritance, polymorphism and function overloading.
- Introduce the concepts of exception handling and multithreading.

Sl.No	Experiments
1	Write a C++ program to find largest, smallest & second largest of three numbers using inline functions MAX & Min.
2	Write a C++ program to calculate the volume of different geometric shapes like cube, cylinder and sphere using function overloading concept.
3	Define a STUDENT class with USN, Name & Marks in 3 tests of a subject. Declare an array of 10 STUDENT objects. Using appropriate functions, find the average of the two better marks for each student. Print the USN, Name & the average marks of all the students.
4	Write a C++ program to create class called MATRIX using two-dimensional array of integers, by overloading the operator == which checks the compatibility of two matrices to be added and subtracted. Perform the addition and subtraction by overloading + and – operators respectively. Display the results by overloading the operator <<. If (m1 == m2) then m3 = m1 + m2 and m4 = m1 – m2 else display error
5	Demonstrate simple inheritance concept by creating a base class FATHER with data members: *First Name, Surname, DOB & bank Balance* and creating a derived class SON, which inherits: Surname & Bank Balance feature from base class but provides its own feature: First Name & DOB. Create & initialize F1 & S1 objects with appropriate constructors & display the FATHER & SON details.
6	Write a C++ program to define class name FATHER & SON that holds the income respectively. Calculate & display total income of a family using Friend function.
7	Write a C++ program to accept the student detail such as name & 3 different marks by get_data() method & display the name & average of marks using display() method. Define a friend function for calculating the average marks using the method mark_avg().
8	Write a C++ program to explain virtual function (Polymorphism) by creating a base class polygon which has virtual function areas two classes rectangle & triangle derived from polygon & they have area to calculate & return the area of rectangle & triangle respectively.
9	Design, develop and execute a program in C++ based on the following requirements: An EMPLOYEE class containing data members & members functions: i) Data members: employee number (an integer), Employee_ Name (a string of characters), Basic_ Salary (in integer), All_ Allowances (an integer), Net_Salary (an integer). (ii) Member functions: To read the data of an employee, to calculate Net_Salary & to print the values of all the data members. (All_Allowances = 123% of Basic, Income Tax (IT) =30% of gross salary (=basic_ Salary_All_Allowances_IT).
10	Write a C++ program with different class related through multiple inheritance & demonstrate the use of different access specified by means of members variables & members functions.
11	Write a C++ program to create three objects for a class named count object with data members

	such as roll_no & Name. Create a members function set_data ( ) for setting the data values & display ( ) member function to display which object has invoked it using „this" pointer.
12	Write a C++ program to implement exception handling with minimum 5 exceptions classes including two built in exceptions.

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

1. Write C++ program to solve simple and complex problems
2. Apply and implement major object-oriented concepts like message passing, function overloading, operator overloading and inheritance to solve real-world problems.
3. Use major C++ features such as Templates for data type independent designs and File I/O to deal with large data set.
4. Analyze, design and develop solutions to real-world problems applying OOP concepts of C++

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination (SEE).

Continuous Internal Evaluation (CIE):

CIE marks for the practical course is **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled downed to 30 marks (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8th week of the semester and the second test shall be conducted after the 14th week of the semester.
- In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book
- The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

SEE marks for the practical course is 50 Marks.

SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University

All laboratory experiments are to be included for practical examination.

(Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.

Students can pick one question (experiment) from the questions lot prepared by the internal /external examiners jointly.

Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and

result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners) Change of experiment is allowed only once and 15% Marks allotted to the procedure part to be made zero. The duration of SEE is 03 hours Rubrics suggested in Annexure-II of Regulation book
Suggested Learning Resources: 1. Object oriented programming in TURBO C++, Robert Lafore, Galgotia Publications, 2002 2. The Complete Reference C++, Herbert Schildt, 4th Edition, Tata McGraw Hill, 2003. 3. Object Oriented Programming with C++, E Balaguruswamy, 4th Edition, Tata McGraw Hill, 2006.

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E: Electronics & Communication Engineering / B.E: Electronics & Telecommunication Engineering
NEP, Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 – 22)

IV Semester

Octave / Scilab for Signals			
Course Code	**21EC483**	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	0:0:2:0	SEE Marks	50
Credits	1	Exam Hours	03

Course objectives:

1. **Preparation**: To prepare students with fundamental knowledge/ overview in the field of signals and processing.
2. **Core Competence**: To equip students with a basic foundation in electronic engineering and mathematics fundamentals required for comprehending the operation and application of signal processing.
3. **Professionalism & Learning Environment**: To inculcate in students an ethical and professional attitude by providing an academic environment inclusive of effective communication, teamwork, ability to relate engineering issues to a broader social context, and life-long learning needed for a successful professional career.

Sl.No	Experiments
1	Verify the Sampling theorem.
2	Determine linear convolution, Circular convolution and Correlation of two given sequences. Verify the result using theoretical computations.
3	Determine the linear convolution of two given point sequences using FFT algorithm. Verify the result using theoretical computations.
4	Determine the correlation using FFT algorithm. Verify the result using theoretical computations.
5	Determine the spectrum of the given sequence using FFT. Verify the result using theoretical computations.
6	Design and test FIR filter using Windowing method (Hamming, Hanning and Rectangular window) for the given order and cut-off frequency.
7	Design and test IIR Butterworth 1st and 2nd order low & high pass filter.
8	Design and test IIR Chebyshev 1st and 2nd order low & high pass filter.
9	Generation of an AM – Suppressed Carrier Wave & visualization of the time domain and frequency domain plots.
10	Generation and visualization of standard test signals (both continuous and discrete time).
11	Generation and visualization of audio signal (pre-recorded) and generation of echo.
12	Generation and visualization of the STFT of a chirp (and other related) signal.

Course outcomes (Course Skill Set):
At the end of the course the student will be able to:

- Demonstrate the DSP concepts on signal generation and sampling using Scilab/Octave
- Design and verify the computation of discrete signals using Scilab/Octave.
- Demonstrate and verify the application of FFT/DFT algorithm for a given signal using Scilab/Octave.
- Design and demonstrate programs to evaluate different types of low and high pass FIR filters using Scilab/Octave.
- Design, demonstrate and visualize different real world signals using Scilab/Octave programs.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination (SEE).

Continuous Internal Evaluation (CIE):

CIE marks for the practical course is **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.

Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.

Total marks scored by the students are scaled downed to 30 marks (60% of maximum marks).

Weightage to be given for neatness and submission of record/write-up on time.

Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8th week of the semester and the second test shall be conducted after the 14th week of the semester.

In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.

The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book

The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

SEE marks for the practical course is 50 Marks.

SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University

All laboratory experiments are to be included for practical examination.

(Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.

Students can pick one question (experiment) from the questions lot prepared by the internal /external examiners jointly.

Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

Change of experiment is allowed only once and 15% Marks allotted to the procedure part to be made zero.

The duration of SEE is 03 hours

Rubrics suggested in Annexure-II of Regulation book

Suggested Learning Resources:

Digital Signal Processing Using MATLAB, John G Proakis and Vinay K Ingle, Cengage Learning, 2011

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E: Electronics & Communication Engineering / B.E: Electronics & Telecommunication Engineering
NEP, Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 – 22)

IV Semester

DAQ using LabVIEW			
Course Code	21EC484	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	0:0:2:0	SEE Marks	50
Credits	1	Exam Hours	03

Course objectives:

- Process the knowledge of loop constructs.
- Fundamentals of graphical programming and use LabVIEW modules
- Implement 'Timing' functions.
- Input algebraic formulas via 'Formula Nodes' and 'Expression Nodes'.

Sl.No	Experiments
1	Data acquisition using LabVIEW for temperature measurement with thermocouple.
2	Data acquisition using LabVIEW for temperature measurement with AD590.
3	Data acquisition using LabVIEW for temperature measurement with RTD.
4	Data acquisition using LabVIEW for temperature measurement with Thermistor.
5	Creation of a CRO using LabVIEW and measurement of frequency and amplitude from external source.
6	Create function generator using LabVIEW and display the amplitude and frequency on CRO (externally connected)
7	Demonstrate amplitude modulation considering modulating and carrier wave from external source.
8	Interface LEDs to DAQ output and implement counter.
9	Data acquisition using LabVIEW for load / strain measurement using suitable transducers.
10	Demonstrate binary to grey code converter (& vice versa) using DAQ card.
11	Data acquisition using LabVIEW for distance/humidity measurement using suitable transducers.
12	Reading audio input with Microphones and output using DAQ card.

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

1. Build temperature indicating instruments using LabVIEW (NI DAQ)
2. Interface peripheral devices/instruments to LabVIEW
3. Build LabVIEW modules to sense and process audio inputs
4. Apply programming structures, data types, and the analysis and signal processing algorithms in LabVIEW
5. Debug and troubleshoot applications

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course.

The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination (SEE).

Continuous Internal Evaluation (CIE):

CIE marks for the practical course is **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled downed to 30 marks (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8th week of the semester and the second test shall be conducted after the 14th week of the semester.
- In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book
- The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

SEE marks for the practical course is 50 Marks.

SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University

All laboratory experiments are to be included for practical examination.

(Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.

Students can pick one question (experiment) from the questions lot prepared by the internal /external examiners jointly.

Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

Change of experiment is allowed only once and 15% Marks allotted to the procedure part to be made zero.

The duration of SEE is 03 hours

Rubrics suggested in Annexure-II of Regulation book

Suggested Learning Resources:

1. Virtual Instrumentation using LABVIEW, Jovitha Jerome, PHI, 2011
2. Virtual Instrumentation using LABVIEW, Sanjay Gupta, Joseph John, TMH, McGraw Hill, Second Edition, 2011.

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E: Electronics & Communication Engineering / B.E: Electronics & Telecommunication Engineering
NEP, Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 – 22)

V Semester

Digital Communication			
Course Code	**21EC51**	CIE Marks	50
Teaching Hours/Week (L:T:P:S)	3:0:0:1	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives:

- Understand the concept of signal processing of digital data and signal conversion to symbols at the transmitter and receiver.
- Compute performance metrics and parameters for symbol processing and recovery in ideal and corrupted channel conditions.
- Understand the principles of spread spectrum communications.
- Understand the basic principles of information theory and various source coding techniques.
- Build a comprehensive knowledge about various Source and Channel Coding techniques.
- Discuss the different types of errors and error detection and controlling codes used in the communication channel.
- Understand the concepts of convolution codes and analyze the code words using time domain and transform domain approach.

Teaching-Learning Process (General Instructions)

The sample strategies, which the teacher can use to accelerate the attainment of the various course outcomes are listed in the following:

1. Lecture method (L) does not mean only the traditional lecture method, but a different type of teaching method may be adopted to develop the outcomes.
2. Arrange visits to nearby PSUs such as BHEL, BEL, ISRO, etc., and small-scale communication industries.
3. Show Video/animation films to explain the functioning of various modulation techniques, Channel, and source coding.
4. Encourage collaborative (Group) Learning in the class
5. Ask at least three HOTS (Higher-order Thinking) questions in the class, which promotes critical thinking
6. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize & analyze information rather than simply recall it.
7. Topics will be introduced in multiple representations.
8. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
9. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Digital Modulation Techniques: Phase shift Keying techniques using coherent detection: generation, detection and error probabilities of BPSK and QPSK, M–ary PSK, M–ary QAM. Frequency shift keying techniques using Coherent detection: BFSK generation, detection and error probability. Non coherent orthogonal modulation techniques: BFSK, DPSK Symbol representation, Block diagrams treatment of Transmitter and Receiver, Probability of error (without derivation of probability of error equation).

Teaching-Learning Process	Chalk and talk method, Simulation of modulation techniques, Power Point Presentation, YouTube videos Animation of BPSK, QPSK, BFSK and DPSK. Problems on Generation and detection of DPSK, QPSK. **Self-study topic**: Minimum shift keying and Non-coherent BFSK **RBT Level:** L1, L2, L3

Module-2	
Signalling Communication through Band Limited AWGN Channels: **Signalling over AWGN Channels-** Introduction, Geometric representation of signals, Gram- Schmidt Orthogonalization procedure, Conversion of the continuous AWGN channel into a vector channel (without statistical characterization), Optimum receivers using coherent detection: ML Decoding, Correlation receiver, matched filter receiver. **Signal design for Band limited Channels**: Design of band limited signals for zero lSI-The Nyquist Criterion (statement only), Design of band limited signals with controlled lSI-Partial Response signals, Probability of error for detection of Digital PAM: Symbol-by-Symbol detection of data with controlled lSI.	
Teaching-Learning Process	Chalk & talk method, PowerPoint Presentation, YouTube videos **Self-study topics**: Maximum Likelihood detection, Channel equalization **RBT Level:** L1, L2, L3
Module-3	
Principles of Spread Spectrum: Spread Spectrum Communication Systems: Model of a Spread Spectrum Digital Communication System, Direct Sequence Spread Spectrum Systems, Effect of De-spreading on a narrowband Interference, Probability of error (statement only), Some applications of DS Spread Spectrum Signals, Generation of PN Sequences, Frequency Hopped Spread Spectrum, CDMA based on IS-95.	
Teaching-Learning Process	Chalk & talk method, Seminar about security issues in communication systems **RBT Level:** L1, L2, L3
Module-4	
Introduction to Information Theory: Measure of information, Average information content of symbols in long independent sequences. **Source Coding:** Encoding of the Source Output, Shannon's Encoding Algorithm, Shannon-Fano Encoding Algorithm, Huffman coding. **Error Control Coding:** Introduction, Examples of Error control coding, methods of Controlling Errors, Types of Errors, types of Codes.	
Teaching-Learning Process	Chalk and talk method, Problems on source coding, error control codes **RBT Level:** L1, L2, L3
Module-5	
Linear Block Codes: Matrix description of Linear Block Codes, Error Detection & Correction capabilities of Linear Block Codes, Single error correction Hamming code, Table lookup Decoding using Standard Array. **Convolution codes:** Convolution Encoder, Time domain approach, Transform domain approach, Code Tree, Trellis and State Diagram.	
Teaching-Learning Process	Chalk and talk method, Animation of convolution encoders **RBT Level:** L1, L2, L3
Course outcomes (Course Skill Set) At the end of the course the student will be able to: 1. Analyze different digital modulation techniques and choose the appropriate modulation technique for the given specifications. 2. Test and validate symbol processing and performance parameters at the receiver under ideal and corrupted bandlimited channels. 3. Differentiate various spread spectrum schemes and compute the performance parameters of communication system. 4. Apply the fundamentals of information theory and perform source coding for given message 5. Apply different encoding and decoding techniques with error Detection and Correction.	
Assessment Details (both CIE and SEE)	

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module. Marks scored out of 100 shall be proportionally reduced to 50 marks

Suggested Learning Resources:

Text Books:

1. Simon Haykin, "Digital Communication Systems", John Wiley & sons, First Edition, 2014, ISBN 978-0-471-64735-5.
2. John G Proakis and Masoud Salehi, "Fundamentals of Communication Systems", 2014 Edition, Pearson Education, ISBN 978-8-131-70573-5.
3. K Sam Shanmugam, "Digital and analog communication systems", John Wiley India Pvt. Ltd, 1996.
4. Hari Bhat, Ganesh Rao, "Information Theory and Coding", Cengage, 2017.
5. Todd K Moon, "Error Correction Coding", Wiley Std. Edition, 2006.

Reference Books:

1. Bernard Sklar, "Digital Communications – Fundamentals and Applications", Second Edition, Pearson Education, 2016, ISBN: 9780134724058.
2. K Sam Shanmugam, "Digital and analog communication systems", John Wiley India Pvt. Ltd, 1996.

Web links and Video Lectures (e-Resources)

- https://nptel.ac.in/courses/108102096

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E: Electronics & Communication Engineering / B.E: Electronics & Telecommunication Engineering
NEP, Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 – 22)

V Semester

Computer Communication Networks			
Course Code	**21EC53**	CIE Marks	50
Teaching Hours/Week (L:T:P:S)	3:0:0:1	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives: This course will enable students to:

1. Understand the layering architecture of OSI reference model and TCP/IP protocol suite.
2. Understand the protocols associated with each layer.
3. Learn the different networking architectures and their representations.
4. Learn the functions and services associated with each layer.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. Lecture method (L): the traditional lecture method, or a different type of teaching method may be adopted to develop the outcomes.
2. Show Video/animation films to explain the functioning of various concepts in networking.
3. Encourage collaborative (Group) Learning in the class.
4. Ask at least three HOTS (Higher-order Thinking) questions in the class, which promotes critical thinking .
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyse information rather than simply recall it.
6. Demonstrate implementation of various protocols to help better understand the functioning of various concepts in networking.
7. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Introduction: Data communication: Components, Data representation, Data flow, Networks: Network criteria, Physical Structures, Network types: LAN, WAN, Switching, The Internet. (1.1,1.2, 1.3 (1.3.1to 1.3.4 of Text).

Network Models: TCP/IP Protocol Suite: Layered Architecture, Layers in TCP/IP suite, Description of layers, Encapsulation and Decapsulation, Addressing, Multiplexing and Demultiplexing, The OSI Model: OSI Versus TCP/IP. (2.2, 2.3 of Text)

Data-Link Layer: Introduction: Nodes and Links, Services, Two Categories' of link, Sublayers, Link Layer addressing: Types of addresses, ARP (9.1, 9.2 (9.2.1, 9.2.2))

Teaching-Learning Process	Chalk and talk method, PowerPoint Presentation, YouTube videos, Animation of OSI and TCP-IP protocol suites, Example of ARP and RARP. **Self-Study**: Internet standards and administration, **RBT Level:** L1, L2, L3

Module-2

Data Link Control (DLC) services: Framing, Flow and Error Control. (11.1 of Text)

Media Access Control: Random Access: ALOHA, CSMA, CSMA/CD, CSMA/CA. (12.1 of Text).

Connecting Devices: Hubs, Switches, Virtual LANs: Membership, Configuration, Communication between Switches, Advantages. (17.1,17.2 of text)

Wired and Wireless LANs: Ethernet Protocol, Standard Ethernet. (13.1, 13.2 (13.2.1 to 13.2.5 of Text)

Introduction to wireless LAN: Architectural Comparison, Characteristics, Access Control. (15.1 of Text)	
Teaching-Learning Process	Chalk and talk method, PowerPoint Presentation, YouTube videos, Animations showing Framing, CSMA, Connecting devices, Problems on ALOHA, CSMA, Framing and Standard ethernet. **Self-Study**: Fast Ethernet, Gigabit ethernet & IEEE802.11 wireless LANs **RBT Level:** L1, L2, L3
Module-3	
Network Layer: Introduction, Network Layer services: Packetizing, Routing and Forwarding, Other services, Packet Switching: Datagram Approach, Virtual Circuit Approach, IPV4 Addresses: Address Space, Classful Addressing, Classless Addressing, DHCP, Network Address Resolution (18.1(excluding 18.1.3), 18.2, 18.4 of Text) **Network Layer Protocols**: Internet Protocol (IP): Datagram Format, Fragmentation, Options, Security of IPv4 Datagrams. (19.1of Text), IPv6 addressing and Protocol (22.1 and 22.2). **Unicast Routing**: Introduction, Routing Algorithms: Distance Vector Routing, Link State Routing, Path vector routing. (20.1, 20.2 of Text)	
Teaching-Learning Process	Chalk and talk method, PowerPoint Presentation, YouTube videos, Animation of DHCP, routing protocols, Numericals on Addressing, **Self-Study**: Network Layer performance, RIP, OSPF **RBT Level:** L1, L2, L3
Module-4	
Transport Layer: Introduction: Transport Layer Services, Connectionless and Connection oriented Protocols, Transport Layer Protocols: Simple protocol, Stop and wait protocol, Go-BackN Protocol, Selective repeat protocol, Piggybacking (23.1, 23.2.1, 23.2.2, 23.2.3, 23.2.4, 23.2.5 of Text) **Transport-Layer Protocols in the Internet**: User Datagram Protocol: User Datagram, UDP Services, UDP Applications, Transmission Control L1, L2, L3 Protocol: TCP Services, TCP Features, Segment, Connection, State Transition diagram, Windows in TCP, Error control, TCP congestion control. (24.2, 24.3.1, 24.3.2, 24.3.3, 24.3.4, 24.3.6, 24.3.8, 24.3.9 of Text) ***Note: Exclude FSMs for CIE and SEE**	
Teaching-Learning Process	Chalk and talk method, PowerPoint Presentation, YouTube videos, Animation/Implementation of Flow control protocols and TCP using simulators, **Self-Study**: Flow Control in TCP **RBT Level:** L1, L2, L3
Module-5	
Application Layer: Introduction: providing services, Application- layer paradigms, Standard Client – Server Protocols: Hyper Text Transfer Protocol, FTP: Two connections, Control Connection, Data Connection, Electronic Mail: Architecture, Domain Name system: Name space, DNS in internet, Resolution, DNS Messages, Registrars, DDNS, security of DNS. (25.1, 26.1.2, 26.2, 26.3, 26.6 of Text) Quality of Service (30.1, 30.2.) Network Security (31.1)	
Teaching-Learning Process	Chalk and talk method, PowerPoint Presentation, YouTube videos, Animation/Implementation of HTTP, FTP, DNS using network simulators, **Self Study**: WWW , TELNET **RBT Level:** L1, L2, L3

Course outcomes (Course Skill Set)

At the end of the course the student will be able to:

1. Understand the concepts of networking thoroughly.
2. Identify the protocols and services of different layers.
3. Distinguish the basic network configurations and standards associated with each network.
4. Discuss and analyse the various applications that can be implemented on networks.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module. Marks scored out of 100 shall be proportionally reduced to 50 marks

Suggested Learning Resources:

Text Books:

Forouzan, "Data Communications and Networking", 5th Edition, McGraw Hill, 2013, ISBN: 1-25-906475-3.

Reference Books:

1. James J Kurose, Keith W Ross, "Computer Networks", Pearson Education.
2. Wayne Tomasi, "Introduction to Data Communication and Networking", Pearson India, 1st edition.
3. Andrew Tannenbaum, "Computer Networks", Prentice Hall.
4. William Stallings, "Data and Computer Communications", Prentice Hall.

Web links and Video Lectures (e-Resources)

- https://nptel.ac.in/courses/106105183.
- TCP/IP Tutorial and Technical Overview, (IBM Redbook) - Download From http://www.redbooks.ibm.com/abstracts/gg243376.html
- TCP/IP Guide, Charles M Kozierok, Available Online - http://www.tcpipguide.com/
- Request for Comments (RFC) - IETF - http://www.ietf.org/rfc.html
- https://cosmolearning.org/courses/computer-networks-524/video-lectures/
- https://www.eecis.udel.edu/~bohacek/videoLectures/ComputerNetworking/ComputerNetworking_v2.html

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Implementation of simple networks and various networking protocols and algorithms using simulators like NCTUns / CISCO packet tracer and measurement of various parameters using WireShark
- Implementation of simple networks and various networking protocols and algorithms in C/C++/Python

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E: Electronics & Communication Engineering / B.E: Electronics & Telecommunication Engineering
NEP, Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 – 22)

V Semester

Communication Lab II			
Course Code	**21ECL55**	CIE Marks	50
Teaching Hours/Week (L: T: P: S)	0:0:2:0	SEE Marks	50
Credits	1	Exam Hours	3

Course objectives:

This laboratory course enables students to

- Design and demonstrate communication circuits for different digital modulation techniques.
- To simulate Source coding Algorithms using C/C++/ MATLAB code.
- To simulate Error correcting and detecting codes using C/C++/ MATLAB code.
- Simulate the networking concepts and protocols using C/C++/ Network simulation tool.
- Understand entropies and mutual information of different communication channels.

Sl.No.	**Experiments**
	Implement the following using discrete components
1	FSK generation and detection
2	PSK generation and detection
3	DPSK Transmitter and receiver
4	QPSK Transmitter and Receiver
	Implement the following in C/C++/MATLAB/Scilab/Python or any other Suitable software
5	Write a program to encode binary data using Huffman code and decode it.
6	Write a program to encode binary data using a (7,4) Hamming code and decode it.
7	Write a program to encode binary data using a ((3,1,2)/suitably designed) Convolution code and decode it.
8	For a given data, use CRC-CCITT polynomial to obtain the CRC code. Verify the program for the cases a) Without error b) With error
	Implement the following algorithms in C/C++/MATLAB/Network simulator
9	Write a program for congestion control using leaky bucket algorithm.
10	Write a program for distance vector algorithm to find suitable path for transmission.
11	Write a program for flow control using sliding window protocols.
12	Configure a simple network (Bus/star) topology using simulation software **OR** Configure a simple network (Ring/Mesh) topology using simulation software.
	Demonstration Experiments (For CIE)
13	Configure and simulate simple Wireless Local Area network.
14	Simulate the BER performance of (2, 1, 3) binary convolutional code with generator sequences g(1) =(1 0 1 1) and g(2) =(1 1 1 1) on AWGN channel. Use QPSK modulation scheme. Channel decoding is to be performed through Viterbi decoding. Plot the bit error rate versus SNR (dB), i.e. $P_{e,b}$ versus E_b/N_0. Consider binary input vector of size 3 lakh bits. Also find the coding gain.
15	Simulate the BER performance of (7, 4) Hamming code on AWGN channel. Use QPSK modulation

	scheme. Channel decoding is to be performed through maximum-likelihood decoding. Plot the bit error rate versus SNR (dB), i.e. $P_{e,b}$ versus E_b/N_0. Consider binary input vector of size 5 lakh bits. Use the following parity check matrix for the (7, 4) Hamming code. Also find the coding gain. $$H = \begin{bmatrix} 1 & 0 & 0 & 1 & 1 & 1 & 0 \\ 0 & 1 & 0 & 0 & 1 & 1 & 1 \\ 0 & 0 & 1 & 1 & 1 & 0 & 1 \end{bmatrix}$$
16	Simulate the BER performance of rate 1/3 Turbo code. Turbo encoder uses two recursive systematic encoders with $G(D) = \left[1, \ \frac{1+D^4}{1+D+D^2+D^3+D^4}\right]$ and pseudo-random interleaver. Use QPSK modulation scheme. Channel decoding is to be performed through maximum a-posteriori (MAP) decoding algorithm. Plot the bit error rate versus SNR (dB), i.e. $P_{e,b}$ versus E_b/N_0. Consider binary input vector of size of around 3 lakh bits and the block length as 10384 bits. Also find the coding gain.

Course outcomes (Course Skill Set):

On the completion of this laboratory course, the students will be able to:

1. Design and test the digital modulation circuits and display the waveforms.
2. To Implement the source coding algorithm using C/C++/ MATLAB code.
3. To Implement the Error Control coding algorithms using C/C++/ MATLAB code.
4. Illustrate the operations of networking concepts and protocols using C programming and network simulators.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination (SEE).

Continuous Internal Evaluation (CIE):

CIE marks for the practical course is **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled downed to 30 marks (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8th week of the semester and the second test shall be conducted after the 14th week of the semester.
- In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book
- The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

SEE marks for the practical course is 50 Marks.

SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by

the University
All laboratory experiments are to be included for practical examination. (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners. Students can pick one question (experiment) from the questions lot prepared by the internal /external examiners jointly. Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners. General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners). Change of experiment is allowed only once and 15% Marks allotted to the procedure part to be made zero. The duration of SEE is 03 hours.
Rubrics suggested in Annexure-II of Regulation book
Suggested Learning Resources: 1. Simon Haykin, “Digital Communication Systems”, John Wiley & sons, First Edition, 2014, ISBN 978-0-471-64735-5. 2. K Sam Shanmugam, “Digital and analog communication systems”, John Wiley India Pvt. Ltd, 1996. 3. Forouzan, “Data Communications and Networking”, 5th Edition, McGraw Hill, 2013, ISBN: 1-25-906475-3.

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E: Electronics & Communication Engineering / B.E: Electronics & Telecommunication Engineering
NEP, Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 – 22)

V Semester

IoT (Internet of Things) Lab			
Course Code	21EC581	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	0:0:2:0	SEE Marks	50
Credits	1	Exam Hours	03

Course objectives:

- To impart necessary and practical knowledge of components of Internet of Things
- To develop skills required to build real-life IoT based projects.

Sl.No	Experiments
1	i) To interface LED/Buzzer with Arduino/Raspberry Pi and write a program to 'turn ON' LED for 1 sec after every 2 seconds. ii) To interface Push button/Digital sensor (IR/LDR) with Arduino/Raspberry Pi and write a program to 'turn ON' LED when push button is pressed or at sensor detection.
2	i) To interface DHT11 sensor with Arduino/Raspberry Pi and write a program to print temperature and humidity readings. ii) To interface OLED with Arduino/Raspberry Pi and write a program to print temperature and humidity readings on it.
3	To interface motor using relay with Arduino/Raspberry Pi and write a program to 'turn ON' motor when push button is pressed.
4	To interface Bluetooth with Arduino/Raspberry Pi and write a program to send sensor data to smartphone using Bluetooth.
5	To interface Bluetooth with Arduino/Raspberry Pi and write a program to turn LED ON/OFF when '1'/'0' is received from smartphone using Bluetooth.
6	Write a program on Arduino/Raspberry Pi to upload temperature and humidity data to thingspeak cloud.
7	Write a program on Arduino/Raspberry Pi to retrieve temperature and humidity data from thingspeak cloud.
8	To install MySQL database on Raspberry Pi and perform basic SQL queries.
9	Write a program on Arduino/Raspberry Pi to publish temperature data to MQTT broker.
10	Write a program to create UDP server on Arduino/Raspberry Pi and respond with humidity data to UDP client when requested.
11	Write a program to create TCP server on Arduino/Raspberry Pi and respond with humidity data to TCP client when requested.
12	Write a program on Arduino/Raspberry Pi to subscribe to MQTT broker for temperature data and print it.

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

1. Understand internet of Things and its hardware and software components
2. Interface I/O devices, sensors & communication modules
3. Remotely monitor data and control devices
4. Develop real life IoT based projects

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination (SEE).

Continuous Internal Evaluation (CIE):

CIE marks for the practical course is **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled downed to 30 marks (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8th week of the semester and the second test shall be conducted after the 14th week of the semester.
- In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book
- The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

SEE marks for the practical course is 50 Marks.

SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University

All laboratory experiments are to be included for practical examination.

(Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.

Students can pick one question (experiment) from the questions lot prepared by the internal /external examiners jointly.

Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

Change of experiment is allowed only once and 15% Marks allotted to the procedure part to be made zero.

The duration of SEE is 03 hours

Rubrics suggested in Annexure-II of Regulation book

Suggested Learning Resources:

1. Vijay Madisetti, Arshdeep Bahga, Internet of Things. "A Hands on Approach", University Press
2. Dr. SRN Reddy, Rachit Thukral and Manasi Mishra, "Introduction to Internet of Things: A practical Approach", ETI Labs
3. Pethuru Raj and Anupama C Raman, "The Internet of Things: Enabling Technologies, Platforms, and Use Cases", CRC Press
4. Jeeva Jose, "Internet of Things", Khanna Publishing House, Delhi
5. Adrian McEwen, "Designing the Internet of Things", Wiley
6. Raj Kamal, "Internet of Things: Architecture and Design", McGraw Hill

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI

B.E: Electronics & Communication Engineering / B.E: Electronics & Telecommunication Engineering
NEP, Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 – 22)

V Semester

Communication Simulink Toolbox

Course Code	**21EC582**	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	0:0:2:0	SEE Marks	50
Credits	1	Exam Hours	03

Course objectives:

- To impart knowledge of simulation software in digital communications
- To develop skills required to build and analyze the performance of various simulated communication systems under different conditions

Sl. No.	Experiments
1	Modulation & demodulation of a random binary data stream using 16 – QAM.
2	Bit error rate (BER) improvement using Pulse Shaping on 16 – QAM signal. (Use forward error correction (FEC) coding.)
3	Perform OFDM modulation and obtain time domain and frequency domain plots to show a low-rate signal, a high-rate signal, and a frequency selective multipath channel response.
4	(a) Simulate basic OFDM with no cyclic prefix. (b) Perform Equalization, Convolution, and Cyclic Prefix Addition on basic OFDM.
5	OFDM with FFT Based Oversampling - Modify an OFDM+ Cyclic Prefix signal to efficiently output an oversampled waveform from the OFDM modulator.
6	Simulate a basic communication system in which the signal is first QPSK modulated and then subjected to Orthogonal Frequency Division Multiplexing (OFDM).
7	Obtain the scatter plots & eye diagrams of a QPSK signal to visualize the signal behaviour in presence of AWGN.
8	(a) Generate a multiband signal using the Communications Toolbox. (b) Random noise generation using Simulink & display histogram plots of Gaussian, Rayleigh, Rician, and Uniform noise.
9	QPSK Transmitter and Receiver in Simulink.
10	Multipath Fading Channel in Simulink – For example: Simulate QPSK transmission over a • multipath Rayleigh fading channel and • a multipath Rician fading channel.
11	Adjacent and Co-Channel Interference using Simulink. • Use PSK-modulated signals to show the effects of adjacent and co-channel interference on a transmitted signal.
12	Modulation Classification with Deep Learning • Predict Modulation Type Using CNN

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

1. Perform sampling, aliasing, filtering, and quadrature modulation through simulation.
2. Plot signal space representation of digital modulation techniques.
3. Design and implement a pulse shape and matched filter to avoid inter-symbol interference and maximize receiver SNR.
4. Demonstrate advanced wireless communication techniques like Multipath fading, CCI etc. and model the same using MATLAB / Simulink.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course.

The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination (SEE).

Continuous Internal Evaluation (CIE):

CIE marks for the practical course is **50 Marks.**

The split-up of CIE marks for record/ journal and test are in the ratio **60:40.**

- Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled downed to 30 marks (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8th week of the semester and the second test shall be conducted after the 14th week of the semester.
- In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book
- The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

SEE marks for the practical course is 50 Marks.

SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University

All laboratory experiments are to be included for practical examination.

(Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.

Students can pick one question (experiment) from the questions lot prepared by the internal /external examiners jointly.

Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

Change of experiment is allowed only once and 15% Marks allotted to the procedure part to be made zero.

The duration of SEE is 03 hours

Rubrics suggested in Annexure-II of Regulation book

Suggested Learning Resources:

1. Communication Toolbox – Examples (https://in.mathworks.com/)
2. "Digital Communication Laboratory" Courseware by Professor Lee C Potter, Dr. Yang Yang, Electrical and Computer Engineering, The Ohio State University.

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E: Electronics & Communication Engineering / B.E: Electronics & Telecommunication Engineering
NEP, Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 – 22)

VI Semester

VLSI Design and Testing			
Course Code	**21EC63**	CIE Marks	50
Teaching Hours/Week (L:T:P:S)	3:0:0:1	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives:

- Impart knowledge of MOS transistor theory and CMOS technology
- Learn the operation principles and analysis of inverter circuits.
- Infer the operation of Semiconductor memory circuits.
- Demonstrate the concept of CMOS testing.

Teaching-Learning Process (General Instructions)

The sample strategies, which the teacher can use to accelerate the attainment of the various course outcomes are listed in the following:

1. Lecture method (L) does not mean only the traditional lecture method, but a different type of teaching method may be adopted to develop the outcomes.
2. Arrange visits to nearby PSUs and industries.
3. Show Video/animation films to explain the functioning of various fabrication & testing techniques.
4. Encourage collaborative (Group) Learning in the class
5. Topics will be introduced in multiple representations.
6. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Introduction: A Brief History, MOS Transistors, CMOS Logic (1.1 to 1.4 of TEXT1)

MOS Transistor Theory: Introduction, Long-channel I-V Characteristics, Non-ideal I-V Effects, DC Transfer Characteristics (2.1, 2.2, 2.4 and 2.5 of TEXT1).

Teaching-Learning Process	Chalk and talk method, PowerPoint Presentation, YouTube videos, Videos on transistor working **Self-study topics**: MOSFET Scaling and Small-Geometry Effects **RBT Level:** L1, L2, L3

Module-2

Fabrication: CMOS Fabrication and Layout, Introduction, CMOS Technologies, Layout Design Rules, (1.5 and 3.1 to 3.3 of TEXT1).

Delay: Introduction, Transient Response, RC Delay Model, Linear Delay Model, Logical Efforts of Paths (4.1 to 4.5 of TEXT1, except sub-sections 4.3.7, 4.4.5, 4.4.6, 4.5.5 and 4.5.6).

Teaching-Learning Process	Chalk and talk method, Power point presentation, YouTube videos, Videos on fabrication **Self-study topics**: Layouts of complex design using Euler's method **RBT Level:** L1, L2, L3

Module-3

Semiconductor Memories: Introduction, Dynamic Random Access Memory (DRAM) and Static Random Access Memory (SRAM), Nonvolatile Memory, Flash Memory, Ferroelectric Random Access Memory (FRAM) (10.1 to 10.6 of TEXT2)

Teaching-Learning	Chalk and talk method, PowerPoint Presentation, YouTube videos on Standard

Process	cell memory Design **Self-study topics**: Memory array design **RBT Level:** L1, L2, L3
Module-4	
Faults in digital circuits: Failures and faults, Modelling of faults, Temporary faults **Test generation for combinational logic circuits**: Fault diagnosis of digital circuits, test generation techniques for combinational circuits, Detection of multiple faults in combinational logic circuits. (1.1 to 1.3, 2.1 to 2.3 of TEXT3)	
Teaching-Learning Process	Chalk and talk method, PowerPoint Presentation, YouTube videos, videos on testing algorithms for test generation **Self-study topics**: Testable combinational logic circuits **RBT Level:** L1, L2, L3
Module-5	
Test generation for sequential circuits: Testing of sequential circuits as iterative combinational circuits, state table verification, test generation based on circuits structure, functional fault models, test generation based on functional fault models. **Design of testable sequential circuits**: Controllability and Observability, Adhoc design rules, design of diagnosable sequential circuits, The scan path technique, LSSD, Random Access scan technique, partial scan. (4.1 to 4.5, 5.1 to 5.7 of TEXT3)	
Teaching-Learning Process	Chalk and talk method/Power point presentation, YouTube videos **Self-study topics**: Memory testing techniques **RBT Level:** L1, L2, L3

Course outcomes (Course Skill Set)

At the end of the course the student will be able to:

1. Demonstrate understanding of MOS transistor theory, CMOS fabrication flow and technology scaling.
2. Draw the basic gates using the stick and layout diagram with the knowledge of physical design aspects.
3. Interpret memory elements along with timing considerations.
4. Interpret testing and testability issues in combinational logic design.
5. Interpret testing and testability issues in combinational logic design.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20**

Marks (**duration 01 hours**)

6. At the end of the 13^{th} week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module. Marks scored out of 100 shall be reduced proportionally to 50 marks

Suggested Learning Resources:

Text Books:

1. "CMOS VLSI Design- A Circuits and Systems Perspective", Neil H E Weste, and David Money Harris 4^{th} Edition, Pearson Education.
2. "CMOS Digital Integrated Circuits: Analysis and Design", Sung Mo Kang & Yosuf Leblebici, Third Edition, Tata McGraw-Hill.
3. "Digital Circuit Testing and Testability", Lala Parag K, New York, Academic Press, 1997.

Reference Books:

1. "Basic VLSI Design", Douglas A Pucknell, Kamran Eshraghian, 3^{rd} Edition, Prentice Hall of India publication, 2005.
2. "Essential of Electronic Testing for Digital, Memory and Mixed Signal Circuits", Vishwani D Agarwal, Springer, 2002.

Web links and Video Lectures (e-Resources)

- https://www.youtube.com/watch?v=oL8SKNxEaHs&list=PLLy_2iUCG87Bdulp9brz9AcvW_TnFCUmM
- https://www.youtube.com/watch?v=lRpt1fCHd8Y&list=PLCmoXVuSEVHlEJi3SwdyJ4EICffuyqpjk
- https://www.youtube.com/watch?v=yLqLD8Y4-Qc

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Model displayed for clear understanding of fabrication process of MOS transistor
- Practise session can be held to understand the significance of various layers in MOS process, with the help of coloured layouts

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E: Electronics & Communication Engineering / B.E: Electronics & Telecommunication Engineering
NEP, Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 – 22)

VI Semester

VLSI Laboratory			
Course Code	**21ECL66**	CIE Marks	50
Teaching Hours/Week (L: T: P: S)	0:0:2:0	SEE Marks	50
Credits	1	Exam Hours	3

Course objectives:

This laboratory course enables students to

- Design, model, simulate and verify digital circuits.
- Design layouts and perform physical verification of CMOS digital circuits.
- Perform ASIC design flow and understand the process of synthesis, synthesis constraints and evaluating the synthesis reports to obtain optimum gate level netlist.
- Perform RTL-GDSII flow and understand the stages in ASIC.

Sl.No.	**Experiments**
	ASIC Digital Design
1	4-Bit Adder • Write Verilog Code • Verify the Functionality using Test-bench • Synthesize the design by setting proper constraints and obtain the netlist. From the report generated identify Critical path, Maximum delay, Total number of cells, Power requirement and Total area required
2	4-Bit Booth Multiplier • Write Verilog Code • Verify the Functionality using Test-bench • Synthesize the design by setting proper constraints and obtain the netlist. From the report generated identify Critical path, Maximum delay, Total number of cells, Power requirement and Total area required
3	32-Bit ALU Supporting 4-Logical and 4-Arithmetic operations, using case and if statement for ALU Behavioral Modeling • Write Verilog Code • Verify functionality using Test-bench • Synthesize the design targeting suitable library and by setting area and timing constraints • Tabulate the Area, Power and Delay for the Synthesized netlist • Identify Critical path
4	Latch and Flip-Flop • Synthesize the design and compare the synthesis report (D, SR, JK)
	ASIC Analog Design
5	a) Capture the schematic of CMOS inverter with load capacitance of 0.1pF and set the widths of Inverter with Wn = Wp, Wn = 2Wp, Wn = Wp/2 and length at selected technology. Carry out the following:

	i. Set the input signal to a pulse with rise time, fall time of 1ns and pulse width of 10ns and the time period of 20ns and plot the input voltage and output voltage of designed inverter? ii. From the simulation result compute tpHL, tpLH and td for all three geometrical settings of width? iii. Tabulate the results of delay and find the best geometry for minimum delay for CMOS inverter? b) Draw layout of inverter with Wp/Wn = 40/20, use optimum layout methods. Verify for DRC and LVS, extract parasitic and perform post layout simulations, compare the results with pre-layout simulations. Record the observations.
6	a) Capture the schematic of 2-input CMOS NAND gate having similar delay as that of CMOS inverter computed in experiment above. Verify the functionality of NAND gate and also find out the delay td for all four possible combinations of input vectors. Table the results. Increase the drive strength to 2X and 4X and tabulate the results. b) Draw the layout of NAND with Wp/Wn = 40/20, use optimum layout methods. Verify for DRC and LVS, extract parasitic and perform post layout simulations, compare the results with pre-layout simulations. Record the observations.
7	a) Capture schematic of Common Source Amplifier with PMOS Current Mirror Load and find its transient response and AC response? Measure the Unit Gain Bandwidth (UGB), amplification factor by varying transistor geometries, study the impact of variation in width to UGB. b) Draw Layout of common source amplifier, use optimum layout methods. Verify for DRC & LVS, extract parasitic and perform post layout simulations, compare the results with pre-layout simulations. Record the observations.
8	a) Capture schematics of two-stage operational amplifier and measure the following: i. UGB ii. dB Bandwidth iii. Gain Margin and phase margin with and without coupling capacitance iv. Use the op-amp in the inverting and non-inverting configuration and verify its functionality. v. Study the UGB, 3dB bandwidth, gain and power requirement in op-amp by varying the stage wise transistor geometries and record the observations. b) Draw layout of two-stage operational amplifier with minimum transistor width set to 300 (in 180/90/45 nm technology), choose appropriate transistor geometries as per the results obtained in part a. Use optimum layout methods. Verify for DRC and LVS, extract parasitic and perform post layout simulations, compare the results with pre-layout simulations. Record the observations.
	Demonstration Experiments (For CIE)
9	UART • Write Verilog Code • Verify the Functionality using Test-bench • Synthesize the design targeting suitable library and by setting area and timing constraints • Tabulate the Area, Power and Delay for the Synthesized netlist, Identify Critical path
10	For synthesized netlist carry out the following: • Floor planning • Placement and Routing • Record the parameters such as no. of metal layers used for routing, flip method for placement of standard cells • Physical Verification and record the DRC and LVS reports • Generate GDSII

11	Design and characterize 6T binary SRAM cell and measure the following: • Read Time, Write Time, SNM, Power • Draw Layout of 6T SRAM, use optimum layout methods. Verify for DRC & LVS, extract parasitic and perform post layout simulations, compare the results with pre-layout simulations. Record the observations.

Course outcomes (Course Skill Set):

On the completion of this laboratory course, the students will be able to:

1. Design and simulate combinational and sequential digital circuits using Verilog HDL.
2. Understand the synthesis process of digital circuits using EDA tool.
3. Perform ASIC design flow and understand the process of synthesis, synthesis constraints and evaluating the synthesis reports to obtain optimum gate level netlist.
4. Design and simulate basic CMOS circuits like inverter, common source amplifier, differential amplifier, SRAM.
5. Perform RTL_GDSII flow and understand the stages in ASIC design.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination (SEE).

Continuous Internal Evaluation (CIE):

CIE marks for the practical course is **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled downed to 30 marks (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8^{th} week of the semester and the second test shall be conducted after the 14^{th} week of the semester.
- In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book
- The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

SEE marks for the practical course is 50 Marks.

SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University

All laboratory experiments are to be included for practical examination.

(Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be

decided jointly by examiners. Students can pick one question (experiment) from the questions lot prepared by the internal /external examiners jointly. Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners. General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners). Change of experiment is allowed only once and 15% Marks allotted to the procedure part to be made zero. The duration of SEE is 03 hours. Rubrics suggested in Annexure-II of Regulation book

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E: Electronics & Communication Engineering / B.E: Electronics & Telecommunication Engineering
NEP, Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 – 22)

VI Semester

Communication Engineering			
Course Code	**21EC651**	CIE Marks	50
Teaching Hours/Week (L:T:P:S)	3:0:0: 1	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives:

This course will enable students to:

- Describe essential elements of an electronic communication system.
- Understand Amplitude, Frequency & Phase modulations, and Amplitude demodulation.
- Define the sampling theorem and methods to generate pulse modulations.
- Learn the various methods of digital modulation techniques and compare the different schemes.
- Introduce the basic concepts of information theory and coding.
- Understand the basic concepts of wireless and cellular communications.

Teaching-Learning Process (General Instructions)

The sample strategies, which the teacher can use to accelerate the attainment of the various course outcomes are listed in the following:

1. Lecture method (L) does not mean only the traditional lecture method, but a different type of teaching method may be adopted to develop the outcomes.
2. Show Video/animation films to explain the evolution of communication technologies.
3. Encourage collaborative (Group) Learning in the class
4. Ask at least three HOTS (Higher-order Thinking) questions in the class, which promotes critical thinking
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
6. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
7. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Introduction to Electronic Communications: Historical perspective, Electromagnetic frequency spectrum, Signal and its representation, Elements of electronic communications system, primary communication resources, signal transmission concepts, Analog and digital transmission, Modulation, Concept of frequency translation, Signal radiation and propagation (Text 1: 1.1 to 1.10)

Teaching-Learning Process	Chalk and talk method, Power Point Presentation **Self-study topics:** Classification of Signals and systems **RBT Level:** L1, L2, L3

Module-2

Amplitude Modulation Techniques: Types of analog modulation, Principle of amplitude modulation, AM power distribution, Limitations of AM, (TEXT 1: 4.1, 4.2, 4.4, 4.6)

Angle Modulation Techniques: Principles of Angle modulation, Theory of FM-basic Concepts, Theory of phase modulation (TEXT1: 5.1, 5.2, 5.5)

Teaching-Learning Process	Chalk and talk method/Power point presentation **Self-study topics:** DSBSC, SSB and VSB modulation techniques and comparison. **RBT Level:** L1, L2, L3

Module-3	
Sampling Theorem and Pulse Modulation Techniques: Digital Versus Analog Transmissions, Sampling Theorem, Classification of pulse modulation techniques, PAM, PWM, PPM, PCM, Quantization of signals (TEXT 1: 7.2 to 7.8)	
Teaching-Learning Process	Chalk and talk method **Self-study topics:** Differential PCM and Delta Modulation **RBT Level:** L1, L2, L3
Module-4	
Digital Modulation Techniques: Types of digital Modulation, ASK, FSK, PSK, QPSK. (TEXT 1: 9.1 to 9.5) **Information Theory, Source and Channel Coding:** Information, Entropy and its properties, Shannon,-Hartley Theorem, Objectives of source coding, Source coding technique, Shannon source coding theorem, Channel coding theorem, Error Control and Coding. [Text1: 10.1,10.2, 10.11.2, 11.1 to 11.3, 11.8, 11.9, 11.12]	
Teaching-Learning Process	Chalk and talk method, Power Point Presentation. **Self-study topics:** Quadrature Amplitude Modulation, Comparison of Digital Modulation techniques. **RBT Level:** L1, L2, L3
Module-5	
Evolution of wireless communication systems: Brief History of wireless communications, Advantages of wireless communication, disadvantages of wireless communications, wireless network generations, Comparison of wireless systems, Evolution of next generation networks, Applications of wireless communication (TEXT 2: 1.1 to 1.7) **Principles of Cellular Communications:** Cellular terminology, Cell structure and Cluster, Frequency reuse concept, Cluster size and system capacity, Method of locating cochannel cells, Frequency reuse distance (TEXT 2: 4.1 to 4.7)	
Teaching-Learning Process	Chalk and talk method/Power point presentation **Self-study topics:** Basic propagation mechanisms, Multipath fading. **RBT Level:** L1, L2, L3

Course outcomes (Course Skill Set)

At the end of the course the student will be able to:

1. Describe the scheme and concepts of radiation and propagation of communication signals through air.
2. Understand the AM and FM modulation techniques and represent the signal in time and frequency domain relations.
3. Understand the process of sampling and quantization of signals and describe different methods to generate digital signals.
4. Describe the basic digital modulation techniques, channel capacity, source coding technique and the channel coding.
5. Compare the different wireless communication systems and describe the structure of cellular communication.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module. Marks scored out of 100 shall be reduced proportionally to 50 marks

Suggested Learning Resources:

Books:

1. T L Singal, Analog and Digital Communications, McGraw Hill Education (India) Private Limited, 2012, 0-07-107269-1
2. T L Singal, Wireless Communications, McGraw Hill Education (India) Private Limited, 2016, ISBN:0-07-068178-3.

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E: Electronics & Communication Engineering / B.E: Electronics & Telecommunication Engineering
NEP, Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 – 22)

VI Semester

Microcontrollers			
Course Code	**21EC652**	CIE Marks	50
Teaching Hours/Week (L:T:P:S)	3:0:0:1	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives:

This course will enable students to:

- Understand the difference between a Microprocessor and a Microcontroller and embedded microcontrollers.
- Familiarize the basic architecture of 8051 microcontroller.
- Program 8051microprocessor using Assembly Level Language and C.
- Understand the interrupt system of 8051 and the use of interrupts.
- Understand the operation and use of inbuilt Timers/Counters and Serial port of 8051.
- Interface 8051 to external memory and I/O devices using its I/O ports.

Teaching-Learning Process (General Instructions)

The sample strategies, which the teacher can use to accelerate the attainment of the various course outcomes are listed in the following:

1. Lecture method (L) does not mean only the traditional lecture method, but a different type of teaching method may be adopted to develop the outcomes.
2. Show Video/animation films to explain the functioning of various techniques.
3. Encourage collaborative (Group) Learning in the class
4. Ask at least three HOTS (Higher-order Thinking) questions in the class, which promotes critical thinking
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
6. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
7. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.
8. Give Programming Assignments.

Module-1

8051 Microcontroller: Microprocessor Vs Microcontroller, Embedded Systems, Embedded Microcontrollers, 8051 Architecture- Registers, Pin diagram, I/O ports functions, Internal Memory organization. External Memory (ROM & RAM) interfacing.
Text2 : Chapter 1 section 1.1 to 1.3, chapter 3 sections 3.1 to 3.3

Teaching-Learning Process	Chalk and talk method, Simulation of modulation techniques **RBT Level:** L1, L2, L3

Module-2

8051 Instruction Set: Addressing Modes, Data Transfer instructions, Arithmetic instructions, Logical instructions, Bit manipulation instructions. Simple Assembly language program examples (without loops) to use these instructions.
Text2 : Chapter 5 , chapter 6, chapter 7, chapter 8

Teaching-Learning Process	Chalk and talk method/Power point presentation **RBT Level:** L1, L2, L3

Module-3	
8051 Jump and Call instructions & Embedded C Jump and Call Instructions, Calls & Subroutine instructions. Assembly language program examples on subroutine and involving loops. Text2 : chapter 8 section 8.1 to 8.4 **8051 Programming in C**: Data Types and Time delay in 8051 C, I/O programming in 8051 C, Logical Operations in C. Text1 : chapter 7 section 7.1 to 7.3	
Teaching-Learning Process	Chalk and talk method **RBT Level:** L1, L2, L3
Module-4	
8051 Timers and Serial Port **8051 Timers and Counters** – Operation and Assembly language programming to generate a pulse using Mode-1 and a square wave using Mode- 2 on a port pin. **8051 Serial Communication-** Basics of Serial Data Communication, RS- 232 standard, 9 pin RS232 signals, Simple Serial Port programming in Assembly and C to transmit a message and to receive data serially. Text1 : Chapter 9 section 9.1 Chapter 10 section 10.1 to 10.5	
Teaching-Learning Process	Chalk and talk method **RBT Level:** L1, L2, L3
Module-5	
8051 Interrupts and Interfacing Applications 8051 Interrupts. 8051 Assembly language programming to generate an external interrupt using a switch, 8051 C programming to generate a square waveform on a port pin using a Timer interrupt. **Interfacing** 8051 to ADC-0804, DAC, LCD and Stepper motor and their 8051 Assembly and C language interfacing programming. Text 1: Chapter 11 section 11.1 and 11.2 Chapter 13 section 13.1 to 13.2, chapter 12 section 12.1, chapter 17 section 17.2	
Teaching-Learning Process	Chalk and talk method/Power point presentation **RBT Level:** L1, L2, L3

Course outcome (Course Skill Set)

At the end of the course the student will be able to:

1. Explain the difference between Microprocessors & Microcontrollers, Architecture of 8051 Microcontroller, Interfacing of 8051 to external memory and Instruction set of 8051.
2. Develop 8051 Assembly level programs using 8051 instruction set.
3. Develop 8051 Assembly / C language program to generate timings and waveforms using 8051 timers, to send & receive serial data using 8051 serial port.
4. Develop 8051 Assembly / C language programs to generate square wave on 8051 I/O port pin using interrupt and C Programme to send & receive serial data using 8051 serial port.
5. Interface various peripheral devices to 8051 using I/O ports.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour)**

1. First test at the end of 5^{th} week of the semester
2. Second test at the end of the 10^{th} week of the semester

3. Third test at the end of the 15^{th} week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4^{th} week of the semester
5. Second assignment at the end of 9^{th} week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13^{th} week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module. Marks scored out of 100 shall be reduced proportionally to 50 marks

Suggested Learning Resources:

Text Books:

1. "The 8051 Microcontroller and Embedded Systems – using assembly and C", Muhammad Ali Mazidi, Janice Gillespie Mazidi and Rollin D McKinlay; PHI, 2006 / Pearson, 2006.
2. "The 8051 Microcontroller", Kenneth J Ayala, 3^{rd} Edition, Thomson/Cengage Learning.

Reference Books:

1. "The 8051 Microcontroller Based Embedded Systems", Manish K Patel, McGraw Hill, 2014, ISBN: 978-93-329-0125-4.
2. "Microcontrollers: Architecture, Programming, Interfacing and System Design", Raj Kamal, Pearson Education, 2005.

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E: Electronics & Communication Engineering / B.E: Electronics & Telecommunication Engineering
NEP, Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 – 22)

VI Semester

Basic VLSI Design			
Course Code	**21EC653**	CIE Marks	50
Teaching Hours/Week (L:T:P:S)	3:0:0:1	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives:

- Impart knowledge of MOS transistor theory and CMOS technologies
- Impart knowledge on architectural choices and performance trade-offs involved in designing and realizing the circuits in CMOS technology
- Cultivate the concepts of subsystem design processes
- Demonstrate the concepts of CMOS testing

Teaching-Learning Process (General Instructions)

The sample strategies, which the teacher can use to accelerate the attainment of the various course outcomes are listed in the following:

1. Lecture method (L) does not mean only the traditional lecture method, but a different type of teaching method may be adopted to develop the outcomes.
2. Show Video/animation films to explain the functioning of various techniques.
3. Encourage collaborative (Group) Learning in the class
4. Ask at least three HOTS (Higher-order Thinking) questions in the class, which promotes critical thinking
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
6. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
7. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.
8. Incorporate programming examples given under Activity based learning.

Module-1

Introduction: A Brief History, MOS Transistors, MOS Transistor Theory, Ideal I-V Characteristics, Non-ideal I-V Effects, DC Transfer Characteristics (1.1, 1.3, 2.1, 2.2, 2.4, 2.5 of TEXT2).
Fabrication: nMOS Fabrication, CMOS Fabrication [P-well process, N-well process, Twin tub process], BiCMOS Technology (1.7, 1.8, 1.10 of TEXT1).

Teaching-Learning Process	Chalk and talk method, YouTube videos, Power point presentation **RBT Level:** L1, L2

Module-2

MOS and BiCMOS Circuit Design Processes: MOS Layers, Stick Diagrams, Design Rules and Layout.
Basic Circuit Concepts: Sheet Resistance, Area Capacitances of Layers, Standard Unit of Capacitance, Some Area Capacitance Calculations, Delay Unit, Inverter Delays, Driving Large Capacitive Loads
(3.1 to 3.3, 4.1, 4.3 to 4.8 of TEXT1).

Teaching-Learning Process	Chalk and talk method/Power point presentation **RBT Level:** L1, L2, L3

Module-3	
Scaling of MOS Circuits: Scaling Models & Scaling Factors for Device Parameters **Subsystem Design Processes**: Some General considerations, An illustration of Design Processes, **Illustration of the Design Processes**: Regularity, Design of an ALU Subsystem, The Manchester Carry-chain and Adder Enhancement Techniques (5.1, 5.2, 7.1, 7.2, 8.2, 8.3, 8.4.1, 8.4.2 of TEXT1).	
Teaching-Learning Process	Chalk and talk method, YouTube videos, Power point presentation **RBT Level:** L1, L2, L3
Module-4	
Subsystem Design: Some Architectural Issues, Switch Logic, Gate (restoring) Logic, Parity Generators, Multiplexers, The Programmable Logic Array (PLA) (6.1 to 6.3, 6.4.1, 6.4.3, 6.4.6 of TEXT1). **FPGA Based Systems**: Introduction, Basic concepts, Digital design and FPGAs, FPGA based System design, FPGA architecture, Physical design for FPGAs (1.1 to 1.4, 3.2, 4.8 of TEXT3).	
Teaching-Learning Process	Chalk and talk method, YouTube videos, Power point presentation **RBT Level:** L1, L2, L3
Module-5	
Memory, Registers and Aspects of system Timing: System Timing Considerations, Some commonly used Storage/Memory elements (9.1, 9.2 of TEXT1). **Testing and Verification**: Introduction, Logic Verification, Logic Verification Principles, Manufacturing Test Principles, Design for testability (12.1, 12.1.1, 12.3, 12.5, 12.6 of TEXT 2).	
Teaching-Learning Process	Chalk and talk method/Power point presentation **RBT Level:** L1, L2, L3

Course outcome (Course Skill Set)

At the end of the course the student will be able to:

1. Demonstrate understanding of MOS transistor theory, CMOS fabrication flow and technology scaling.
2. Draw the basic gates using the stick and layout diagrams with the knowledge of physical design aspects.
3. Interpret Memory elements along with timing considerations
4. Demonstrate knowledge of FPGA based system design
5. Interpret testing and testability issues in VLSI Design
6. Analyze CMOS subsystems and architectural issues with the design constraints.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module. Marks scored out of 100 shall be reduced proportionally to 50 marks

Suggested Learning Resources:

Text Books:

1. "Basic VLSI Design"- Douglas A Pucknell & Kamran Eshraghian, PHI, 3rd Edition.
2. "CMOS VLSI Design- A Circuits and Systems Perspective", Neil H E Weste, David Harris, Ayan Banerjee, 3rd Edition, Pearson Education.
3. "FPGA Based System Design", Wayne Wolf, Pearson Education, 2004, Technology and Engineering.

Web links and Video Lectures (e-Resources)

- https://nptel.ac.in/courses/117101058
- https://nptel.ac.in/courses/117106093
- https://youtu.be/9SnR3M3CIm4
- https://nptel.ac.in/courses/108/107/108107129/

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Wherever necessary **Cadence/Synopsis/Menta Graphics tools** must be used.

1.Write Verilog Code for the following circuits and their Test Bench for verification, observe the waveform and synthesize the code with technological library with given Constraints*. Do the initial timing verification with gate level simulation.

i. An inverter
ii. A Buffer
iii. Transmission Gate
iv. Basic/universal gates
v. Flip flop -RS, D, JK, MS, T
vi. Serial & Parallel adder
vii. 4-bit counter [Synchronous and Asynchronous counter]

2. Design an op-amp with given specification* using given differential amplifier Common source and Common Drain amplifier in library** and completing the design flow mentioned below:

a. Draw the schematic and verify the following
   i) DC Analysis
   ii) AC Analysis
   iii) Transient Analysis
b. Draw the Layout and verify the DRC, ERC
c. Check for LVS
d. Extract RC and back annotate the same and verify the Design.

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E: Electronics & Communication Engineering / B.E: Electronics & Telecommunication Engineering
NEP, Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 – 22)

VI Semester

Electronic Circuits with Verilog			
Course Code	**21EC654**	CIE Marks	50
Teaching Hours/Week (L:T:P:S)	2:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives:

- To understand the basic Verilog HDL design flow.
- To understand the basic Verilog programming concepts.
- To describe the simple logic circuits using dataflow, gate-level, and behavioural level modelling.
- To model digital systems using advanced concepts of Verilog HDL.

Teaching-Learning Process (General Instructions)

The sample strategies, which the teacher can use to accelerate the attainment of the various course outcomes are listed in the following:

1. Lecture method (L) does not mean only the traditional lecture method, but a different type of teaching method may be adopted to develop the outcomes.
2. Show Video/animation films to explain the functioning of various techniques.
3. Encourage collaborative (Group) Learning in the class
4. Ask at least three HOTS (Higher-order Thinking) questions in the class, which promotes critical thinking
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
6. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
7. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.
8. Give programming assignments.

Module-1

Overview of Digital Design with Verilog HDL: Evolution of CAD, emergence of HDLs, typical HDL-flow, why Verilog HDL?, trends in HDLs. (Text 1)
Hierarchical Modeling Concepts: Top-down and bottom-up design methodology, differences between modules and module instances, parts of a simulation, design block, stimulus block. (Text 1)

Teaching-Learning Process	Chalk and talk method, Power point presentation **RBT Level:** L1, L2, L3

Module-2

Basic Concepts: Lexical conventions, datatypes, system tasks, compiler directives. (Text 1)
Modules and Ports: Module definition, port declaration, connecting ports, hierarchical name referencing. (Text 1)

Teaching-Learning Process	Chalk and talk method, Power point presentation **RBT Level:** L1, L2, L3

Module-3

Gate-Level Modeling: Modeling using basic Verilog gate primitives, description of and/or and buf/not type gates, rise, fall and turn-off delays, min, max, and typical delays. (Text1)
Dataflow Modeling: Continuous assignments, delay specification, expressions, operators, operands, operator types. (Text 1)

Teaching-Learning Process	Chalk and talk method, Power point presentation **RBT Level:** L1, L2, L3
Module-4	
Behavioral Description: Behavioral Description Highlights, Structure of the HDL Behavioral Description, Sequential Statements, IF Statement, The case Statement , Verilog casex and casez The wait-for Statement. The Loop Statement, For-Loop, While-Loop, Verilog repeat, Verilog forever (content with respect to Verilog only) (Text 2)	
Teaching-Learning Process	Chalk and talk method, Power point presentation **RBT Level:** L1, L2, L3
Module-5	
Structural Description: Highlights of Structural Description, Organization of Structural Description Binding (4.1, 4.2, 4.3 till example 4.9) (Text 2) **Tasks and Functions**: Differences between tasks and functions, declaration, invocation, automatic tasks and functions. (Text 1)	
Teaching-Learning Process	Chalk and talk method, Power point presentation **RBT Level:** L1, L2, L3

Course outcomes (Course Skill Set)

At the end of the course the student will be able to:

1. Under the Verilog HDL design flow.
2. Describe the basic concepts of Verilog HDL programming.
3. Design of digital electronics circuits using dataflow, behavioural, gate-level, and structural modelling.
4. Design complex digital circuits using advanced Verilog concepts.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)** 1. The question paper will have ten questions. Each question is set for 20 marks. 2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module. The students have to answer 5 full questions, selecting one full question from each module. Marks scored out of 100 shall be reduced proportionally to 50 marks
Suggested Learning Resources: **Text Books:** 1. "Verilog HDL: A Guide to Digital Design and Synthesis", Samir Palnitkar, Pearson education, Second edition. 2. "HDL programming (VHDL and Verilog)", Nazeih M Botros, John Wiley India Pvt. Ltd., 2008.

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E: Electronics & Communication Engineering / B.E: Electronics & Telecommunication Engineering
NEP, Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 – 22)

VI Semester

Sensors & Actuators			
Course Code	**21EC655**	CIE Marks	50
Teaching Hours/Week (L:T:P:S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives:

- To provide the fundamental knowledge about sensors and measurement system.
- To impart the knowledge of static and dynamic characteristics of instruments and understand the factors in selection of instruments for measurement.
- To discuss the principle, design and working of transducers for the measurement of physical time varying quantities.
- Understand the working of various actuators suitable in industrial process control systems.
- Understand the principle and application of smart sensors.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. Explain the fundamental concepts required for the module in the introduction phase for the module.
2. Conducting quiz after completion of every module in class and evaluate.
3. Asking questions about completed previous topic, will aid to assess the student understanding.
4. Evaluate the internals answer booklet by correcting the mistakes if any.
5. Modules revision at the end as well use practical lab sessions and demonstrate the concepts if applicable and feasible.

Module-1

Sensors and measurement system: Sensors and transducers, Classifications of transducers-primary & secondary, active & passive, analog and digital transducers. Smart sensors.

Measurement: Definition, significance of measurement, instruments and measurement systems. mechanical, electrical and electronic instruments. Elements of generalized measurement system with example. Input-output configuration of measuring instruments and measurement systems, methods of correction for interfering and modifying inputs.

Teaching-Learning Process	Chalk and talk method, PowerPoint Presentation, More examples relating to applications **RBT Level:** L1, L2, L3

Module-2

Static and Dynamic Characteristics: Static calibration and error calibration curve, accuracy and precision, indications of precision, static error, scale range and scale span, reproducibility and drift, repeatability, signal to noise ratio, sensitivity, linearity, hysteresis, threshold, dead zone and dead time, resolution, signal to noise ratio, factors influencing the choice of transducers/instruments.

Dynamic response – Dynamic characteristics, Transfer function of generalized first order system, time constant. Transfer function of generalized second order system, natural frequency and Damping ratio.

Teaching-Learning Process	Chalk and talk method, Power point presentation, VI Lab to demonstrate the characteristics of sensors, More examples relating to applications **RBT Level:** L1, L2, L3

Module-3	
Measurement of Temperature: RTD, Thermistor, Thermocouple, laws of thermocouple, Thermopile, AD590. **Measurement of Displacement**: Introduction, Principles of Transduction, Variable resistance devices, variable Inductance Transducer, Variable Capacitance Transducer, Hall Effect Devices, Proximity Devices, Digital Transducer.	
Teaching-Learning Process	Chalk and talk method, PowerPoint Presentation, Virtual instrumentation Lab to demonstrate the characteristics of sensors **RBT Level:** L1, L2, L3
Module-4	
Measurement of Strain: Introduction, Types of Strain Gauges, Theory of operation of resistance strain gauges, Types of Electrical Strain Gauges –Wire gauges, unbounded strain gauges, foil gauges, semiconductor strain gauges (principle, types & list of characteristics only), Strain gauge Circuits – Wheatstone bride circuit, Applications. **Measurement of Force & Torque:** Introduction, Force measuring sensor –Load cells – column types devices, proving rings, cantilever beam, pressductor. Hydraulic load cell, electronic weighing system. Torque measurement: Absorption type, transmission type, stress type & deflection type.	
Teaching-Learning Process	Chalk and talk method, PowerPoint Presentation, More examples relating to applications **RBT Level:** L1, L2, L3
Module-5	
Actuators and process control system: Introduction. Block diagram and description of process control system with an example. Introduction, Block diagram of Final control operation, Signal conversions analog, digital, pneumatic signal. Actuators, Control elements. **Electrical actuating systems:** Solid-state switches, Solenoids, Electric Motors- Principle of operation and its application: D.C motors, AC motors, Synchronous Motor, Stepper motors. **Pneumatic Actuators**: Principle and working of pneumatic actuators. (Numerical problems on the topic). **Hydraulic Actuators:** Principle and working of Hydraulic actuators. (Numerical problems on the topic).	
Teaching-Learning Process	Chalk and talk method, Power point presentation More examples relating to applications **RBT Level:** L1, L2, L3

Course outcome (Course Skill Set)

At the end of the course the student will be able to:

1. Discuss the fundamental concepts related to sensors and measurement, functional elements of measurement system, I/O Characteristics of measurement system.
2. Interpret and analyse the static and dynamic characteristics of instruments.
3. Elucidate the working principle and usage of different transducers for temperature, displacement and level measurement.
4. Discuss the principle and working of different types of actuators used in industrial application.
5. Discuss the principle and working of strain, force and torque measurement.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module. Marks scored out of 100 shall be reduced proportionally to 50 marks

Suggested Learning Resources:

Text Books:

1. Electrical and Electronic Measurements and Instrumentation, A K Sawhney, 17th Edition, (Reprint 2004), Dhanpat Rai & Co. Pvt. Ltd., 2004.
2. Instrumentation: Devices and Systems, C S Rangan, G R Sarma, V S V Mani, 2nd Edition (32 Reprint), McGraw Hill Education (India), 2014.
3. Process Control Instrumentation Technology by C D Johnson, 7th Edition, Pearson Education Private Limited, New Delhi 2002.

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E: Electronics & Communication Engineering / B.E: Electronics & Telecommunication Engineering
NEP, Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 – 22)

VI Semester

Artificial Neural Networks			
Course Code	**21EC641**	CIE Marks	50
Teaching Hours/Week (L:T:P:S)	2:2:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives:

- Preparation: To prepare students with fundamental knowledge and comprehensive understanding of artificial neural networks.
- Core Competence: To equip students to develop and configure ANNs with different types of learning algorithms for real world problems.
- Professionalism & Learning Environment: To inculcate an engineering student an ethical and professional attitude by providing an academic environment inclusive of effective communication, teamwork, ability to relate engineering issues to a broader social context, and life-long learning needed for a successful professional career.

Teaching-Learning Process (General Instructions)

The sample strategies, which the teacher can use to accelerate the attainment of the various course outcomes are listed in the following:

1. Lecture method (L) does not mean only the traditional lecture method, but a different type of teaching method may be adopted to develop the outcomes.
2. Show Video/animation films to explain the functioning of various learning algorithms.
3. Encourage collaborative (Group) Learning in the class.
4. Ask at least three HOTS (Higher-order Thinking) questions in the class, which promotes critical thinking.
5. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
6. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1	
Introduction: Neural Networks, Application Scope of Neural Networks. **Artificial Neural Network: An Introduction. -** Fundamental Concept, Evolution of Neural Networks, Basic models of Artificial Neural Networks (ANN), Important Technologies of ANNs, McCulloch-Pitts Neuron, Linear Separability. **Text 1**: 1,1.1,1.2,2.1,2.2,2.3,2.4,2.5,2.6.	
Teaching-Learning Process	Chalk and talk method, PowerPoint Presentation, YouTube videos, Animation of basic model of a neuron in comparison of biological neuron. **RBT Level:** L1, L2, L3
Module-2	
Hebb Network and simple problems **Supervised Learning Network – Introduction** –Perceptron Networks-Theory, Perceptron learning rule, architecture, flowchart for training Process, Perceptron training algorithm for single output classes, Perceptron training algorithm for Multiple output classes, Perceptron Network Testing Algorithm, Adaptive Linear Neuron- Theory, Delta rule, Architecture, flowchart, Training, Testing algorithm (Adaline), Multiple Adaptive Linear Neurons -Theory, Architecture, Flowchart, Training algorithm.	
Teaching-	Chalk and talk method, PowerPoint Presentation, YouTube videos, Animation of

Learning Process	supervised learning algorithms. Problems on Hebb network **RBT Level:** L1, L2, L3
Module-3	
Back–Propagation Network - Theory, Architecture, Flowchart for training process, Training Algorithm, Learning Factors of Back-Propagation Network, Testing Algorithm of Back-Propagation Network. Radial Basis Function Network, Time Delay Neural Network, Functional Link Networks. **Text 1**: 3.5,3.6,3.7,3.8.	
Teaching-Learning Process	Chalk and talk method, Power Point Presentation, YouTube videos Self-study topics: Architecture, Flowchart, Training and Testing algorithm. **RBT Level:** L1, L2, L3
Module-4	
Associative Memory Network – Introduction, Training algorithm for Pattern association- Hebb Rule. Associative Memory Network - Theory, Architecture, Flowchart, Training algorithm, Testing Algorithm, Heteroassociative Memory Network- Theory, architecture, Testing algorithm, Hopfield Networks – Discrete Hopfield Network – architecture, Training algorithm, Testing algorithm of Discrete Hopfield Network. **Text 1**: 4.1,4.2,4.3,4.4,4.6.	
Teaching-Learning Process	Chalk and talk method, Power Point Presentation, YouTube videos Self-study topics: Architecture, Flowchart, Training and Testing algorithm. **RBT Level:** L1, L2, L3
Module-5	
Unsupervised Learning Networks – Introduction, Fixed weight competitive nets – Maxnets, Architecture, Testing/application algorithm of Maxnet. Mexican Hat Net- Architecture, Flowchart, algorithm, Kohonen Self organizing Feature Maps – Theory, architecture. Learning Vector quantization – Theory, Architecture. **Text 1: 5.1,5.2-5.2.1,5.2.2,5.3- 5.3.1,5.3.2,5.4- 5.4.1,5.4.2.**	
Teaching-Learning Process	Chalk and talk method, Power Point Presentation, YouTube videos Self-study topics: Architecture, Flowchart, Training and Testing algorithm. **RBT Level:** L1, L2, L3

Course outcome (Course Skill Set)

At the end of the course the student will be able to:

1. Compare and contrast the biological neural network and ANN.
2. Discuss the ANN for pattern classification.
3. Develop and configure ANN’s with different types of functions and learning algorithms.
4. Apply ANN for real world problems.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester

5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module. Marks scored out of 100 shall be reduced proportionally to 50 marks

Suggested Learning Resources:

Text Book:

S N Sivanandam and S N Deepa, "Principles of Soft Computing", 2nd Edition, Wiley India Pvt. Ltd., 2014.

Reference Book:

Simon Haykin, "Neural Networks: A comprehensive foundation", 2nd Edition, PHI, 1998.

VI Semester

Cryptography			
Course Code	**21EC642**	CIE Marks	50
Teaching Hours/Week (L:T:P:S)	2:2:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives:

This course will enable students to:

- Preparation: To prepare students with fundamental knowledge/ overview in the field of Information Security with knowledge of mathematical concepts required for cryptography.
- Core Competence: To equip students with a basic foundation of Cryptography by delivering the basics of symmetric key and public key cryptography and design of pseudo random sequence generation technique

Teaching-Learning Process (General Instructions)

The sample strategies, which the teacher can use to accelerate the attainment of the various course outcomes are listed in the following:

1. Lecture method (L) does not mean only the traditional lecture method, but a different type of teaching method may be adopted to develop the outcomes.
2. Show Video/animation films to explain the different Cryptographic Techniques / Algorithms
3. Encourage collaborative (Group) Learning in the class
4. Ask at least three HOTS (Higher order Thinking) questions in the class, which promotes critical thinking
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
6. Topics will be introduced in a multiple representation.
7. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.
9. Adopt Flipped class technique by sharing the materials / Sample Videos prior to the class and have discussions on the that topic in the succeeding classes
10. Give Programming Assignments

Module-1	
Basic Concepts of Number Theory and Finite Fields: Divisibility and The Division Algorithm Euclidean algorithm, Modular arithmetic, Groups, Rings and Fields, Finite fields of the form GF(p), Polynomial Arithmetic, Finite Fields of the Form GF(2^m) (Text 1: Chapter 3)	
Teaching-Learning Process	Chalk and Talk, YouTube videos, Flipped Class Technique Programming on implementation of Euclidean algorithm, multiplicative inverse, Finite fields of the form GF(p), construction of finite field over GF(2^m). **RBT Level:** L1, L2, L3
Module-2	
Introduction: Computer Security Concepts, A Model for Network Security (Text 1: Chapter 1) **Classical Encryption Techniques**: Symmetric cipher model, Substitution techniques, Transposition techniques (Text 1: Chapter 1)	
Teaching-Learning Process	Chalk and Talk, YouTube videos, Flipped Class Technique and PPTs. Programming on Substitution and Transposition techniques. Self-study topics: Security Mechanisms, Services and Attacks. **RBT Level:** L1, L2, L3
Module-3	

Block Ciphers: Traditional Block Cipher structure, Data encryption standard (DES) (Text 1: Chapter 2: Section1, 2) The AES Cipher. (Text 1: Chapter 4: Section 2, 3, 4) **More on Number Theory**: Prime Numbers, Fermat's and Euler's theorem, discrete logarithm. (Text 1: Chapter 7: Section 1, 2, 5)	
Teaching-Learning Process	Chalk and Talk, YouTube videos, Flipped Class Technique and PPTs. Implementation of SDES using programming languages like C++/Python/Java/Scilab. Self-study topics: DES S-Box- Linear and differential attacks **RBT Level:** L1, L2, L3
Module-4	
ASYMMETRIC CIPHERS: Principles of Public-Key Cryptosystems, The RSA algorithm, Diffie - Hellman Key Exchange, Elliptic Curve Arithmetic, Elliptic Curve Cryptography (Text 1: Chapter 8, Chapter 9: Section 1, 3, 4)	
Teaching-Learning Process	Chalk and Talk, YouTube videos, Flipped Class Technique and PPTs. Implementation of Asymmetric key algorithms using programming languages like C++/Python/Java/Scilab Numerical examples on Elliptic Curve Cryptography **RBT Level:** L1, L2, L3
Module-5	
Pseudo-Random-Sequence Generators and Stream Ciphers: Linear Congruential Generators, Linear Feedback Shift Registers, Design and analysis of stream ciphers, Stream ciphers using LFSRs, A5, Hughes XPD/KPD, Nanoteq, Rambutan, Additive generators, Gifford, Algorithm M, PKZIP (Text 2: Chapter 16)	
Teaching-Learning Process	Chalk and Talk, YouTube videos, Flipped Class Technique and PPTs. Implementation of simple stream ciphers using programming languages like C++/Python/Java/Scilab. **RBT Level:** L1, L2, L3

Course outcomes (Course Skill Set)

At the end of the course the student will be able to:

1. Explain traditional cryptographic algorithms of encryption and decryption process.
2. Use symmetric and asymmetric cryptography algorithms to encrypt and decrypt the data.
3. Apply concepts of modern algebra in cryptography algorithms.
4. Design pseudo random sequence generation algorithms for stream cipher systems.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5^{th} week of the semester
2. Second test at the end of the 10^{th} week of the semester
3. Third test at the end of the 15^{th} week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4^{th} week of the semester
5. Second assignment at the end of 9^{th} week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13^{th} week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module. Marks scored out of 100 shall be reduced proportionally to 50 marks

Suggested Learning Resources:

Text Books:

1. William Stallings , "Cryptography and Network Security Principles and Practice", Pearson Education Inc., 6th Edition, 2014, ISBN: 978-93-325-1877-3
2. Bruce Schneier, "Applied Cryptography Protocols, Algorithms, and Source code in C", Wiley Publications, 2nd Edition, ISBN: 9971-51-348-X.

Reference Books:

1. Cryptography and Network Security, Behrouz A Forouzan, TMH, 2007.
2. Cryptography and Network Security, Atul Kahate, TMH, 2003.

Web links and Video Lectures (e-Resources)

- https://nptel.ac.in/courses/106105031

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Programming Assignments / Mini Projects can be given to improve programming skills

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E: Electronics & Communication Engineering / B.E: Electronics & Telecommunication Engineering
NEP, Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 – 22)

VI Semester

Python Programming			
Course Code	**21EC643**	CIE Marks	50
Teaching Hours/Week (L:T:P:S)	2:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives:

- To learn programming using Python
- Develop application using Python

Teaching-Learning Process (General Instructions)

The sample strategies, which the teacher can use to accelerate the attainment of the various course outcomes are listed in the following:

1. In addition to the traditional lecture method, different types of innovative teaching methods may be adopted so that the delivered lessons shall develop student's theoretical and programming skills.
2. State the need for learning Programming with real-life examples.
3. Support and guide the students for self–study.
4. You will also be responsible for assigning homework, grading assignments and quizzes, and documenting students' progress
5. Encourage the students for group learning to improve their creative and analytical skills.
6. Show short, related video lectures in the following ways:
   - As an introduction to new topics (pre-lecture activity).
   - As a revision of topics (post-lecture activity).
   - As additional examples (post-lecture activity).
   - As an additional material of challenging topics (pre-and post-lecture activity).
   - As a model solution of some exercises (post-lecture activity).

Module-1

Python Basics, Python language features, History , Entering Expressions into the Interactive Shell, The Integer, Floating-Point, and String Data Types, String Concatenation and Replication, Storing Values in Variables, Your First Program, Dissecting Your Program, Flow control, Boolean Values, Comparison Operators, Boolean Operators, Mixing Boolean and Comparison Operators, Elements of Flow Control, Program Execution, Flow Control Statements, Importing Modules, Ending a Program Early with sys.exit(), Functions, def Statements with Parameters, Return Values and return Statements, The None Value, Keyword Arguments and print(), Local and Global Scope, The global Statement, Exception Handling, A Short Program: Guess the Number
Textbook 1: Chapters 1 – 3

Teaching-Learning Process	Chalk and talk method, Simulation of modulation techniques **RBT Level:** L1, L2, L3

Module-2

Data Structures: Lists: The List Data Type, Working with Lists Strings: Manipulating Strings, Working with Strings, Useful String Methods Tuples and Dictionaries, basics Using Data Structures to Model Real-World Things, Manipulating Strings.
Textbook 1: Chapters 4 – 6

Teaching-Learning Process	Chalk and talk method/Power point presentation **RBT Level:** L1, L2, L3

Module-3	
Pattern Matching with Regular Expressions, Finding Patterns of Text Without Regular Expressions, Finding Patterns of Text with Regular Expressions, More Pattern Matching with Regular Expressions,, The findall() Method, Character Classes, Making Your Own Character Classes, The Caret and Dollar Sign Characters, The Wildcard Character, Review of Regex Symbols. Reading and Writing Files, Files and File Paths, The os.path Module, The File Reading/Writing Process, Saving Variables with the shelve Module, Saving Variables with the pprint. pformat() Function Textbook 1: Chapters 7, 8	
Teaching-Learning Process	Chalk and talk method / PowerPoint Presentation **RBT Level:** L1, L2, L3
Module-4	
Classes and objects: Programmer-defined types, Attributes, Rectangles, Instances as return values, Objects are mutable, Copying, Classes and functions: Time, Pure functions, Modifiers, Prototyping versus planning, Classes and methods: Object-oriented features, Printing objects, Another example, The init method, The__str__ method, Operator overloading, Type-based dispatch, Polymorphism. Textbook 2: Textbook 2: Chapters 15 – 18	
Teaching-Learning Process	Chalk and talk method / PowerPoint Presentation **RBT Level:** L1, L2, L3
Module-5	
HTTP, The World's simplest Web Browser, Retrieving an image over HTTP, Retrieving web pages with urllib, Parsing html and scraping the web, Parsing HTML using RE, BeautifulSoup, Reading binary files using urllib, XML, Parsing XML, Looping through nodes, JSON, Parsing JSON, API, geocoding Web Service, Security & API usage, What is database?, Database Concepts, Database Browser, Creating a database table, SQL, Spidering Twitter, Basic data modeling, Programming with multiple tables, Three kinds of Keys, JOIN Text book : Chapter 2, 13, 15	
Teaching-Learning Process	Chalk and talk method/Power point presentation **RBT Level:** L1, L2, L3

Course outcomes (Course Skill Set)

At the end of the course the student will be able to:

1. To acquire programming skills in Python
2. To demonstrate data structure representation using Python
3. To develop the skill of pattern matching and files in Python
4. To acquire Object Oriented Skills in Python
5. To develop the ability to write database applications in Python

Assessment Details (both CIE and SEE)

The weightage of Continuous 5 End Examination) taken together.

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module. Marks scored out of 100 shall be reduced proportionally to 50 marks

Suggested Learning Resources:

Text Books:

1. Al Sweigart, "Automate the Boring Stuff with Python",1st Edition, No Starch Press, 2015. (Available under CC-BY-NC-SA license at https://automatetheboringstuff.com/) (Chapters 1 to 8)
2. Allen B Downey, "Think Python: How to Think Like a Computer Scientist", 2nd Edition, Green Tea Press, 2015. (Available under CC-BY-NC license at http://greenteapress.com/thinkpython2/thinkpython2.pdf) (Chapters 15 - 18) (Download pdf/html files from the above links)
3. Charles R. Severance, "Python for Everybody: Exploring Data Using Python 3", 1st, Create Space Independent Publishing Platform, 2016

Web links and Video Lectures (e-Resources)

- https://www.youtube.com/watch?v=_xQNeOTRyig
- https://www.youtube.com/watch?v=kqtD5dpn9C8

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Write a program to generate Fibonacci series
- Write a program to find factorial of a number using function.
- Write a menu driven program to implement stack using Lists
- Create a DB using dictionaries containing key as USN and related fields containing Name, gender, Marks1, Marks2 & Marks3 of students. Implement the following functions to perform i) Update Name/gender/marks ii) search for usn and display the relevant fields iii) delete based on search for name iv)generate the report with avg marks more than 70%
- Write a program to implement search and replace multiple occurrences of a given substring in the main string in a list.
- Write a function called most_frequent that takes a string and prints the letters in decreasing order of frequency.
- Write a program that reads a file, display the contents, builds a histogram of the words in the file and print most common words in the file.
- Write a program that searches a directory and all of its subdirectories, recursively, and returns a list of complete paths for all files with a given suffix.

- Write python code to extract From: and To: Email Addresses from the given text file using regular expressions. https://www.py4e.com/code3/mbox.txt.
- Consider the sentence *"From rjlowe@iupui.edu Fri Jan 4 14:50:18 2008",* Write python code to extract email address and time of the day from the given sentence
- Write a program to read, display and count number of sentences of the given file.
- Write a program that gets the current date and prints the day of the week.
- Write a function called print_time that takes two Time objects and prints total time it in the form hour:minute:second.
- Write a program that takes a birthday as input and prints the user's age and the number of days, hours, minutes and seconds until their next birthday.

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E: Electronics & Communication Engineering / B.E: Electronics & Telecommunication Engineering
NEP, Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 – 22)

VI Semester

Micro Electro Mechanical Systems			
Course Code	**21EC644**	CIE Marks	50
Teaching Hours/Week (L:T:P:S)	3: 0 :0 : 1	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives:

- **Preparation**: To prepare students with fundamental knowledge/ overview in the field of Micro Electro Mechanical Systems.
- **Core Competence**: To equip students with a basic foundation in electronic engineering, mechanical engineering, electrical engineering, chemistry, physics and mathematics fundamentals required for comprehending the operation and application of MEMS circuits, design.
- **Professionalism & Learning Environment:** To inculcate in students an ethical and professional attitude by providing an academic environment inclusive of effective communication, teamwork, ability to relate engineering issues to a broader social context, and life-long learning needed for a successful professional career.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. Lecture method (L) does not mean only the traditional lecture method, but a different type of teaching method may be adopted to develop the outcomes
2. Show Video/animation films to explain the functioning of various
3. Encourage collaborative (Group) Learning in the class to promote critical thinking
4. Topics for seminars on several MEMS related topics and their applications
5. Encourage the students to take up mini projects and main projects
6. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Overview of MEMS and Microsystems: MEMS and Microsystem, Typical MEMS and Microsystems Products, Evolution of Microfabrication, Microsystems and Microelectronics, Multidisciplinary Nature of Microsystems, Miniaturization. Applications and Markets.

Text1: **1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9**

Teaching-Learning Process	Chalk and talk method, Animation of MEMS products and applications **RBT Level:** L1, L2, L3

Module-2

Working Principles of Microsystems: Introduction, Microsensors, Micro actuation, MEMS with Micro actuators, Micro accelerometers, Microfluidics. **Text1: 2.1,2.2, 2.3, 2.4, 2.5, 2.6**

Engineering Science for Microsystems Design and Fabrication: Introduction, Atomic Structure of Matter, Ions and Ionization Molecular Theory of Matter and Intermolecular Forces, Plasma Physics, Electrochemistry**. Text1: 3.1, 3.2, 3.3, 3.4, 3.7, 3.8**

Teaching-Learning Process	PowerPoint Presentation, YouTube videos, Animations of MEMS Micro sensors, Micro actuators, Micro accelerometers and Microfluidics, molecules, Ions and matter **RBT Level:** L1, L2, L3

<table>
<tr><td colspan="2" align="center">Module-3</td></tr>
<tr><td colspan="2">Engineering Mechanics for Microsystems Design: Introduction, Static Bending of Thin Plates, Mechanical Vibration, Thermo mechanics, Fracture Mechanics, Thin Film Mechanics, Overview on Finite Element Stress Analysis. Text1: 4.1,4.2,4.3,4.4,4.5,4.6,4.7</td></tr>
<tr><td>Teaching-Learning Process</td><td>Chalk and talk method, Power Point Presentations and supporting YouTube Videos
Solve numericals related to Thin Plates, and Vibration.
Self study topics: solve numericals related to other topics
RBT Level: L1, L2, L3</td></tr>
<tr><td colspan="2" align="center">Module-4</td></tr>
<tr><td colspan="2">Scaling Laws in Miniaturization: Introduction, Scaling in Geometry, Scaling in Rigid-Body Dynamics, Scaling in Electrostatic Forces, Scaling in Electromagnetic Forces, Scaling in Electricity, Scaling in Fluid Mechanics, Scaling in Heat Transfer. Text1: 6.1, 6.2,6.3,6.4,6.5,6.6,6.7,6.8</td></tr>
<tr><td>Teaching-Learning Process</td><td>Chalk and Talk Method, You Tube Videos, Solve numericals related to scaling in Geometry
Self study topics: solve numericals of other topics
RBT Level: L1, L2, L3</td></tr>
<tr><td colspan="2" align="center">Module-5</td></tr>
<tr><td colspan="2">Overview of Micromanufacturing: Introduction, Bulk Micromanufacturing, Surface Micromachining, The LIGA Process, Summary on Micromanufacturing. Text1: 9.1,9.2,9.3,9.4,9.5
Microsystem Packaging: Introduction, Overview of Mechanical Packaging of Microelectronics, Microsystem Packaging. Text1: 11.1,11.2, 11.3</td></tr>
<tr><td>Teaching-Learning Process</td><td>Power Point Presentation, YouTube videos, Animation of MEMS micromanufacturing
Supporting animation videos on packaging
RBT Level: L1, L2, L3</td></tr>
</table>

Course outcomes (Course Skill Set)

At the end of the course the student will be able to:

1. Appreciate the technologies related to Micro Electro Mechanical Systems.
2. Understand design and fabrication processes involved with MEMS devices.
3. Analyse the MEMS devices and develop suitable mathematical models
4. Know various application areas for MEMS device.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module. Marks scored out of 100 shall be reduced proportionally to 50 marks

Suggested Learning Resources:

Text Book:

Tai-Ran Hsu, MEMS and Micro systems: Design and Manufacture, 1st Ed, Tata Mc Graw Hill.

Reference Books:

1. **Hans H Gatzen, Volker Saile, JurgLeuthold**, Micro and Nano Fabrication: Tools and Processes, Springer, 2015.
2. **Dilip Kumar Bhattacharya, Brajesh Kumar Kaushik**, Microelectromechanical Systems (MEMS), Cengage Learning.
3. **Chang Liu**, Foundations of MEMS, Pearson Ed.

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Develop mini projects and Final year projects using MEMS components to address the real world problems

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E: Electronics & Communication Engineering / B.E: Electronics & Telecommunication Engineering
NEP, Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 – 22)

VII Semester

Advanced VLSI			
Course Code	**21EC71**	CIE Marks	50
Teaching Hours/Week (L:T:P:S)	3:0:0:1	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives:

- Learn overview of VLSI design flow
- Emphasise on Back end VLSI design flow
- Learn basics of verification with reference to System Verilog

Teaching-Learning Process (General Instructions)

The sample strategies, which the teacher can use to accelerate the attainment of the various course outcomes are listed in the following:

1. Lecture method (L) does not mean only the traditional lecture method, but a different type of teaching method may be adopted to develop the outcomes.
2. Show Video/animation films to explain the functioning of various techniques.
3. Encourage collaborative (Group) Learning in the class
4. Ask at least three HOTS (Higher-order Thinking) questions in the class, which promotes critical thinking
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
6. Topics will be introduced in multiple representations.
7. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Introduction to ASICs: Full custom, Semi-custom and Programmable ASICs, ASIC Design flow, ASIC cell libraries. CMOS Logic: Data path Logic Cells: Data Path Elements, Adders: Carry skip, Carry bypass, Carry save, Carry select, Conditional sum, Multiplier (Booth encoding), Data path Operators, I/O cells, Cell Compilers. Text Book 1

Teaching-Learning Process	Chalk and talk method, Power point presentation **RBT Level:** L1, L2, L3

Module-2

Floor planning and placement: Goals and objectives, Measurement of delay in Floor planning, Floor planning tools, Channel definition, I/O and Power planning and Clock planning. Placement: Goals and Objectives, Min-cut Placement algorithm, Iterative Placement Improvement, Time driven placement methods, Physical Design Flow.
Routing: Global Routing: Goals and objectives, Global Routing Methods, Global routing between blocks, Back annotation. Text Book 1

Teaching-Learning Process	Chalk and talk method, Power point presentation **RBT Level:** L1, L2, L3

Module-3	
Verification Guidelines: The verification process, basic test bench functionality, directed testing, methodology basics, constrained random stimulus, randomization, functional coverage, test bench components, layered testbench. **Data Types**: Built in Data types, fixed and dynamic arrays, Queues, associative arrays, linked lists, array methods, choosing a type, creating new types with type def, creating user defined structures, type conversion, Enumerated types, constants and strings, Expression width. Text Book 2	
Teaching-Learning Process	Chalk and talk method, Power point presentation **RBT Level:** L1, L2, L3
Module-4	
Procedural Statements and Routines: Procedural statements, Tasks, Functions and void functions, Task and function overview, Routine arguments, returning from a routine, Local data storage, time values. **Connecting the test bench and design**: Separating the test bench and design, The interface construct, Stimulus timing, Interface driving and sampling, System Verilog assertions. Text Book 2	
Teaching-Learning Process	Chalk and talk method, Power point presentation **RBT Level:** L1, L2, L3
Module-5	
Randomization: Introduction, What to randomize? , Randomization in System Verilog, Random number functions, Common randomization problems, Random Number Generators. **Functional Coverage**: Coverage types, Coverage strategies, Simple coverage example, Anatomy of Cover group and Triggering a Cover group, Data sampling, Cross coverage, Generic Cover groups, Coverage options, Analyzing coverage data, measuring coverage statistics during simulation. Text Book 2	
Teaching-Learning Process	Chalk and talk method, Power point presentation **RBT Level:** L1, L2, L3

Course outcomes (Course Skill Set)

At the end of the course the student will be able to:

1. Understand VLSI design flow
2. Describe the concepts of ASIC design methodology
3. Create floor plan including partition and routing with the use of CAD algorithms
4. Will have better insights into VLSI back-end design flow
5. Learn verification basics and System Verilog

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5^{th} week of the semester
2. Second test at the end of the 10^{th} week of the semester
3. Third test at the end of the 15^{th} week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4^{th} week of the semester
5. Second assignment at the end of 9^{th} week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module. Marks scored out of 100 shall be reduced proportionally to 50 marks

Suggested Learning Resources:

Text Books:

1. Michael John Sebastian Smith, Application - Specific Integrated Circuits, Addison-Wesley Professional, 2005.
2. Chris Spear, System Verilog for Verification – A guide to learning the Test bench language features, Springer Publications, Second Edition, 2010.

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Use EDA tool to design basic Analog blocks like amplifiers and 4-bit RAM
- Prepare a white paper on ASIC design flow referring to literatures of Cadence and Synopsys EDA tools
- Mini project using System Verilog

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E: Electronics & Communication Engineering / B.E: Electronics & Telecommunication Engineering
NEP, Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 – 22)

VII Semester

Optical & Wireless Communication			
Course Code	**21EC72**	CIE Marks	50
Teaching Hours/Week (L:T:P:S)	2:0:0:1	SEE Marks	50
Total Hours of Pedagogy	30	Total Marks	100
Credits	2	Exam Hours	3
Non-MCQ pattern of CIE and SEE			

Course objectives:

This course will enable students to:

- Learn the basic principle of optical fiber communication with different modes of light propagation.
- Understand the transmission characteristics and losses in optical fiber.
- Study of optical components and its applications in optical communication networks.
- Understand the concepts of propagation over wireless channels from a physics standpoint
- Understand the multiple access techniques used in cellular communications standards.
- Application of Communication theory both Physical and networking to understand GSM systems that handle mobile telephony.

Teaching-Learning Process (General Instructions)

The sample strategies, which the teacher can use to accelerate the attainment of the various course outcomes are listed in the following:

1. Lecture method (L) does not mean only the traditional lecture method, but a different type of teaching method may be adopted to develop the outcomes.
2. Show Video/animation films to explain the functioning of various techniques.
3. Encourage collaborative (Group) Learning in the class
4. Ask at least three HOTS (Higher-order Thinking) questions in the class, which promotes critical thinking
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
6. Topics will be introduced in multiple representations.
7. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Optical Fiber Structures: Optical Fiber Modes and Configurations, Mode theory for circular waveguides, Single mode fibers, Fiber materials.

Attenuation and Dispersion: Attenuation, Absorption, Scattering Losses, Bending loss, Signal Dispersion: Modal delay, Group delay, Material dispersion.

[Text1 : 3.1, 3.2, 2.3[2.3.1 to 2.3.4], 2.4[2.4.1, 2.4.2],2.5, 2.7].

Teaching-Learning Process	Chalk and talk method, Power point presentation **RBT Level:** L1, L2, L3

Module-2

Optical Sources and detectors: Light Emitting Diode: LED Structures, Light source materials, Quantum efficiency and LED power, Laser Diodes: Modes and threshold conditions, Rate equations, External quantum efficiency, Resonant frequencies, Photodetectors: The pin Photodetector, Avalanche Photodiodes.

WDM Concepts: Overview of WDM, Isolators and Circulators, Fiber grating filters, Dielectric thin-film filters, Diffraction Gratings. [Text1: 4.2 ,4.3, 6.1, 10.1, 10.3, 10.4, 10.5, 10.7]	
Teaching-Learning Process	Chalk and talk method, Power point presentation **RBT Level:** L1, L2, L3
Module-3	
Mobile Communication Engineering: Wireless Network generations, Basic propagation Mechanisms, Mobile radio Channel. **Principles of Cellular Communications:** Cellular terminology, Cell structure and Cluster, Frequency reuse concept, Cluster size and system capacity, Frequency Reuse Distance, Cochannel Interference and signal quality. [Text2: 1.4, 2.4, 2.5, 4.1 to 4.4, 4.6, 4.7]	
Teaching-Learning Process	Chalk and talk method, Power point presentation **RBT Level:** L1, L2, L3
Module-4	
Multiple Access Techniques: FDMA, TDMA, CDMA, SDMA, Hybrid Multiple Access Techniques, Multicarrier Multiple Access Schemes. **A Basic Cellular System:** A basic cellular system connected to PSTN, Parts of basic cellular system, Operation of a cellular system. [Text2: 8.2, 8.3, 8.4.5, 8.5, 8.6, 8.10, 9.2.2, 9.2.3, 9.3]	
Teaching-Learning Process	Chalk and talk method, Power point presentation **RBT Level:** L1, L2, L3
Module-5	
Global System for Mobile (GSM): GSM Network Architecture, GSM signalling protocol architecture, Identifiers used in GSM system, GSM Channels, Frame structure for GSM, GSM Call procedures, GSM hand-off Procedures, GSM Services and features. [Text2: 11.1, 11.2,11.3,11.4, 11.5, 11.8, 11.9. 11.10]	
Teaching-Learning Process	Chalk and talk method, Power point presentation **RBT Level:** L1, L2, L3

Course outcomes (Course Skill Set)

At the end of the course the student will be able to:

1. Classification and characterization of optical fibers with different modes of signal propagation.
2. Describe the constructional features and the characteristics of optical fiber and optical devices used for signal transmission and reception.
3. Understand the essential concepts and principles of mobile radio channel and cellular communication.
4. Describe various multiple access techniques used in wireless communication systems.
5. Describe the GSM architecture and procedures to establish call set up, call progress handling and call tear down in a GSM cellular network.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation (CIE):

CIE will be the same as other core theory courses.

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.
Semester End Examination (SEE):

For non-MCQ pattern of CIE and SEE

Continuous Internal Evaluation (CIE):

At the beginning of the semester, the instructor/faculty teaching the course has to announce the methods of CIE for the course.

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module. Marks scored out of 100 shall be reduced proportionally to 50 marks

Suggested Learning Resources:

Text Books

1. Gerd Keiser, Optical Fiber Communication, 5th Edition, McGraw Hill Education (India) Private Limited, 2016. ISBN:1-25-900687-5.
2. T L Singal, Wireless Communications, McGraw Hill Education (India) Private Limited, 2016, ISBN:0-07-068178-3.

Reference Books

1. John M Senior, Optical Fiber Communications, Principles and Practice, 3rd Edition, Pearson Education, 2010, ISBN:978-81-317-3266-3
2. Theodore Rappaport, Wireless Communications: Principles and Practice, 2nd Edition, Prentice Hall Communications Engineering and Emerging Technologies Series, 2002, ISBN 0-13-042232-0.
3. Gary Mullet, Introduction to Wireless Telecommunications Systems and Networks, First Edition, Cengage Learning India Pvt Ltd., 2006, ISBN - 13: 978-81-315-0559-5.

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E: Electronics & Communication Engineering / B.E: Electronics & Telecommunication Engineering
NEP, Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 – 22)

VII Semester

Optical & Satellite Communication			
Course Code	**21EC751**	CIE Marks	50
Teaching Hours/Week (L:T:P:S)	3:0:0:1	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives: This course will enable students to:
- Learn the basic principle of optical fiber communication with different modes of light propagation.
- Understand the transmission characteristics and losses in optical fiber.
- Study of optical components and its applications in optical communication networks.
- Understand the basic principle of satellite orbits and trajectories.
- Study of electronic systems associated with a satellite and the earth station.
- Study satellite applications focusing various domains services such as remote sensing, weather forecasting and navigation.

Teaching-Learning Process (General Instructions)

The sample strategies, which the teacher can use to accelerate the attainment of the various course outcomes are listed in the following:
1. Lecture method (L) does not mean only the traditional lecture method, but a different type of teaching method may be adopted to develop the outcomes.
2. Show Video/animation films to explain the functioning of various techniques.
3. Encourage collaborative (Group) Learning in the class
4. Ask at least three HOTS (Higher-order Thinking) questions in the class, which promotes critical thinking
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
6. Topics will be introduced in multiple representations.
7. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Optical Fiber Structures: Optical Fiber Modes and Configurations, Mode theory for circular waveguides, Single mode fibers, Fiber materials, Photonic Crystal Fibers, Fiber Optic Cables.

Attenuation and Dispersion: Attenuation: Absorption, Scattering Losses, Bending loss, Signal Dispersion: Modal delay, Group delay, Material dispersion.

[Text1 : 2.3[2.3.1 to 2.3.4], 2.4[2.4.1, 2.4.2],2.5, 2.7,2.8, 2.11, 3.1, 3.2].

Teaching-Learning Process	Chalk and talk method, Power Point Presentation. Self-study topics: Optical Spectral bands, Basic optical laws and definitions. **RBT Level:** L1, L2, L3

Module-2

Optical Sources and detectors: Light Emitting Diode: LED Structures, Light source materials, Quantum efficiency and LED power, Laser Diodes: Modes and threshold conditions, Rate equations, External quantum efficiency, Resonant frequencies, Photodetectors: The pin Photodetector, Avalanche Photodiodes.

WDM Concepts: Overview of WDM, Isolators and Circulators, Fiber grating filters, Dielectric thin-film filters, Diffraction Gratings.

Optical Amplifiers: Basic Applications and types, Erbium doped fiber amplifiers. [Text1: 4.2 ,4.3, 6.1, 10.1, 10.3, 10.4, 10.5, 10.7, 11.1, 11.3.1,11.3.2]	
Teaching-Learning Process	Chalk and talk method, Power point presentation Self-study topics: Raman Amplifiers. **RBT Level:** L1, L2, L3
Module-3	
Satellite Orbit and Trajectories: Definition, Basic Principles, Orbital parameters, Injection velocity and satellite trajectory, Types of Satellite orbits. [Text2: 2.1, 2.2, 2.3,2.4,2.5] **Satellite In-orbit Operations:** Orbital perturbations, Satellite stabilization, Orbital effects on satellite's performance, Eclipses, Look angles: Azimuth angle, Elevation angle. [Text2: 3.3, 3.4, 3.5, 3.6, 3.7]	
Teaching-Learning Process	Chalk and talk method, Power Point Presentation. Self-study topics: Satellite launch sequence. **RBT Level:** L1, L2, L3
Module-4	
Satellite Hardware: Satellite Subsystems, Power supply subsystem, Attitude and Orbit control, Tracking, Telemetry and command subsystem, Payload. [Text2: 4.1, 4.5, 4.6, 4.7,4.8] **Earth Station:** Types of earth station, Architecture, Design considerations, Testing, Earth station Hardware, Satellite tracking. [Text2: 8.1, 8.2, 8.3,8.4,8.5,8.6]	
Teaching-Learning Process	Chalk and talk method, Power Point Presentation. Self-study topics: Mechanical structure and propulsion subsystem **RBT Level:** L1, L2, L3
Module-5	
Communication Satellites: Introduction, Related Applications, Frequency Bands, Payloads, Satellite Vs. Terrestrial Networks, Satellite Television, Satellite Data Communication Services. **Applications:** Remote Sensing Satellites: Classification, Orbits, payloads. Weather Forecasting Satellites: Overview, Fundamentals, orbits and payload. Global Positioning Satellite System.	
Teaching-Learning Process	Chalk and talk method, Power point presentation Self-study topics: Regional, National and International Satellite systems **RBT Level:** L1, L2, L3

Course outcomes (Course Skill Set)

At the end of the course the student will be able to:

1. Classification and characterization of optical fibers and devices used for optical communication.
2. Understand the principle of operation of optical devices used for multiplexing and amplification of light.
3. Describe the satellite orbits and its trajectories with the definitions of parameters associated with it.
4. Describe the electronic hardware systems associated with the satellite subsystem and earth station.
5. Understand the functioning of satellites for communication, remote sensing, and weather and navigation applications.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour)**

1. First test at the end of 5th week of the semester

2. Second test at the end of the 10^{th} week of the semester
3. Third test at the end of the 15^{th} week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4^{th} week of the semester
5. Second assignment at the end of 9^{th} week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13^{th} week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module. Marks scored out of 100 shall be reduced proportionally to 50 marks

Suggested Learning Resources:

Text Books:

1. Gerd Keiser, Optical Fiber Communication, 5^{th} Edition, McGraw Hill Education (India) Private Limited, 2016. ISBN:1-25-900687-5.
2. Anil K Maini, Varsha Agrawal, Satellite Communication, Wiley India Pvt. Ltd., 2015, ISBN: 978-81-265-2071-8.

Reference Books:

1. John M Senior, Optical Fiber Communications, Principles and Practice, 3^{rd} Edition, Pearson Education, 2010, ISBN:978-81-317-3266-3
2. Timothy Pratt, Charles Bostian, Jeremy Allnutt, Satellite Communications, 2^{nd} Edition, Wiley India Pvt. Ltd , 2017, ISBN: 978-81-265-0833-4
3. Dennis Roddy, Satellite Communications, 4^{th} Edition, McGraw- Hill International edition, 2006.

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E: Electronics & Communication Engineering / B.E: Electronics & Telecommunication Engineering
NEP, Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 – 22)

VII Semester

ARM Embedded Systems			
Course Code	**21EC752**	CIE Marks	50
Teaching Hours/Week (L:T:P:S)	3:0:0:1	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives:

This course will enable students to:

- Explain the architectural features and instructions of 32 bit ARM microcontroller
- Develop Programs using the various instructions of ARM for different Applications.
- Understand the basic hardware components and their selection method based on the characteristics and
- Attributes of an embedded system.
- Develop the hardware software co-design and firmware design approaches.
- Explain the need of real time operating system for embedded system applications.

Teaching-Learning Process (General Instructions)

The sample strategies, which the teacher can use to accelerate the attainment of the various course outcomes are listed in the following:

1. Lecture method (L) does not mean only the traditional lecture method, but a different type of teaching method may be adopted to develop the outcomes.
2. Show Video/animation films to explain the functioning of various techniques.
3. Encourage collaborative (Group) Learning in the class
4. Ask at least three HOTS (Higher-order Thinking) questions in the class, which promotes critical thinking
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
6. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
7. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.
8. Give programming assignments.

Module-1

ARM Embedded System: RISC Design Philosophy, ARM design Philosophy, Embedded System hardware and Embedded System software.
ARM Processor Fundamentals: Registers, Current Program Status Registers, Pipeline, Exceptions, Interrupts and the Vector table, Core Extensions, Architecture Revisions, ARM processor families
(Text1 : Chapter 1 and Chapter 2)

Teaching-Learning Process	Chalk and talk method, Power point presentation **RBT Level:** L1, L2, L3

Module-2

ARM Instructions: Introduction, Data Processing Instructions, Branch Instructions, Load – Store Instructions Software Instructions, Program Status Register Instructions, Conditional Execution.
Thumb Instructions: Thumb register usage, ARM – Thumb Interworking, Other branch Instructions, Data Processing instructions, Single and Multiple Register Load Store Instructions, Stack Instructions, Software Interrupt Instructions.
(Text1: Chapter 3 and chapter 4,)

Teaching-Learning Process	Chalk and talk method, Power point presentation **RBT Level:** L1, L2, L3

Module-3

Embedded System Components: Embedded Vs General computing system, Classification of Embedded systems, Major applications and purpose of ES. Elements of an Embedded System (Block diagram and explanation), Differences between RISC and CISC, Harvard and Princeton, Big and Little Endian formats, Memory (ROM and RAM types), Sensors, Actuators, Optocoupler, Communication Interfaces (I2C, SPI, IrDA, Bluetooth, Wi-Fi, Zigbee only)

(Text 2: All the Topics from Ch-1 and Ch-2 (Fig and explanation before 2.1) 2.1.1.6 to 2.1.1.8, 2.2 to 2.2.2.3, 2.3 to 2.3.2, 2.3.3.3, selected topics of 2.4.1 and 2.4.2 only).

Teaching-Learning Process	Chalk and talk method, Power point presentation **RBT Level:** L1, L2, L3

Module-4

Embedded System Design Concepts: Characteristics and Quality Attributes of Embedded Systems, Operational and non-operational quality attributes, Embedded Systems-Application and Domain specific, Hardware Software Co-Design and Program Modeling (excluding UML), Embedded firmware design and development (excluding C language).
Text 2: Ch-3, Ch-4 (4.1, 4.2.1 and 4.2.2 only), Ch-7 (Sections 7.1, 7.2 only), Ch-9 (Sections 9.1, 9.2, 9.3.1, 9.3.2 only)

Teaching-Learning Process	Chalk and talk method, Power point presentation **RBT Level:** L1, L2, L3

Module-5

RTOS and IDE for Embedded System Design: Operating System basics, Types of operating systems, Task, process and threads (Only POSIX Threads with an example program), Thread preemption, Preemptive Task scheduling techniques, Task Communication, Task synchronization issues – Racing and Deadlock, Concept of Binary and counting semaphores (Mutex example without any program), How to choose an RTOS, Integration and testing of Embedded hardware and firmware, Embedded system Development Environment – Block diagram (excluding Keil), Disassembler/decompiler, simulator, emulator and debugging techniques
(Text 2: Ch-10 (Sections 10.1, 10.2, 10.3, 10.5.2 , 10.7, 10.8.1.1, 10.8.1.2, 10.8.2.2, 10.10 only), Ch-12, Ch-13 (a block diagram before 13.1, 13.3, 13.4, 13.5, 13.6 only)

Teaching-Learning Process	Chalk and talk method, Power point presentation **RBT Level:** L1, L2, L3

Course outcomes (Course Skill Set)

At the end of the course the student will be able to:

1. Describe the architectural features and instructions of 32 bit microcontroller ARM Cortex M3.
2. Apply the knowledge gained for Programming ARM Cortex M3 for different applications.
3. Understand the basic hardware components and their selection method based on the characteristics and attributes of an embedded system.
4. Develop the hardware software co-design and firmware design approaches.
5. Explain the need of real time operating system for embedded system applications.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:
Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5^{th} week of the semester
2. Second test at the end of the 10^{th} week of the semester
3. Third test at the end of the 15^{th} week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4^{th} week of the semester
5. Second assignment at the end of 9^{th} week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13^{th} week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:
Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module. Marks scored out of 100 shall be reduced proportionally to 50 marks

Suggested Learning Resources:

Text Books:

1. Andrew N Sloss, "ARM System Developer's guide", Elsevier Publications, 2016
2. Shibu K V, "Introduction to Embedded Systems", Tata McGraw Hill Education Private Limited, 2^{nd} Edition.

Reference Books:

1. James K Peckol, "Embedded systems- A contemporary design tool", John Wiley, 2008.
2. Yifeng Zhu, "Embedded Systems with Arm Cortex-M Microcontrollers in Assembly Language and C", 2^{nd} Ed., Man Press LLC ©, 2015.
3. K V K K Prasad, "Embedded real time systems", Dreamtech publications, 2003.
4. Rajkamal, "Embedded Systems",2^{nd} Edition, McGraw hill Publications, 2010.

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E: Electronics & Communication Engineering / B.E: Electronics & Telecommunication Engineering
NEP, Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 – 22)

VII Semester

Basic Digital Image Processing			
Course Code	**21EC753**	CIE Marks	50
Teaching Hours/Week (L:T:P:S)	2:0:2:1	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives:

- Understand the fundamentals of digital image processing
- Understand the image enhancement techniques in spatial domain used in digital image processing
- Understand the frequency domain enhancement techniques in digital image processing
- Understand the Color Image Processing in digital image processing
- Understand the image restoration techniques and methods used in digital image processing

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. Show Video/animation films to explain the functioning of various image processing concepts.
2. Encourage cooperative (Group) Learning through puzzles, diagrams, coding etc., in the class.
3. Encourage students to ask questions and investigate their own ideas helps improve their problem-solving skills as well as gain a deeper understanding of academic concepts.
4. Ask at least three HOTS (Higher-order Thinking) questions in the class, which promotes critical thinking
5. Students are encouraged to do coding based projects to gain knowledge in image processing.
6. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
7. Topics will be introduced in multiple representations.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.
9. Arrange visits to nearby PSUs such as CAIR(DRDO), NAL, BEL, ISRO, etc., and small-scale software industries to give industry exposure.

Module-1

Digital Image Fundamentals: What is Digital Image Processing?, Origins of Digital Image Processing, Examples of fields that use DIP, Fundamental Steps in Digital Image Processing, Components of an Image Processing System, Elements of Visual Perception, Image Sensing and Acquisition, Image Sampling and Quantization, Some Basic Relationships Between Pixels.
[Text 1: Chapter 1, Chapter 2: Sections 2.1 to 2.5]

Teaching-Learning Process	Chalk and talk method, PowerPoint Presentation, YouTube videos, Videos on Image processing applications Self-study topics: Arithmetic and Logical operations Practical topics: Problems on Basic Relationships Between Pixels. **RBT Level:** L1, L2, L3

Module-2

Spatial Domain: Some Basic Intensity Transformation Functions, Histogram Processing, Fundamentals of Spatial Filtering, Smoothing Spatial Filters, Sharpening Spatial Filters
[Text 1: Chapter 3: Sections 3.2 to 3.6]

Teaching-Learning Process	Chalk and talk method, PowerPoint Presentation, YouTube videos and animations of Intensity Transformation Functions, Histogram Processing, Spatial domain filters. Self-study topics: Point, line and edge detection. Practical topics: Problems on Intensity Transformation Functions, Histogram, Spatial domain filters **RBT Level:** L1, L2, L3
Module-3	
Frequency Domain: Basics of Filtering in the Frequency Domain, Image Smoothing and Image Sharpening Using Frequency Domain Filters. [Text 1: Chapter 4: Sections 4.7 to 4.9]	
Teaching-Learning Process	Chalk and talk method, PowerPoint Presentation, YouTube videos on frequency domain filtering, Color image processing. Self-study topics: Basic concept of segmentation. Practical topics: Problems on Image smoothing and sharpening **RBT Level:** L1, L2, L3
Module-4	
Color Image Processing: Color Fundamentals, Color Models, Pseudo-color Image Processing. [Text 1: Chapter 6: Sections 6.1 to 6.3]	
Teaching-Learning Process	Chalk and talk method, PowerPoint Presentation, YouTube videos on Color image processing. Practical topics: Problems on Pseudo-color Image Processing **RBT Level:** L1, L2, L3
Module-5	
Restoration: A model of the Image Degradation/Restoration Process, Noise models, Restoration in the Presence of Noise Only using Spatial Filtering and Frequency Domain Filtering, Inverse Filtering, Minimum Mean Square Error (Wiener) Filtering. [Text 1: Chapter 5: Sections 5.1, to 5.4.3, 5.7, 5.8]	
Teaching-Learning Process	Chalk and talk method, PowerPoint Presentation, YouTube videos on Noise models, filters and its applications. Self-study topics: Linear position invariant degradation, Estimation of degradation function. **RBT Level:** L1, L2, L3

Course outcome (Course Skill Set)

At the end of the course the student will be able to:

1. Understand image formation and the role of human visual system plays in perception of gray and color image data.
2. Apply image processing techniques in spatial domains.
3. Apply image processing techniques in frequency (Fourier) domains.
4. Conduct independent study and analysis of Image Enhancement techniques.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester

3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module. Marks scored out of 100 shall be reduced proportionally to 50 marks

Suggested Learning Resources:

Text Book:

Digital Image Processing- Rafael C Gonzalez and Richard E Woods, PHI, 3rd Edition, 2010.

Reference Books:

1. Digital Image Processing- S Jayaraman, S Esakkirajan, T Veerakumar, Tata McGraw Hill, 2014.
2. Fundamentals of Digital Image Processing- A K Jain, PHI Learning Private Limited 2014.

Web links and Video Lectures (e-Resources)

- Image databases, https://imageprocessingplace.com/root_files_V3/image_databases.htm
- Student support materials, https://imageprocessingplace.com/root_files_V3/students/students.htm
- NPTEL Course, Introduction to Digital Image Processing, https://nptel.ac.in/courses/117105079
- Computer Vision and Image Processing, https://nptel.ac.in/courses/108103174
- Image Processing and Computer Vision – Matlab and Simulink,
- https://in.mathworks.com/solutions/image-video-processing.html

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Simulink models for Image processing

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E: Electronics & Communication Engineering / B.E: Electronics & Telecommunication Engineering
NEP, Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 – 22)

VII Semester

Basic Digital Signal Processing			
Course Code	**21EC754**	CIE Marks	50
Teaching Hours/Week (L:T:P:S)	3:0:0:1	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives:

This course will enable students to:

- **Preparation**: To prepare students with fundamental knowledge/ overview in the field of Signal Processing
- **Core Competence**: To equip students with a basic foundation of Signal Processing by delivering the mathematical description of discrete time signals and systems, classifying signals into different categories based on their properties, analyzing Linear Time Invariant (LTI)systems in time and transform domains, basics of FIR & IIR Filter Design

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. Lecture method (L) does not mean only traditional lecture method, but different type of teaching methods may be adopted to develop the outcomes.
2. Show Video/animation films to explain the different concepts Digital Signal Processing.
3. Encourage collaborative (Group) Learning in the class.
4. Ask at least three HOTS (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
6. Topics will be introduced in a multiple representation.
7. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.
9. Adopt Flipped class technique by sharing the materials / Sample Videos prior to the class and have discussions on the that topic in the succeeding classes
10. Give Programming Assignments.

Module-1

Signal Definition, Signal Classification, System definition, System classification, for both continuous time and discrete time, Definition of LTI systems (Chapter1)

Teaching-Learning Process	Chalk and talk method, YouTube videos, Flipped Class Technique, Programming assignments **RBT Level:** L1, L2, L3

Module-2

Introduction to Fourier Transform, Fourier Series, Relating the Laplace Transform to Fourier Transform, Frequency response of continuous time systems (Chapter3)

Teaching-Learning Process	Chalk and talk method, YouTube videos, Flipped Class Technique, Programming assignments **RBT Level:** L1, L2, L3

Module-3	
Frequency response of ideal analog filters, Salient features of Butterworth filters Design and implementation of Analog Butterworth filters to meet given specifications (Chapter8)	
Teaching-Learning Process	Chalk and talk method, YouTube videos, Flipped Class Technique, Programming assignments **RBT Level:** L1, L2, L3
Module-4	
Sampling Theorem- Statement and proof, converting the analog signal to a digital signal, Practical sampling, The Discrete Fourier Transform, Properties of DFT, Comparing the frequency response of analog and digital systems (FFT not included) (Chapter 3,4)	
Teaching-Learning Process	Chalk and talk method, YouTube videos, Flipped Class Technique, Programming assignments **RBT Level:** L1, L2, L3
Module-5	
Definition of FIR and IIR filters, Frequency response of ideal digital filters. Transforming the Analog Butterworth filter to the Digital IIR Filter using BLT to meet given specifications. Design of Low pass / High pass FIR Filters using the Window technique, to meet given specifications, Comparing the designed filter with the desired filter frequency response (Chapter8)	
Teaching-Learning Process	Chalk and talk method, Power point presentation, YouTube videos, Flipped Class Technique, Programming assignments **RBT Level:** L1, L2, L3

Course outcome (Course Skill Set)

At the end of the course the student will be able to:

1. Understand the continuous time and discrete time signals and systems, in time and frequency domain
2. Apply the concepts of signals and systems to obtain the desired parameter/representation
3. Design analog/digital filters to meet given specifications
4. Design and implement the analog filter using components/suitable simulation tools
5. Design and implement the digital filter (FIR/IIR) using suitable simulation tools, and record the input and output of the filter for the given audio signal

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module. Marks scored out of 100 shall be reduced proportionally to 50 marks

Suggested Learning Resources:

Text Books:

1. 'Signals and Systems', Simon Haykin and Barry Van Veen, Wiley.
2. "Fundamentals of Digital Signal Processing", Lonnie C Ludeman, John Wiley and Sons, 1986.

Reference Books:

3. 'Theory and Application of Digital Signal Processing', Rabiner and Gold
4. 'Signals and Systems', Schaum's Outline series
5. 'Digital Signal Processing', Schaum's Outline series

Web links and Video Lectures (e-Resources)

By Prof. S C Dutta Roy, IIT Delhi
https://nptel.ac.in/courses/117102060

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Programming Assignments / Mini Projects can be given to improve programming skills

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E: Electronics & Communication Engineering / B.E: Electronics & Telecommunication Engineering
NEP, Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 – 22)

VII Semester

E-waste Management			
Course Code	**21EC755**	CIE Marks	50
Teaching Hours/Week (L:T:P:S)	3:0:0:1	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives:

- **Current Status:** According to a report on e-waste presented by the United Nations (UN) in World Economic Forum on January 24, 2019, the waste stream reached 48.5 MT in 2018. With such a large quantity of e-waste being generated each year, the future of e-waste recycling in India looks pretty bright. The E-waste (Management) Rules, 2016, enacted on October 1, 2017, added over 21 products (Schedule-I) under the purview of the rule.
- **Purview:** This course covers an extensive review of e-waste management in India. With a focus on the evolution of legal frameworks in India and the world, it presents impacts and outcomes; challenges and opportunities; and management strategies and practices to deal with e-waste. It also includes a survey of pan-India initiatives and trajectories of law-driven initiatives for effective e-waste management along with responses from industries and producers.
- **Scope:** There is a considerable scope for e-waste recycling in India. It is not only a solution to help mitigate e-waste management issues, but it also helps to generate employment. With the rise in e-waste recycling plants, the demand for employees with all levels of qualification and skills also increases.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. Lecture method (L) does not mean only the traditional lecture method, but a different type of teaching method may be adopted to develop the outcomes.
2. Show Video/animation films to explain the functioning of various techniques.
3. Encourage collaborative (Group) Learning in the class
4. Ask at least three HOTS (Higher-order Thinking) questions in the class, which promotes critical thinking
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
6. Topics will be introduced in multiple representations.
7. Discuss how every concept can be applied to the real world - and when that's possible, it helps to improve the students' understanding.
8. Arrange visits to nearby industries to give industry exposure.

Module-1

Sustainable development and e-waste management: Importance of electrical and electronic equipment in a nation's development, and e-waste as toxic companion of digital era, I: Let's understand e-waste, II: E-waste statistics: quantities, collection and recycling, E-waste categories and harmonising statistics, III: An overview on status of e-waste related legislation across the globe; IV: UN initiatives for e-waste management: creating partnerships and achieving Agenda 2030; V: Indian scenario: e-waste generation, collection and recycling.

Teaching-Learning Process	Chalk and talk method, YouTube videos. **RBT Level:** L1, L2

Module-2

Extended producer responsibility: a mainstay for e-waste management: Evolution of concept of 'extended producer responsibility', EPR applied for waste management and extended for e-waste

management, EPR: goals, implementation, and challenges for e-waste management, EPR implemented for e-waste management under the existing regulatory frameworks in different countries, Role of a PRO prescribed in regulatory framework, Considerations for successful implementation of EPR, Challenges in implementation of EPR for e-waste management, Impact of EPR, EPR and e-waste management in India. **Toxicity and impacts on environment and human health**: Toxicity, recycling, and regulations, I: Environmental concerns, II: Human health concerns.	
Teaching-Learning Process	Chalk and talk method, PowerPoint Presentation, More examples relating to applications. **RBT Level:** L1, L2, L3
Module-3	
Treating e-waste, resource efficiency, and circular economy: Safe environment, resource use, and circular economy, Circular economy: recycling, resource recovery, and resource efficiency, Potentials of urban mining in circular economy, Recycling and resource efficiency related challenges to the circular economy, Urban mining, recycling, resource use, resource efficiency, and circular economy in India. **E-waste management through legislations in India**: I: Historical backdrop of regulatory regime for e-waste in India, II: E-waste (management) Rules, 2016 and E-waste (management) Amendment Rules, 2018, III: Analysing performance of EPR and CPCB as regulatory mechanisms, IV: Legal cases and judicial directives.	
Teaching-Learning Process	Chalk and talk method, PowerPoint Presentation **RBT Level:** L1, L2, L3
Module-4	
Strategies and initiatives for dealing with e-waste in India: I: Overview of pan-India initiatives for dealing with e-waste during 2000 and 2012, II: Law-driven e-waste management – initiatives by the government, non-government agencies, and judiciary.	
Teaching-Learning Process	Chalk and talk method, PowerPoint Presentation. **RBT Level:** L1, L2, L3
Module-5	
Moving towards horizons: I: Legal and judicial domain, II: Economic concerns, III: Environment concerns, IV: Recycling culture/recycling society.	
Teaching-Learning Process	Chalk and talk method, PowerPoint Presentation, More examples relating to applications. **RBT Level:** L1, L2, L3

Course outcome (Course Skill Set)

At the end of the course the student will be able to:

1. Understand the existing discourse on e-waste and its management, statistics across the world, opportunities, and challenges w.r.t. regulatory framework, SDGs, CE, and LCIA (Life Cycle Impact Assessment) and MFA (Material Flow Analysis), Indian scenario.
2. Describe EPR, a regulatory framework for achieving specified goals across different countries and impacts on environment and human health.
3. Explain themes in the context of resource use and sustainable development. Urban mining, informal sector operations and need for resource use policy, financial support for recycling infrastructure building, etc. in Indian context and also explain to what extent – different aspects of e-waste management have been incorporated in the existing regulatory framework in comparison with international legislatures.
4. Identify and infer pan-Indian initiatives dealing with e-waste management, ranging from building knowledge base through research and social action by different stakeholders to technological and legal advancements, and industrial initiatives. Analyse roadmap for the Agenda 2030.
5. Use opportunities and challenges around four domains: legal and judicial domain; economic concerns; recycling culture/society; and environment concerns.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module. Marks scored out of 100 shall be reduced proportionally to 50 marks

Suggested Learning Resources:

Text Book:

Varsha Bhagat Gangulay, 'E-Waste Management', Taylor and Francis, 2022.

Web links and Video Lectures (e-Resources)

•https://link.springer.com/book/10.1007/978-3-030-14184-4
•https://rajyasabha.nic.in/rsnew/publication_electronic/E-Waste_in_india.pdf
•https://greene.gov.in/wp-content/uploads/2018/01/E-waste-Vol-II-E-waste-Management-Manual.pdf
•https://nptel.ac.in/courses/105105169

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

• Groups can be made to conduct a survey on the present scenario of India and top 5 countries facing ewaste management challenges.
• Industry visits to give an exposure of the e waste management process and also business.
• Case studies to develop e-waste management models.
• Survey of few e-waste management companies can be carried out and submit report.

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E: Electronics & Communication Engineering / B.E: Electronics & Telecommunication Engineering
NEP, Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 – 22)

VII Semester

Advanced Design Tools for VLSI			
Course Code	**21EC731**	CIE Marks	50
Teaching Hours/Week (L:T:P:S)	3:0:0:1	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives:

- Impart knowledge of EDA tools and methodology for FPGA
- Learn principles of IP core for FPGA and embedded systems
- Infer the concept of machine learning in fabrication and physical design

Teaching-Learning Process (General Instructions)

The sample strategies, which the teacher can use to accelerate the attainment of the various course outcomes are listed in the following:

1. Lecture method (L) does not mean only the traditional lecture method, but a different type of teaching method may be adopted to develop the outcomes.
2. Arrange visits to nearby PSUs and small-scale communication industries.
3. Show Video/animation films to explain the functioning of various techniques.
4. Encourage collaborative (Group) Learning in the class
5. Ask at least three HOTS (Higher-order Thinking) questions in the class, which promotes critical thinking
6. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
7. Topics will be introduced in multiple representations.
8. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
9. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Introduction: Introduction, Prologue, EDA: From Methodologies, Algorithms, Tools to Integrated Circuits and Systems, EDA from Halcyon's Days to the Blooming Paradigm of Chip Industry, Categories of the EDA Tools, Quo Vadis, EDA? The Challenges and Opportunities, Designing the System as SoC Using the Soft IP Cores, Types of IP Cores, Design Issues Pertaining to the Soft IP Cores
Text Book1: 1.1 to 1.5, 1.7 to 1.10

Development of FPGA Based Network on Chip for Circumventing Spam: Introduction, Conception of the Spam Mail, FPGA Based Network on Chip for Circumventing Spam, Tools Infrastructure and Design Flow, Introducing Hardware-Software Co-design, Hardware Software Co-design, Framework Proposed in the Present Case Study, Description of System at Higher Level, Resolving the System a Step Down, System Design, Development of Soft IP Core of Bloom Filter, Presenting System Design of Purely Software Modules, Integrating of the Hardware-Software Modules Using EDK
Text Book1: 2.1 to 2.13

Teaching-Learning Process	Chalk and talk method, , PowerPoint Presentation, YouTube videos **RBT Level:** L1, L2, L3

Module-2

Analog Front End and FPGA Based Soft IP Core for ECG Logger: Prior Art, The Very Rationale of the System, Analog Front End of the Setup, VHDL Implementation of the ECG Soft IP Core, ModelSim Simulation Results, Synthesis Results Using Mentor Graphics Tool, Monitoring the ECG Using MODEM

Based Setup, ECG Signal Reconstruction Mechanism at the Hospital End, VHDL Listing for Driving the Analog Demultiplexer and Serial DAC from Spartan-3E FPGA, Discussion Regarding the VHDL Implementation, ModelSim Simulation Results, Synthesis Results Using Mentor Graphics Tool: Leonardo Spectrum. Text Book1: 3.1 to 3.12	
Teaching-Learning Process	Chalk and talk method/Power point presentation **RBT Level:** L1, L2, L3
Module-3	
FPGA Based Multifunction Interface for Embedded Applications: Introduction, Universal FPGA Based Interface for High End Embedded Applications, Soft IP Core for the LCD Interface, Soft IP Core for the DAC Interface, Handel C Listing of the Soft IP Core for the DAC Interface, Soft IP Core for the Linear Tech LTC6912-1 Dual Amp, Soft IP Core for the ADC Interface, Soft IP Core for the VGA Interface, Soft IP Core for the Keyboard Interface, Triangular Wave Generator Using DAC Text Book1: 4.1 - 4.10	
Teaching-Learning Process	Chalk and talk method, Power point presentation **RBT Level:** L1, L2, L3
Module-4	
Machine Learning for Compact Lithographic Process Models: Introduction, The Lithographic Patterning Process, Machine Learning of Compact Process Models, Neural Network Compact Patterning Models. Text Book2: 2.1 to 2.4 **Machine Learning for Mask Synthesis**: Introduction, Machine Learning-Guided OPC, Machine Learning-Guided EPC. Text Book2: 3.1 to 3.4	
Teaching-Learning Process	Chalk and talk method, Power point presentation **RBT Level:** L1, L2, L3
Module-5	
Machine Learning in Physical Verification, Mask Synthesis, and Physical Design: Introduction, Machine Learning in Physical Verification, Machine Learning in Mask Synthesis, Machine Learning in Physical Design. Text Book2: 4.1 to 4.4	
Teaching-Learning Process	Chalk and talk method, Power point presentation **RBT Level:** L1, L2, L3

Course outcome (Course Skill Set)

At the end of the course the student will be able to:

1. Demonstrate the EDA methodologies and Tools for FPGA based NoC
2. Interpretation of soft core for ECG logger
3. Interfacing of DAC for embedded Application
4. Interpretation of Machine Learning for fabrication
5. Interpretation of ML in physical design

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5^{th} week of the semester

2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module. Marks scored out of 100 shall be reduced proportionally to 50 marks

Suggested Learning Resources:

Text Books:

1. Rajanish K Kamat, Santosh A Shinde, Pawan K Gaikwad, Hansraj Guhilot, 'Harnessing VLSI System Design with EDA Tools', Springer, 2012.
2. Ibrahim (Abe) M Elfadel, Duane S Boning, Xin Li, 'Machine Learning in VLSI Computer-Aided Design', Springer, 2011.

Web links and Video Lectures (e-Resources)

- https://www.digimat.in/nptel/courses/video/117101004/L01.html
- https://www.youtube.com/watch?v=zC5b5_7oRKk

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E: Electronics & Communication Engineering / B.E: Electronics & Telecommunication Engineering
NEP, Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 – 22)

VII Semester

Digital Image Processing			
Course Code	**21EC732**	CIE Marks	50
Teaching Hours/Week (L:T:P:S)	3:0:0:1	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives:

- Understand the fundamentals of digital image processing.
- Understand the image transform used in digital image processing.
- Understand the image enhancement techniques in spatial domain used in digital image processing.
- Understand the Color Image Processing and frequency domain enhancement techniques in digital image processing.
- Understand the image restoration techniques and methods used in digital image processing.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. Show Video/animation films to explain the functioning of various image processing concepts.
2. Encourage cooperative (Group) Learning through puzzles, diagrams, coding etc., in the class.
3. Encourage students to ask questions and investigate their own ideas helps improve their problem-solving skills as well as gain a deeper understanding of academic concepts.
4. Ask at least three HOTS (Higher-order Thinking) questions in the class, which promotes critical thinking
5. Students are encouraged to do coding based projects to gain knowledge in image processing.
6. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
7. Topics will be introduced in multiple representations.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding
9. Arrange visits to nearby PSUs such as CAIR (DRDO), NAL, BEL, ISRO, etc., and small-scale software industries to give industry exposure.

Module-1

Digital Image Fundamentals: What is Digital Image Processing?, Origins of Digital Image Processing, Examples of fields that use DIP, Fundamental Steps in Digital Image Processing, Components of an Image Processing System, Elements of Visual Perception, Image Sensing and Acquisition, Image Sampling and Quantization, Some Basic Relationships Between Pixels.
[Text 1: Chapter 1, Chapter 2: Sections 2.1 to 2.5]

Teaching-Learning Process	Chalk and talk method, PowerPoint Presentation, YouTube videos, Videos on Image processing applications Self-study topics: Arithmetic and Logical operations Practical topics: Problems on Basic Relationships Between Pixels. **RBT Level:** L1, L2, L3

Module-2	
Image Transforms: Introduction, Two-Dimensional Orthogonal and Unitary Transforms, Properties of Unitary Transforms, Two-Dimensional DFT, cosine Transform, Haar Transform. Text 2: Chapter 5: Sections 5.1 to 5.3, 5.5, 5.6, 5.9]	
Teaching-Learning Process	Chalk and talk method, PowerPoint Presentation, YouTube videos of various transformation techniques and related applications. Self-study topics: Sine transforms, Hadamard transforms, KL transform, Slant transform. Practical topics: Problems on DFT and DCT **RBT Level:** L1, L2, L3
Module-3	
Spatial Domain: Some Basic Intensity Transformation Functions, Histogram Processing, Fundamentals of Spatial Filtering, Smoothing Spatial Filters, Sharpening Spatial Filters [Text: Chapter 3: Sections 3.2 to 3.6]	
Teaching-Learning Process	Chalk and talk method, PowerPoint Presentation, YouTube videos and animations of Intensity Transformation Functions, Histogram Processing, Spatial domain filters. Self-study topics: Point, line and edge detection. Practical topics: Problems on Intensity Transformation Functions, Histogram, Spatial domain filters **RBT Level:** L1, L2, L3
Module-4	
Frequency Domain: Basics of Filtering in the Frequency Domain, Image Smoothing and Image Sharpening Using Frequency Domain Filters. **Color Image Processing:** Color Fundamentals, Color Models, Pseudo-color Image Processing. [Text 1: Chapter 4: Sections 4.7 to 4.9 and Chapter 6: Sections 6.1 to 6.3]	
Teaching-Learning Process	Chalk and talk method, PowerPoint Presentation, YouTube videos on frequency domain filtering, Color image processing. Self-study topics: Basic concept of segmentation. Practical topics: Problems on Pseudo-color Image Processing **RBT Level:** L1, L2, L3
Module-5	
Restoration: A model of the Image Degradation/Restoration Process, Noise models, Restoration in the Presence of Noise Only using Spatial Filtering and Frequency Domain Filtering, Inverse Filtering, Minimum Mean Square Error (Wiener) Filtering. [Text 1: Chapter 5: Sections 5.1, to 5.4.3, 5.7, 5.8]	
Teaching-Learning Process	Chalk and talk method, PowerPoint Presentation, YouTube videos on Noise models, filters and its applications. Self-study topics: Linear position invariant degradation, Estimation of degradation function. **RBT Level:** L1, L2, L3

Course outcomes (Course Skill Set)

At the end of the course the student will be able to:

1. Understand image formation and the role of human visual system plays in perception of gray and color image data.
2. Compute various transforms on digital images.
3. Conduct independent study and analysis of Image Enhancement techniques.
4. Apply image processing techniques in frequency (Fourier) domain.
5. Design image restoration techniques.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module. Marks scored out of 100 shall be reduced proportionally to 50 marks

Suggested Learning Resources:

Text Books:

1. Digital Image Processing- Rafael C Gonzalez and Richard E Woods, PHI, 3rd Edition 2010.
2. Fundamentals of Digital Image Processing- A K Jain, PHI Learning Private Limited 2014.

Reference Book:

Digital Image Processing- S Jayaraman, S Esakkirajan, T Veerakumar, Tata McGraw Hill, 2014.

Web links and Video Lectures (e-Resources)

- Image databases, https://imageprocessingplace.com/root_files_V3/image_databases.htm
- Student support materials, https://imageprocessingplace.com/root_files_V3/students/students.htm
- NPTEL Course, Introduction to Digital Image Processing, https://nptel.ac.in/courses/117105079
- Computer Vision and Image Processing, https://nptel.ac.in/courses/108103174
- Image Processing and Computer Vision – Matlab and Simulink,
- https://in.mathworks.com/solutions/image-video-processing.html

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Verilog /VHDL coding for Image manipulation.
- Simulink models for Image processing.

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E: Electronics & Communication Engineering / B.E: Electronics & Telecommunication Engineering
NEP, Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 – 22)

VII Semester

DSP Algorithms & Architecture			
Course Code	**21EC733**	CIE Marks	50
Teaching Hours/Week (L:T:P:S)	3:0:0:1	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives:

This course will enable the students to

- Understand the concepts of digital signal processing techniques.
- Understand the computational building blocks of DSP processors and its speed issues.
- Understand the various addressing modes, peripherals, interrupts and pipelining structure of the TMS320C54xx processor.
- Learn how to interface the external devices to the TMS320C54xx processor in various modes.
- Understand DSP algorithms and applications with their implementation using TMS320C54xx processor.

Teaching-Learning Process (General Instructions)

The sample strategies, which the teacher can use to accelerate the attainment of the various course outcomes are listed in the following:

1. Lecture method (L) does not mean only the traditional lecture method, but a different type of teaching method may be adopted to develop the outcomes.
2. Show Video/animation films to explain the functioning of various techniques.
3. Encourage collaborative (Group) Learning in the class
4. Ask at least three HOTS (Higher-order Thinking) questions in the class, which promotes critical thinking
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
6. Topics will be introduced in multiple representations.
7. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Introduction to Digital Signal Processing: Introduction, A Digital Signal – Processing system, Major features of programmable Digital signal processors, The Sampling Process, Discrete Time Sequences, Discrete Fourier Transform (DFT) and Fast Fourier Transform (FFT), Linear Time-Invariant Systems, Digital Filters, Decimation and Interpolation.
Section 1.3, 2.1 to 2.8 of Text 1

Teaching-Learning Process	Chalk and talk method, Power point presentation **RBT Level:** L1, L2, L3

Module-2

Architectures for Programmable Digital Signal Processing Devices: Introduction, Basic Architectural Features, DSP Computational Building Blocks, Bus Architecture and Memory, Data Addressing Capabilities, Address Generation Unit, Programmability and Program Execution, Speed Issues, Features for External Interfacing.
Section 4.1 to 4.9 of Text 1

Teaching-Learning	Chalk and talk method, Power point presentation

Process	**RBT Level:** L1, L2, L3
Module-3	
Programmable Digital Signal Processors: Introduction, Commercial Digital Signal-processing Devices, Data Addressing Modes of TMS32OC54XX, Memory Space of TMS32OC54xx Processors, Program Control. Detail Study of TMS320C54X & 54xx Instructions and Programming, On – Chip Peripherals, Interrupts of TMS32OC54XX Processors, Pipeline Operation of TMS32OC54xx Processor. Section 5.1 to 5.10 of Text 1	
Teaching-Learning Process	Chalk and talk method, Power point presentation **RBT Level:** L1, L2, L3
Module-4	
Implementation of Basic DSP Algorithms: Introduction, The Q – notation, FIR Filters, IIR Filters, Interpolation and Decimation Filters (one example in each case). **Implementation of FFT Algorithms**: Introduction, An FFT Algorithm for DFT Computation, Overflow and Scaling, Bit – Reversed Index. Generation & Implementation on the TMS32OC54xx. Section 7.1 to 7.6 and 8.1 to 8.6 of Text 1	
Teaching-Learning Process	Chalk and talk method, Power point presentation **RBT Level:** L1, L2, L3
Module-5	
Interfacing Memory and Parallel I/O Peripherals to Programmable DSP Devices: Introduction, Memory Space Organization, External Bus Interfacing Signals. Memory Interface, Parallel I/O Interface, Programmed I/O, Interrupts and I/O Direct Memory Access (DMA). **Interfacing and Applications of DSP Processors**: Introduction, Synchronous Serial Interface, A CODEC Interface Circuit, DSP Based Bio-telemetry Receiver, A Speech Processing System, An Image Processing System. Section 9.1 to 9.8, 10.1 to 10.5 and11.1 to 11.5 of Text 1	
Teaching-Learning Process	Chalk and talk method, Power point presentation **RBT Level:** L1, L2, L3

Course outcome (Course Skill Set)

At the end of the course the student will be able to:

1. Comprehend the knowledge & concepts of digital signal processing techniques.
2. Apply knowledge of various types of addressing modes, interrupts, peripherals and pipelining structure of TMS320C54xx processor.
3. Develop assembly language programs to implement FIR, IIR filters and FFT algorithms.
4. Build the Applications on Programmable DSP devices.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20**

Marks (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module. Marks scored out of 100 shall be reduced proportionally to 50 marks

Suggested Learning Resources:

Text Book:

"Digital Signal Processing", Avatar Singh and S Srinivasan, Thomson Learning, 2004

Reference Books:

1. "Digital Signal Processing: A practical approach", Ifeachor E C, Jervis B. W Pearson-Education, PHI, 2002.
2. "Digital Signal Processors", B Venkataramani and M Bhaskar, TMH, 2nd Ed., 2010
3. "Architectures for Digital Signal Processing", Peter Pirsch, John Wiley.

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E: Electronics & Communication Engineering / B.E: Electronics & Telecommunication Engineering
NEP, Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 – 22)

VII Semester

Biomedical Signal Processing			
Course Code	**21EC734**	CIE Marks	50
Teaching Hours/Week (L:T:P:S)	3:0:0:1	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives:

This course will enable students to:

- Possess the basic mathematical, scientific and computational skills necessary to analyse ECG and EEG signals.
- Apply classical and modern filtering and compression techniques for ECG and EEG signals.
- Develop a thorough understanding on basics of ECG and EEG feature extraction.

Teaching-Learning Process (General Instructions)

The sample strategies, which the teacher can use to accelerate the attainment of the various course outcomes are listed in the following:

1. Lecture method (L) does not mean only the traditional lecture method, but a different type of teaching method may be adopted to develop the outcomes.
2. Show Video/animation films to explain the functioning of various techniques.
3. Encourage collaborative (Group) Learning in the class
4. Ask at least three HOTS (Higher-order Thinking) questions in the class, which promotes critical thinking
5. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Introduction to Biomedical Signals: The nature of Biomedical Signals, Examples of Biomedical Signals, Objectives of Biomedical Signal analysis, Difficulties in Biomedical Signal analysis.
(Text-1: 1.1, 1.2, 1.3, 1.4)

Electrocardiography: Techniques used in electrocardiography, ECG Electrodes, the cardiac equivalent generator, genesis of the ECG, the standard and augmented limb leads, 12 lead ECG, the vectorcardiogram, ECG signal characteristics.
(Text-2: 2.1, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.2.1, 2.2.2, 2.3)

Signal Conversion: Simple signal conversion systems, Conversion requirements for biomedical signals, Signal converter characteristics, D to A converters, A to D converters, Sample and Hold circuit, Analog Multiplexer, Amplifiers
(Text-2: 3.2, 3.3, 3.4.1, 3.4.2, 3.4.3, 3.4.4, 3.4.5, 3.4.6).

Teaching-Learning Process	Chalk and talk method, PowerPoint Presentation, YouTube videos **RBT Level:** L1, L2, L3

Module-2

Signal Averaging: Basics of signal averaging, Signal averaging as a digital filter, a typical averager, Software for signal averaging, Limitations of signal averaging.
(Text-2: 9.1, 9.2, 9.3, 9.4, 9.5).

Adaptive Filters: Principal noise canceller model, 60-Hz adaptive cancelling using a sine wave model, Applications: Maternal ECG in fetal ECG, Cardiogenic artifact, detection of ventricular fibrillation and tachycardia. (Text-2: 8.1, 8.2, 8.3.1, 8.3.2, 8.3.3).

Teaching-Learning	Chalk and talk method, PowerPoint Presentation, YouTube videos

Process	**RBT Level:** L1, L2, L3
Module-3	
Data Reduction Techniques: Introduction, Turning point algorithm, AZTEC algorithm, Fano algorithm, Huffman coding: Static coding, Modified coding, Adaptive coding, Residual differencing, Runlength coding. (Text-2: 10.1, 10.2, 10.3, 10.4.1, 10.4.2, 10.4.3, 10.4.4, 10.4.5). **Time and Frequency domain techniques:** The Fourier transform for a discrete nonperiodic and periodic signals, the Fast Fourier transform, Correlation in time domain and in frequency domain, Convolution in time domain and in frequency domain, Power spectrum estimation: Parseval's theorem (Text-2: 11.1.1, 11.1.2, 11.1.3, 11.2.1, 11.2.2, 11.2.3, 11.3.1, 11.3.2, 11.3.3, 11.4.1)	
Teaching-Learning Process	Chalk and talk method, PowerPoint Presentation, YouTube videos **RBT Level:** L1, L2, L3
Module-4	
ECG QRS detection: Power spectrum of the ECG, Bandpass filtering techniques, Differentiation techniques, Template matching techniques: Template cross correlation, template subtraction, automata based template matching, a QRS detection algorithm. **ECG Analysis Systems:** Interpretation of the 12 lead ECG, ST segment analyzer, Portable arrhythmia monitor: Holter recording, software and hardware design, arrhythmia analysis (Text -2)	
Teaching-Learning Process	Chalk and talk method, PowerPoint Presentation, YouTube videos **RBT Level:** L1, L2, L3
Module-5	
Neurological signal processing: The brain and its potentials, origin of brain waves, the EEG signal and its characteristics, EEG analysis, Linear prediction theory, The Autoregressive method, Recursive estimation of AR parameters, Spectral error measure. (Text-3: 4.1, 4.2, 4.3 4.4, 4.5, 4.6, 4.7, 4.8) **Event detection and waveform analysis:** EEG rhythms, waves and transients, Detection of EEG rhythms, Template matching for EEG spike and wave detection, the matched filter (Text-1: 4.2.4, 4.4.1, 4.4.2, 4.6)	
Teaching-Learning Process	Chalk and talk method, Power point presentation **RBT Level:** L1, L2, L3

Course outcome (Course Skill Set)

At the end of the course the student will be able to:

1. Describe the origin, properties and suitable models of important biological signals such as ECG and EEG.
2. Know the basic signal processing techniques in analysing biological signals.
3. Acquire mathematical and computational skills relevant to the field of biomedical signal processing.
4. Describe the basics of ECG signal compression algorithms.
5. Know the complexity of various biological phenomena.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester

3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module. Marks scored out of 100 shall be reduced proportionally to 50 marks

Suggested Learning Resources:

Books:

1. Biomedical Signal Analysis-Rangaraj M Rangayyan, John Wiley & Sons 2002
2. Biomedical Digital Signal Processing- Willis J Tompkins, PHI2001.
3. Biomedical Signal Processing Principles and Techniques-D C Reddy, McGraw-Hill publications, 2005.

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E: Electronics & Communication Engineering / B.E: Electronics & Telecommunication Engineering
NEP, Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 – 22)

VII Semester

Speech Signal Processing			
Course Code	**21EC735**	CIE Marks	50
Teaching Hours/Week (L:T:P:S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives:

- Introduce the models for speech production
- Develop Time domain and frequency domain speech processing techniques
- Introduce a predictive technique for speech compression
- Provide fundamental knowledge required to understand and analyze speech recognition, synthesis and speaker identification systems.

Teaching-Learning Process (General Instructions)

The sample strategies, which the teacher can use to accelerate the attainment of the various course outcomes are listed in the following:

1. Lecture method (L) does not mean only the traditional lecture method, but a different type of teaching method may be adopted to develop the outcomes.
2. Show Video/animation films to explain the functioning of various techniques.
3. Encourage collaborative (Group) Learning in the class
4. Ask at least three HOTS (Higher-order Thinking) questions in the class, which promotes critical thinking
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
6. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Fundamentals of Human Speech Production: The Process of Speech Production, Short-Time Fourier representation of Speech, The Acoustic Theory of Speech production, Digital Models for Sampled Speech Signals.

Teaching-Learning Process	Chalk and talk method, Power point presentations, Animation of process of speech production **RBT Level:** L1, L2, L3

Module-2

Time-Domain Methods for Speech Processing: Introduction to Short-Time Analysis of Speech, Short-Time Energy and Short-Time Magnitude, Short-Time Zero-Crossing Rate, The Short-Time Autocorrelation Function, Speech vs Silence detection.

Teaching-Learning Process	Chalk and talk method, Power point presentation Simulation of Short Time analysis algorithm using tools like Matlab/simulink **RBT Level:** L1, L2, L3

Module-3

Frequency Domain Representations: Discrete-Time Fourier Analysis, Short-Time Fourier Analysis, Overlap Addition (OLA) and Filter Bank Summation (FBS) Method of Synthesis, Time-Decimated Filter Banks, Two-Channel Filter Banks, Modifications of the STFT.

Teaching-Learning Process	Chalk and talk method, Power point presentation Visualization of speech using spectrogram **RBT Level:** L1, L2, L3

Module-4	
The Cepstrum and Homomorphic Speech Processing: Introduction, Homomorphic Systems for Convolution, Homomorphic Analysis of the Speech Model, Computing the Short-Time Cepstrum and Complex Cepstrum of Speech, Homomorphic Filtering of Natural Speech, Cepstrum Analysis of All-Pole Models, Cepstrum Distance Measures.	
Teaching-Learning Process	Chalk and talk method, Power point presentation **RBT Level:** L1, L2, L3
Module-5	
Linear Predictive Analysis of Speech Signals: Introduction to Basic Principles of Linear Predictive Analysis, Computation of the Gain for the Model, Frequency Domain Interpretations of Linear Predictive Analysis, Solution of the LPC Equations, The Prediction Error Signal.	
Teaching-Learning Process	Chalk and talk method, Power point presentation **RBT Level:** L1, L2, L3

Course outcomes (Course Skill Set)

At the end of the course the student will be able to:

1. Model speech production system and describe the fundamentals of speech.
2. Apply time domain and frequency domain algorithms, on speech to find, enhance and modify speech parameters.
3. Choose an appropriate processing technique for a given application.
4. Analyse speech recognition, synthesis and speaker identification systems

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module. Marks scored out of 100 shall be reduced proportionally to 50 marks

Suggested Learning Resources:

Text Books

1. **Digital Processing of Speech Signals -** L R Rabiner and R W Schafer, Pearson Education Asia, 2004.
2. **Theory and Applications of Digital Speech Processing-**Rabiner and Schafer, Pearson Education 2011.

Reference Books

1. **Fundamentals of Speech Recognition-** Lawrence Rabiner and Biing-Hwang Juang, Pearson Education, 2003.
2. **Speech and Language Processing**–An Introduction to Natural Language Processing, Computational Linguistics, and Speech Recognition- Daniel Jurafsky and James H Martin, Pearson Prentice Hall, 2009.

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E: Electronics & Communication Engineering / B.E: Electronics & Telecommunication Engineering
NEP, Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 – 22)

VII Semester

IoT & Wireless Sensor Networks			
Course Code	**21EC741**	CIE Marks	50
Teaching Hours/Week (L:T:P:S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives:

- To provide an exposure to the broad perspective of Internet of Things with respect to the characteristics, design, technologies and applications.
- To provide a basic understanding of the important aspects of Wireless sensor networks covering applications, sensor and transmission technology & systems, middleware, performance and traffic management.

Teaching-Learning Process (General Instructions)

The sample strategies, which the teacher can use to accelerate the attainment of the various course outcomes are listed in the following:

1. Lecture method (L) does not mean only the traditional lecture method, but a different type of teaching method may be adopted to develop the outcomes.
2. Show Video/animation films to explain the various concepts.
3. Encourage collaborative (Group) Learning in the class
4. Ask at least three HOTS (Higher-order Thinking) questions in the class, which promotes critical thinking
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
6. Topics will be introduced in multiple representations.
7. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Internet of Things: Introduction, Physical design, Logical design, Enabling technologies, Levels & deployment templates.
Text 1: Chapter 1

Teaching-Learning Process	Chalk and talk method, Power point presentation **RBT Level:** L1, L2, L3

Module-2

Domain Specific IoTs: Home automation, cities, environment, energy, retail, logistics, agriculture, industry, health & lifestyle.
Text 1: Chapter 2

Teaching-Learning Process	Chalk and talk method, Power point presentation **RBT Level:** L1, L2, L3

Module-3

Wireless Sensor Networks: Introduction, applications of sensor networks, basic overview of the technology, basic sensor network architectural elements, present day sensor network research, challenges and hurdles, examples of Category 2 WSN applications, examples of Category 1 WSN applications

Text 2: Chapter 1 – 1.1, 1.1.2, 1.2, 1.2.1, 1.2.2 (phase 4), 1.2.3 Chapter 2: 2.4, 2.5	
Teaching-Learning Process	Chalk and talk method, Power point presentation **RBT Level:** L1, L2, L3
Module-4	
Wireless sensor technology: Introduction, sensor node technology – overview, hardware and software, sensor taxonomy, WN operating environment, WN trends. **Wireless Transmission technology and systems:** Introduction, Campus applications, MAN/WAN applications. Text 2: Chapter 3: 3.1, 3.2 – 3.2.1, 3.2.2, 3.3, 3.4, 3.5 Chapter 4: 4.1, 4.3.1, 4.3.2	
Teaching-Learning Process	Chalk and talk method, Power point presentation **RBT Level:** L1, L2, L3
Module-5	
Middleware for WSNs: Introduction, principles, architecture, data related functions **Performance and traffic management:** background, WSN Design issues, performance modelling of WSNs. Text 2: Chapter 8: 8.1, 8.2, 8.3, 8.3.1 Chapter 11: 11.2, 11.3, 11.4	
Teaching-Learning Process	Chalk and talk method, Power point presentation **RBT Level:** L1, L2, L3

Course outcome (Course Skill Set)

At the end of the course the student will be able to:

1. Understand the characteristics, building blocks, enabling technologies of the IoT systems
2. Describe the characteristics and applications of domain specific IoTs.
3. Discuss the overview of the Wireless sensor networks characteristics and applications.
4. Present the sensor, transmission technology and systems associated with WSN.
5. Understand the concepts of middleware, performance evaluation and traffic management in WSN.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per

the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module. Marks scored out of 100 shall be reduced proportionally to 50 marks

Suggested Learning Resources:

Text Books:

1. 'Internet of Things', Arshdeep Bagha and Vijay Madisetti, Universities Press, 2015
2. 'Wireless Sensor Networks', Kazem Sohraby, Daniel Minoli and Taieb Znati, Wiley, 2015.

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E: Electronics & Communication Engineering / B.E: Electronics & Telecommunication Engineering
NEP, Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 – 22)

VII Semester

Network Security			
Course Code	**21EC742**	CIE Marks	50
Teaching Hours/Week (L:T:P:S)	3:0:0:1	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives:

- **Preparation**: To prepare students with fundamental knowledge/ overview in the field of Network Security with knowledge of security mechanisms and services.
- **Core Competence**: To equip students with a basic foundation of Network Security by delivering the basics of Transport Level Security, Secure Socket Layer, Internet Protocol security, Intruders, Intrusion detection and Malicious Software, Firewalls, Firewall characteristics, Biasing and Configuration.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. Lecture method (L) does not mean only traditional lecture method, but different type of teaching methods may be adopted to develop the outcomes.
2. Show Video/animation films to explain the different Network Security Techniques / Algorithms
3. Encourage collaborative (Group) Learning in the class
4. Ask at least three HOTS (Higher order Thinking) questions in the class, which promotes critical thinking
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
6. Topics will be introduced in a multiple representation.
7. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.
9. Adopt Flipped class technique by sharing the materials / Sample Videos prior to the class and have discussions on the that topic in the succeeding classes
10. Give Programming Assignments

Module-1

Attacks on Computers and Computer Security: Need for Security, Security Approaches, Principles of Security Types of Attacks. **(Text2: Chapter1)**
Security Mechanisms, Services and Attacks, A model for Network security **(Text1: Chapter1: 3, 4, 5, 6)**
Network Access Control, Extensible Authentication Protocol **(Text1: Chapter 16: Section 1,2)**

Teaching-Learning Process	Chalk and talk method, YouTube videos, Flipped Class Technique **RBT Level:** L1, L2, L3

Module-2

Transport Level Security: Web Security Considerations, Secure Sockets Layer, Transport Layer Security, HTTPS, Secure Shell (SSH) **(Text1: Chapter15)**

Teaching-Learning Process	Chalk and talk method YouTube videos, Flipped Class Technique and PPTs. Self-study topics: Block cipher modes, Cryptographic Hash functions and MAC codes **RBT Level:** L1, L2, L3

Module-3	
IP Security: Overview of IP Security (IPSec), IP Security Architecture, Modes of Operation, Security Associations (SA), Authentication Header (AH), Encapsulating Security Payload (ESP), Internet Key Exchange. **(Text1: Chapter19)**	
Teaching-Learning Process	Chalk and talk method, YouTube videos, Flipped Class Technique and PPTs. Self-study topics: OSI Model **RBT Level:** L1, L2, L3
Module-4	
Intruders: Intruders, Intrusion Detection, Password Management. **(Chapter20-Text1)** **MALICIOUS SOFTWARE:** Viruses and Related Threats, Virus Countermeasures, **(Chapter21-Text1)**	
Teaching-Learning Process	Chalk and talk method, YouTube videos, Flipped Class Technique and PPTs. **RBT Level:** L1, L2, L3
Module-5	
Firewalls: The Need for firewalls, Firewall Characteristics, Types of Firewalls, Firewall Biasing, Firewall location and configuration **(Chapter 22-Text 1)**	
Teaching-Learning Process	Chalk and talk method, YouTube videos, Flipped Class Technique and PPTs. **RBT Level:** L1, L2, L3

Course outcomes (Course Skill Set)

At the end of the course the student will be able to:

1. Explain network security services and mechanisms and explain security concepts
2. Understand the concept of Transport Level Security and Secure Socket Layer.
3. Explain Security concerns in Internet Protocol security
4. Explain Intruders, Intrusion detection and Malicious Software
5. Describe Firewalls, Firewall Characteristics, Biasing and Configuration

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per

the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module. Marks scored out of 100 shall be reduced proportionally to 50 marks

Suggested Learning Resources:

Text Books:

1. William Stallings, "Cryptography and Network Security Principles and Practice", Pearson Education Inc., 5th Edition, 2014, ISBN: 978-81-317- 6166-3
2. Atul Kahate, "Cryptography and Network Security", TMH, 2003.

Reference Books:

1. Cryptography and Network Security, Behrouz A Forouzan, TMH, 2007.
2. Introduction to Computer Security, Matt Bishop, Sathyanarayana S V, Pearson Education, 2006, ISBN 81-7758-425/1.

Web links and Video Lectures (e-Resources)

https://nptel.ac.in/courses/106105031
https://nptel.ac.in/courses/128106006

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Programming Assignments / Mini Projects can be given to improve programming skills.

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E: Electronics & Communication Engineering / B.E: Electronics & Telecommunication Engineering
NEP, Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 – 22)

VII Semester

Fabrication Technology			
Course Code	**21EC743**	CIE Marks	50
Teaching Hours/Week (L:T:P:S)	3:0:0:1	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives:

- Familiarise with the concepts of different processes involved in fabrication process and also with packaging issues.
- Apply principles to identify and analyse the various steps for the fabrication of various components.
- Introduce the fundamental concepts relevant to VLSI fabrication.
- Enable the students to understand the various VLSI fabrication techniques.

Teaching-Learning Process (General Instructions)

The sample strategies, which the teacher can use to accelerate the attainment of the various course outcomes are listed in the following:

1. Lecture method (L) does not mean only the traditional lecture method, but a different type of teaching method may be adopted to develop the outcomes.
2. Show Video/animation films to explain the functioning of various techniques.
3. Encourage collaborative (Group) Learning in the class.
4. Topics will be introduced in multiple representations.
5. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Crystal Growth and Wafer Preparation: Introduction, Electronic grade Silicon, Czochralski Crystal Growing, Silicon Shaping

Epitaxy: Introduction, Vapor-Phase Epitaxy

Text Book 1.1 to 1.4, 2.1 to 2.2

Teaching-Learning Process	Chalk and talk method, PowerPoint Presentation, Videos on crystal growth process Self-study topics: Mask Preparation **RBT Level:** L1, L2, L3

Module-2

Epitaxy: Molecular beam epitaxy, Epitaxial evaluation

Oxidation: Introduction, Growth mechanism and kinetics, Thin oxides, oxidation techniques, oxide properties, redistribution of dopants, oxidation of polysilicon, oxidation-induced defects

Text Book 2.3 and 2.5, 3.1 to 3.8

Teaching-Learning Process	Chalk and talk method, Power point presentation, videos on Epitaxial process Self-study topics: Advanced oxidation techniques **RBT Level:** L1, L2, L3

Module-3

Lithography: Introduction, Optical Lithography, Electron Lithography, X-ray lithography, Ion Lithography

Text Book 4.1 to 4.5

Teaching-	Chalk and talk method, PowerPoint Presentation, Videos on Lithography

Learning Process	Self-study topics: Sputtering and edge lithography **RBT Level:** L1, L2, L3
Module-4	
Diffusion: Introduction, Models of diffusion in solids, fick's 1D diffusion equation, atomic diffusion mechanism, Diffussivities, Measurement techniques, fast diffusants in silicon, diffusion in polycrystalline silicon, diffusion in SiO2 **Ion Implantation:** Introduction, Implantation equipment **Text Book** 7.1 to 7.9, 8.1 and 8.3	
Teaching-Learning Process	Chalk and talk method, PowerPoint Presentation, Videos on diffusion method Self-study topics: Effect of doping concentration in diffusion process **RBT Level:** L1, L2, L3
Module-5	
Ion Implantation: Annealing, Shallow Junctions, High energy implantation **Metallization**: Introduction, Metallization applications, metallization choices, Metallization problems, New role of metallization. **Text Book** 8.4 to 8.6, 9.1 to 9.7 (except 9.4 and 9.5)	
Teaching-Learning Process	Chalk and talk method, Power point presentation, Videos on Annealing process Self-study topics: e-beam evaporation, plasma spray deposition **RBT Level:** L1, L2, L3

Course outcome (Course Skill Set)

At the end of the course the student will be able to:

1. Understanding the process in the field of Fabrication technology.
2. Understand the properties and growth mechanism of oxidation.
3. Relate to the competing methods of various lithographic techniques and their limitations.
4. Analyse the diffusion profiles and models in various materials.
5. Describe the Metallization choices, properties and selection of optimum deposition process.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per

the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module. Marks scored out of 100 shall be reduced proportionally to 50 marks

Suggested Learning Resources:

Text Book:

VLSI Technology, S M Sze, 2nd edition, Mc Graw Hill.

Reference Books:

1. VLSI Fabrication Principles, S K Gandhi, John Willey & Sons.
2. Micromachined transducer, G T A Kovacs, McGraw Hill.

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E: Electronics & Communication Engineering / B.E: Electronics & Telecommunication Engineering
NEP, Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 – 22)

VII Semester

Machine Learning with Python			
Course Code	**21EC744**	CIE Marks	50
Teaching Hours/Week (L:T:P:S)	2:0: 2:1	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives:

- To understand the basic theory underlying machine learning.
- To be able to formulate machine learning problems corresponding to different applications.
- To understand a range of machine learning algorithms along with their strengths and weaknesses.
- To be able to apply machine learning algorithms to solve problems of moderate complexity.
- To apply the algorithms to a real-world problem, optimize the models learned and report on the expected accuracy that can be achieved by applying the models.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. In addition to the traditional lecture method, different types of innovative teaching methods may be adopted so that the delivered lessons shall develop student's theoretical and programming skills.
2. State the need for learning Machine Learning with real-life examples.
3. Support and guide the students for self–study.
4. You will also be responsible for assigning homework, grading assignments and quizzes, and documenting students & progress
5. Encourage the students for group learning to improve their creative and analytical skills.
6. Show short, related video lectures in the following ways:
   - As an introduction to new topics (pre-lecture activity).
   - As a revision of topics (post-lecture activity).
   - As additional examples (post-lecture activity).
   - As an additional material of challenging topics (pre-and post-lecture activity).
   - As a model solution of some real world problems. (post-lecture activity).

Module-1

Introduction:
Introduction to Machine Learning, Building intelligent machines to transform data into knowledge, The three different types of machine learning, An introduction to the basic terminology and notations, A roadmap for building machine learning systems, Using Python for machine learning.
Training Machine Learning Algorithms for Classification
Artificial neurons – a brief glimpse into the early history of machine learning, Implementing a perceptron learning algorithm in Python, Adaptive linear neurons and the convergence of learning.
Textbook 1: Chapters 1, 2

Teaching-Learning Process	Chalk and talk method, Power point presentation **RBT Level:** L1, L2, L3

Module-2

A Tour of Machine Learning Classifiers Using Scikit-Learn

Choosing a classification algorithm, First steps with scikit-learn, Modeling class probabilities via logistic regression, Maximum margin classification with support vector machines, Solving nonlinear problems using a kernel SVM, Decision tree learning, K-nearest neighbors – a lazy learning algorithm

Building Good Training Sets – Data Preprocessing Dealing with missing data, Handling categorical data, Partitioning a dataset in training and test sets, Bringing features onto the same scale, Selecting meaningful features, Assessing feature importance with random forests. Textbook 1: Chapters 3 ,4	
Teaching-Learning Process	Chalk and talk method, Power point presentation **RBT Level:** L1, L2, L3
Module-3	
Compressing Data via Dimensionality Reduction Unsupervised dimensionality reduction via principal component Analysis, Supervised data compression via linear discriminant analysis, Using kernel principal component analysis for nonlinear mappings **Learning Best Practices for Model Evaluation and Hyperparameter Tuning** Streamlining workflows with pipelines, Using k-fold cross-validation to assess model performance, Debugging algorithms with learning and validation curves, Fine-tuning machine learning models via grid search, Looking at different performance evaluation metrics **Applying Machine Learning to Sentiment Analysis** Obtaining the IMDb movie review dataset, Introducing the bag-of-words model, training a logistic regression model for document classification , Working with bigger data – online algorithms and out-of-core learning Textbook 1: Chapters 5,6,8	
Teaching-Learning Process	Chalk and talk method, Power point presentation **RBT Level:** L1, L2, L3
Module-4	
Embedding a Machine Learning Model into a Web Application Serializing fitted scikit-learn estimators, Setting up a SQLite database for data storage, Developing a web application with Flask, Turning the movie classifier into a web application, Deploying the web application to a public server **Predicting Continuous Target Variables with Regression Analysis** Introducing a simple linear regression model, Exploring the Housing Dataset, Implementing an ordinary least squares linear regression model, Fitting a robust regression model using RANSAC, Evaluating the performance of linear regression models, Using regularized methods for regression- Turning a linear regression model into a curve – polynomial regression Textbook 1: Chapters 9,10	
Teaching-Learning Process	Chalk and talk method, Power point presentation **RBT Level:** L1, L2, L3
Module-5	
Working with Unlabeled Data – Clustering Analysis Grouping objects by similarity using k-means, Organizing clusters as a hierarchical tree, **Training Artificial Neural Networks for Image Recognition** Modeling complex functions with artificial neural networks, Classifying handwritten digits, Training an artificial neural network, Other neural network architectures Textbook 1: Chapters 11,12	
Teaching-Learning Process	Chalk and talk method, Power point presentation **RBT Level:** L1, L2, L3

Course outcomes (Course Skill Set)

At the end of the course the student will be able to:

1. Appreciate the importance of visualization in the data analytics solution
2. Apply structured thinking to unstructured problems
3. Understand a very broad collection of machine learning algorithms and problems
4. Learn algorithmic topics of machine learning and mathematically deep enough to introduce the required theory
5. Develop an appreciation for what is involved in learning from data.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module. Marks scored out of 100 shall be reduced proportionally to 50 marks

Suggested Learning Resources:

Text Books:

1. Python Machine Learning by Sebastian Raschka, Published by Packt Publishing Ltd.
2. Machine Learning with Python for Everyone by Mark E Fenner
3. Machine Learning using Python by Manaranjan Pradhan & U Dinesh Kumar
4. Practical Machine Learning with Python by Dipanjan Sarkar, Raghav Bali &Tushar Sharma

Web links and Video Lectures (e-Resources)
• https://www.youtube.com/watch?v=RnFGwxJwx-0 • https://www.youtube.com/watch?v=eq7KF7JTinU
Activity Based Learning (Suggested Activities in Class)/ Practical Based learning
• Using IRIS data set implement Adaline rule Classification Algorithm. • Implement Logistic Regression algorithm and generate corresponding graphs for overfitting and under fitting. • Implement linear SVM algorithm with maximum margin intuition. • Implement a kernel SVM to solve nonlinear problems. • Implement KNN Algorithm. • Implement decision tree algorithm. • Implement s rbf_kernel_pca for separating half-moon shapes. • Develop web application using flask.

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E: Electronics & Communication Engineering / B.E: Electronics & Telecommunication Engineering
NEP, Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 – 22)

VII Semester

Multimedia Communication			
Course Code	**21EC745**	CIE Marks	50
Teaching Hours/Week (L:T:P:S)	3:0:0:1	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives:

This course will enable students to:

- Understand the importance of multimedia in today's online and offline information sources and repositories.
- Understand the how Text, Audio, Image and Video information can be represented digitally in a computer so that it can be processed, transmitted and stored efficiently.
- Understand the Multimedia Transport in Wireless Networks
- Understand the Real-time multimedia network applications.
- Understand the Different network layer based application.

Teaching-Learning Process (General Instructions)

The sample strategies, which the teacher can use to accelerate the attainment of the various course outcomes are listed in the following:

1. Lecture method (L) does not mean only the traditional lecture method, but a different type of teaching method may be adopted to develop the outcomes.
2. Show Video/animation films to explain the functioning of various techniques.
3. Encourage collaborative (Group) Learning in the class
4. Ask at least three HOTS (Higher-order Thinking) questions in the class, which promotes critical thinking
5. Topics will be introduced in multiple representations.
6. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Multimedia Communications: Introduction, Multimedia information representation, Multimedia networks, multimedia applications, Application and networking terminology.
(Chapter 1 of Text 1)

Teaching-Learning Process	Chalk and talk method, Power point presentation **RBT Level:** L1, L2

Module-2

Information Representation: Introduction, Digitization principles, Text, Images, Audio and Video. (Chapter 2 of Text 1)

Teaching-Learning Process	Chalk and talk method, Power point presentation **RBT Level:** L1, L2, L3

Module-3

Text and Image Compression: Introduction, Compression principles, text compression, image Compression. (Chapter 3 of Text 1)

Teaching-Learning Process	Chalk and talk method, Power point presentation **RBT Level:** L1, L2, L3

Module-4	
Audio and video compression: Introduction, Audio compression, video compression, video compression principles, video compression. (Chapter 4 of Text 1)	
Teaching-Learning Process	Chalk and talk method, Power point presentation **RBT Level:** L1, L2, L3
Module-5	
Multimedia Information Networks: Introduction, LANs, Ethernet, Token ring, Bridges, FDDI High-speed LANs, LAN protocol (Chap. 8 of Text 1).	
Teaching-Learning Process	Chalk and talk method, Power point presentation **RBT Level:** L1, L2

Course outcomes (Course Skill Set)

At the end of the course the student will be able to:

1. Understand basics of different multimedia networks and applications.
2. Understand different compression techniques to compress audio and video.
3. Describe multimedia Communication across Networks.
4. Analyse different media types to represent them in digital form.
5. Compress different types of text and images using different compression techniques.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module. Marks scored

out of 100 shall be reduced proportionally to 50 marks
Suggested Learning Resources: **Text Books:** Multimedia Communications- Fred Halsall, Pearson Education, 2001, ISBN -978813170994 **Reference Books:** 1. Multimedia: Computing, Communications and Applications- Raif Steinmetz, Klara Nahrstedt, Pearson Education, 2002, ISBN-978817758 2. Fundamentals of Multimedia – Ze-Nian Li, Mark S Drew, and Jiangchuan Liu.
Activity Based Learning (Suggested Activities in Class)/ Practical Based learning • Implementation of compression algorithms using MATLAB/ any open source tools (Python, Scilab, etc.)

MECHANICS OF MATERIALS		Semester	03
Course Code	**BME301**	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	**2:2:0:0**	SEE Marks	50
Total Hours of Pedagogy	**40**	Total Marks	100
Credits	**03**	Exam Hours	3 hrs
Examination type (SEE)	**Theory**		

Course objectives:

- To provide the basic concepts and principles of strength of materials.
- To give an ability to calculate stresses and deformations of objects under external loadings.
- To give an ability to apply the knowledge of strength of materials on engineering applications and design problems.

Teaching-Learning Process (General Instructions)

These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.

- Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Videodemonstrations or Simulations.
- Chalk and Talk method for Problem Solving.
- Adopt flipped classroom teaching method.
- Adopt collaborative (Group Learning) learning in the class.
- Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such asevaluating, generalizing, and analyzing information.

Module-1

Simple stress and strain: Definition/derivation of normal stress, shear stress, and normal strain and shear strain – Stress strain diagram for brittle and ductile materials - Poisson's ratio & volumetric strain – Elastic constants – relationship between elastic constants and Poisson's ratio – Generalised Hook's law – Deformation of simple and compound bars, Resilience, Gradual, sudden, impact and shock loadings – thermal stresses.

Module-2

Bi-axial Stress system: Introduction, plane stress, stresses on inclined sections, principal stresses and maximum shear stresses, graphical method - Mohr's circle for plane stress.

Thick and Thin cylinders: Stresses in thin cylinders, Lame's equation for thick cylinders subjected to internal and external pressures, Changes in dimensions of cylinder (diameter, length and volume), simple numerical.

Module-3

Bending moment and Shear forces in beams: Definition of beam – Types of beams – Concept of shear force and bending moment – S.F and B.M diagrams for cantilever, simply supported and overhanging beams subjected to point loads, uniformly distributed loads, uniformly varying loads and combination of these loads – Point of contra flexure.

Module-4

Theory of simple bending – Assumptions – Derivation of bending equation - Neutral axis – Determination of bending stresses – section modulus of rectangular and circular sections (Solid and Hollow), I, T and Channel sections – Design of simple beam sections, Shear Stresses: Derivation of formula – Shear stress distribution across various beams sections like rectangular, circular, triangular, I, and T sections.

Module-5

Torsion of circular shafts: Introduction, pure torsion, assumptions, derivation of torsional equations, polar modulus, torsional rigidity / stiffness of shafts, power transmitted by solid and hollow circular shafts.

Theory of columns – Long column and short column - Euler's formula – Rankine's formula.

Course outcome (Course Skill Set)
At the end of the course, the student will be able to:

CO1: Understand the concepts of stress and strain in simple and compound bars.
CO2: Explain the importance of principal stresses and principal planes & Analyse cylindrical pressure vessels under various loadings
CO3: Apply the knowledge to understand the load transferring mechanism in beams and stress distribution due to shearing force and bending moment.
CO4: Evaluate stresses induced in different cross-sectional members subjected to shear loads.
CO5: Apply basic equation of simple torsion in designing of circular shafts & Columns

Assessment Details (both CIE and SEE)
The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:
Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks.

Suggested Learning Resources:
Books

1. Mechanics of Materials, S.I. Units, Ferdinand Beer & Russell Johnstan, 7th Ed, TATA McGrawHill-2014
2. Mechanics of Materials, K.V.Rao, G.C.Raju, Subhash Stores, First Edition, 2007
3. Strength of Materials by R.K. Bansal ,Laxmi Publications 2010.

Web links and Video Lectures (e-Resources):

1. Statics and Strength of Materials, Shehata, 2nd edition, 1994. (http://www.astm.org/DIGITAL_LIBRARY/JOURNALS/TESTEVAL/PAGES/JTE12637J. htm)
2. http://www.astm.org/DIGITAL_LIBRARY/JOURNALS/TESTEVAL/PAGE S/JTE12637J.htm
3. 3. http://www.freeengineeringbooks.com/Civil/Strength-of-MaterialBooks.php

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Use Mdsolids (https://web.mst.edu/mdsolids/) or any open source software for active teaching and learning.

MANUFACTURING PROCESS		Semester	III
Course Code	**BME302**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 8-10 Lab slots	Total Marks	100
Credits	04	Exam Hours	03
Examination nature (SEE)	Theory /Viva-Voce /Term-work/Others		

Course objectives:

- To provide knowledge of various casting process in manufacturing.
- To provide in-depth knowledge on metallurgical aspects during solidification of metal and alloys, also to provide detailed information about the moulding processes.
- To acquaint with the basic knowledge on fundamentals of metal forming processes and also to study various metal forming processes.
- To impart knowledge of various joining process used in manufacturing.
- To impart knowledge about behaviour of materials during welding, and the effect of process
- parameters in welding

Teaching-Learning Process (General Instructions)

These are sample Strategies; that teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) does not mean only traditional lecture method, but different type of teaching methods may be adopted to develop the outcomes.
2. Arrange visits to nearby power plants, receiving station and substations to give brief information about the electrical power generation.
3. Show Video/animation films to explain functioning of various machines
4. Encourage collaborative (Group Learning) Learning in the class
5. Ask at least three HOTS (Higher order Thinking) questions in the class, which promotes critical thinking
6. Adopt Problem Based Learning (PBL), which fosters students Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
7. Topics will be introduced in a multiple representation.
8. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
9. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.
10. Individual teacher can device the innovative pedagogy to improve the teaching-learning.

MODULE-1

Introduction & basic materials used in foundry: *Introduction: Definition, Classification of manufacturing processes. Metals cast in the foundry-classification, factors that determine the selection of a casting alloy. Introduction to casting process & steps involved – (Brief Introduction)- Not for SEE*

Patterns: Definition, classification, materials used for pattern, various pattern allowances and their importance.

Sand moulding: Types of base sand, requirement of base sand. Binder, Additive's definition, need and types; preparation of sand moulds. Molding machines- Jolt type, squeeze type and Sand slinger.

Study of important moulding process: Green sand, core sand, dry sand, sweep mould, CO2mould, shell mould, investment mould, plaster mould, cement bonded mould.

Cores: Definition, need, types. Method of making cores,

Concept of gating (top, bottom, parting line, horn gate) and risers (open, blind) Functions and types.
MODULE-2
Melting furnaces: Classification of furnaces, Gas fired pit furnace, Resistance furnace, Coreless induction furnace, electric arc furnace, constructional features & working principle of cupola furnace. **Casting using metal moulds**: Gravity die casting, pressure die casting, centrifugal casting, squeeze casting, slush casting, thixocasting, and continuous casting processes. Casting defects, their causes and remedies.
MODULE-3
METAL FORMING PROCESSES ***Introduction of metal forming process:*** Mechanical behaviour of metals in elastic and plastic deformation, stress-strain relationships, Yield criteria, Application to tensile testing, train rate and temperature in metal working; Hot deformation, Cold working and annealing. ***Metal Working Processes:*** Fundamentals of metal working, Analysis of bulk forming processes like forging, rolling, extrusion, wire drawing by slab method, ***Other sheet metal processes:*** Sheet metal forming processes (Die and punch assembly, Blanking, piercing, bending etc., Compound and Progressive die), High Energy rate forming processes.
MODULE-4
JOINING PROCESSES ***Operating principle, basic equipment, merits and applications of***: Fusion welding processes: Gas welding - Types – Flame characteristics; Manual metal arc welding – Gas Tungsten arc welding - Gas metal arc welding – Submerged arc welding
MODULE-5
Weldability and thermal aspects: Concept of weldability of materials; Thermal Effects in Welding (Distortion, shrinkage and residual stresses in welded structures); Welding defects and remedies. ***Allied processes***: Soldering, Brazing and adhesive bonding **Advance welding processes:** Resistance welding processes, friction stir welding (FSW).

PRACTICAL COMPONENT OF IPCC

Course objectives:

- Impart fundamental understanding of various casting, welding and forming processes
- To provide in-depth knowledge on metallurgical aspects during solidification of metal and alloys
- Discuss design methodology and process parameters involve in obtaining defect free component

PRACTICAL COMPONENT OF IPCC *(May cover all / major modules)*

Sl.NO	Experiments
1	Preparation of sand specimens and conduction of the following tests: Compression, Shear and Tensile tests on Universal Sand Testing Machine.
2	To determine permeability number of green sand, core sand and raw sand.
3	To determine AFS fineness no. and distribution coefficient of given sand sample.
4	Studying the effect of the clay and moisture content on sand mould properties
5	Use of Arc welding tools and welding equipment Preparation of welded joints using Arc Welding equipment L-Joint, T-Joint, Butt joint, V-Joint, Lap joints on M.S. flats
6	Foundry Practice: Use of foundry tools and other equipment for Preparation of molding sand mixture. Preparation of green sand molds kept ready for pouring in the following cases: 1. Using two molding boxes (hand cut molds). 2. Using patterns (Single piece pattern and Split pattern).
7	Preparation of green sand molds kept ready for pouring in the following cases: 1. Incorporating core in the mold.(Core boxes).
8	Forging Operations: Use of forging tools and other forging equipment. Preparing minimum three forged models involving upsetting, drawing and bending operations.
	Demo experiments for CIE
9	Demonstration of forging model using Power Hammer.
10	To study the defects of Cast and Welded components using Non-destructive tests like: a) Ultrasonic flaw detection b) Magnetic crack detection c) Dye penetration testing
11	Mould preparation of varieties of patterns, including demonstration
12	Demonstration of material flow and solidification simulation using Auto-Cast software

Course outcomes (Course Skill Set):

At the end of the course, the student will be able to:

CO1: Describe the casting process and prepare different types of cast products. Acquire knowledge on Pattern, Core, Gating, Riser system and to use Jolt, Squeeze, and Sand Slinger Moulding machines.

CO2: Compare the Gas fired pit, Resistance, Coreless, Electrical and Cupola Metal Furnaces. Compare the Gravity, Pressure die, Centrifugal, Squeeze, slush and Continuous Metal mold castings.

CO3: Understand the Solidification process and Casting of Non-Ferrous Metals.

CO4: Describe the Metal Arc, TIG, MIG, Submerged and Atomic Hydrogen Welding processes etc. used in manufacturing.

CO5: Describe the methods of different joining processes and thermal effects in joining process

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

CIE for the theory component of the IPCC (maximum marks 50)

- IPCC means practical portion integrated with the theory of the course.
- CIE marks for the theory component are **25 marks** and that for the practical component is **25 marks**.
- 25 marks for the theory component are split into **15 marks** for two Internal Assessment Tests (Two Tests, each of 15 Marks with 01-hour duration, are to be conducted) and **10 marks** for other assessment methods mentioned in 22OB4.2. The first test at the end of 40-50% coverage of the syllabus and the second test after covering 85-90% of the syllabus.
- Scaled-down marks of the sum of two tests and other assessment methods will be CIE marks for the theory component of IPCC (that is for **25 marks)**.
- The student has to secure 40% of 25 marks to qualify in the CIE of the theory component of IPCC.

CIE for the practical component of the IPCC

- **15 marks** for the conduction of the experiment and preparation of laboratory record, and **10 marks** for the test to be conducted after the completion of all the laboratory sessions.
- On completion of every experiment/program in the laboratory, the students shall be evaluated including viva-voce and marks shall be awarded on the same day.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to **15 marks**.
- The laboratory test **(duration 02/03 hours)** after completion of all the experiments shall be conducted for 50 marks and scaled down to **10 marks.**
- Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **25 marks**.
- The student has to secure 40% of 25 marks to qualify in the CIE of the practical component of the IPCC.

SEE for IPCC

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**)

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored by the student shall be proportionally scaled down to 50 Marks

The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper may include questions from the practical component.

Suggested Learning Resources:

Books

1. Ghosh, A. and Mallik, A. K., (2017), Manufacturing Science, East-West Press.
2. Parmar R. S., (2007), Welding Processes and Technology, Khanna Publishers.
3. Little R. L. – 'Welding and Welding Technology' – Tata McGraw Hill Publishing Company Limited, New Delhi – 1989
4. Grong O. – 'Metallurgical Modelling of Welding' – The Institute of Materials – 1997 – 2nd Edition
5. Kou S. – 'Welding Metallurgy' – John Wiley Publications, New York – 2003 – 2nd Edition.

6. Serope Kalpakjian and Steven R. Schmid – 'Manufacturing Engineering and Technology' – Prentice Hall – 2013 – 7th Edition
7. Principles of foundry technology, 4th edition, P L Jain, Tata McGraw Hill, 2006.
8. Advanced Welding Processes technology and process control, John Norrish, Wood Head Publishing, 2006.

Web links and Video Lectures (e-Resources):

- (Link:http://www.springer.com/us/book/9781447151784http://nptel.ac.in/courses/112
- 105127/)
- http://www.astm.org/DIGITAL_LIBRARY/MNL/SOURCE_PAGES/MNL11.htm
- http://www.astm.org/DIGITAL_LIBRARY/JOURNALS/COMPTECH/PAGES/CTR10654J.htm
- MOOCs: http://nptel.ac.in/courses/112105126/

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Metal Casting: Design pattern/core for a given component drawing and develop a sand mould with optimum gating and riser system for ferrous and non-ferrous materials. Melting and casting, inspection for macroscopic casting defects.

- Welding: TIG and MIG welding processes – design weld joints – welding practice –weld quality inspection.
- Metal Forming: Press working operation – hydraulic and mechanical press -load calculation: blanking, bending and drawing operations – sheet metal layout design.

MATERIAL SCIENCE AND ENGINEERING		Semester	III
Course Code	**BME303**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 8-10 Lab slots	Total Marks	100
Credits	04	Exam Hours	3
Examination nature (SEE)	**Theory**		

Course objectives:

- Explain the basic concepts of geometrical crystallography, crystal structure and imperfections in Solids.
- Construct the phase diagrams to know the phase transformations and concept of diffusion in solids.
- Identify the heat treatment, cooling method for controlling the microstructure and plastic deformation to modify their properties.
- Explain the powder metallurgy process, types and surface modifications.
- Apply the method of materials selection, material data, properties and knowledge sources for computer-aided selection of materials.

Teaching-Learning Process (General Instructions)

These are sample Strategies; that teachers can use to accelerate the attainment of the various course outcomes.

- Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Videodemonstrations or Simulations.
- Chalk and Talk method for Problem Solving.
- Adopt flipped classroom teaching method.
- Adopt collaborative (Group Learning) learning in the class.
- Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such asevaluating, generalizing, and analysing information.

MODULE-1

Structure of Materials

Introduction: Classification of materials, crystalline and non-crystalline solids, atomic bonding: Ionic Bonding and Metallic bonding.

Crystal Structure: Crystal Lattice, Unit Cell, Planes and directions in a lattice, Planar Atomic Density, Coordination number, atomic Packing Factor of all the Cubic structures and Hexa Close Packed structure. Classification and Coordination of voids, Bragg's Law.

Imperfections in Solids: Types of imperfections, Point defects: vacancies, interstitials, line defects, 2-D and 3D-defects, Concept of free volume in amorphous solids. Slip, Twinning.

MODULE-2

Physical Metallurgy

Alloy Systems: Classification of Solid solutions, Hume- Rothery Rules

Diffusion: Diffusion Mechanisms: Vacancy Diffusion and Interstitial Diffusion, Fick's laws of diffusion, Factors affecting diffusion.

Phase Diagrams: Gibbs Phase Rule, Solubility limit, phase equilibrium and Phase Diagrams: Isomorphous systems, Invariant Binary Reactions: Eutectic reaction, Eutectoid reaction and Peritectic reaction, Lever Rule, Iron-Carbon Diagram. Effect of common alloying elements in steel. Numerical on Lever rule.

MODULE-3

Nucleation and growth: Introduction to homogeneous and heterogeneous nucleation, critical radius for nucleation.

Heat treatment: Annealing, Normalizing, hardening, Tempering, Nitriding, Cyaniding, Induction Hardening and Flame Hardening, Recent advances in heat treat technology. TTT diagram, Recovery-Recrystallization-Grain Growth. Strengthening mechanisms: Strain hardening, Precipitation hardening (Solid-Solution Strengthening), Grain refinement.

MODULE-4
Surface coating technologies: Introduction, coating materials, coating technologies, types of coating: Electro-plating, Chemical Vapor Deposition(CVD), Physical Vapor Deposition(PVD), High Velocity Oxy-Fuel Coating, advantages and disadvantages of surface coating. **Powder metallurgy:** Introduction, Powder Production Techniques: Different Mechanical methods: Chopping or Cutting, Abrasion methods, Machining methods, Ball Milling and Chemical method: Chemical reduction method. **Characterization of powders (Particle Size & Shape Distribution), Powder Shaping:** Particle Packing Modifications, Lubricants & Binders, Powder Compaction & Process, Sintering and Application of Powder Metallurgy.
MODULE-5
Engineering Materials and Their Properties: Classification, **Ferrous materials:** Properties, Compositions and uses of Grey cast iron and steel. **Non-Ferrous materials:** Properties, Compositions and uses of Copper, Brass, Bronze. **Composite materials** - Definition, classification, types of matrix materials & reinforcements, Metal Matrix Composites (MMCs), Ceramic Matrix Composites (CMCs) and Polymer Matrix Composites (PMCs), Particulate-reinforced and fiber- reinforced composites, Applications of composite materials. Mechanical and functional properties of Engineering Materials **The Design Process and Materials Data:** Types of design, design tools and materials data, processes of obtainingmaterials data, materials databases. **Material Selection Charts:** Selection criteria for materials, material property Charts, deriving property limits and material indices.

PRACTICAL COMPONENT OF IPCC*(May cover all / major modules)*

Sl.NO	Experiments
1	Specimen preparation for macro and micro structural examinations and study the macrostructure and microstructure of a sample metal/ alloys.
2	Study the heat treatment processes (Hardening and tempering) of steel/Aluminium specimens.
3	To determine the hardness values of Mild Steel/ Aluminium by Rockwell hardness/Vickers Hardness.
4	To determine the hardness values of Copper/ Brass by Brinell's Hardness testing machine.
5	To determine the tensile strength, modulus of elasticity, yield stress, % of elongation and % of reduction in area of Cast Iron, Mild Steel/Brass/ Aluminium and to observe the necking.
6	To conduct a wear test on Mild steel/ Cast Iron/Aluminium/ Copper to find the volumetric wear rate and coefficient of friction.
7	To determine the Impact strength of the mild steel using Izod test and Charpy test.
8	Study the chemical corrosion and its protection. ***Demonstration***
9	Study the properties of various types of plastics. ***Demonstration***
10	Computer Aided Selection of Materials: Application of GRANTA Edupack for material selection: Case studies based on material properties. ***Demonstration***

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

1. Understand the atomic arrangement in crystalline materials and describe the periodic arrangement of atoms in terms of unit cell parameters.
2. Understand the importance of phase diagrams and the phase transformations.
3. Explain various heat treatment methods for controlling the microstructure..

4. Correlate between material properties with component design and identify various kinds of defects.
5. Apply the method of materials selection, material data and knowledge sources for computer-aided selection of materials.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

CIE for the theory component of the IPCC (maximum marks 50)

- IPCC means practical portion integrated with the theory of the course.
- CIE marks for the theory component are **25 marks** and that for the practical component is **25 marks**.
- 25 marks for the theory component are split into **15 marks** for two Internal Assessment Tests (Two Tests, each of 15 Marks with 01-hour duration, are to be conducted) and **10 marks** for other assessment methods mentioned in 22OB4.2. The first test at the end of 40-50% coverage of the syllabus and the second test after covering 85-90% of the syllabus.
- Scaled-down marks of the sum of two tests and other assessment methods will be CIE marks for the theory component of IPCC (that is for **25 marks)**.
- The student has to secure 40% of 25 marks to qualify in the CIE of the theory component of IPCC.

CIE for the practical component of the IPCC

- **15 marks** for the conduction of the experiment and preparation of laboratory record, and **10 marks** for the test to be conducted after the completion of all the laboratory sessions.
- On completion of every experiment/program in the laboratory, the students shall be evaluated including viva-voce and marks shall be awarded on the same day.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to **15 marks**.
- The laboratory test **(duration 02/03 hours)** after completion of all the experiments shall be conducted for 50 marks and scaled down to **10 marks.**
- Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **25 marks**.
- The student has to secure 40% of 25 marks to qualify in the CIE of the practical component of the IPCC.

SEE for IPCC

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**)

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scoredby the student shall be proportionally scaled down to 50 Marks

The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper may include questions from the practical component.

Suggested Learning Resources:

Text Books:

1. Callister Jr, W.D., Rethwisch, D.G., (2018), Materials Science and Engineering: An Introduction, 10th Edition, Hoboken, NJ: Wiley.
2. Ashby, M.F. (2010), Materials Selection in Mechanical Design, 4th Edition, Butterworth- Heinemann.
3. Azaroff, L.V., (2001) Introduction to solids, 1st Edition, McGraw Hill Book Company.
4. Avner, S.H., (2017), Introduction to Physical Metallurgy, 2nd Edition, McGraw Hill Education.

Reference Books

1. Jones, D.R.H., and Ashby,M.F., (2011), Engineering Materials 1: An Introduction to Properties, Application and Design, 4th Edition, Butterworth-Heinemann.
2. Jones, D.R.H., and Ashby,M.F., (2012), Engineering Materials 2: An Introduction to Microstructure and Processing, 4th Edition, Butterworth-Heinemann.
3. Abbaschian, R., Abbaschian, L., Reed-Hill, R. E., (2009), Physical Metallurgy Principles, 4th Edition, Cengate Learning.
4. P. C. Angelo and R. Subramanian: Powder Metallurgy- Science, Technology and Applications, PHI, New Delhi,2008.

Web links and Video Lectures (e-Resources):

Web links and Video Lectures (e-Resources):

1. Bhattacharya,B., Materials Selection and Design, NPTEL Course Material, Department of Mechanical Engineering, Indian Institute of Technology Kanpur, http://nptel.ac.in/courses/112104122/
2. Prasad, R., Introduction to Materials Science and Engineering, NPTEL Course Material, Department of Materials

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Course seminar

Industrial tour/Visit to Advanced Research Centres

BASIC THERMODYNAMICS		Semester	**3rd**
Course Code	**BME304**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	**2:2:0:0**	SEE Marks	50
Total Hours of Pedagogy	**40**	Total Marks	100
Credits	**03**	Exam Hours	03
Examination type (SEE)	**Theory**		

Course Objectives:

- Learn about thermodynamic system and its equilibrium, basic law of zeroth law of thermodynamics.
- Understand various forms of energy - heat transfer and work, Study the first law of thermodynamics.
- Study the second law of thermodynamics.
- Interpret the behaviour of pure substances and its application in practical problems.
- Study of Ideal and real gases and evaluation of thermodynamic properties.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
2. Chalk and Talk method for Problem Solving.
3. Adopt flipped classroom teaching method.
4. Adopt collaborative (Group Learning) learning in the class
5. Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

Module-1

Introduction and Review of fundamental concepts: Thermodynamic definition and scope, Microscopic and Macroscopic approaches. Characteristics of system boundary and control surface, examples. Thermodynamic properties; definition and units, intensive, extensive properties, specific properties, pressure, specific volume, Thermodynamic state, state point, state diagram, path and process, quasi-static process, cyclic and non-cyclic; processes; Thermodynamic equilibrium; definition, mechanical equilibrium; diathermic wall, thermal equilibrium, chemical equilibrium ***(The topics are Only for Self-study and not to be asked in SEE. However, may be asked for CIE)***

Zeroth law of thermodynamics, Temperature; concepts, scales, international fixed points and measurement of temperature. Constant volume gas thermometer, constant pressure gas thermometer, mercury in glass thermometer, thermocouples, electrical resistance thermometer. Numerical.

Work and Heat: Mechanics, definition of work and its limitations. Thermodynamic definition of work; examples, sign convention. Displacement work; as a part of a system boundary, as a whole of a system boundary, expressions for displacement work in various processes through p-v diagrams. Shaft work; Electrical work. Other types of work. Heat; definition, units and sign convention. Problems.

Module-2

First Law of Thermodynamics: Joules experiments, equivalence of heat and work. Statement of the First law of thermodynamics, extension of the First law to non - cyclic processes, energy, energy as a property, modes of energy, Problems.

Extension of the First law to control volume; steady flow energy equation (SFEE), Problems.

Module-3
Second Law of Thermodynamics: Limitations of first law of thermodynamics, Thermal reservoir, heat engine and heat pump: Schematic representation, efficiency and COP. Reversed heat engine. Kelvin - Planck statement of the Second law of Thermodynamics; PMM I and PMM II, Clausius statement of Second law of Thermodynamics, Equivalence of the two statements; Carnot cycle, Carnot principles. Problems **Entropy**: Clausius inequality, Statement- proof, Entropy- definition, a property, change of entropy, entropy as a quantitative test for irreversibility, principle of increase in entropy, entropy as a coordinate. Problems
Module-4
Availability, Irreversibility and General Thermodynamic relations. Introduction**,** Availability (Exergy), Unavailable energy, Relation between increase in unavailable energy and increase in entropy. Maximum work, maximum useful work for a system and control volume, irreversibility. Problems **Pure Substances**: P-T and P-V diagrams, triple point and critical points. Sub-cooled liquid, saturated liquid, mixture of saturated liquid and vapor, saturated vapor and superheated vapor states of pure substance with water as example. Enthalpy of change of phase (Latent heat). Dryness fraction (quality), T-S and H-S diagrams, representation of various processes on these diagrams. Steam tables and its use. Throttling calorimeter, separating and throttling calorimeter. Problems.
Module-5
Ideal gases: Ideal gas mixtures, Daltons law of partial pressures, Amagat's law of additive volumes, evaluation of properties of perfect and ideal gases, Air- Water mixtures and related properties (*Processes are not to be asked for SEE*). **Real gases** – Introduction, Van-der Waal's Equation of state, Van-der Waal's constants in terms of critical properties, Beattie-Bridgeman equation, Law of corresponding states, compressibility factor; compressibility chart. Difference between Ideal and real gases. **Thermodynamic relations:** Maxwell's equations, TdS equation. Ratio of Heat capacities and Energy equation, Joule-Kelvin effect, Clausius-Clapeyron equation.
Course outcome (Course Skill Set) At the end of the course, the student will be able to : CO1: Explain fundamentals of thermodynamics and evaluate energy interactions across the boundary of thermodynamic systems. CO2: Apply 1st law of thermodynamics to closed and open systems and determine quantity of energy transfers. CO3: Evaluate the feasibility of cyclic and non-cyclic processes using 2nd law of thermodynamics CO4: Apply the knowledge of entropy, reversibility and irreversibility to solve numerical problems and Interpret the behaviour of pure substances and its application in practical problems. CO5: Recognize differences between ideal and real gases and evaluate thermodynamic properties of ideal and real gas mixtures using various relations.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation (CIE):

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks

Suggested Learning Resources:

Books

1. Basic and Applied Thermodynamics P.K.Nag, Tata McGraw Hill 2nd Ed., 2002.
2. Basic Engineering Thermodynamics A.Venkatesh Universities Press, 2008.
3. Basic Thermodynamics, B.K Venkanna, Swati B. Wadavadagi PHI, New Delhi 2010.
4. Thermodynamics- An Engineering Approach YunusA.Cenegal and Michael A.Boles Tata McGraw Hill publications 2002

Web links and Video Lectures (e-Resources):

- https://www.youtube.com/watch?v=9GMBpZZtjXM&list=PLD8E646BAB3366BC8
- https://www.youtube.com/watch?v=jkdMtmXo664&list=PL3zvA_WajfGAwLuULH-L0AG9fKDgplYne
- https://www.youtube.com/watch?v=1lk7XLOxtzs&list=PLkn3QISf55zy2Nlqr5F09oO2qcIwNNfrZ&index=3
- https://www.youtube.com/watch?v=Dy2UeVCSRYs&list=PL2_EyjPqHc10CTN7cHiM5xB2qD7BHUry7

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Organise Industrial visits to Thermal power plants and submission of report
- Case study report and power point presentation on steam power plant
- .List of thermal energy devices at homes, hostels and college premises and applicable laws

TEMPLATE for AEC (if the course is a theory)

Introduction to Modelling and Design for Manufacturing		Semester	3
Course Code	**BMEL305**	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	**0:0:2*:0**	SEE Marks	50
Total Hours of Pedagogy	**14 Sessions**	Total Marks	100
Credits	**01**	Exam Hours	3
Examination nature (SEE)	**Practical**		
***One hour per week can be taken additionally**			

Course objectives:

1. To improve the visualisation skills and understand the conventions used in engineering drawing.
2. To inculcate understanding of the theory of projection and make drawings using orthographic projections and sectional views.
3. To impart fundamental knowledge of drawing of different machine parts.
4. To enable the students with concepts of dimensioning and standards related to drawings.
5. To enable the students to draw the assembly of various machine components.
6. To enable the students on limits, tolerance and fits and indicate them on machine drawings.

Teaching-Learning Process (General Instructions)

These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.

- Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
- Chalk and Talk method for Problem Solving.
- Adopt online sharable playlist for students
- Adopt collaborative (Group Learning) learning in the class.
- Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

Module-1

Introduction to Computer Aided Sketching Review of graphic interface of the software. Review of 2D Sketching, Parametric Solid Modeling, Assembly creation and product rendering.
Limits, Fits and Tolerances: Introduction, Fundamental tolerances, Deviations, Methods of placing limit dimensions, Types of fits with symbols and applications, Geometrical tolerances on drawings, Standards followed in industry. ***(Above topics to be studied as a review)***

01 Session

Geometrical Dimensioning and Tolerances (GD&T): Introduction, Fundamental tolerances, Deviations, Methods of placing limit dimensions, machining symbols, types of fits with symbols and applications, geometrical tolerances on drawings. Standards followed in industry. The basics of sketching and modelling:
Create a basic sketch - Profile Tools, Curve Tools, Editing Tools, Operation Tools, Constraints, construction geometries and adding dimensions. Part- Solid from sketches, Solid from surfaces, modify Tools, Operation Tools.

02 Sessions

Module-2 **02 Sessions**

Exploring design tools for production:

Create draft during a feature - Create draft as a feature - Add ribs and plastic supports - Analyze draft on a design - Create holes and threads - Use a coil feature - Mirrors and patterns - Surface creation for complex geometry - Use surfaces to replace faces - Use surfaces to split bodies and faces - Practice exercise.

Module-3 **03 Sessions**

The Basics of Assemblies

The different ways to create components - Use scripts to create gears - Component color swatch and color cycling - Use McMaster-Carr parts in a design - Copy, paste, and paste new.
- Distributed designs - Create as-built joints - Create joints - Joint origins and midplane joints - Drive joints and motion studies - Interference detection and contact sets - Isolation and opacity control - Create groups and organize a timeline - Practice exercise.

Module-4 **06 Sessions**

Assembly Drawings: (Part drawings shall be given)

Drawing Basics-Detailing Drawings. Explode a 3D model for a drawing, Create a drawing sheet and views, Add geometry and dimensions to a drawing, Add GD & T text, BOM, tables and symbols, Place an exploded view, Edit a title block, Export to different file formats.

1. **Reciprocating saw mechanical assembly,**
2. **Innovated bottle design for sustainability**
3. **Engine Piston**
4. **Cylinder Flange**
5. **Engine Case**
6. **Design for Injection Molding**

1. Plummer block (Pedestal Bearing)
2. Rams Bottom Safety Valve
3. I.C. Engine connecting rod
4. Screw jack (Bottle type)
5. Tailstock of lathe
6. Machine vice
7. Lathe square tool post

Course outcome (Course Skill Set)

At the end of the course the student will be able to:

1. Demonstrate their visualization skills.
2. Apply limits and tolerances to assemblies and choose appropriate fits for given assemblies. Make component drawings.
3. Produce the assembly drawings using part drawings.
4. Engage in lifelong learning using sketching and drawing as communication tool.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation (CIE):

- CIE marks for the practical course is 50 Marks.
- CIE shall be evaluated for max marks 100. Marks obtained shall be accounted for CIE final marks, reducing it by 50%.
- CIE component should comprise of
  - Continuous evaluation of Drawing work of students as and when the Modules are covered.
  - At least one closed book Test covering all the modules on the basis of below detailed weightage.
  - *Weightage for Test and Continuous evaluation shall be suitably decided by respective course coordinators.*

Module	**Max. Marks weightage**	**Evaluation Weightage in marks**	
		Computer display & printout	**Preparatory sketching**
Module-1	15	10	05
Module-2	15	10	05
Module-3	20	15	05
Module-4	50	40	10
Total	**100**	**80**	**20**

Semester End Evaluation (SEE):

SEE marks for the practical course is 50 Marks.

- The duration of SEE is 03 hours. Questions shall be set worth of 3 hours
- SEE shall be conducted jointly by the two examiners (one internal and one external) appointed by the University.
- SEE shall be conducted and evaluated for maximum of 100 marks. Marks obtained shall be accounted for SEE final marks, reducing it to 50 marks.
- Question paper shall be set jointly by both examiners and made available for each batch as per schedule.
- Questions are to be set preferably from Text Books.
- Evaluation shall be carried jointly by both the examiners.
- Scheme of Evaluation: To be defined by the examiners jointly and the same shall be submitted to the university along with question paper.
- One full question shall be set from each Modules as per the below tabled weightage details. ***However, the student may be awarded full marks, if he/she completes solution on computer display without sketch.***

Module	Max. Marks Weightage	Evaluation Weightage in marks	
		Computer display & printout	Preparatory sketching
Module-1 OR Module-2	20	15	05
Module-3	20	15	05
Module-4	60	50	10
Total	**100**	**80**	**20**

Suggested Learning Resources:

Books

Text Books:

1. 'A Primer on Computer Aided Machine Drawing-2007', Published by VTU, Belgaum.
2. 'Machine Drawing', N.D.Bhat & V.M.Panchal, Published by Charotar Publishing House, 1999.
3. 'Machine Drawing', K.R. Gopala Krishna, Subhash publication.

Reference Book:

1. "A Text Book of Computer Aided Machine Drawing", S. Trymbakaa Murthy, CBS Publishers, New Delhi, 2007.
2. 'Machine Drawing', N.Siddeshwar, P.Kannaih, V.V.S. Sastri, published by Tata Mc.Grawhill, 2006.
3. K L Narayana, P Kannaiah, K Venkata Reddy, "Machine Drawing", New Age International, 3rd Edition. ISBN-13: 978-81-224-2518-5, 2006
4. Ajeet Singh, "MACHINE DRAWING", Tata McGraw-Hill Education,, ISBN: 9781259084607, 2012

Web links and Video Lectures (e-Resources):

- . https://www.autodesk.com/certification/learn/course/learn-fusion-360-in-90-minutes
- Introduction to Modelling and Design for Manufacturing
- https://www.autodesk.com/certification/learn/course/fusion360-intro-modeling-design-professional

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

-

Electric and Hybrid Vehicle Technology		Semester	3
Course Code	**BME306A**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	**3:0:0:0**	SEE Marks	50
Total Hours of Pedagogy	**40**	Total Marks	100
Credits	**03**	Exam Hours	3
Examination type (SEE)	**Theory**		

Course objectives:

- To understand the models, describe hybrid vehicles and their performance.
- To understand the different possible ways of energy storage.
- To understand the different strategies related to hybrid vehicle operation & energy management.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

- Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Videodemonstrations or Simulations.
- Chalk and Talk method for Problem Solving.
- Adopt flipped classroom teaching method.
- Adopt collaborative (Group Learning) learning in the class.
- Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such asevaluating, generalizing, and analyzing information.

Module-1

Introduction to Electric Vehicle (EV) & Hybrid Vehicle(HV):

A brief history of Electric and Hybrid vehicles, basic architecture of hybrid drive train, vehicle motion and the dynamic equations for the vehicle, types of HV and EV, advantages over conventional vehicles, limitations of EV and HV, impact on environment of EV and HV technology, disposal of battery, cell and hazardous material and their impact on environment.

Module-2

Power Management and Energy Sources of EV and HV:

Power and Energy management strategies and its general architecture of EV and HV, various battery sources, energy storage, battery based energy storage, Battery Management Systems (BMS), fuel cells, their characteristics, Super capacitor based energy storage, flywheel, hybridization of various energy storage devices, Selection of the energy storage technology.

Module-3

DC and AC Machines & Drives in EV & HV:

Various types of motors, selection and size of motors, **Induction** motor drives and control characteristics, **Permanent** magnet motor drives and characteristics, **Brushed & Brushless** DC motor drive and characteristics, **switched reluctance motors** and characteristics, **IPM motor drives** and characteristics, mechanical and electrical connections of motors.

Module-4

Components & Design Considerations of EV & HV:

Design parameters of batteries, ultra-capacitors and fuel cells, aerodynamic considerations, calculation of the rolling resistance and the grade resistance, calculation of the acceleration force, total tractive effort, torque required on the drive wheel, transmission efficiency, consideration of vehicle mass.

Module-5

Electric and Hybrid Vehicles charging architecture:

Introduction to smart charging: Grid to vehicle and vehicle to grid, smart metering and ancillary services, preliminary discussion on vehicle to vehicle and vehicle to personal communication systems, introduction to battery charging stations and its installation and commissioning, preliminary discussion on estimation on station capacity and associated technical issues, different connectors.

Course outcome (Course Skill Set)

At the end of this course, students will demonstrate the ability to

1. Understand the architecture and vehicle dynamics of electric and hybrid vehicles
2. Analyze the power management systems for electric and hybrid vehicles
3. Understand different motor control strategies for electric and hybrid vehicles
4. Analyze various components of electric and hybrid vehicles with environment concern.
5. Understand the domain related grid interconnections of electric and hybrid vehicle.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (duration 03 hours).

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), should have a mix of topics under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks.

Suggested Learning Resources:

Text Books

1. Iqbal Hussain, "Electric and Hybrid Vehicles Design Fundamentals", 1st Edition, CRC Press, 2003.
2. James Larminie, John Lowry "Electric Vehicle Technology Explained", 1st Edition, John Wiley and Sons, 2003.

3. Chris Mi, M. Abul Masrur, David Wenzhong Gao, "Hybrid Electric Vehicles: Principles and Applications with Practical Perspectives", Wiley publication ,2011. 4. Allen Fuhs, "Hybrid Vehicles and the future of personal transportation", CRC Press, 2009.
Web links and Video Lectures (e-Resources):
1. Web course on "Introduction to Hybrid and Electric Vehicles" by Dr. Praveenkumar and Prof. S Majhi, IIT Guwahati available on NPTEL at https://nptel.ac.in/courses/108/103/108103009/ 2. Video Course on "Electric Vehicles" by Prof. Amitkumar Jain, IIT Delhi available on NPTEL at https://nptel.ac.in/courses/108/102/108102121/
Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

	Smart Materials & Systems		Semester	III
	Course Code	**BME306B**	CIE Marks	50
	Teaching Hours/Week (L: T:P: S)	**3:0:0:0**	SEE Marks	50
	Total Hours of Pedagogy	**40**	Total Marks	100
	Credits	**03**	Exam Hours	03
	Examination type (SEE)	**Theory**		

Course objectives:

- To make the students understand about smart materials
- To make students to know about making of material smart
- To enable the students to appreciate the material properties

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Class room teaching through chalk & talk, PPT, Appropriate Videos, etc
2. Industry visit
3. Activity based learning
4. Display the sample materials in class room / laboratory

Module-1

Smart materials and structures: System intelligence- components and classification of smart structures, common smart materials and associated stimulus-response, Application areas of smart systems

Module-2

Electrically Activated Materials: Piezoelectricity, Piezoresistivity, Ferroelectricity, Piezoelectric materials- piezoelectric effect, Piezoceramics, Piezopolymers, Piezoelectric materials as sensors, Actuators and bimorphs, nanocarbon tubes

Module-3

Thermally activated materials: Shape memory materials; Shape memory alloys (SMAs), Classification - Transformation - Ni-Ti Alloys, Shape memory effect, Martensitic transformation, One way and two-way SME, binary and ternary alloy systems, Functional properties of SMAs, Shape memory ceramics - Shape memory polymers – Applications

Module-4

Smart polymers: Thermally responsive polymers, Electroactive polymers microgels, Synthesis, Properties and Applications, Protein-based smart polymers, pH-responsive and photo-responsive polymers, Self-assembly, Drug delivery using smart polymers

Module-5

Chemically Activated Materials - Chemical Gels - Self healing materials Optically Activated Materials - Optically activated polymers - Azobenzene - Liquid Crystal, Smart materials for space applications: Elastic memory composites, Smart corrosion protection coatings, Sensors, Actuators, Transducers,

Course outcome (Course Skill Set)

At the end of the course, the student will be able to :
1. Apply the knowledge for materials characterisation
2. Evaluate the materials based on actuation
3. Select and justify appropriate materials for specific application

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
- The students have to answer 5 full questions, selecting one full question from each module.
- Marks scored shall be proportionally reduced to 50 marks

Suggested Learning Resources:

Books

1. D.J. Leo, Engineering Analysis of Smart Material Systems, Wiley 2007.
2. M. Addington, D.L. Schodek, Smart Materials and New Technologies in Architecture, Elsevier 2005.
3. Donald R. Askeland and Pradeep P. Fulay, Essentials of Materials Science and Engineering, 2009, Cengage Laerning.

References

1. Gandi, M.V. and Thompson, B.S., "Smart Materials and Structures," Chapman & Hall, UK, 1992,
2. Culshaw, B., "Smart Structures and Materials," Artech House, Inc., Norwood, USA, 1996.
3. Dimitris C. Lagoudas, Shape Memory Alloys: Modelling and Engineering Applications, Springer, 2008.
4. T. Yoneyama & S. Mayazaki, Shape memory alloys for biomedical applications, CRCPress, 200

Web links and Video Lectures (e-Resources):

- Smart materials intelligent system design NPTEL course

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Prepare a smart material sample
- Visit to industry

INTERNET OF THINGS		Semester	3
Course Code	**BME306C**	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	**3:0:0:0**	SEE Marks	50
Total Hours of Pedagogy	**40**	Total Marks	100
Credits	**03**	Exam Hours	
Examination type (SEE)	**Theory**		

Course objectives:

The Internet is evolving to connect people to physical things and also physical things to other physical things all in real time. It's becoming the Internet of Things (IoT). The course enables student to

- Understand the basics of Internet of things and protocols.
- Understand some of the application areas where Internet of Things can be applied.
- Learn about the middleware for Internet of Things.
- Understand the concepts of Web of Things

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes and make Teaching –Learning more effective

1. At the start of course, the course delivery pattern, prerequisite of the subject will be discussed
2. Lecture may be conducted with the aid of multi-media projector, chalk & Talk
3. Attendance is compulsory in lectures and laboratory, which may carries five marks in overall evaluation.
4. Promoting project based learning may be conducted having a share of 20 marks in the overall internal evaluation.
5. Assignment based on course content will be given to the student for each unit/topic and will be evaluated at regular interval. It may carry an importance of ten marks in the overall internal evaluation.
6. Surprise tests/Quizzes/Seminar/Tutorial may be conducted and having share of 10 marks in the overall internal evaluation.

Module-1

IOT - What is the IoT and why is it important? Elements of an IoT ecosystem, Technology drivers, Business drivers, Trends and implications, Overview of Governance, Privacy and Security Issues.

Module-2

IOT PROTOCOLS - Protocol Standardization for IoT – Efforts – M2M and WSN Protocols – SCADA and RFID Protocols – Issues with IoT Standardization – Unified Data Standards – Protocols – IEEE802.15.4–BACNet Protocol– Modbus – KNX – Zigbee– Network layer – APS layer – Security

Module-3

IOT ARCHITECTURE - IoT Open source architecture (OIC)- OIC Architecture & Design principles- IoT Devices and deployment models- IoTivity: An Open source IoT stack - Overview- IoTivity stack architecture- Resource model and Abstraction.

Module-4

WEB OF THINGS - Web of Things versus Internet of Things – Two Pillars of the Web – Architecture Standardization for WoT– Platform Middleware for WoT – Unified Multitier WoT Architecture – WoT Portals and Business Intelligence.

Module-5

IOT APPLICATIONS - IoT applications for industry: Future Factory Concepts, Brownfield IoT, Smart Objects, Smart Applications. Study of existing IoT platforms /middleware, IoT- A, Hydra etc.

Course outcome (Course Skill Set)

At the end of the course, the student will be able to :

1. Explain the definition and usage of the term "Internet of Things" in different contexts
2. Understand the key components that make up an IoT system
3. Differentiate between the levels of the IoT stack and be familiar with the key technologies and protocols employed at each layer of the stack
4. Apply the knowledge and skills acquired during the course to build and test a complete, working IoT system involving prototyping, programming and data analysis
5. Understand where the IoT concept fits within the broader ICT industry and possible future trends and Appreciate the role of big data, cloud computing and data analytics in a typical IoT system

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks

Suggested Learning Resources:

Text Books

1. Honbo Zhou, "The Internet of Things in the Cloud: A Middleware Perspective", CRC Press,2012.
2. Dieter Uckelmann, Mark Harrison, Michahelles, Florian (Eds), "Architecting the Internet of Things", Springer, 2011.
3. David Easley and Jon Kleinberg, "Networks, Crowds, and Markets: Reasoning About a Highly Connected World", Cambridge University Press, 2010.
4. Olivier Hersent, David Boswarthick, Omar Elloumi, "The Internet of Things – Key applications and Protocols", Wiley, 2012.

References Books:

1. Vijay Madisetti and ArshdeepBahga, "Internet of Things (A Hands-on-Approach)",1st Edition, VPT, 2014
2. Francis daCosta, "Rethinking the Internet of Things: A Scalable Approach to Connecting Everything", 1st Edition, Apress Publications, 2013
3. CunoPfister, Getting Started with the Internet of Things, O"Reilly Media, 2011, ISBN: 978-1-4493-9357-1

Web links and Video Lectures (e-Resources):

- Introduction to IoT - https://www.youtube.com/watch?v=WUYAjxnwjU4&list=PLE7VH8RC_N3bpVn-e8QzOAHziEgmjQ2qE
- https://www.coursera.org/learn/beginning-custom-projects-with-raspberry-pi
- https://www.edx.org/course/introduction-to-the-internet-of-things-3

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

1. Familiarization with Arduino/Raspberry Pi and perform necessary software installation.
2. To interface LED/Buzzer with Arduino/Raspberry Pi and write a program to turn ON LED for 1 sec after every 2 seconds.
3. To interface Push button/Digital sensor (IR/LDR) with Arduino/Raspberry Pi and write a program to turn ON LED when push button is pressed or at sensor detection.
4. To interface DHT11 sensor with Arduino/Raspberry Pi and write a program to print temperature and humidity readings.
5. To interface motor using relay with Arduino/Raspberry Pi and write a program to turn ON motor when push button is pressed.
6. To interface OLED with Arduino/Raspberry Pi and write a program to print temperature and humidity readings on it.
7. To interface Bluetooth with Arduino/Raspberry Pi and write a program to send sensor data to smartphone using Bluetooth.
8. To interface Bluetooth with Arduino/Raspberry Pi and write a program to turn LED ON/OFF when '1'/'0' is received from smartphone using Bluetooth.
9. Write a program on Arduino/Raspberry Pi to upload temperature and humidity data to thing speak cloud.
10. Write a program on Arduino/Raspberry Pi to retrieve temperature and humidity data from thing speak cloud.
11. To install MySQL database on Raspberry Pi and perform basic SQL queries.
12. Write a program on Arduino/Raspberry Pi to publish temperature data to MQTT broker.

	WASTE HANDLING & MANAGEMENT		Semester	III
	Course Code	BME306D	CIE Marks	50
	Teaching Hours/Week (L: T:P: S)	3:0:0:0	SEE Marks	50
	Total Hours of Pedagogy	40	Total Marks	100
	Credits	03	Exam Hours	03
	Examination type (SEE)	Theory		

Course objectives: To make students to understand about;

1. Waste generation & effects
2. Solid waste management & challenges
3. Hazordous waste management & challenges
4. Innovative methods in practice to handle waste & its effects
5. Laws governing the waste management

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Class room teaching through chalk & talk, PPT, Appropriate Videos, etc
2. Visit to nearby waste handling sites
3. Segregation of waste & Preparation of compost practical execution
4. Student speeches on their observations
5. Conduction / participation in Waste management idea formulation competition events
6. Case study discussions at least 4 in each topic mentioned

Module-1: Introduction to waste management

Importance, methods of logistics, human components, technological components- waste handling equipment and technology, steps in waste management logistics.
Waste collection system and organization: Environmental aspects of waste collection, role of public authority and private sector in waste collection, organizing collection of residential waste, fee schemes, public awareness programs.

Module-2 : Engineering Systems for Solid Waste Management

Characteristics of solid waste, types of solid waste, Processing and Treatment of Solid Waste; Mechanical Treatment Material Recovery Facility, Recycling and Recovery, Types of Material Recovery Facilities, Biological Treatment & Biological methods for waste processing; Composting & methods. Biomethanation, Biodeisel, Biohydrogen, Mechanical Biological Stabilization, Thermal Treatment Incineration, Residues and its utilisation, co-combustion, Pyrolysis, Gasification, Refuse Derived Fuel, solid recovered fuel.
Engineering Disposal of SW: Dumping of solid waste; sanitary land fills – site selection,.

Module-3 Hazardous Waste Management

Introduction, Hazardous waste definition, sources, identification and classification, Characteristics, Industrial waste & Plastic Waste; sources, environmental effects, challenges in handling Biomedical waste; Introduction to biomedical wastes, sources, classification, collection, segregation, treatment and disposal,
E- waste; characteristics, generation, collection, transport, recycling and disposal, Effects on the society and environment, Transportation and Disposal, recycling and reuse,
Nuclear waste; Characteristics, Types, Power reactors, Refinery and fuel fabrication wastes, Health and environmental effects, Decommissioning of Nuclear power reactors
Hazardous waste landfills, Site selections.

	Module-4 Innovations in waste management
	Global and Indian Context, recycling, reuse, energy production, land filling, remediation of hazardous waste contaminated sites. Revenue models, Developing Networks, Entrepreneurship activities, Best practices in India and Abroad- Case studies, Waste management and waste handling entrepreneurs in India and other countries, Case studies of different municipalities waste handling techniques, domestic composting, medium & large scale composting, Centralised composting
	Module-5 Waste Management Laws in India
	The Environmental Protection Act, The Hazardous Wastes (Management, Handling and Transboundary Movement) Rules, 2008, The Plastic Waste (Management and Handling) Rules, 2011, Bio-Medical Waste (Management and Handling) Rules, 1998, The E- Waste (Management and Handling) Rules, 2011, The Batteries (Management and Handling) Rules, 2001. Duties of constitutional bodies and Ministries

Course outcome (Course Skill Set)

At the end of the course, the student will be able to:

1. Identify & segregate the waste
2. Formulate the appropriate waste segregation, collection & disposal system
3. Generate a report on waste management challenges
4. Select a remedial measure for environmental & living being protection
5. Exercise the constitution laws as a citizen

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
- The students have to answer 5 full questions, selecting one full question from each module.
- Marks scored shall be proportionally reduced to 50 marks

Suggested Learning Resources:

Books

1. Handbook of Solid Waste Management, Tchobanoglous G and Kreith F, McGraw-Hill Education, 2002, 2nd Edition
2. Hazardous Wastes - Sources, Pathways, Receptors, Richard J. Watts, John Wiley and Sons, 1998, 1st Edition.
3. Strategic Management,Hitt, M.A.,Hoskisson, R.E., Ireland, R.D., (2016)., Cengage Learning, India.
4. Waste Management Practices: Municipal, Hazardous and Industrial, John Pichtel, CRC Press, 2014, 2nd Edition
5. Handbook of Solid Waste Management, Tchobanoglous G and Kreith F, McGraw-Hill Education, 2002, 2nd Edition

Reference books:

1. Waste Management Practices: Municipal, Hazardous and Industrial, John Pichtel (2014)., 2nd Ed., CRC Press, USA.
2. Waste: A Handbook for Management, Letcher, T.M., Vallero, D.A. (2011)., 1st Ed, Academic Press, USA.
3. Waste Management Strategy and Action Plan,IGES, UNEP, CCET. (2018), Phnom Penh 2018-2035. Phnom Penh, Cambodia.
4. National Environment Policy, 2006, Ministry of Environment and Forests, Government of India, Approved by the Union Cabinet on 18 May, 2006 2
5. Innovation and Entrepreneurship, Peter Drucker, (2012)., Routledge Publishers, England UK

Web links and Video Lectures (e-Resources):

- https://nptel.ac.in/content/storage2/courses/105106056/Introduction.pdf
- https://nptel.ac.in/courses/105/103/105103205/
- http://cpheeo.gov.in/cms/manual-on-municipal-solid-waste-management-2016.php
- https://nptel.ac.in/courses/105/103/105103205/
- https://nptel.ac.in/courses/120/108/120108005/
- https://nptel.ac.in/courses/105/106/105106056/
- https://nptel.ac.in/courses/105/105/105105160/
- https://nptel.ac.in/courses/103/107/103107125/
- https://nptel.ac.in/courses/110/108/110108047/
- https://nptel.ac.in/courses/105/106/105106056/
- https://nptel.ac.in/courses/105/105/105105184/
- https://nptel.ac.in/content/storage2/courses/105106056/Introduction.pdf
- https://wedocs.unep.org/bitstream/handle/20.500.11822/31379/IWM_Guidelines.pdf?se quence=1&isAllowed=y

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning
- Preparation of a model for waste management for a hostel, apartment, institution,   - Speeches by students about best practices followed for domestic waste handling   - Prepare compost using machines   - Visit nearby waste dump yard and prepare a report covering challenges & remedies   - Visit industries and observe large-scale industry waste disposal practices and challenges   - Visit near by hospitals and observe large-scale bio-medical waste disposal practices and challenges   - Display everyday one/ two constitution rules on class notice board   - Poster preparation by students

ADVANCED PYTHON PROGRAMMING		Semester	3
Course Code	BME358A	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Total Hours of Pedagogy	15	Total Marks	100
Credits	01	Exam Hours	03
Examination type (SEE)	Practical		

Course objectives:

- To understand the problem solving approaches.
- To learn the basic programming constructs in Python.
- To practice various computing strategies for Python-based solutions to real world problems.
- To use Python data structures – lists, tuples, dictionaries.
- To do input/output with files in Python.

Sl.NO	Experiments
1	Demonstrate following functions/methods which operates on strings in Python with suitable examples: i) len( ) ii) strip( ) iii) rstrip( ) iv) lstrip( ) v) find( ) vi) rfind( ) vii) index( ) viii) rindex(),ix) count( ) x) replace( ) xi) split( ) xii) join( ) xiii) upper( ) xiv) lower( ) xv) swapcase( ) xvi) title( ) xvii) capitalize( ) xviii) startswith() xix) endswith()
2	Implementing programs using Functions. (Factorial, largest number in a list, area of shape).
3	NESTED LISTS: Write a program to read a 3 X 3 matrix and find the transpose, addition, subtraction, multiplication of two 3 X 3 matrices, check whether two given 3 X 3 matrices are identical or not.
4	Implementing programs using Strings. (Reverse, palindrome, character count, replacing characters). Real time applications using sets and Dictionaries
5	Scientific problems using Conditionals and Iterative loops. (Number series and different Patterns).
6	Numpy Library: Linear Algebra a) Write a python program to find rank, determinant, and trace of an array. b) Write a python program to find eigen values of matrices d) Write a python program to solve a linear matrix equation, or system of linear scalar equations.
7	Graphics: • Consider turtle object. Write functions to draw triangle, rectangle, polygon, circle and sphere. Use object oriented approach. • Design a Python program using the Turtle graphics library to construct a turtle bar chart representing the grades obtained by N students read from a file categorizing them into distinction, first class, second class, third class and failed.
8	Create a colour images using NumPy in Python.
	Demonstration Experiments (For CIE)
9	Write a python program to implement Pandas Series with labels.
10	Implementing real-time/technical applications using File handling. (copy from one file to another, word count, longest word).
11	Implementing real-time/technical applications using Exception handling. (divide by zero error, voter's age validity, student mark range validation).
12	Developing a game activity using Pygame like bouncing ball, car race etc.

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

- CO1: Develop algorithmic solutions to simple computational problems.
- CO2: Develop and execute simple Python programs.
- CO3: Use functions to decompose a Python program.
- CO4: Process compound data using Python data structures.
- CO5: Utilize Python packages in developing software applications.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation (CIE):

CIE marks for the practical course are **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment is to be evaluated for conduction with an observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments are designed by the faculty who is handling the laboratory session and are made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled down to **30 marks** (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct a test of 100 marks after the completion of all the experiments listed in the syllabus.
- In a test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability.
- The marks scored shall be scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and marks of a test is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

- SEE marks for the practical course are 50 Marks.
- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the Head of the Institute.
- The examination schedule and names of examiners are informed to the university before

the conduction of the examination. These practical examinations are to be conducted between the schedule mentioned in the academic calendar of the University.

- All laboratory experiments are to be included for practical examination.
- (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.
- Students can pick one question (experiment) from the questions lot prepared by the examiners jointly.
- Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

- General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)
- Change of experiment is allowed only once and 15% of Marks allotted to the procedure part are to be made zero.

The minimum duration of SEE is 02 hours

Suggested Learning Resources:

- G Venkatesh and Madhavan Mukund, "Computational Thinking: A Primer for Programmers and Data Scientists", 1st Edition, Notion Press, 2021.
- John V Guttag, "Introduction to Computation and Programming Using Python: With Applications to Computational Modeling and Understanding Data", Third Edition, MIT Press, 2021
- Paul Deitel and Harvey Deitel, "Python for Programmers", Pearson Education, 1st Edition, 2021.
- Eric Matthes, "Python Crash Course, A Hands – on Project Based Introduction to Programming", 2nd Edition, No Starch Press, 2019.
- Martin C. Brown, "Python: The Complete Reference", 4th Edition, Mc-Graw Hill, 2018.

TEMPLATE for AEC (if the course is a theory)

INTRODUCTION TO VIRTUAL REALITY		Semester	3rd
Course Code	**BME358B**	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	**0-2-0-0**	SEE Marks	50
Total Hours of Pedagogy	**30**	Total Marks	100
Credits	**01**	Exam Hours	01
Examination nature (SEE)	**Theory**/practical/Viva-Voce /Term-work/Others		

Course objectives:

- Describe how VR systems work and list the applications of VR.
- Understand the design and implementation of the hardware that enables VR systems to be built.
- Understand the system of human vision and its implication on perception and rendering.
- Explain the concepts of motion and tracking in VR systems.
- Describe the importance of interaction and audio in VR systems.

Teaching-Learning Process (General Instructions)

These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.

1. Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
2. Chalk and Talk method for Problem Solving.
3. Adopt flipped classroom teaching method.
4. Adopt collaborative (Group Learning) learning in the class.
5. Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analyzing information.

Module-1	
Introduction to Virtual Reality : Defining Virtual Reality, History of VR, Human Physiology and Perception, Key Elements of Virtual Reality Experience, Virtual Reality System, Interface to the Virtual World-Input & output- Visual, Aural & Haptic Displays, Applications of Virtual Reality.	
Teaching- Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
Module-2	
Representing the Virtual World : Representation of the Virtual World, Visual Representation in VR, Aural Representation in VR and Haptic Representation in VR	
Teaching- Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
Module-3	
The Geometry of Virtual Worlds &The Physiology of Human Vision: Geometric Models, Changing Position and Orientation, Axis-Angle Representations of Rotation, Viewing Transformations, Chaining the Transformations, Human Eye, eye movements & implications for VR.	
Teaching- Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
Module-4	

Visual Perception & Rendering: Visual Perception **-** Perception of Depth, Perception of Motion, Perception of Color, Combining Sources of Information Visual Rendering -Ray Tracing and Shading Models, Rasterization, Correcting Optical Distortions, Improving Latency and Frame Rates	
Teaching- Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
Module-5	
Motion & Tracking: Motion in Real and Virtual Worlds- Velocities and Accelerations, The Vestibular System, Physics in the Virtual World, Mismatched Motion and Vection Tracking- Tracking 2D & 3D Orientation, Tracking Position and Orientation, Tracking Attached Bodies	
Teaching- Learning Process	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving./White board
Course outcome (Course Skill Set) At the end of the course the student will be able to: CO1: Describe how VR systems work and list the applications of VR. CO2: Demonstrate the design and implementation of the hardware that enables VR systems to be built. CO3: Understand the system of human vision and its implication on perception and rendering. CO4: Explain the concepts of motion and tracking in VR systems. CO5: Describe the importance of interaction and audio in VR systems.	

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Examination (CIE)

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examinations (SEE)

SEE paper shall be set for 50 questions, each of 01 mark. The pattern of the question paper is MCQ (multiple choice questions). The time allotted for SEE is **01 hour.** The student has to secure a minimum of 35% of the maximum marks meant for SEE.

Suggested Learning Resources:

Text Books

1. Virtual Reality, Steven M. LaValle, Cambridge University Press, 2016
2. Understanding Virtual Reality: Interface, Application and Design, William R Sherman and Alan B Craig, (The Morgan Kaufmann Series in Computer Graphics)". Morgan Kaufmann Publishers, San Francisco, CA, 2002.
3. Developing Virtual Reality Applications: Foundations of Effective Design, Alan B Craig, William R Sherman and Jeffrey D Will, Morgan Kaufmann, 2009.

Reference Books:

1. Gerard Jounghyun Kim, "Designing Virtual Systems: The Structured Approach", 2005.
2. Doug A Bowman, Ernest Kuijff, Joseph J LaViola, Jr and Ivan Poupyrev, "3D User Interfaces, Theory and Practice", Addison Wesley, USA, 2005.
3. Oliver Bimber and Ramesh Raskar, "Spatial Augmented Reality: Meging Real and Virtual Worlds", 2005.
4. Burdea, Grigore C and Philippe Coiffet, "Virtual Reality Technology", Wiley Interscience, India, 2003.

Web links and Video Lectures (e-Resources):

- http://lavalle.pl/vr/book.html
- https://nptel.ac.in/courses/106/106/106106138/
- https://www.coursera.org/learn/introduction-virtual-reality.

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning
• Course seminars

SPREADSHEET FOR ENGINEERS		Semester	3
Course Code	**BME358C**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	**0:0:2:0**	SEE Marks	50
Total Hours of Pedagogy	**15 sessions**	Total Marks	100
Credits	**1**	Exam Hours	03
Examination type (SEE)	**Practical**		

Course objectives:

- To create different plots and charts
- To compute different functions, conditional functions and make regression analysis
- To carryout iterative solutions for roots, multiple roots, optimization and non-linear regression analysis
- To carryout matrix operations
- To Understand VBA and UDF
- To understand VBA subroutines and Macros
- To carryout numerical integration and solving differential equations using different methods

Sl.NO	Experiments
1	Charting: Create an XY scatter graph, XY chart with two Y-Axes, add error bars to your plot, create a combination chart
2	Functions: Computing Sum, Average, Count, Max and Min, Computing Weighted Average, Trigonometric Functions, Exponential Functions, Using The CONVERT Function to Convert Units
3	Conditional Functions: Logical Expressions, Boolean Functions, IF Function, Creating a Quadratic Equation Solver, Table VLOOKUP Function, AND, OR and XOR functions.
4	Regression Analysis: Trendline, Slope and Intercept, Interpolation and Forecast, The LINEST Function, Multilinear Regression, Polynomial Fit Functions, Residuals Plot, Slope and Tangent, Analysis ToolPack.
5	Iterative Solutions Using Excel: Using Goal Seek in Excel, Using The Solver To Find Roots, Finding Multiple Roots, Optimization Using The Solver, Minimization Analysis, NonLinear Regression Analysis.
6	Matrix Operations Using Excel: Adding Two Matrices, Multiplying a Matrix by a Scalar, Multiplying Two Matrices, Transposing a Matrix, Inverting a Matrix and Solving System of Linear Equations.
7	VBA User-Defined Functions (UDF): The Visual Basic Editor (VBE), The IF Structure, The Select Case Structure, The For Next Structure, The Do Loop Structure, Declaring Variables and Data Types, An Array Function The Excel Object Model, For Each Next Structure.
8	VBA Subroutines or Macros: Recording a Macro, Coding a Macro Finding Roots by Bisection, Using Arrays, Adding a Control and Creating User Forms.
	Demonstration Experiments (For CIE)
9	Numerical Integration Using Excel: The Rectangle Rule, The Trapezoid Rule, The Simpson's Rule, Creating a User-Defined Function Using the Simpson's Rule.
10	Differential Equations: Euler's Method, Modified Euler's Method, The Runge Kutta Method, Solving a Second Order Differential Equation

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

- Create different plots and charts
- Compute different functions, conditional functions and make regression analysis
- Carryout iterative solutions for roots, multiple roots, optimization and non-linear regression analysis
- Carryout matrix operations

- Understand VBA and UDF, VBA subroutines and Macros
- Carryout numerical integration and solving differential equations using different methods

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation (CIE):

CIE marks for the practical course are **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment is to be evaluated for conduction with an observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments are designed by the faculty who is handling the laboratory session and are made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled down to **30 marks** (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct a test of 100 marks after the completion of all the experiments listed in the syllabus.
- In a test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability.
- The marks scored shall be scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and marks of a test is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

- SEE marks for the practical course are 50 Marks.
- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the Head of the Institute.
- The examination schedule and names of examiners are informed to the university before the conduction of the examination. These practical examinations are to be conducted between the schedule mentioned in the academic calendar of the University.
- All laboratory experiments are to be included for practical examination.
- (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement

evaluation rubrics shall be decided jointly by examiners.

- Students can pick one question (experiment) from the questions lot prepared by the examiners jointly.
- Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

Change of experiment is allowed only once and 15% of Marks allotted to the procedure part are to be made zero.

The minimum duration of SEE is 03 hours

Suggested Learning Resources:

- Excel Resources - 600+ Self Study Guides, Articles & Tools (wallstreetmojo.com)
- https://www.ictlounge.com/html/year_7/esafety_part7.htm
- McFedries PaulMicrosoft Excel 2019 Formulas And Functions Microsoft Press, U.S, 2019 Edition

Tools in Scientific Computing		Semester	3
Course Code	BME358D	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Total Hours of Pedagogy	15 sessions	Total Marks	100
Credits	01	Exam Hours	03
Examination type (SEE)	Theory/**Practical**/Viva-Voce /Term-work/Others		

Course objectives:

1. To learn the fundamentals of problem-solving using MATLAB/MATHCAD and go plot graphs using Origin software
2. To introduce programming for curve fitting and solving both linear and nonlinear equations.
3. To understand the concept of approximate methods and recognize their significance in computing.

Sl.NO	Experiments
1	Develop a program to find the eigenvalues and eigenvectors of a square matrix
2	Develop a user-friendly program for the Newton-Raphson method for solving simultaneous nonlinear equations
3	Develop a user-friendly program to find solution of simultaneous linear equations using matrix methods
4	Develop a program to find the equation that best fits for the given set of points using any of the curve fitting techniques
5	Develop a program to compute the area under the given curve described by the function using numerical techniques
6	Develop a user-friendly program for the thick or thin cylinders subjected to internal and external loads, determine the stresses developed within the cylinder and plot the variation of stresses
7	Develop a program to find the principal stresses and their associated directions for a given state of stress described by the components of stress in three dimensions (σxx, σyy, σzz, σxy, σxz, σyz),
8	Develop a user-friendly program for plotting the Mohr's circle for the given 2D stress state and determine the principal stresses and directions of principle stress
	Demonstration Experiments (For CIE)
9	Develop a program to find the multiplication and inverse of a square matrix
10	Develop a program to find and plot the response of spring-mass-dashpot system subjected to hormonic excitation.
11	Develop a program to find the roots of a quadratic equation using numerical methods
12	Develop a program to find the solution of differential equation using approximate methods

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

1. Understand the fundamentals of programming in scientific computations.
2. Develop programming for curve fitting and solving both linear and nonlinear equations.
3. Apply the concept of approximate methods and recognize their significance in computing.
4. Apply MATLAB/MATHCAD/FORTRAN/PYTHON tools, etc., for solving engineering problems

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation (CIE):

CIE marks for the practical course are **50 Marks.**

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment is to be evaluated for conduction with an observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments are designed by the faculty who is handling the laboratory session and are made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled down to **30 marks** (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct a test of 100 marks after the completion of all the experiments listed in the syllabus.
- In a test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability.
- The marks scored shall be scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and marks of a test is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

- SEE marks for the practical course are 50 Marks.
- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the Head of the Institute.

- The examination schedule and names of examiners are informed to the university before the conduction of the examination. These practical examinations are to be conducted between the schedule mentioned in the academic calendar of the University.
- All laboratory experiments are to be included for practical examination.
- (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.
- Students can pick one question (experiment) from the questions lot prepared by the examiners jointly.
- Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

Change of experiment is allowed only once and 15% of Marks allotted to the procedure part are to be made zero.

The minimum duration of SEE is 03 hours

Suggested Learning Resources:

1. Applied Numerical Methods with MATLAB for Engineers and Scientists, Steven C. Chapra, Edition 3, McGraw-Hill, 2012
2. Numerical methods for engineers, Steven C. Chapra, Raymond P. Canale, 5th fifth edition, 2006, McGraw-Hill Higher Education, Boston, 2006
3. MATLAB and Its Applications in Engineering, Raj Kumar Bansal, et.al 2009, Pearson Education,

APPLIED THERMODYNAMICS		Semester	4
Course Code	**BME401**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	**2:2:0:0**	SEE Marks	50
Total Hours of Pedagogy	**30**	Total Marks	100
Credits	**03**	Exam Hours	03
Examination type (SEE)	**Theory**		

Course objectives:

- Explain the air standard cycle and combustion in I. C. Engines.
- Describe the gas power cycle and vapour power cycles.
- Explain the performance of compressor.
- Explain the concepts of Refrigeration and Air conditioning.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.
2. Chalk and Talk method for Problem Solving.
3. Adopt flipped classroom teaching method.
4. Adopt collaborative (Group Learning) learning in the class.
5. Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analysing information.

Module-1

Air standard cycles: Carnot cycle. Otto, Diesel, Dual and cycles, p-v and T -s diagrams, description, efficiencies and mean effective pressures. Comparison of Otto and Diesel cycles.

I.C.Engines: Classification of IC engines, Combustion of SI engine and CI engine, Detonation and factors affecting detonation, Performance analysis of I.C Engines, Heat balance, Morse test

Module-2

Gas power Cycles: Gas turbine (Brayton) cycle; description and analysis. Regenerative, Intercooling and reheating in gas turbine cycles.

Jet Propulsion cycles: Turbojet, Turboprop, Turbofan, Ram Jet, Rocket, Pulse Jet, Ram Rocket.

Module-3

Vapour Power Cycles: Carnot vapour power cycle, drawbacks as a reference cycle. Simple Rankine cycle; description, T-S diagram, analysis for performance. Comparison of Carnot and Rankine cycles. Effects of pressure and temperature on Rankine cycle performance.

Actual vapour power cycles: Actual vapour power cycles, regenerative vapour power cycle with open and closed feed water heaters. Reheat Rankine cycle.

Module-4

Refrigeration Cycles: Vapour compression refrigeration system; description, analysis, refrigerating effect. Capacity, power required, units of refrigeration, COP, Refrigerants and their desirable properties, alternate Refrigerants. Vapour absorption refrigeration system.

Pscychrometrics and Air-conditioning Systems: Psychometric properties of Air (***only for review***), Psychometric Chart, Analyzing Air-conditioning Processes; Heating, Cooling, Dehumidification and Humidification, Evaporative Cooling. Adiabatic mixing of two moist air streams.

Module-5

Reciprocating Compressors: Operation of a single stage reciprocating compressors. Work input through p-v diagram and steady state steady flow analysis. Effect of Clearance and Volumetric efficiency. Adiabatic, Isothermal and Mechanical efficiencies. Multi-stage compressor, saving in work, Optimum intermediate pressure, Inter-cooling, Minimum work for compression.

Steam nozzles: Flow of steam through nozzles, Shape of nozzles, effect of friction, Critical pressure ratio, Super saturated flow.

Course outcome (Course Skill Set)

At the end of the course, the student will be able to :

1. Analyse air standard cycle to evaluate the performance of I C engines.
2. Analyze the gas power cycles to evaluate the overall efficiency of gas turbine plant.
3. Apply thermodynamic concepts to analyze the performance of vapour power cycles.
4. Analyze the vapour compression and vapour absorption systems to improve refrigeration.
5. Determination of various parameters of air compressors and steam nozzles.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
- The students have to answer 5 full questions, selecting one full question from each module.
- Marks scored shall be proportionally reduced to 50 marks

Suggested Learning Resources: **Books (Title of the Book/Name of the author/Name of the publisher/Edition and Year)** **Text Books:** 1. Engineering Thermodynamics, P.K. Nag, Tata McGraw Hill, 6th Edition 2018 2. Thermodynamics, Yunus A, Cengel, Michael A Boles, Tata McGraw Hill 7th Edition **Reference Books:** 1. Thermodynamics for engineers Kenneth A. Kroosand Merle C. Potter, Cengage Learning 2016 2. Principles of Engineering Thermodynamics, Michael J, Moran,Howard N. Shapiro, Wiley 8th Edition 3. I.C.Engines, M.L.Mathur&Sharma. Dhanpat Rai& sons-India
Web links and Video Lectures (e-Resources):
• https://www.youtube.com/watch?v=AwbhbN20xl8&list=PLwdnzlV3ogoVJnW1S9GgOKYj5heOzl1dn • https://ciechanow.ski/internal-combustion-engine/ • https://www.youtube.com/watch?v=1Vn1PDuPHsY&list=PL4K9r9dYCOoozyQU9kmQFJkTz
Activity Based Learning (Suggested Activities in Class)/ Practical Based learning • Organise Industrial visits to Thermal power plants and submission of report. • Visit to a building under construction to explore the design consideration of duct to understand the concept of centralized Air Conditioning.

MACHINING SCIENCE & METROLOGY		Semester	IV
Course Code	**BME402**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 8-10 Lab slots	Total Marks	100
Credits	04	Exam Hours	03
Examination nature (SEE)	Theory /Viva-Voce /Term-work/Others		

Course objectives:

- To enrich the knowledge pertaining to relative motion and mechanics required for various machine tools.
- To introduce students to different machine tools to produce components having different shapes and sizes.
- To develop the knowledge on mechanics of machining process and effect of various parameters on machining.
- To understand the basic principles of measurements
- To enrich the knowledge pertaining to gauge , comparator and angular measurement.

Teaching-Learning Process (General Instructions)

These are sample Strategies; that teachers can use to accelerate the attainment of the various course outcomes.

1. Adopt different teaching methods to develop the outcomes through presentations/ video demonstrations/ simulations.
2. Chalk and talk method for problem-solving.
3. Arrange industrial visits to show the live working models other than laboratory topics.
4. Adopt collaborative learning in the class.
5. Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such as evaluating, generalizing, and analyzing information.
6. Conduct laboratory demonstrations and practical experiments to enhance experiential skills.

MODULE-1

Introduction to Metal cutting: Orthogonal and oblique cutting. Classification of cutting tools: single, and multipoint; tool signature for single point cutting tool. Mechanics of orthogonal cutting; chip formation, shear angle and its significance, Merchant circle diagram. Numerical problems. Cutting tool materials and applications.

Introduction to basic metal cutting machine tools: Lathe- Parts of lathe machine, accessories of lathe Machine and various operations carried out on lathe. Kinematics of lathe. Turret and Capstan lathe.

MODULE-2

Milling Machines: up milling & down milling, classification of milling machines, constructional features (Column and Knee and vertical milling machine), milling cutter nomenclature, various milling operations, calculation of machining time.

Indexing: Need of indexing Simple, compound and differential indexing calculations. Simple numerical on indexing.

Shaping, Slotting and Planning Machines Tools: Driving mechanisms of Shaper, Slotter and Planer. Operations done on Shaper, Planer & Slotter Difference between shaping and planning operations.

Drilling Machines: Constructional features (Radial & Bench drilling Machines), operations, types of drill & drill bit nomenclature. Calculation of machining time.

Grinding: Grinding operation, classification of grinding processes: cylindrical, surface &centerless grinding

MODULE-3
Thermal aspects, Tool wear, and Machinability **Temperature in Metal Cutting**: Heat generation in metal cutting; temperature distribution in metal cutting, effect of cutting speed on temperatures, measurement of cutting temperatures Tool life and tool Wear: progressive tool wear; **forms of wear in metal cutting:** crater wear, flank wear, tool-life criteria, cutting tool materials: basic requirements of tool materials, major classes of tool materials: high-speed steel, cemented carbide, ceramics, CBN and diamond, tool coatings; the work material and its machinability **Cutting fluids:** Action of coolants and application of cutting fluids.
MODULE-4
Introduction: Introduction to metrology & measurements, definition, objectives and classification of metrology, standards of length- wave length standard, sub division of standards, numerical problems on length calibration. **Line & End Standards:** Line and end standard, slip gauges, wringing phenomena, numerical problems on slip gauges. **Systems of Limits, Fits & Tolerance:** Definition of tolerance, tolerance specification in assembly, principle of interchangeability and selective assembly, limits of size, Indian standards, concepts of limits of size and tolerances, cost v/s tolerances, compound tolerances, accumulation of tolerances, definition of fits, types of fits and their designation.
MODULE-5
Gauges: Classification of gauges, Taylor's principle, design of GO, NO GO gauges, wear allowance on gauges, types of gauges- plain plug gauges, ring gauges, snap gauge, limit gauge, simple problems. **Comparators:** Introduction to comparators, classification, characteristics, systems of displacement amplification in mechanical comparators, Reed type, Sigma comparator, Zeiss ultra-optimeter, Solex air gauge, ultrasonic gauges, LVDT. **Angular Measurements:** Bevel protractor, sine bar, angular gauges, numerical on building of angles.

PRACTICAL COMPONENT OF IPCC *(May cover all / major modules)*

Sl.NO	Experiments
1	Preparation of one model on lathe involving - Plain turning, Facing, Knurling, Drilling, Boring, Internal Thread cuts and Eccentric turning.
2	Preparation of One model on lathe involving - Plain turning, Facing , Taper turning, Step turning, Thread cutting, Facing, Knurling, Drilling, Boring, Internal Thread cutting and Eccentric turning.
3	One Job, Cutting of V Groove/ dovetail / Rectangular groove using a shaper.
4	Cutting of Gear Teeth using Milling Machine.
5	Simple operations and One Job on the drilling and grinding machine.
6	Cutting force measurement with dynamometers (Demonstration) for turning, drilling, grinding operations.
7	Analysis of chip formation and chip reduction coefficient in turning of mild steel by HSS tool with different depth of cut, speed, and feed rate.
8	Experiment on anyone advanced machining process
9	Study & Demonstration of power tools like power drill, power hacksaw, portable hand grinding, cordless screw drivers, production air tools, wood cutter, etc., used in Mechanical Engineering.
10	Demonstration/Experimentation of simple programming of CNC machine operations.
11	Demonstration / Experiment on tool wears and tool life on anyone conventional machining process.
12	To study the tool geometry of a single point turning tool (SPTT) in the American Standards Association (ASA) system.

Course outcomes (Course Skill Set):

At the end of the course, the student will be able to:

CO1: Analyze various cutting parameters in metal cutting.

CO2: Understand the construction of machines & machine tools and compute the machining time of various operations.

CO3: Understand the concept of Temperature in Metal Cutting, forms of wear in metal cutting and Cutting fluids

CO4: Understand the objectives of metrology, methods of measurement, standards of measurement & various measurement parameters. Explain tolerance, limits of size, fits, geometric and position tolerances, gauges and their design

CO5: Understand the working principle of different types of comparators, gauges, angular Measurements

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

CIE for the theory component of the IPCC (maximum marks 50)

- IPCC means practical portion integrated with the theory of the course.
- CIE marks for the theory component are **25 marks** and that for the practical component is **25 marks**.

- 25 marks for the theory component are split into **15 marks** for two Internal Assessment Tests (Two Tests, each of 15 Marks with 01-hour duration, are to be conducted) and **10 marks** for other assessment methods mentioned in 22OB4.2. The first test at the end of 40-50% coverage of the syllabus and the second test after covering 85-90% of the syllabus.
- Scaled-down marks of the sum of two tests and other assessment methods will be CIE marks for the theory component of IPCC (that is for **25 marks)**.
- The student has to secure 40% of 25 marks to qualify in the CIE of the theory component of IPCC.

CIE for the practical component of the IPCC

- **15 marks** for the conduction of the experiment and preparation of laboratory record, and **10 marks** for the test to be conducted after the completion of all the laboratory sessions.
- On completion of every experiment/program in the laboratory, the students shall be evaluated including viva-voce and marks shall be awarded on the same day.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to **15 marks**.
- The laboratory test **(duration 02/03 hours)** after completion of all the experiments shall be conducted for 50 marks and scaled down to **10 marks.**
- Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **25 marks**.
- The student has to secure 40% of 25 marks to qualify in the CIE of the practical component of the IPCC.

SEE for IPCC

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**)

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
- The students have to answer 5 full questions, selecting one full question from each module.
- Marks scored by the student shall be proportionally scaled down to 50 Marks

The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper may include questions from the practical component.

Suggested Learning Resources:

Books

1. Shaw, M C, (2014), Metal Cutting Principles, Oxford University Press.
2. McGeough, J A, (1988), Advanced Methods of Machining, Springer.
3. Boothroyd, G., and Knight, W. A., Fundamentals of Machining and Machine Tools, CRC Press.
4. Chattopadhyay, A B, (2013), Machining and Machine Tools, Wiley India.
5. Mikell P. Groover, (2019), Fundamentals of Modern Manufacturing: Materials, Processes, and Systems, Wiley Publications.
6. Rao P. N., Manufacturing Technology II, Tata McGraw Hill.
7. Mechanical Measurements Beckwith Marangoni and Lienhard Pearson Education 6th Ed.,
8. Instrumentation, Measurement and Analysis B C Nakra, K K Chaudhry McGraw–Hill 4th Edition
9. Engineering Metrology R.K. Jain Khanna Publishers 2009

Web links and Video Lectures (e-Resources):

1. V. K. Jain, Advanced Machining Processes, NPTEL Course Department of Mechanical Engineering, IIT Kanpur, Link: http://nptel.ac.in/courses/112104028/.
2. U. S. Dixit, Mechanics of Machining, NPTEL Course Department of Mechanical Engineering Guwahati, Link: http://nptel.ac.in/courses/112103248/.
3. A. B. Chattopadhyay, Manufacturing Processes II, NPTEL Course of Department of Mechanical Engineering, IIT Kharagpur, https://nptel.ac.in/courses/112/105/112105126/

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Visit any one machining center or machining industry and/or
Case study on process parameter influence on anyone advanced machining process and hybrid machining process.

FLUID MECHANICS		Semester	04
Course Code	**BME403**	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 8-10 Lab slots	Total Marks	100
Credits	04	Exam Hours	03
Examination nature (SEE)	**Theory**		

Course objectives:

- To have a working knowledge of the basic properties of fluids and understand the continuum approximation.
- To Calculate the forces exerted by a fluid at rest on submerged surfaces and understand the force of buoyancy.
- To understand the flow characteristic and dynamics of flow field for various Engineering applications.
- To know how velocity changes and energy transfers in fluid flows are related to forces and torques and to understand why designing for minimum loss of energy in fluid flows is so important.
- To discuss the main properties of laminar and turbulent pipe flow and appreciate their differences and the concept of boundary layer theory.
- Understand the concept of dynamic similarity and how to apply it to experimental modelling.
- To appreciate the consequences of compressibility in gas flow and understand the effects of friction and heat transfer on compressible flows.

Teaching-Learning Process (General Instructions)

These are sample Strategies; that teachers can use to accelerate the attainment of the various course outcomes.

1. Power-point Presentation,
2. Video demonstration or Simulations
3. Chalk and Talk are used for Problem Solving
4. Laboratory Demonstrations and Practical Experiments

MODULE-1

Basics: Introduction, Properties of fluids-mass density, weight density, specific volume, specific gravity, viscosity, surface tension, capillarity, vapour pressure, compressibility and bulk modulus. Concept of continuum, types of fluids etc,pressure at a point in the static mass of fluid, variation of pressure, Pascal's law,Absolute, gauge, atmospheric and vacuum pressures pressure measurement by simple, differential manometers and mechanical gauges.

Fluid Statics: Total pressure and center of pressure for horizontal plane, vertical plane surface and inclined plane surface submerged in static fluid.

MODULE-2

Fluid Kinematics: Types of Flow-steady, unsteady, uniform, non-uniform, laminar, turbulent, one, two and three dimensional, compressible, incompressible, rotational, irrotational, stream lines, path lines, streak lines, velocity components, convective and local acceleration, velocity potential, stream function, continuity equation in Cartesian co-ordinates. Rotation, vorticity and circulation, Laplace equation in velocity potential and Poisson equation in stream function, flow net, Problems.

Laminar and Turbulent flow: Flow through circular pipe, between parallel plates, Power absorbed in viscous flow in bearings, Poiseuille equation.

MODULE-3

Fluid Dynamics: Momentum equation, Impacts of jets- force on fixed and moving vanes, flat and curved. Numericals.Euler's equation, Integration of Euler's equation to obtain Bernoulli's equation,

Bernoulli's theorem, Application of Bernoulli's theorem such as venture meter, orifice meter, rectangular and triangular notch, pitot tube, orifices etc., related numericals. **Loss of head due to friction in pipes,** Major and minor losses, pipes in series and parallel.
MODULE-4
Flow over bodies: Development of boundary layer, Lift and Drag, Flow around circular cylinders, spheres, aerofoils and flat plates, Streamlined and bluff bodies, boundary layer separation and its control. **Dimensional Analysis:** Derived quantities, dimensions of physical quantities, dimensional homogeneity, Rayleigh method, Buckingham Pi-theorem, dimensionless numbers, similitude, types of similitude.
MODULE-5
Compressible flows: Speed of sound, adiabatic and isentropic steady flow, Isentropic flow with area change stagnation and sonic properties, normal and oblique shocks, flow through nozzles. **Introduction to CFD:** Necessity, limitations, philosophy behind CFD, applications

PRACTICAL COMPONENT OF IPCC*(May cover all / major modules)*

Sl.NO	Experiments
1	Determine the viscosity of oil using Red wood viscometer and Say-bolt viscometer. **Can be Demo experiments for CIE**
2	Measurement of pressure using different Manometers for high and low pressure measurements (manometers using different manometric fluids).
3	Working principle of different flow meters and their calibration (orifice plate, venture meter, turbine, Rota meter, electromagnetic flow meter) **Can be Demo experiments for CIE**
4	Determination of head loss in pipes and pipe fittings having different diameters, different materials and different roughness
5	Reynolds apparatus to measure critical Reynolds number for pipe flows
6	Effect of change in cross section and application of the Bernoulli equation
7	Impact of jet on flat and curved plates
8	Measurement of coefficient of pressure distribution on a cylinder at different Reynolds Numbers
9	Effect of change in cross section and application of the Bernoulli equation
10	Working principle of different flow meters for open channel and their calibration
11	Determination of drag and lift co-efficients of standard objects using wind tunnel. **Can be Demo experiments for CIE**
12	Use any CFD package to study the flow over aerofoil/cylinder **Can be Demo experiments for CIE**

Course outcomes (Course Skill Set):
At the end of the course, the student will be able to:

CO1: Identify and calculate the key fluid properties used in the analysis of fluid behavior.

CO2: Understand and apply the principles of pressure, buoyancy and floatation

CO3: Apply the knowledge of fluid dynamics while addressing problems of mechanical and chemical engineering.

CO4: Understand the concept of boundary layer in fluid flow and apply dimensional analysis to form dimensionless numbers in terms of input output variables.

CO5: Understand the basic concept of compressible flow and CFD

CO 6: Conduct basic experiments of fluid mechanics and understand the experimental uncertainties.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

CIE for the theory component of the IPCC (maximum marks 50)

- IPCC means practical portion integrated with the theory of the course.
- CIE marks for the theory component are **25 marks** and that for the practical component is **25 marks**.
- 25 marks for the theory component are split into **15 marks** for two Internal Assessment Tests (Two Tests, each of 15 Marks with 01-hour duration, are to be conducted) and **10 marks** for other assessment methods mentioned in 22OB4.2. The first test at the end of 40-50% coverage of the syllabus and the second test after covering 85-90% of the syllabus.
- Scaled-down marks of the sum of two tests and other assessment methods will be CIE marks for the theory component of IPCC (that is for **25 marks)**.
- The student has to secure 40% of 25 marks to qualify in the CIE of the theory component of IPCC.

CIE for the practical component of the IPCC

- **15 marks** for the conduction of the experiment and preparation of laboratory record, and **10 marks** for the test to be conducted after the completion of all the laboratory sessions.
- On completion of every experiment/program in the laboratory, the students shall be evaluated including viva-voce and marks shall be awarded on the same day.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to **15 marks**.
- The laboratory test **(duration 02/03 hours)** after completion of all the experiments shall be conducted for 50 marks and scaled down to **10 marks.**
- Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **25 marks**.
- The student has to secure 40% of 25 marks to qualify in the CIE of the practical component of the IPCC.

SEE for IPCC

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**)

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
- The students have to answer 5 full questions, selecting one full question from each module.
- Marks scored by the student shall be proportionally scaled down to 50 Marks

The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper may include questions from the practical component.

Suggested Learning Resources:

Books

- Fox, R. W., Pitchard,P.J.,and McDonald, A. T., (2010), Introduction to Fluid Mechanics, 7thEdition, John Wiley & Sons Inc.
- Cimbala, J.M., Cengel, Y. A. (2010),Fluid Mechanics: Fundamentals and Applications, McGraw-Hill
- Frank M White., (2016), Fluid Mechanics, 8thEdition , McGraw-Hill

Additional References:

- A text book of Fluid Mechanics and Hydraulic Machines, Dr. R K Bansal, Laxmi publishers
- Fundamentals of Fluid Mechanics, Munson, Young, Okiishi&Hebsch, John Wiley Publicationss, 7th Edition

Web links and Video Lectures (e-Resources):

- Nptel.ac.in
- VTU, E- learning
- MOOCS
- Open courseware

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Industrial visits
- Course seminar
- Term project

Template for Practical Course and if AEC is a practical Course

MECHANICAL MEASUREMENTS AND METROLOGY LAB		Semester	4
Course Code	**BME404**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	**0:0:2:0**	SEE Marks	50
Total Hours of Pedagogy	**15 sessions**	Total Marks	100
Credits	**01**	Exam Hours	03
Examination nature (SEE)	**Practical**		

Course objectives:

1. To illustrate the theoretical concepts taught in Mechanical Measurements & Metrology through experiments.
2. To illustrate the use of various measuring tools measuring techniques.
3. To understand calibration techniques of various measuring devices.

Sl.NO	Experiments
	MECHANICAL MEASUREMENTS:
1	Calibration of Pressure Gauge
2	Calibration of Thermocouple
3	Calibration of LVDT
4	Calibration of Load cell
5	Determination of modulus of elasticity of a mild steel specimen using strain gauges.
	METROLOGY:
6	Measurements using Optical Projector / Toolmaker Microscope.
7	Measurement of angle using Sine Center / Sine bar / bevel protractor
8	Measurement of alignment using Autocollimator / Roller set
	Demonstration Experiments (For CIE)
9	Measurement of cutting tool forces using a) Lathe tool Dynamometer OR b) Drill tool Dynamometer.
10	. Measurements of Screw thread Parameters using two wire or Three-wire methods.
11	Measurements of Surface roughness, Using Tally Surf/Mechanical Comparator
12	Measurement of gear tooth profile using gear tooth Vernier /Gear tooth micrometer

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

1. To calibrate pressure gauge, thermocouple, LVDT, load cell, micrometer.
2. To measure angle using Sine Center/ Sine Bar/ Bevel Protractor, alignment using Autocollimator/ Roller set.
3. To demonstrate measurements using Optical Projector/Tool maker microscope, Optical flats.
4. To measure cutting tool forces using Lathe/Drill tool dynamometer.
5. To measure Screw thread parameters using 2-Wire or 3-Wire method, gear tooth profile using gear tooth vernier/Gear tooth micrometer.
6. To measure surface roughness using Tally Surf/ Mechanical Comparator.

Template for Practical Course and if AEC is a practical Course

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation (CIE):

CIE marks for the practical course are **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment is to be evaluated for conduction with an observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments are designed by the faculty who is handling the laboratory session and are made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled down to **30 marks** (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct a test of 100 marks after the completion of all the experiments listed in the syllabus.
- In a test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability.
- The marks scored shall be scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and marks of a test is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

- SEE marks for the practical course are 50 Marks.
- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the Head of the Institute.
- The examination schedule and names of examiners are informed to the university before the conduction of the examination. These practical examinations are to be conducted between the schedule mentioned in the academic calendar of the University.
- All laboratory experiments are to be included for practical examination.
- (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.
- Students can pick one question (experiment) from the questions lot prepared by the examiners jointly.
- Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and

scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners) Change of experiment is allowed only once and 15% of Marks allotted to the procedure part are to be made zero. The minimum duration of SEE is 02 hours
Suggested Learning Resources: •

NON TRADITIONAL MACHINING		Semester	IV
Course Code	BME405A	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
Examination nature (SEE)	**Theory**/practical/Viva-Voce /Term-work/Others		

Course Objectives:

- To learn various concepts related to modern machining processes & their applications.
- To appreciate the differences between conventional and non-conventional machining processes.
- To acquire a functional understanding of non-traditional manufacturing equipment.
- To know about various process parameters and their influence on performance and their applications.
- To impart knowledge on various types of energy involved in non-traditional machining processes.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

- Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Videodemonstrations or Simulations.
- Chalk and Talk method for Problem Solving.
- Adopt flipped classroom teaching method.
- Adopt collaborative (Group Learning) learning in the class.
- Adopt Problem Based Learning (PBL), which fosters students' analytical skills and develops thinking skills such asevaluating, generalizing, and analyzing information.

Module-1

Introduction to Non-traditional machining

Introduction to Non-traditional machining, Need for Non-traditional machining process, Comparison between traditional and non-traditional machining, general classification Non-traditional machining processes, classification based on nature of energy employed in machining, selection of non-traditional machining processes, Specific advantages, limitations and applications of non-traditional machining processes.

Module-2

Ultrasonic Machining (USM):

Introduction, Equipment and material process, Effect of process parameters: Effect of amplitude and frequency, Effect of abrasive grain diameter, effect of slurry, tool & work material. Process characteristics: Material removal rate, tool wear, accuracy, surface finish, applications, advantages & limitations of USM.

Abrasive Jet Machining (AJM):

Introduction, Equipment and process of material removal, process variables: carrier gas, type of abrasive, work material, stand-off distance (SOD). Process characteristics-Material removal rate, Nozzle wear, accuracy & surface finish. Applications, advantages & limitations of AJM.

Module-3

Electrochemical machining (ECM):

Introduction, Principle of electro chemical machining, ECM equipment, elements of ECM operation, Chemistry of ECM. ECM Process characteristics: Material removal rate, accuracy, surface finish. Process parameters: Current density, Tool feed rate, Gap between tool & work piece, velocity of electrolyte flow, type of electrolyte, its concentration temperature, and choice of electrolytes. ECM Tooling: ECM tooling technique & example, Tool & insulation materials. Applications ECM: Electrochemical grinding and electrochemical honing process. Advantages, disadvantages and application of ECG, ECH.

Chemical Machining (CHM):

Elements of the process, Resists (maskants), Etchants. Types of chemical machining process-chemical blanking process, chemical milling process. Process characteristics of CHM: material removal rate, accuracy, surface finish, advantages, limitations and applications of chemical machining process.

Module-4

Electrical Discharge Machining (EDM):

Introduction, mechanism of metal removal, EDM equipment: spark erosion generator (relaxation type), dielectric medium-its functions & desirable properties, electrode feed control system. Flushing types; pressure flushing, suction flushing, side flushing, pulsed flushing. EDM process parameters: Spark frequency, current & spark gap, surface finish, Heat Affected Zone. Advantages, limitations & applications of EDM, Electrical discharge grinding, Traveling wire EDM.

Plasma Arc Machining (PAM):

Introduction, non-thermal generation of plasma, equipment mechanism of metal removal, Plasma torch, process parameters, process characteristics. Safety precautions. Safety precautions, applications, advantages and limitations.

Module-5

Laser Beam Machining (LBM):

Introduction, generation of LASER, Equipment and mechanism of metal removal, LBM parameters and characteristics, Applications, Advantages & limitations.

Electron Beam Machining (EBM):

Introduction, Principle, equipment and mechanism of metal removal, applications, advantages and limitations.

Course outcome (Course Skill Set)

At the end of the course, the student will be able to :

CO1: **Describe** non-traditional machining process and **compare** with Traditional machining process. R**ecognize** the need for Non-traditional machining process.

CO2: **Describe** the constructional features, performance parameters, process characteristics, applications, advantages, and limitations of USM, AJM and WJM.

CO3: **Characterize** the need of Chemical and electro-chemical machining process along with the constructional features, process parameters, process characteristics, applications, advantages, and limitations.

CO4: **Illustrate** the constructional feature of the equipment, process parameters, process characteristics, applications, advantages and limitations EDM & PAM

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks

Suggested Learning Resources:

Books

TEXT BOOKS:

1. Modern Machining Process by P.C Pandey and H S Shah, McGraw Hill Education India Pvt. Ltd. 2000
2. Wellar, E.J. "Non-Traditional Machining Processes", Society of Manufacturing Engineers Publications, 2nd Edition, Michigan, 1984.
3. Non Traditional Manufacturing Processes, by Gary F Benedict, Taylor & Francis

REFERENCE BOOKS:

1. Production technology, HMT, McGraw Hill Education India Pvt. Ltd. 2001
2. New Technology, Dr. Amitabha Bhattacharyya, The Institute of Engineers (India), 2000
3. Modern Machining process, Aditya, 2002.
4. Non-Conventional Machining, P.K.Mishra, The Institution of Engineers (India) Test book series, Narosa Publishing House – 2005.
5. Metals Handbook: Machining Volume 16, Joseph R. Davis (Editor), American Society of Metals (ASM)
6. Gary F. Benedict, ―Nontraditional manufacturing processes‖, Marcel Dekker, Inc. 1987.

Web links and Video Lectures (e-Resources):
• https://nptel.ac.in/courses/112105127
Activity Based Learning (Suggested Activities in Class)/ Practical Based learning •

ENVIRONMENTAL STUDIES		Semester	IV
Course Code	**BME405B**	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	**3:0:0:0**	SEE Marks	50
Total Hours of Pedagogy	**40 hr**	Total Marks	100
Credits	**03**	Exam Hours	3
Examination type (SEE)	**Theory**		

Course objectives:

To impart the knowledge and awareness for the environmental protection for real-time contribution during an execution of engineering practices in the society.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

- Visit to a local area to document environmental assets/ecosystems- River/forest/grassland/mountain
- Construction of Food chain/food web of the visited area
- To identify the sources of air/water/soil/noise pollution of any area.

Module-1

Introduction to Environmental Studies:

Multidisciplinary nature of environmental studies.

Scope and importance; Concept of sustainability and sustainable development.

Ecosystems: Structure and function of ecosystem; Energy flow in an ecosystem: food chains, food webs and ecological succession. Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

Module-2

Natural Resources: Renewable and Non-Renewable Resources:

Land resources and land-use change; Land degradation, soil erosion and desertification.

Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.

Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (International & Inter-state).

Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

Module-3

Biodiversity and Conservation:

Levels of biological diversity: Genetic, species and ecosystem diversity; Biogeographic zones of India; Biodiversity patterns and global biodiversity hotspots.

India as a mega-biodiversity nation; Endangered and endemic species of India.

Threats to biodiversity: Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.

Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

Environmental Pollution

Environmental Pollution: Types, causes, effects and controls; Air, water, soil and noise pollution.

Nuclear hazards and human health risks.

Solid waste management, Control measures of urban and industrial waste.

Module-4

Environmental Policies and Practices

Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture.

Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and Control of Pollution) Act; Wildlife (Protection) Act; Forest Conservation Act.

International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).
Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context.

Module-5

Human Communities and the Environment
Human population growth: Impacts on environment, human health and welfare.
Resettlement and rehabilitation of project affected persons; case studies.
Disaster management: Floods, Earthquake, Cyclones and Landslides.
Environmental movements: Chipko, Silent valley, Bishnois of Rajasthan.
Environmental ethics: Role of Indian and other religions and cultures in environmental conservation.
Environmental communication and public awareness, case studies (e.g., CNG vehicles in cities).

Course outcome (Course Skill Set)

At the end of the course, the student will be able to :

CO1: Understand the basic concepts of environmental studies and natural resources.
CO2: Explain about the various eco-systems of nature.
CO3: Discuss different types of environmental pollutions and their control measures.
CO4: Explain the acquired knowledge about the various social aspects related to the environment.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
- The students have to answer 5 full questions, selecting one full question from each module.
- Marks scored shall be proportionally reduced to 50 marks

Suggested Learning Resources:

Text Books:

1. Benny Joseph (2005)., *Environmental Studies*, New Delhi, Tata McGraw Hill Publishing co.Ltd
2. Erach Bharucha (2005)., *Textbook of Environmental Studies for Undergraduate Courses*,Hyderabad, Universities Press.

Reference Books:

1. Anji Reddy .M (2007), *Textbook of Environmental Sciences and Technology*, Hyderabad, BS Publications.
2. Y Anjaneyulu.(2004), Introduction to *Environmental Sciences*, BS Publications.
3. Climate Change: Science and Politics. (2021). Centre Science and Environment, New Delhi.
4. Gadgil, M., & Guha, R. (1993). This Fissured Land: An Ecological History of India. Univ. of California Press.
5. Gleeson, B. and Low, N. (eds.) (1999). Global Ethics and Environment, London, Routledge.
6. Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll. (2006). Principles of Conservation Biology. Sunderland: Sinauer Associates.
7. Nandini, N., Sunitha N., & Sucharita Tandon. (2019). A text book on Environmental Studies (AECC). Sapna Book House, Bengaluru.
8. Rosencranz, A., Divan, S., & Noble, M. L. (2001). Environmental law and policy in India.

Web links and Video Lectures (e-Resources):

- .www.eco-prayer.org
- www.teriin.org
- www.cpcb.nic.in
- www.indiaenvironmentportal.org.in
- www.sustainabledevelopment.un.org
- www.conserve-energy-future.com

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Study of common plants, insects, birds, and basic principles of identification.
- Study of simple ecosystems – pond, river, etc.

MEMS-Micro Electro Mechanical Systems		Semester	IV
Course Code	**BME 405C**	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	**3:0:0:0**	SEE Marks	50
Total Hours of Pedagogy	**40**	Total Marks	100
Credits	**03**	Exam Hours	03
Examination type (SEE)	**Theory**/practical/Viva-Voce /Term-work/Others		

Course objectives:

1. Students are exposed to the MEMS technology & Miniaturization.
2. Students will understand the Process of Micro fabrication Techniques.
3. Students are made to understand the principles of system modelling.
4. Students are made to understand the working principles of Mechanical sensors and actuators.
5. Students are made to understand the working principles of Micro-Opto-Electro Mechanical Systems.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Power Point Presentation,
2. Chalk and Talk are used for Derivations and Correlations (In-general).
3. Video demonstration or Simulations.

Module-1

MEMS: Introduction, Production Engineering, Precision Engineering and Ultra- Precision Engineering, Integrated circuits, Micro Electro Mechanical Systems.

Module-2

Micromachining: Introduction, Photo Lithography, Structural and Sacrificial Materials, Etching, Surface Micromachining, Bulk versus Surface Micromachining, Wafer Bonding, LIGA.

Module-3

System Modelling: Introduction, Need for Modelling, System types, Basic Modelling Elements In Mechanical System, Basic Modelling Elements In Electrical Systems, Basic Modelling Elements In Fluid Systems and Thermal Systems.

Module-4

Mechanical sensors and actuators: Introduction, Principles of Sensing and Actuation, Beam and Cantilever, Micro Plates, Capacitive Effects, Piezo Electric Material as Sensing and Actuating Elements.

Module-5

Micro-Opto-Electro Mechanical Systems: Introduction, Fundamental Principles of MOEMS Technology, Review on Properties of Light, Light Modulators, Micro mirrors, Digital Micro mirror Device.

Course outcome (Course Skill Set):

At the end of the course, the student will be able to :

1. Understand the working of MEMS technology & Miniaturization.
2. Explain the Process of Micro fabrication Techniques.
3. Explain the principles of system modelling.
4. Understand the working principles of Mechanical sensors and actuators.
5. Describe the working principles of Micro-Opto-Electro Mechanical Systems

Assessment Details (both CIE and SEE) :

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
- The students have to answer 5 full questions, selecting one full question from each module.
- Marks scored shall be proportionally reduced to 50 marks

Suggested Learning Resources:

Books

1. MEMS- Nitaigour Premchand Mahalik, TMH 2007.
2. Micro and Smart Systems: G.K.Ananthasuresh, K.J.Vinoy, S.Gopalakrishnan, K.N.Bhat,V.K.Aatre,Wiley India 2010.
3. Design and Development Methodogies, Smart Material Systems and MEMS: V. Varadan, K. J. Vinoy, S. Goplakrishnan, Wiley.
4. MEMS & Microsystems: Design and Manufacture, Tai-Ran Hsu, Tata Mc-Graw-Hill.

Web links and Video Lectures (e-Resources):

- VTU e-Shikshana Program
- VTU EDUSAT Program.

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Gaining hands on Knowledge to work on ANSYS Tool
- Simulation of Cantilever Beam For Different Loads On ANSYS Tool.

ROBOTICS AND AUTOMATION		Semester	IV
Course Code	**BME405D**	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	**3:0:0**	SEE Marks	50
Total Hours of Pedagogy	**40**	Total Marks	100
Credits	**03**	Exam Hours	3
Examination type (SEE)	**Theory**		

Course objectives:

- Gain knowledge of Robotics and automation.
- Understand the working methodology of robotics and automation.
- Write the program for robot for various applications

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Through Power Point Presentations and Video demonstrations or Simulations.
2. Chalk and Talk method for Problem Solving.
3. Encourage collaborative (Group) Learning in the class.
4. Ask at least three higher order Thinking questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyse information rather than simply recall it.

Module-1

Industrial Automation: Definition, Types of automation, List basic Devices in Automated Systems, Distinguish Different Controllers Employed In Automated Systems. Identify Safety in Industrial Automation

Basic Concepts: Definition and origin of robotics – different types of robotics – various generations of robots – degrees of freedom – Asimov's laws of robotics

Module-2

Fundamentals of Robotics: robot anatomy, work volume, robot drive systems, control systems, precision of movement, end effectors, Introduction to Manipulator kinematics, Robot Dynamics.

Basic control systems and components: Basic control systems concepts and models, Controllers, control system analysis,

Module-3

Robot End Effector: Types of End effectors, Mechanical Grippers, Other types of Grippers, Tools and End effector, The Robot/End effector interface Consideration in Gripper selecting and Design.

Sensors in Robotics: Transducers and sensors, sensors in robotics, tactile sensors, proximity and range sensors, uses of sensors in robotics.

Module-4

Robot Programming: Methods of robot programming, lead -through programming methods, a robot program as a path in space, motion interpolation, wait, signal and delay commands, branching, capabilities and limitations of lead-through methods.

Module-5

Material handling and Identification Technologies: Overview of Material Handling Systems, Principles and Design Consideration, Material Transport Systems, Storage Systems, Overview of Automatic Identification Methods.

Course outcome (Course Skill Set)

At the end of the course, the student will be able to :

CO 1: Explain various types of Robotics, automation, robotics motion, sensors and control, machine vision, robotic programming and roles of robots in industry.

CO 2: Understand the working methodology of robotics and automation, motion and control, machine vision and programming, application of robots in industry.

CO 3: Write the program for robot for various applications.

CO 4: Describe the different material handling and Identification technologies used in automation

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
- The students have to answer 5 full questions, selecting one full question from each module.
- Marks scored shall be proportionally reduced to 50 marks

Suggested Learning Resources:

Books

1. Mikell P. Groover, Mitchel Weiss, Roger N. Nagel, Nicholas G. Odrey and Ashish Dutta, "Industrial Robotics: Technology, Programming and Applications", 2 nd Edition, Tata McGraw Hill, 2012.
2. Roland Siegwart, Illah R. Nourbakhsh, an d Davide Scaramuzza, "Introduction to Autonomous Mobile Robots", 2 nd Edition, PHI, 2011

Web links and Video Lectures (e-Resources):

- NPTEL course on Industrial Robotics
- Videos on Industrial Automation

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Visit any automated production Industry understand the importance and applications of Robots in Automated Industry

INTRODUCTION TO AI & ML		Semester	IV
Course Code	BME456A	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Total Hours of Pedagogy	15 sessions	Total Marks	100
Credits	01	Exam Hours	03
Examination type (SEE)	PRACTICAL		

Course objectives:

- Make use of Data sets in implementing the machine learning algorithms
- Implement the machine learning concepts and algorithms in any suitable language of choice.
- Analyse the working of various documents like PDF, Word file

Sl.NO	Experiments
1	Implement A* Search algorithm.
2	Implement AO* Search algorithm.
3	Write a program to implement Water jug program using AI.
4	The probability that it is Friday and that a student is absent is 3 %. Since there are 5 school days in a week, the probability that it is Friday is 20 %. What is the probability that a student is absent given that today is Friday? Apply Baye's rule in python to get the result.
5	Implement and demonstrate the FIND-S algorithm for finding the most specific hypothesis based on a given set of training data samples. Read the training data from a .CSV file.
6	For a given set of training data examples stored in a .CSV file, implement and demonstrate the Candidate-Elimination algorithm to output a description of the set of all hypotheses consistent with the training examples.
7	Build an Artificial Neural Network by implementing the Backpropagation algorithm and test the same using appropriate data sets.
8	Write a program to construct a Bayesian network considering medical data. Use this model to demonstrate the diagnosis of heart patients using standard Heart Disease Data Set. You can use Java/Python ML library classes/API
	Demonstration Experiments (For CIE)
9	Write a program to demonstrate the working of the decision tree based ID3 algorithm. Use an appropriate data set for building the decision tree and apply this knowledge to classify a new sample.

Course outcomes (Course Skill Set):

- Understand the implementation procedures for the machine learning algorithms
- Design Java/Python programs for various Learning algorithms.
- Apply appropriate data sets to the Machine Learning algorithms
- Identify and apply Machine Learning algorithms to solve real world problems
- Examine working of PDF and word file formats

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation (CIE):

CIE marks for the practical course are**50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment is to be evaluated for conduction with an observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments are designed by the faculty who is handling the laboratory session and are made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled down to **30 marks** (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct a test of 100 marks after the completion of all the experiments listed in the syllabus.
- In a test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability.
- The marks scored shall be scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and marks of a test is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

- SEE marks for the practical course are 50 Marks.
- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the Head of the Institute.
- The examination schedule and names of examiners are informed to the university before the conduction of the examination. These practical examinations are to be conducted between the schedule mentioned in the academic calendar of the University.
- All laboratory experiments are to be included for practical examination.
- (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.
- Students can pick one question (experiment) from the questions lot prepared by the examiners jointly.
- Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

Change of experiment is allowed only once and 15% of Marks allotted to the procedure part are to be made zero.

The minimum duration of SEE is 03 hours

Suggested Learning Resources:

1. Tom M Mitchell,“Machine Lerning”,1 st Edition, McGraw Hill Education, 2017.
2. 2. Elaine Rich, Kevin K and S B Nair, “Artificial Inteligence”, 3rd Edition, McGraw Hill Education, 2017.

Digital Marketing		Semester	IV
Course Code	**BME456B**	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	**1:0:0:0**	SEE Marks	50
Total Hours of Pedagogy	**15**	Total Marks	100
Credits	**01**	Exam Hours	01
Examination type (SEE)	**Theory**		

Course objectives:

- To focuses on the importance of digital marketing and its applications and to introduce current and core practices of Digital and Social Media Marketing that will allow learners to analyse, plan, execute and evaluate a digital marketing strategy.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

- Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations.
- Adopt flipped classroom teaching method.
- Adopt collaborative (Group Learning) learning in the class.

Module-1

Introduction to Digital Marketing (DM)-Meaning, Definition, Need of DM, Scope of DM, History of DM, Concept and approaches to DM, Examples of good practices in DM. Email Marketing-Need for Emails, Types of Emails, options in Email advertising, Mobile Marketing.

Module-2

Social Media Marketing -Introduction to Blogging. Introduction to Face book, Twitter, Google +, LinkedIn, YouTube, Instagram and Pinterest; their channel advertising and campaigns.

Module-3

Acquiring & Engaging Users through Digital Channels: Understanding the relationship between content and branding and its impact on sales, search engine marketing, mobile marketing, video marketing, and social-media marketing.

Module-4

Designing Organization for Digital Success: Digital transformation, digital leadership principles, online P.R. and reputation management. ROI of digital strategies, how digital marketing is adding value to business, and evaluating cost effectiveness of digital strategies

Module-5

Digital Innovation and Trends: The contemporary digital revolution, digital transformation framework; security and privatization issues with digital marketing, Understanding trends in digital marketing – Indian and global context, online communities and co-creation.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous internal Examination (CIE)

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examinations (SEE)

SEE paper shall be set for 50 questions, each of the 01 marks. The pattern of the question paper is MCQ (multiple choice questions). The time allotted for SEE is **01 hour.** The student has to secure a minimum of 35% of the maximum marks meant for SEE.

OR

MCQ (Multiple Choice Questions) are preferred for 01 credit courses, however, if course content demands the general question paper pattern that followed for 03 credit course, then

- The question paper will have ten questions. Each question is set for 10 marks.
- There will be 2 questions from each module. Each of the two questions under a module may or may not have the sub-questions (with maximum sub-questions of 02, with marks distributions 5+5, 4+6, 3+7).
- The students have to answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

Books

1. Fundamentals of Digital Marketing by Puneet Singh Bhatia, Pearson
2. Moutsy Maiti: Internet Marketing, Oxford University Press India
3. Vandana, Ahuja; Digital Marketing, Oxford University Press India (November, 2015).
4. Eric Greenberg, and Kates, Alexander; Strategic Digital Marketing: Top Digital Experts
5. Share the Formula for Tangible Returns on Your Marketing Investment; McGraw-Hill
6. Professional (October, 2013).
7. Ryan, Damian; Understanding Digital Marketing: marketing strategies for engaging the
8. digital generation; Kogan Page (3rd Edition, 2014).
9. Tracy L. Tuten & Michael R. Solomon: Social Media Marketing (Sage Publication)

Web links and Video Lectures (e-Resources):

- .

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning
•

INTRODUCTION TO DATA ANALYTICS		Semester	IV
Course Code	**BME456C**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Total Hours of Pedagogy	**15 sessions**	Total Marks	100
Credits	01	Exam Hours	03
Examination type (SEE)	**Practical**		

Course objectives:

- To understand Numpy, Pandas and Matplot library
- To understand basics of statistics
- To learn the basic of decision tree algorithm.
- To understand random forest algorithm and Anova
- To use Python data structures.
- To use excel in data analytics

Sl.NO	Experiments
1	Use Numpy to create single and multi-dimensional array and perform various operations using Python.
2	Use Pandas to access dataset, cleaning, manipulate data and analyze using Python
3	Use matplot library to plot graph for data visualization using Python
4	Determine probability, sampling and sampling distribution using Python
5	Determine frequency distributions, variability, average, and standard deviation using Python
6	Draw normal curves, correlation, correlation coefficient and scatter plots using Python
7	Implement and analyze Linear regression in Python (Single variable & Multivariable)
8	Implement and analyze Logistic regression in Python
9	Implement and analyze Decision tree algorithm in Python
10	Implement and analyze Random Forest algorithm in Python
	Only for CIE
11	Implementation of two samples T-test and paired two-sample T-test in excel.
12	Implementation of one-way and two-way ANOVA in excel.

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

- CO1: Analyze data using tools and represent for visualization
- CO2: Implement various statistical methods.
- CO3: Understand and use decision tree and random forest algorithm
- CO4: Understand and Implement T test and Anova

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation (CIE):

CIE marks for the practical course are **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment is to be evaluated for conduction with an observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments are designed by the faculty who is handling the laboratory session and are made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled down to **30 marks** (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct a test of 100 marks after the completion of all the experiments listed in the syllabus.
- In a test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability.
- The marks scored shall be scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and marks of a test is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

- SEE marks for the practical course are 50 Marks.
- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the Head of the Institute.
- The examination schedule and names of examiners are informed to the university before the conduction of the examination. These practical examinations are to be conducted between the schedule mentioned in the academic calendar of the University.
- All laboratory experiments are to be included for practical examination.
- (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.

- Students can pick one question (experiment) from the questions lot prepared by the examiners jointly.
- Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.
- General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)
- Change of experiment is allowed only once and 15% of Marks allotted to the procedure part are to be made zero.

The minimum duration of SEE is 02 hours

Suggested Learning Resources:

- McKinney, W. (2012). Python for data analysis: Data wrangling with Pandas, NumPy, and IPython. " O'Reilly Media, Inc.".
- Swaroop, C. H. (2003). A Byte of Python. Python Tutorial.
- Ken Black, sixth Editing. Business Statistics for Contemporary Decision Making. "John Wiley & Sons, Inc"
- https://www.simplilearn.com/tutorials/data-analytics-tutorial/data-analytics-with-python
- https://www.youtube.com/watch?v=GPVsHOlRBBI&ab_channel=freeCodeCamp.org

Introduction to programming in C++		Semester	IV
Course Code	BME456D	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Total Hours of Pedagogy	15 sessions	Total Marks	100
Credits	01	Exam Hours	03
Examination type (SEE)	Practical		

Course objectives:

- To learn object-oriented programming concepts using the C++ language.
- To apply the principles of data abstraction, inheritance and polymorphism;
- To use the principles of virtual functions and polymorphism
- To learn how to handle formatted I/O and unformatted I/O

Sl.NO	Experiments
1	Write a C++ Program to display Names, Roll No., and grades of 3 students who have appeared in the examination. Declare the class of name, Roll No. and grade. Create an array of class objects. Read and display the contents of the array.
2	Write a C++ program to declare Struct. Initialize and display contents of member variables.
3	Write a C++ program to declare a class. Declare pointer to class. Initialize and display the contents of the class member.
4	Given that an EMPLOYEE class contains following members: data members: Employee number, Employee name, Basic, DA, IT, Net Salary and print data members.
5	Write a C++ program to read the data of N employee and compute Net salary of each employee (DA=52% of Basic and Income Tax (IT) =30% of the gross salary).
6	Write a C++ to illustrate the concepts of console I/O operations.
7	Write a C++ program to use scope resolution operator. Display the various values of the same
8	Write a C++ program to create an array of pointers. Invoke functions using array objects.
	Demonstration Experiments (For CIE)
9	Write a C++ program for Vehicle reservation system
10	Write a C++ program to Create a Modern Periodic Table
11	Write a C++ program to Develop a Bookshop inventory
12	Write a C++ program for Credit Card Validation System

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

CO1: Apply Object Oriented Programming concepts in C++

CO2: Write a C++ program by applying knowledge of mathematics, science, and engineering.

CO4: Function on multi-disciplinary teams.

CO5: Identify, formulate, and solve engineering problems.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation (CIE):

CIE marks for the practical course are **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment is to be evaluated for conduction with an observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments are designed by the faculty who is handling the laboratory session and are made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled down to **30 marks** (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct a test of 100 marks after the completion of all the experiments listed in the syllabus.
- In a test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability.
- The marks scored shall be scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and marks of a test is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

- SEE marks for the practical course are 50 Marks.
- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the Head of the Institute.
- The examination schedule and names of examiners are informed to the university before the conduction of the examination. These practical examinations are to be conducted between the schedule mentioned in the academic calendar of the University.
- All laboratory experiments are to be included for practical examination.
- (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.
- Students can pick one question (experiment) from the questions lot prepared by the examiners jointly.
- Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.
- General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100

marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

- Change of experiment is allowed only once and 15% of Marks allotted to the procedure part are to be made zero.
- The minimum duration of SEE is 02 hours

Suggested Learning Resources:

1. The C++ Programming Language, 3rd Edition, B. Stroutstrup, Pearson Education.
2. OOP in C++, 3rd Edition, T. Gaddis, J. Walters and G. Muganda, Wiley Dream Tech Press.
3. Object Oriented Programming in C++, 3rd Edition, R. Lafore, Galigotia Publications Pvt Ltd.

ARTIFICIAL INTELLIGENCE AND MACHINE LEARNING LABORATORY (Effective from the academic year 2018 -2019) SEMESTER – VII			
Course Code	**18CSL76**	**CIE Marks**	40
Number of Contact Hours/Week	0:0:2	**SEE Marks**	60
Total Number of Lab Contact Hours	36	**Exam Hours**	03
Credits – 2			

Course Learning Objectives: This course (18CSL76) will enable students to:

- Implement and evaluate AI and ML algorithms in and Python programming language.

Descriptions (if any):

Installation procedure of the required software must be demonstrated, carried out in groups and documented in the journal.

Programs List:

1.	Implement A* Search algorithm.
2.	Implement AO* Search algorithm.
3.	For a given set of training data examples stored in a .CSV file, implement and demonstrate the Candidate-Elimination algorithmto output a description of the set of all hypotheses consistent with the training examples.
4.	Write a program to demonstrate the working of the decision tree based ID3 algorithm. Use an appropriate data set for building the decision tree and apply this knowledge toclassify a new sample.
5.	Build an Artificial Neural Network by implementing the Backpropagation algorithm and test the same using appropriate data sets.
6.	Write a program to implement the naïve Bayesian classifier for a sample training data set stored as a .CSV file. Compute the accuracy of the classifier, considering few test data sets.
7.	Apply EM algorithm to cluster a set of data stored in a .CSV file. Use the same data set for clustering using k-Means algorithm. Compare the results of these two algorithms and comment on the quality of clustering. You can add Java/Python ML library classes/API in the program.
8.	Write a program to implement k-Nearest Neighbour algorithm to classify the iris data set. Print both correct and wrong predictions. Java/Python ML library classes can be used for this problem.
9.	Implement the non-parametric Locally Weighted Regressionalgorithm in order to fit data points. Select appropriate data set for your experiment and draw graphs

Laboratory Outcomes: The student should be able to:

- Implement and demonstrate AI and ML algorithms.
- Evaluate different algorithms.

Conduct of Practical Examination:

- Experiment distribution
  - For laboratories having only one part: Students are allowed to pick one experiment from the lot with equal opportunity.
  - For laboratories having PART A and PART B: Students are allowed to pick one experiment from PART A and one experiment from PART B, with equal opportunity.
- Change of experiment is allowed only once and marks allotted for procedure to be made zero of the changed part only.
- Marks Distribution *(Courseed to change in accoradance with university regulations)*
  q) For laboratories having only one part – Procedure + Execution + Viva-Voce: 15+70+15 = 100 Marks
  r) For laboratories having PART A and PART B
     i. Part A – Procedure + Execution + Viva = 6 + 28 + 6 = 40 Marks
     ii. Part B – Procedure + Execution + Viva = 9 + 42 + 9 = 60 Marks

III Semester

TRANSFORM CALCULUS, FOURIER SERIES AND NUMERICAL TECHNIQUES

Course Code:	**21MAT31**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course Objectives:

- CLO 1. To have an insight into solving ordinary differential equations by using Laplace transform techniques
- CLO 2. Learn to use the Fourier series to represent periodical physical phenomena in engineering analysis.
- CLO 3. To enable the students to study Fourier Transforms and concepts of infinite Fourier Sine and Cosine transforms and to learn the method of solving difference equations by the z-transform method.
- CLO 4. To develop the proficiency in solving ordinary and partial differential equations arising in engineering applications, using numerical methods

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) need not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Definition and Laplace transforms of elementary functions (statements only). Problems on Laplace transform of $e^{at}f(t)$, $t^n f(t)$, $\frac{f(t)}{t}$. Laplace transforms of Periodic functions (statement only) and unit-step function – problems.

Inverse Laplace transforms definition and problems, Convolution theorem to find the inverse Laplace transforms (without Proof) and problems. Laplace transforms of derivatives, solution of differential equations.

Self-study: Solution of simultaneous first-order differential equations.

Teaching-Learning Process	Chalk and talk method /

Module-2

Introduction to infinite series, convergence and divergence. Periodic functions, Dirichlet's condition. Fourier series of periodic functions with period 2π and arbitrary period. Half range Fourier series. Practical harmonic analysis.

Self-study: Convergence of series by D'Alembert's Ratio test and, Cauchy's root test

Teaching-Learning Process	Chalk and talk method / Powerpoint Presentation

Module-3	
Infinite Fourier transforms definition, Fourier sine and cosine transforms. Inverse Fourier transforms, Inverse Fourier cosine and sine transforms. Problems. Difference equations, z-transform-definition, Standard z-transforms, Damping and shifting rules, Problems. Inverse z-transform and applications to solve difference equations. **Self-Study:** Initial value and final value theorems, problems.	
Teaching-Learning Process	Chalk and talk method / Powerpoint Presentation
Module-4	
Classifications of second-order partial differential equations, finite difference approximations to derivatives, Solution of Laplace's equation using standard five-point formula. Solution of heat equation by Schmidt explicit formula and Crank- Nicholson method, Solution of the Wave equation. Problems. **Self-Study:** Solution of Poisson equations using standard five-point formula.	
Teaching-Learning Process	Chalk and talk method / Powerpoint Presentation
Module-5	
Second-order differential equations - Runge-Kutta method and Milne's predictor and corrector method. (No derivations of formulae). Calculus of Variations: Functionals, Euler's equation, Problems on extremals of functional. Geodesics on a plane, Variational problems. **Self- Study:** Hanging chain problem	
Teaching-Learning Process	Chalk and talk method / PowerPoint Presentation

Course Outcomes (Course Skill Set)

At the end of the course the student will be able to:

- CO 1. To solve ordinary differential equations using Laplace transform.
- CO 2. Demonstrate Fourier series to study the behaviour of periodic functions and their applications in system communications, digital signal processing and field theory.
- CO 3. To use Fourier transforms to analyze problems involving continuous-time signals and to apply Z-Transform techniques to solve difference equations
- CO 4. To solve mathematical models represented by initial or boundary value problems involving partial differential equations
- CO 5. Determine the extremals of functionals using calculus of variations and solve problems arising in dynamics of rigid bodies and vibrational analysis.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Textbooks

1. B. S. Grewal: "Higher Engineering Mathematics", Khanna publishers, 44th Ed.2018
2. E. Kreyszig: "Advanced Engineering Mathematics", John Wiley & Sons, 10th Ed. (Reprint), 2016.

Reference Books:

1. V. Ramana: "Higher Engineering Mathematics" McGraw-Hill Education, 11th Ed.
2. Srimanta Pal & Subodh C. Bhunia: "Engineering Mathematics" Oxford University Press, 3rd Reprint, 2016.
3. N.P Bali and Manish Goyal: "A textbook of Engineering Mathematics" Laxmi Publications, Latest edition.
4. C. Ray Wylie, Louis C. Barrett: "Advanced Engineering Mathematics" McGraw – Hill Book Co.Newyork, Latest ed.
5. Gupta C.B, Sing S.R and Mukesh Kumar: "Engineering Mathematic for Semester I and II", Mc-Graw Hill Education(India) Pvt. Ltd 2015.
6. H.K.Dass and Er. Rajnish Verma: "Higher Engineering Mathematics" S.Chand Publication (2014).
7. James Stewart: "Calculus" Cengage publications, 7th edition, 4th Reprint 2019

Weblinks and Video Lectures (e-Resources):

1. http://www.class-central.com/subject/math(MOOCs)
2. http://academicearth.org/
3. http://www.bookstreet.in.
4. VTU e-Shikshana Program
5. VTU EDUSAT Program

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Quizzes
- Assignments
- Seminars

III Semester

DATA STRUCTURES AND APPLICATIONS			
Course Code:	**21CS32**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 T + 20 P	Total Marks	100
Credits	04	Exam Hours	03

Course Objectives:

- CLO 1. Explain the fundamentals of data structures and their applications essential for implementing solutions to problems.
- CLO 2. Illustrate representation of data structures: Stack, Queues, Linked Lists, Trees and Graphs.
- CLO 3. Design and Develop Solutions to problems using Arrays, Structures, Stack, Queues, Linked Lists.
- CLO 4. Explore usage of Trees and Graph for application development.
- CLO 5. Apply the Hashing techniques in mapping key value pairs.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) need not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Introduction: Data Structures, Classifications (Primitive & Non-Primitive), Data structure operations (Traversing, inserting, deleting, searching, and sorting). Review of Arrays. Structures: Array of structures Self-Referential Structures.
Dynamic Memory Allocation Functions. Representation of Linear Arrays in Memory, dynamically allocated arrays and Multidimensional Arrays.
Demonstration of representation of Polynomials and Sparse Matrices with arrays.

Textbook 1: Chapter 1: 1.2, Chapter 2: 2.2 - 2.7, Text Textbook 2: Chapter 1: 1.1 - 1.4, Chapter 3: 3.1 - 3.3, 3.5, 3.7, Chapter 4: 4.1 - 4.9, 4.14 Textbook 3: Chapter 1: 1.3

Laboratory Component:

1. Design, Develop and Implement a menu driven Program in C for the following Array Operations
    a. Creating an Array of N Integer Elements
    b. Display of Array Elements with Suitable Headings
    c. Exit.

    Support the program with functions for each of the above operations.

2. Design, Develop and Implement a menu driven Program in C for the following Array operations
    a. Inserting an Element (ELEM) at a given valid Position (POS)
    b. Deleting an Element at a given valid Position POS)

c. Display of Array Elements
d. Exit.

Support the program with functions for each of the above operations.

Teaching-Learning Process	Problem based learning (Implementation of different programs to illustrate application of arrays and structures. https://www.youtube.com/watch?v=3Xo6P_V-qns&t=201s https://ds2-iiith.vlabs.ac.in/exp/selection-sort/index.html https://ds1-iiith.vlabs.ac.in/data-structures-1/List%20of%20experiments.html

Module-2

Stacks: Definition, Stack Operations, Array Representation of Stacks, Stacks using Dynamic Arrays. Different representation of expression. Stack Applications: Infix to postfix conversion, Infix to prefix conversion, evaluation of postfix expression, recursion.

Queues: Definition, Array Representation of Queues, Queue Operations, Circular Queues, Queues and Circular queues using Dynamic arrays, Dequeues, Priority Queues.

Textbook 1: Chapter 3: 3.1 -3.4, 3.6 Textbook 2: Chapter 6: 6.1 -6.4, 6.5, 6.7-6.13

Laboratory Component:

1. Design, Develop and Implement a menu driven Program in C for the following operations on STACK of Integers (Array Implementation of Stack with maximum size MAX)
   a. *Push* an Element on to Stack
   b. *Pop* an Element from Stack
   c. Demonstrate *Overflow* and *Underflow* situations on Stack
   d. Display the status of Stack
   e. Exit

   Support the program with appropriate functions for each of the above operations
2. Design, Develop and Implement a Program in C for the following Stack Applications
   a. Evaluation of Suffix expression with single digit operands and operators: +, -, *, /, %, ^
   b. Solving Tower of Hanoi problem with n disks

Teaching-Learning Process	Active Learning, Problem based learning https://nptel.ac.in/courses/106/102/106102064/ https://ds1-iiith.vlabs.ac.in/exp/stacks-queues/index.html

Module-3

Linked Lists: Definition, classification of linked lists. Representation of different types of linked lists in Memory, Traversing, Insertion, Deletion, Searching, Sorting, and Concatenation Operations on Singly linked list, Doubly Linked lists, Circular linked lists, and header linked lists. Linked Stacks and Queues. Applications of Linked lists – Polynomials, Sparse matrix representation. Programming Examples.

Textbook 1: Chapter 4: 4.1 – 4.4, 4.5.2, 4.7, 4.8, Textbook 2: Chapter 5: 5.1 – 5.9

Laboratory Component:

1. Singly Linked List (SLL) of Integer Data
   a. Create a SLL stack of N integer.
   b. Display of SLL
   c. Linear search. Create a SLL queue of N Students Data Concatenation of two SLL of integers.
2. Design, Develop and Implement a menu driven Program in C for the following operationson Doubly Linked List (DLL) of Professor Data with the fields: ID, Name, Branch, Area of specialization

a. Create a DLL stack of N Professor's Data.
b. Create a DLL queue of N Professor's Data

Display the status of DLL and count the number of nodes in it.

Teaching-Learning Process	MOOC, Active Learning, Problem solving based on linked lists. https://nptel.ac.in/courses/106/102/106102064/ https://ds1-iiith.vlabs.ac.in/exp/linked-list/basics/overview.html https://ds1-iiith.vlabs.ac.in/List%20of%20experiments.html https://ds1-iiith.vlabs.ac.in/exp/linked-list/basics/overview.html https://ds1-iiith.vlabs.ac.in/List%20of%20experiments.html

Module-4

Trees 1: Terminologies, Binary Trees, Properties of Binary trees, Array and linked Representation of Binary Trees, Binary Tree Traversals - Inorder, postorder, preorder; Threaded binary trees, Binary Search Trees – Definition, Insertion, Deletion, Traversal, and Searching operation on Binary search tree. Application of Trees-Evaluation of Expression.

Textbook 1: Chapter 5: 5.1 –5.5, 5.7; Textbook 2: Chapter 7: 7.1 – 7.9

Laboratory Component:

1. Given an array of elements, construct a complete binary tree from this array in level order fashion. That is, elements from left in the array will be filled in the tree level wise starting from level 0. Ex: Input :
   arr[] = {1, 2, 3, 4, 5, 6}
   Output : Root of the following tree
   ```
         1
        / \
       2   3
      / \  /\
     4   5 6
   ```
2. Design, Develop and Implement a menu driven Program in C for the following operations on Binary Search Tree (BST) of Integers
   a. Create a BST of N Integers
   b. Traverse the BST in Inorder, Preorder and Post Order

Teaching-Learning Process	Problem based learning http://www.nptelvideos.in/2012/11/data-structures-and-algorithms.html https://ds1-iiith.vlabs.ac.in/exp/tree-traversal/index.html https://ds1-iiith.vlabs.ac.in/exp/tree-traversal/depth-first-traversal/dft-practice.html

Module-5

Trees 2: AVL tree, Red-black tree, Splay tree, B-tree.

Graphs: Definitions, Terminologies, Matrix and Adjacency List Representation of Graphs, Traversal methods: Breadth First Search and Depth FirstSearch.

Hashing: Hash Table organizations, Hashing Functions, Static and Dynamic Hashing.

Textbook 1: Chapter 10:10.2, 10.3, 10.4, Textbook 2:7.10 – 7.12, 7.15 Chapter 11: 11.2, Textbook 1: Chapter 6 : 6.1–6.2, Chapter 8 : 8.1-8.3, Textbook 2: 8.1 – 8.3, 8.5, 8.7

Textbook 3: Chapter 15:15.1, 15.2,15.3, 15.4,15.5 and 15.7

Laboratory Component:

1. Design, Develop and implement a program in C for the following operations on Graph (G) of cities
    a. Create a Graph of N cities using Adjacency Matrix.
    b. Print all the nodes reachable from a given starting node in a diagraph using DFS/BFS method.

2. Design and develop a program in C that uses Hash Function H:K->L as H(K)=K mod m(reminder method) and implement hashing technique to map a given key K to the address space L. Resolve the collision (if any) using linear probing.

Teaching-Learning Process	NPTL, MOOC etc. courses on trees and graphs. http://www.nptelvideos.in/2012/11/data-structures-and-algorithms.html

Course Outcomes (Course Skill Set)

At the end of the course the student will be able to:

- CO 1. Identify different data structures and their applications.
- CO 2. Apply stack and queues in solving problems.
- CO 3. Demonstrate applications of linked list.
- CO 4. Explore the applications of trees and graphs to model and solve the real-world problem.
- CO 5. Make use of Hashing techniques and resolve collisions during mapping of key value pairs

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Practical Sessions need to be assessed by appropriate rubrics and viva-voce method. This will contribute to **20 marks**.

- Rubrics for each Experiment taken average for all Lab components – 15 Marks.
- Viva-Voce– 5 Marks (more emphasized on demonstration topics)

The sum of three tests, two assignments, and practical sessions will be out of 100 marks and will be **scaled down to 50 marks**

(to have a less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 Marks
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Textbooks:

1. Ellis Horowitz and Sartaj Sahni, Fundamentals of Data Structures in C, 2nd Ed, Universities Press, 2014.
2. Seymour Lipschutz, Data Structures Schaum's Outlines, Revised 1st Ed, McGraw Hill, 2014.
3. Reema Thareja, Data Structures using C, 3rd Ed, Oxford press, 2012.

Reference Books:

1. Gilberg and Forouzan, Data Structures: A Pseudo-code approach with C, 2nd Ed, Cengage Learning,2014.
2. Jean-Paul Tremblay & Paul G. Sorenson, An Introduction to Data Structures with Applications,2nd Ed, McGraw Hill, 2013
3. A M Tenenbaum, Data Structures using C, PHI, 1989
4. Robert Kruse, Data Structures and Program Design in C, 2nd Ed, PHI, 1996.

Weblinks and Video Lectures (e-Resources):

1. http://elearning.vtu.ac.in/econtent/courses/video/CSE/06CS35.html
2. https://nptel.ac.in/courses/106/105/106105171/
3. http://www.nptelvideos.in/2012/11/data-structures-and-algorithms.html

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Real world problem solving using group discussion.
- Back/Forward stacks on browsers.
- Undo/Redo stacks in Excel or Word.
- Linked list representation of real-world queues -Music player, image viewer

III Semester

ANALOG AND DIGITAL ELECTRONICS			
Course Code	**21CS33**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 T + 20 P	Total Marks	100
Credits	04	Exam Hours	03

Course Learning Objectives:

CLO 1. Explain the use of photo electronics devices, 555 timer IC, Regulator ICs and uA741

CLO 2. Make use of simplifying techniques in the design of combinational circuits.

CLO 3. Illustrate combinational and sequential digital circuits

CLO 4. Demonstrate the use of flipflops and apply for registers

CLO 5. Design and test counters, Analog-to-Digital and Digital-to-Analog conversion techniques.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) does not mean only traditional lecture method, but different type of teaching methods may be adopted to develop the outcomes.
2. Show Video/animation films to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
6. Topics will be introduced in a multiple representation.
7. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

BJT Biasing: Fixed bias, Collector to base Bias, voltage divider bias

Operational Amplifier Application Circuits: Peak Detector, Schmitt trigger, Active Filters, Non-Linear Amplifier, Relaxation Oscillator, Current-to-Voltage and Voltage-to-Current Converter, Regulated Power Supply Parameters, adjustable voltage regulator, D to A and A to D converter.

Textbook 1: Part A: Chapter 4 (Sections 4.2, 4.3, 4.4), Chapter 7 (Sections 7.4, 7.6 to 7.11), Chapter 8 (Sections 8.1 and 8.5), Chapter 9.

Laboratory Component:

1. Simulate BJT CE voltage divider biased voltage amplifier using any suitable circuit simulator.
2. Using ua 741 Opamp, design a 1 kHz Relaxation Oscillator with 50% duty cycle
3. Design an astable multivibrator circuit for three cases of duty cycle (50%, <50% and >50%) using NE 555 timer IC.
4. Using ua 741 opamap, design a window comparator for any given UTP and LTP.

Teaching-Learning Process	1. Demonstration of circuits using simulation. 2. Project work: Design a integrated power supply and function generator operating at audio frequency. Sine, square and triangular functions are to be generated. 3. Chalk and Board for numerical

Module-2

Karnaugh maps: minimum forms of switching functions, two and three variable Karnaugh maps, four variable Karnaugh maps, determination of minimum expressions using essential prime implicants, Quine-McClusky Method: determination of prime implicants, the prime implicant chart, Petricks method, simplification of incompletely specified functions, simplification using map-entered variables **Textbook 1: Part B: Chapter 5 (Sections 5.1 to 5.4) Chapter 6 (Sections 6.1 to 6.5)**	
Laboratory Component: 1. Given a 4-variable logic expression, simplify it using appropriate technique and inplement the same using basic gates.	
Teaching-Learning Process	1. Chalk and Board for numerical 2. Laboratory Demonstration
Module-3	
Combinational circuit design and simulation using gates: Review of Combinational circuit design, design of circuits with limited Gate Fan-in, Gate delays and Timing diagrams, Hazards in combinational Logic, simulation and testing of logic circuits Multiplexers, Decoders and Programmable Logic Devices: Multiplexers, three state buffers, decoders and encoders, Programmable Logic devices. **Textbook 1: Part B: Chapter 8, Chapter 9 (Sections 9.1 to 9.6)**	
Laboratory Component: 1. Given a 4-variable logic expression, simplify it using appropriate technique and realize the simplified logic expression using 8:1 multiplexer IC. 2. Design and implement code converter I) Binary to Gray (II) Gray to Binary Code	
Teaching-Learning Process	1. Demonstration using simulator 2. Case study: Applications of Programmable Logic device 3. Chalk and Board for numerical
Module-4	
Introduction to VHDL: VHDL description of combinational circuits, VHDL Models for multiplexers, VHDL Modules. Latches and Flip-Flops: Set Reset Latch, Gated Latches, Edge-Triggered D Flip Flop 3,SR Flip Flop, J K Flip Flop, T Flip Flop. **Textbook 1: Part B: Chapter 10(Sections 10.1 to 10.3), Chapter 11 (Sections 11.1 to 11.7)**	
Laboratory Component: 1. Given a 4-variable logic expression, simplify it using appropriate technique and simulate the same in HDL simulator 2. Realize a J-K Master / Slave Flip-Flop using NAND gates and verify its truth table. And implement the same in HDL.	
Teaching-Learning Process	1. Demonstration using simulator 2. Case study: Arithmetic and Logic unit in VHDL 3. Chalk and Board for numerical
Module-5	
Registers and Counters: Registers and Register Transfers, Parallel Adder with accumulator, shift registers, design of Binary counters, counters for other sequences, counter design using SR and J K Flip Flops.	

Textbook 1: Part B: Chapter 12 (Sections 12.1 to 12.5)	
Laboratory Component: 1. Design and implement a mod-n (n<8) synchronous up counter using J-K Flip-Flop ICs and demonstrate its working. 2. Design and implement an asynchronous counter using decade counter IC to count up from 0 to n (n<=9) and demonstrate on 7-segment display (using IC-7447)	
Teaching-Learning Process	1. Demonstration using simulator 2. Project Work: Designing any counter, use LED / Seven-segment display to display the output 3. Chalk and Board for numerical

Course outcome (Course Skill Set)

At the end of the course the student will be able to:

CO 1. Design and analyze application of analog circuits using photo devices, timer IC, power supply and regulator IC and op-amp.
CO 2. Explain the basic principles of A/D and D/A conversion circuits and develop the same.
CO 3. Simplify digital circuits using Karnaugh Map, and Quine-McClusky Methods
CO 4. Explain Gates and flip flops and make us in designing different data processing circuits, registers and counters and compare the types.
CO 5. Develop simple HDL programs

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5^{th} week of the semester
2. Second test at the end of the 10^{th} week of the semester
3. Third test at the end of the 15^{th} week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4^{th} week of the semester
5. Second assignment at the end of 9^{th} week of the semester

Practical Sessions need to be assessed by appropriate rubrics and viva-voce method. This will contribute to **20 marks**.

- Rubrics for each Experiment taken average for all Lab components – 15 Marks.
- Viva-Voce– 5 Marks (more emphasized on demonstration topics)

The sum of three tests, two assignments, and practical sessions will be out of 100 marks and will be **scaled down to 50 marks**

(to have a less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 marks
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Textbooks

1. Charles H Roth and Larry L Kinney and Raghunandan G H Analog and Digital Electronics, Cengage Learning,2019

Reference Books

1. Anil K Maini, Varsha Agarwal, Electronic Devices and Circuits, Wiley, 2012.
2. Donald P Leach, Albert Paul Malvino & Goutam Saha, Digital Principles and Applications, 8th Edition, Tata McGraw Hill, 2015.
3. M. Morris Mani, Digital Design, 4th Edition, Pearson Prentice Hall, 2008.
4. David A. Bell, Electronic Devices and Circuits, 5th Edition, Oxford University Press, 2008

Weblinks and Video Lectures (e-Resources):

1. Analog Electronic Circuits: https://nptel.ac.in/courses/108/102/108102112/
2. Digital Electronic Circuits: https://nptel.ac.in/courses/108/105/108105132/
3. Analog Electronics Lab: http://vlabs.iitkgp.ac.in/be/
4. Digital Electronics Lab: http://vlabs.iitkgp.ac.in/dec

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

1. Real world problem solving **-** applying the design concepts of oscillator, amplifier, switch, Digital circuits using Opamps, 555 timer, transistor, Digital ICs and design a application like tone generator, temperature sensor, digital clock, dancing lights etc.

III Semester

COMPUTER ORGANIZATION AND ARCHITECTURE			
Course Code	**21CS34**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course Learning Objectives

- CLO 1. Understand the organization and architecture of computer systems, their structure and operation
- CLO 2. Illustrate the concept of machine instructions and programs
- CLO 3. Demonstrate different ways of communicating with I/O devices
- CLO 4. Describe different types memory devices and their functions
- CLO 5. Explain arithmetic and logical operations with different data types
- CLO 6. Demonstrate processing unit with parallel processing and pipeline architecture

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Basic Structure of Computers: Basic Operational Concepts, Bus Structures, Performance – Processor Clock, Basic Performance Equation, Clock Rate, Performance Measurement.

Machine Instructions and Programs: Memory Location and Addresses, Memory Operations, Instructions and Instruction Sequencing, Addressing Modes

Textbook 1: Chapter1 – 1.3, 1.4, 1.6 (1.6.1-1.6.4, 1.6.7), Chapter2 – 2.2 to 2.5

Teaching-Learning Process	Chalk and board, Active Learning, Problem based learning

Module-2

Input/Output Organization: Accessing I/O Devices, Interrupts – Interrupt Hardware, Direct Memory Access, Buses, Interface Circuits

Textbook 1: Chapter4 – 4.1, 4.2, 4.4, 4.5, 4.6

Teaching-Learning Process	Chalk and board, Active Learning, Demonstration

Module-3

Memory System: Basic Concepts, Semiconductor RAM Memories, Read Only Memories, Speed, Size, and Cost, Cache Memories – Mapping Functions, Virtual memories

Textbook 1: Chapter 5 – 5.1 to 5.4, 5.5 (5.5.1, 5.5.2)

Teaching-Learning Process	Chalk and board, Problem based learning, Demonstration

Module-4	
Arithmetic: Numbers, Arithmetic Operations and Characters, Addition and Subtraction of Signed Numbers, Design of Fast Adders, Multiplication of Positive Numbers **Basic Processing Unit:** Fundamental Concepts, Execution of a Complete Instruction, Hardwired control, Microprogrammed control **Textbook 1: Chapter2-2.1, Chapter6 – 6.1 to 6.3** **Textbook 1: Chapter7 – 7.1, 7.2,7.4, 7.5**	
Teaching-Learning Process	Chalk& board, Problem based learning
Module-5	
Pipeline and Vector Processing: Parallel Processing, Pipelining, Arithmetic Pipeline, Instruction Pipeline, Vector Processing, Array Processors **Textbook 2: Chapter 9 – 9.1, 9.2, 9.3, 9.4, 9.6, 9.7**	
Teaching-Learning Process	Chalk and board, MOOC

Course Outcomes

At the end of the course the student will be able to:

- CO 1. Explain the organization and architecture of computer systems with machine instructions and programs
- CO 2. Analyze the input/output devices communicating with computer system
- CO 3. Demonstrate the functions of different types of memory devices
- CO 4. Apply different data types on simple arithmetic and logical unit
- CO 5. Analyze the functions of basic processing unit, Parallel processing and pipelining

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 marks
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Textbooks

1. Carl Hamacher, Zvonko Vranesic, Safwat Zaky, Computer Organization, 5th Edition, Tata McGraw Hill
2. M. Morris Mano, Computer System Architecture, PHI, 3rd Edition

Reference:

1. William Stallings: Computer Organization & Architecture, 9th Edition, Pearson

Weblinks and Video Lectures (e-Resources):

1. https://nptel.ac.in/courses/106/103/106103068/
2. https://nptel.ac.in/content/storage2/courses/106103068/pdf/coa.pdf
3. https://nptel.ac.in/courses/106/105/106105163/
4. https://nptel.ac.in/courses/106/106/106106092/
5. https://nptel.ac.in/courses/106/106/106106166/
6. http://www.nptelvideos.in/2012/11/computer-organization.html

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Discussion and literature survey on real world use cases
- Quizzes

III Semester

OBJECT ORIENTED PROGRAMMING WITH JAVA LABORATORY			
Course Code	**21CSL35**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Total Hours of Pedagogy	24	Total Marks	100
Credits	1	Exam Hours	03

Course Objectives:

CLO 1. Demonstrate the use of Eclipse/Netbeans IDE to create Java Applications.
CLO 2. Using java programming to develop programs for solving real-world problems.
CLO 3. Reinforce the understanding of basic object-oriented programming concepts.

	Note: two hours tutorial is suggested for each laboratory sessions.
	Prerequisite
	• Students should be familiarized about java installation and setting the java environment. • Usage of IDEs like Eclipse/Netbeans should be introduced.
Sl. No.	***PART A – List of problems for which student should develop program and execute in the Laboratory***
1	Aim: Introduce the java fundamentals, data types, operators in java Program: Write a java program that prints all real solutions to the quadratic equation ax2+bx+c=0. Read in a, b, c and use the quadratic formula.
2	Aim: Demonstrating creation of java classes, objects, constructors, declaration and initialization of variables. Program: Create a Java class called **Student** with the following details as variables within it. USN Name Branch Phone Write a Java program to create n Student objects and print the USN, Name, Branch, and Phone of these objects with suitable headings.
3	Aim: Discuss the various Decision-making statements, loop constructs in java Program: A. Write a program to check prime number B.Write a program for Arithmetic calculator using switch case menu
4	Aim: Demonstrate the core object-oriented concept of Inheritance, polymorphism Design a super class called **Staff** with details as StaffId, Name, Phone, Salary. Extend this class by writing three subclasses namely Teaching (domain, publications), Technical (skills), and Contract (period). Write a Java program to read and display at least 3 staff objects of all three categories.
5	Aim: Introduce concepts of method overloading, constructor overloading, overriding. Program: Write a java program demonstrating Method overloading and Constructor overloading.
6	Aim: Introduce the concept of Abstraction, packages. Program: Develop a java application to implement currency converter (Dollar to INR, EURO to INR, Yen to INR and vice versa), distance converter (meter to KM, miles to KM and vice versa), time converter (hours to minutes, seconds and vice versa) using packages.
7	Aim: Introduction to abstract classes, abstract methods, and Interface in java

	Program: Write a program to generate the resume. Create 2 Java classes Teacher (data: personal information, qualification, experience, achievements) and Student (data: personal information, result, discipline) which implements the java interface Resume with the method biodata().
8	Aim: Demonstrate creation of threads using Thread class and Runnable interface, multi-threaded programming. Program: Write a Java program that implements a **multi-thread** application that has three threads. First thread generates a random integer for every 1 second; second thread computes the square of the number and prints; third thread will print the value of cube of the number.
9	Aim: Introduce java Collections. Program: Write a program to perform string operations using ArrayList. Write functions for the following a. Append - add at end b. Insert – add at particular index c. Search d. List all string starts with given letter.
10	Aim: Exception handling in java, introduction to throwable class, throw, throws, finally. Program: Write a Java program to read two integers a and b. **Compute** a/b and print, when b is not zero. Raise an exception when b is equal to zero.
11	Aim: Introduce File operations in java. Program: Write a java program that reads a file name from the user, displays information about whether the file exists, whether the file is readable, or writable, the type of file and the length of the file in bytes
12	Aim: Introduce java Applet, awt, swings. Programs: Develop an applet that displays a simple message in center of the screen. Develop a simple calculator using Swings.
	PART B – Practical Based Learning
01	A problem statement for each batch is to be generated in consultation with the co-examiner and student should develop an algorithm, program and execute the program for the given problem with appropriate outputs.

Course Outcome (Course Skill Set)

At the end of the course the student will be able to:

- CO 1. Use Eclipse/NetBeans IDE to design, develop, debug Java Projects.
- CO 2. Analyze the necessity for Object Oriented Programming paradigm over structured programming and become familiar with the fundamental concepts in OOP.
- CO 3. Demonstrate the ability to design and develop java programs, analyze, and interpret object-oriented data and document results.
- CO 4. Apply the concepts of multiprogramming, exception/event handling, abstraction to develop robust programs.
- CO 5. Develop user friendly applications using File I/O and GUI concepts.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination (SEE).

Continuous Internal Evaluation (CIE):

CIE marks for the practical course is **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled downed to 30 marks (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8th week of the semester and the second test shall be conducted after the 14th week of the semester.
- In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book
- The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

- SEE marks for the practical course is 50 Marks.
- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University
- All laboratory experiments are to be included for practical examination.
- (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.
- Students can pick one question (experiment) from the questions lot prepared by the internal /external examiners jointly.
- Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.
- General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)
- *Students can pick one experiment from the questions lot of PART A with equal choice to all the students in a batch. For PART B examiners should frame a question for each batch, student should develop an algorithm, program, execute and demonstrate the results with appropriate output for the given problem.*
- *Weightage of marks for PART A is 80% and for PART B is 20%. General rubrics suggested to be followed for part A and part B.*
- Change of experiment is allowed only once and Marks allotted to the procedure part to be made zero (Not allowed for Part B).
- The duration of SEE is 03 hours
- Rubrics suggested in Annexure-II of Regulation book

Suggested Learning Resources:

1. E Balagurusamy, Programming with Java, Graw Hill, 6th Edition, 2019.
2. Herbert Schildt, C: Java the Complete Reference, McGraw Hill, 11th Edition, 2020

III Semester

MASTERING OFFICE (Practical based)			
Course Code	**21CSL381**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	1:0:0:0	SEE Marks	50
Total Hours of Pedagogy	12T + 12P	Total Marks	100
Credits	01	Exam Hours	02

Course Objectives:

- CLO 1. Understand the basics of computers and prepare documents and small presentations.
- CLO 2. Attain the knowledge about spreadsheet/worksheet with various options.
- CLO 3. Create simple presentations using templates various options available.
- CLO 4. Demonstrate the ability to apply application software in an office environment.
- CLO 5. Use MS Office to create projects, applications.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) need not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

MS-Word -Working with Files, Text – Formatting, Moving, copying and pasting text, Styles – Lists – Bulleted and numbered lists, Nested lists, Formatting lists. Table Manipulations. Graphics – Adding clip Art, add an image from a file, editing graphics, Page formatting - Header and footers, page numbers, Protect the Document, Mail Merge, Macros – Creating & Saving web pages, Hyperlinks.

Textbook 1: Chapter 2

Teaching-Learning Process	Chalk and board, Active Learning, practical based learning

Module-2

MS-Excel- Modifying a Worksheet – Moving through cells, adding worksheets, rows and columns, Resizing rows and columns, selecting cells, Moving and copying cells, freezing panes - Macros – recording and running. Linking worksheets - Sorting and Filling, Alternating text and numbers with Auto fill, Auto filling functions. Graphics – Adding clip art, add an image from a file, Charts – Using chart Wizard, Copy a chart to Microsoft Word.

Textbook 1: Chapter 3

Teaching-Learning Process	Active Learning, Demonstration, presentation,

Module-3

MS-Power Point -Create a Presentation from a template- Working with Slides – Insert a new slide, applying a design template, changing slide layouts – Resizing a text box, Text box properties, delete a text box - Video and Audio effects, Color Schemes & Backgrounds Adding clip art, adding an image from a file, Save as a web page.

Textbook 1: Chapter 5

Teaching-Learning Process	Demonstration, presentation preparation for case studies

Module-4

MS-Access - Using Access database wizard, pages and projects. Creating Tables – Create a Table in design view. Datasheet Records – Adding, Editing, deleting records, Adding and deleting columns Resizing rows and columns, finding data in a table & replacing, Print a datasheet. Queries - MS-Access.

Textbook 1: Chapter 4

Teaching-Learning Process	Chalk& board, Practical based learning.

Module-5

Microsoft Outlook- Introduction, Starting Microsoft Outlook, Outlook Today, Different Views In Outlook, Outlook Data Files

Textbook 1: Chapter 7

Teaching-Learning Process	Chalk and board, MOOC

Course Outcomes (Course Skill Set):

At the end of the course the student will be able to:

- CO 1. Know the basics of computers and prepare documents, spreadsheets, make small presentations with audio, video and graphs and would be acquainted with internet.
- CO 2. Create, edit, save and print documents with list tables, header, footer, graphic, spellchecker, mail merge and grammar checker
- CO 3. Attain the knowledge about spreadsheet with formula, macros spell checker etc.
- CO 4. Demonstrate the ability to apply application software in an office environment.
- CO 5. Use Google Suite for office data management tasks

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination (SEE).

Continuous Internal Evaluation (CIE):

NOTE: List of experiments to be prepared by the faculty based on the syllabus mentioned above

CIE marks for the practical course is **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled downed to 30 marks (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8^{th} week of the semester and the second test shall be conducted after the 14^{th} week of the semester.
- In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book
- The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

- SEE marks for the practical course is 50 Marks.
- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University
- All laboratory experiments are to be included for practical examination.
- (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.
- Students can pick one question (experiment) from the questions lot prepared by the internal /external examiners jointly.
- Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.
- General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)
- The duration of SEE is 02 hours

Rubrics suggested in Annexure-II of Regulation book

Weblinks and Video Lectures (e-Resources):

1. https://youtu.be/9VRmgC2GRFE
2. https://youtu.be/rJPWi5x0g3I
3. https://youtu.be/tcj2BhhCMN4
4. https://youtu.be/ubmwp8kbfPc
5. https://youtu.be/i6eNvfQ8fTw
6. http://office.microsoft.com/en-us/training/CR010047968.aspx
7. https://gsuite.google.com/leaming-center
8. http://spoken-tutorial.org

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Real world problem solving using group discussion.
- Real world examples of Windows Framework.

III Semester

PROGRAMMING IN C++			
Course Code	**21CS382**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	1:0:0:0	SEE Marks	50
Total Hours of Pedagogy	12	Total Marks	100
Credits	01	Exam Hours	01

Course Objectives:

- CLO 1. Understanding about object oriented programming and Gain knowledge about the capability to store information together in an object.
- CLO 2. Understand the capability of a class to rely upon another class and functions.
- CLO 3. Understand about constructors which are special type of functions.
- CLO 4. Create and process data in files using file I/O functions
- CLO 5. Use the generic programming features of C++ including Exception handling.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Introduction to Object Oriented Programming: Computer programming background- C++ overview- First C++ Program -Basic C++ syntax, Object Oriented Programming: What is an object, Classes, methods and messages, abstraction and encapsulation, inheritance, abstract classes, polymorphism.

Textbook 1: Chapter 1(1.1 to 1.8)

Teaching-Learning Process	Chalk and board, Active Learning, practical based learning

Module-2

Functions in C++: Tokens – Keywords – Identifiers and constants – Operators in C++ – Scope resolution operator – Expressions and their types – Special assignment expressions – Function prototyping – Call by reference – Return by reference – Inline functions -Default arguments – Function overloading.

Textbook 2: Chapter 3(3.2,3.3,3.4,3.13,3.14,3.19, 3.20) , chapter 4(4.3,4.4,4.5,4.6,4.7,4.9)
.

Teaching-Learning Process	Chalk and board, Active Learning, Demonstration, presentation, problem solving

Module-3

Inheritance & Polymorphism: Derived class Constructors, destructors-Types of Inheritance- Defining Derived classes, Single Inheritance, Multiple, Hierarchical Inheritance, Hybrid Inheritance.

Textbook 2: Chapter 6 (6.2,6.11) chapter 8 (8.1 to,8.8)

Teaching-Learning Process	Chalk and board, Demonstration, problem solving

Module-4

I/O Streams: C++ Class Hierarchy- File Stream-Text File Handling- Binary File Handling during file operations.

Textbook 1: Chapter 12(12.5) , Chapter 13 (13.6,13.7)

Teaching-Learning Process	Chalk and board, Practical based learning, practical's

Module-5

Exception Handling: Introduction to Exception - Benefits of Exception handling- Try and catch block- Throw statement- Pre-defined exceptions in C++ .

Textbook 2: Chapter 13 (13.2 to13.6)

Teaching-Learning Process	Chalk and board, MOOC

Course Outcomes (Course Skill Set):

At the end of the course the student will be able to:

- CO 1. Able to understand and design the solution to a problem using object-oriented programming concepts.
- CO 2. Able to reuse the code with extensible Class types, User-defined operators and function Overloading.
- CO 3. Achieve code reusability and extensibility by means of Inheritance and Polymorphism
- CO 4. Identify and explore the Performance analysis of I/O Streams.
- CO 5. Implement the features of C++ including templates, exceptions and file handling for providing programmed solutions to complex problems.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 01 hours)**

SEE paper will be set for 50 questions of each of 01 marks. The pattern of the question paper is MCQ. The time allotted for SEE is 01 hours

Textbooks

1. Bhushan Trivedi, "Programming with ANSI C++", Oxford Press, Second Edition, 2012.
2. Balagurusamy E, Object Oriented Programming with C++, Tata McGraw Hill Education Pvt.Ltd , Fourth Edition 2010.

Reference Books

1. Bhave , " Object Oriented Programming With C++", Pearson Education , 2004.
2. Ray Lischner, "Exploring C++ : The programmer's introduction to C++" , apress, 2010
3. Bhave , " Object Oriented Programming With C++", Pearson Education , 2004

Weblinks and Video Lectures (e-Resources):

1. Basics of C++ - https://www.youtube.com/watch?v=BClS40yzssA
2. Functions of C++ - https://www.youtube.com/watch?v=p8ehAjZWjPw

Tutorial Link:

1. https://www.w3schools.com/cpp/cpp_intro.asp
2. https://www.edx.org/course/introduction-to-c-3

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- **Demonstration of simple projects**

IV Semester

IV Semester

DESIGN AND ANALYSIS OF ALGORITHMS			
Course Code	**21CS42**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 T + 20 P	Total Marks	100
Credits	04	Exam Hours	03

Course Learning Objectives:

CLO 1. Explain the methods of analysing the algorithms and to analyze performance of algorithms.
CLO 2. State algorithm's efficiencies using asymptotic notations.
CLO 3. Solve problems using algorithm design methods such as the brute force method, greedy method, divide and conquer, decrease and conquer, transform and conquer, dynamic programming, backtracking and branch and bound.
CLO 4. Choose the appropriate data structure and algorithm design method for a specified application.
CLO 5. Introduce P and NP classes.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) does not mean only traditional lecture method, but different type of teaching methods may be adopted to develop the outcomes.
2. Show Video/animation films to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
6. Topics will be introduced in a multiple representation.
7. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Introduction: What is an Algorithm? It's Properties. Algorithm Specification-using natural language, using Pseudo code convention, Fundamentals of Algorithmic Problem solving, Analysis Framework-Time efficiency and space efficiency, Worst-case, Best-case and Average case efficiency.

Performance Analysis: Estimating Space complexity and Time complexity of algorithms.

Asymptotic Notations: Big-Oh notation (O), Omega notation (Ω), Theta notation (⍰) with examples, Basic efficiency classes, Mathematical analysis of Non-Recursive and Recursive Algorithms with Examples.

Brute force design technique: Selection sort, sequential search, string matching algorithm with complexity Analysis.

Textbook 1: Chapter 1 (Sections 1.1,1.2), Chapter 2(Sections 2.1,2.2,2.3,2.4), Chapter 3(Section 3.1,3.2)

Textbook 2: Chapter 1(section 1.1,1.2,1.3)

Laboratory Component: 1. Sort a given set of n integer elements using Selection Sort method and compute its time complexity. Run the program for varied values of n> 5000 and record the time taken to sort. Plot a graph of the time taken versus n. The elements can be read from a file or can be generated using the random number generator. Demonstrate using C++/Java how the brute force method works along with its time complexity analysis: worst case, average case and best case.	
Teaching-Learning Process	1. Problem based Learning. 2. Chalk & board, Active Learning. 3. Laboratory Demonstration.
Module-2	
Divide and Conquer: General method, Recurrence equation for divide and conquer, solving it using Master's theorem. , Divide and Conquer algorithms and complexity Analysis of Finding the maximum & minimum, Binary search, Merge sort, Quick sort. **Decrease and Conquer Approach**: Introduction, Insertion sort, Graph searching algorithms, Topological Sorting. It's efficiency analysis. **Textbook 2: Chapter 3(Sections 3.1,3.3,3.4,3.5,3.6)** **Textbook 1: Chapter 4 (Sections 4.1,4.2,4.3), Chapter 5(Section 5.1,5.2,5.3)**	
Laboratory Component: 1. Sort a given set of n integer elements using Quick Sort method and compute its time complexity. Run the program for varied values of n> 5000 and record the time taken to sort. Plot a graph of the time taken versus n. The elements can be read from a file or can be generated using the random number generator. Demonstrate using C++/Java how the divide-and-conquer method works along with its time complexity analysis: worst case, average case and best case. 2. Sort a given set of n integer elements using Merge Sort method and compute its time complexity. Run the program for varied values of n> 5000, and record the time taken to sort. Plot a graph of the time taken versus n. The elements can be read from a file or can be generated using the random number generator. Demonstrate using C++/Java how the divide-and-conquer method works along with its time complexity analysis: worst case, average case and best case.	
Teaching-Learning Process	1. Chalk & board, Active Learning, MOOC, Problem based Learning. 2. Laboratory Demonstration.
Module-3	
Greedy Method: General method, Coin Change Problem, Knapsack Problem, solving Job sequencing with deadlines Problems. **Minimum cost spanning trees**: Prim's Algorithm, Kruskal's Algorithm with performance analysis. **Single source shortest paths**: Dijkstra's Algorithm. **Optimal Tree problem**: Huffman Trees and Codes. **Transform and Conquer Approach**: Introduction, Heaps and Heap Sort. **Textbook 2: Chapter 4(Sections 4.1,4.3,4.5)**	

Textbook 1: Chapter 9(Section 9.1,9.2,9.3,9.4), Chapter 6(section 6.4)

Laboratory Component:

Write & Execute C++/Java Program

1. To solve Knapsack problem using Greedy method.
2. To find shortest paths to other vertices from a given vertex in a weighted connected graph, using Dijkstra's algorithm.
3. To find Minimum Cost Spanning Tree of a given connected undirected graph using Kruskal's algorithm. Use Union-Find algorithms in your program.
4. To find Minimum Cost Spanning Tree of a given connected undirected graph using Prim's algorithm.

Teaching-Learning Process	1. Chalk & board, Active Learning, MOOC, Problem based Learning. 2. Laboratory Demonstration.

Module-4

Dynamic Programming: General method with Examples, Multistage Graphs.

Transitive Closure: Warshall's Algorithm. **All Pairs Shortest Paths**: Floyd's Algorithm,

Knapsack problem, Bellman-Ford Algorithm, Travelling Sales Person problem.

Space-Time Tradeoffs: Introduction, Sorting by Counting, Input Enhancement in String Matching-Harspool's algorithm.

Textbook 2: Chapter 5 (Sections 5.1,5.2,5.4,5.9)

Textbook 1: Chapter 8(Sections 8.2,8.4), Chapter 7 (Sections 7.1,7.2)

Laboratory Component:

Write C++/ Java programs to

1. Solve All-Pairs Shortest Paths problem using Floyd's algorithm.
2. Solve Travelling Sales Person problem using Dynamic programming.
3. Solve 0/1 Knapsack problem using Dynamic Programming method.

Teaching-Learning Process	1. Chalk & board, Active Learning, MOOC, Problem based Learning. 2. Laboratory Demonstration.

Module-5

Backtracking: General method, solution using back tracking to N-Queens problem, Sum of subsets problem, Graph coloring, Hamiltonian cycles Problems.

Branch and Bound: Assignment Problem, Travelling Sales Person problem, 0/1 Knapsack problem

NP-Complete and NP-Hard problems: Basic concepts, non- deterministic algorithms, P, NP, NP-Complete, and NP-Hard classes.

Textbook 1: Chapter 12 (Sections 12.1,12.2) Chapter 11(11.3)

Textbook 2: Chapter 7 (Sections 7.1,7.2,7.3,7.4,7.5) Chapter 11 (Section 11.1)

Laboratory Component:

1. Design and implement C++/Java Program to find a subset of a given set S = {Sl, S2,..., Sn} of n positive integers whose SUM is equal to a given positive integer d. For example, if S = {1, 2, 5, 6, 8} and d= 9, there are two solutions {1, 2, 6} and {1, 8}. Display a suitable message, if the given problem instance doesn't have a solution.
2. Design and implement C++/Java Program to find all Hamiltonian Cycles in a connected undirected Graph G of n vertices using backtracking principle.

Teaching-Learning Process	1. Chalk & board, Active Learning, MOOC, Problem based learning. 2. Laboratory Demonstration.

Course outcome (Course Skill Set)

At the end of the course the student will be able to:

CO 1. Analyze the performance of the algorithms, state the efficiency using asymptotic notations and analyze mathematically the complexity of the algorithm.
CO 2. Apply divide and conquer approaches and decrease and conquer approaches in solving the problems analyze the same
CO 3. Apply the appropriate algorithmic design technique like greedy method, transform and conquer approaches and compare the efficiency of algorithms to solve the given problem.
CO 4. Apply and analyze dynamic programming approaches to solve some problems. and improve an algorithm time efficiency by sacrificing space.
CO 5. Apply and analyze backtracking, branch and bound methods and to describe P, NP and NP-Complete problems.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Practical Sessions need to be assessed by appropriate rubrics and viva-voce method. This will contribute to **20 marks**.

- Rubrics for each Experiment taken average for all Lab components – 15 Marks.

- Viva-Voce– 5 Marks (more emphasized on demonstration topics)

The sum of three tests, two assignments, and practical sessions will be out of 100 marks and will be **scaled down to 50 marks**
(to have a less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 marks
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Textbooks

1. Introduction to the Design and Analysis of Algorithms, Anany Levitin: 2nd Edition, 2009. Pearson.
2. Computer Algorithms/C++, Ellis Horowitz, SatrajSahni and Rajasekaran, 2nd Edition, 2014, Universities Press.

Reference Books

1. Introduction to Algorithms, Thomas H. Cormen, Charles E. Leiserson, Ronal L. Rivest, Clifford Stein, 3rd Edition, PHI.
2. Design and Analysis of Algorithms, S. Sridhar, Oxford (Higher Education)

Weblinks and Video Lectures (e-Resources):

1. http://elearning.vtu.ac.in/econtent/courses/video/CSE/06CS43.html
2. https://nptel.ac.in/courses/106/101/106101060/
3. http://elearning.vtu.ac.in/econtent/courses/video/FEP/ADA.html
4. http://cse01-iiith.vlabs.ac.in/
5. http://openclassroom.stanford.edu/MainFolder/CoursePage.php?course=IntroToAlgorithms

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

1. Real world problem solving and puzzles using group discussion. E.g., Fake coin identification, Peasant, wolf, goat, cabbage puzzle, Konigsberg bridge puzzle etc.,
2. Demonstration of solution to a problem through programming.

IV Semester

MICROCONTROLLER AND EMBEDDED SYSTEMS			
Course Code	**21CS43**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 T + 20 P	Total Marks	100
Credits	04	Exam Hours	03

Course Learning Objectives:

CLO 1: Understand the fundamentals of ARM-based systems, including programming modules with registers and the CPSR.

CLO 2: Use the various instructions to program the ARM controller.

CLO 3: Program various embedded components using the embedded C program.

CLO 4: Identify various components, their purpose, and their application to the embedded system's applicability.

CLO 5: Understand the embedded system's real-time operating system and its application in IoT.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. The lecturer method (L) does not mean only the traditional lecture method, but different types of teaching methods may be adopted to develop the outcomes.
2. Show video/animation films to explain the functioning of various concepts.
3. Encourage collaborative (group learning) learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
6. Topics will be introduced in multiple representations.
7. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world, and when that's possible, it helps improve the students' understanding.

Module-1

Microprocessors versus Microcontrollers, ARM Embedded Systems: The RISC design philosophy, The ARM Design Philosophy, Embedded System Hardware, Embedded System Software.

ARM Processor Fundamentals: Registers, Current Program Status Register, Pipeline, Exceptions, Interrupts, and the Vector Table, Core Extensions

Textbook 1: Chapter 1 - 1.1 to 1.4, Chapter 2 - 2.1 to 2.5

Laboratory Component:

1. Using Keil software, observe the various registers, dump, CPSR, with a simple ALP programme.

Teaching-Learning Process	1. Demonstration of registers, memory access, and CPSR in a programme module. 2. For concepts, numerical, and discussion, use chalk and a whiteboard, as well as a PowerPoint presentation.

Module-2

Introduction to the ARM Instruction Set: Data Processing Instructions , Branch Instructions, Software Interrupt Instructions, Program Status Register Instructions, Coprocessor Instructions, Loading Constants

C Compilers and Optimization : Basic C Data Types, C Looping Structures, Register Allocation, Function Calls, Pointer Aliasing,

Textbook 1: Chapter 3: Sections 3.1 to 3.6 (Excluding 3.5.2), Chapter 5

Laboratory Component:

2. Write a program to find the sum of the first 10 integer numbers.
3. Write a program to find the factorial of a number.
4. Write a program to add an array of 16 bit numbers and store the 32 bit result in internal RAM.
5. Write a program to find the square of a number (1 to 10) using a look-up table.
6. Write a program to find the largest or smallest number in an array of 32 numbers.

Teaching-Learning Process	1. Demonstration of sample code using Keil software. 2. Laboratory Demonstration

Module-3

C Compilers and Optimization : Structure Arrangement, Bit-fields, Unaligned Data and Endianness, Division, Floating Point, Inline Functions and Inline Assembly, Portability Issues.

ARM programming using Assembly language: Writing Assembly code, Profiling and cycle counting, instruction scheduling, Register Allocation, Conditional Execution, Looping Constructs

Textbook 1: Chapter-5,6

Laboratory Component:

1. Write a program to arrange a series of 32 bit numbers in ascending/descending order.
2. Write a program to count the number of ones and zeros in two consecutive memory locations.
3. Display “Hello World” message using Internal UART.

Teaching-Learning Process	1. Demonstration of sample code using Keil software. 2. Chalk and Board for numerical

Module-4

Embedded System Components: Embedded Vs General computing system, History of embedded systems, Classification of Embedded systems, Major applications areas of embedded systems, purpose of embedded systems.

Core of an Embedded System including all types of processor/controller, Memory, Sensors, Actuators, LED, 7 segment LED display, stepper motor, Keyboard, Push button switch, Communication Interface (onboard and external types), Embedded firmware, Other system components.

Textbook 2: Chapter 1 (Sections 1.2 to 1.6), Chapter 2 (Sections 2.1 to 2.6)

Laboratory Component:

1. Interface and Control a DC Motor.
2. Interface a Stepper motor and rotate it in clockwise and anti-clockwise direction.
3. Determine Digital output for a given Analog input using Internal ADC of ARM controller.
4. Interface a DAC and generate Triangular and Square waveforms.
5. Interface a 4x4 keyboard and display the key code on an LCD.
6. Demonstrate the use of an external interrupt to toggle an LED On/Off.
7. Display the Hex digits 0 to F on a 7-segment LED interface, with an appropriate delay in between.

Teaching-Learning Process	1. Demonstration of sample code for various embedded components using keil. 2. Chalk and Board for numerical and discussion

Module-5

RTOS and IDE for Embedded System Design: Operating System basics, Types of operating systems, Task, process and threads (Only POSIX Threads with an example program), Thread preemption, Multiprocessing and Multitasking, Task Communication (without any program), Task synchronization issues – Racing and Deadlock, Concept of Binary and counting semaphores (Mutex example without any program), How to choose an RTOS, Integration and testing of Embedded hardware and firmware, Embedded system Development Environment – Block diagram (excluding Keil), Disassembler/decompiler, simulator, emulator and debugging techniques, target hardware debugging, boundary scan.

Textbook 2: Chapter-10 (Sections 10.1, 10.2, 10.3, 10.4 , 10.7, 10.8.1.1, 10.8.1.2, 10.8.2.2, 10.10 only), Chapter 12, Chapter-13 (block diagram before 13.1, 13.3, 13.4, 13.5, 13.6 only)

Laboratory Component:

1. Demonstration of IoT applications by using Arduino and Raspberry Pi

Teaching-Learning Process	1. Chalk and Board for numerical and discussion 2. Significance of real time operating system[RTOS] using raspberry pi

Course outcome (Course Skill Set)

At the end of the course, the student will be able to:

- CO 1. Explain C-Compilers and optimization
- CO 2. Describe the ARM microcontroller's architectural features and program module.
- CO 3. Apply the knowledge gained from programming on ARM to different applications.
- CO 4. Program the basic hardware components and their application selection method.
- CO 5. Demonstrate the need for a real-time operating system for embedded system applications.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5^{th} week of the semester
2. Second test at the end of the 10^{th} week of the semester
3. Third test at the end of the 15^{th} week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4^{th} week of the semester
5. Second assignment at the end of 9^{th} week of the semester

Practical Sessions need to be assessed by appropriate rubrics and viva-voce method. This will contribute to **20 marks**.

- Rubrics for each Experiment taken average for all Lab components – 15 Marks.
- Viva-Voce– 5 Marks (more emphasized on demonstration topics)

The sum of three tests, two assignments, and practical sessions will be out of 100 marks and will be **scaled down to 50 marks**

(to have a less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 marks
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Textbooks

1. Andrew N Sloss, Dominic Symes and Chris Wright, ARM system developers guide, Elsevier, Morgan Kaufman publishers, 2008.
2. Shibu K V, "Introduction to Embedded Systems", Tata McGraw Hill Education, Private Limited, 2nd Edition.

Reference Books

1. Raghunandan. G.H, Microcontroller (ARM) and Embedded System, Cengage learning Publication,2019
2. The Insider's Guide to the ARM7 Based Microcontrollers, Hitex Ltd.,1st edition, 2005.
3. Steve Furber, ARM System-on-Chip Architecture, Second Edition, Pearson, 2015.
4. Raj Kamal, Embedded System, Tata McGraw-Hill Publishers, 2nd Edition, 2008.

Weblinks and Video Lectures (e-Resources):

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

IV Semester

OPERATING SYSTEMS			
Course Code:	**21CS44**	CIE Marks	50
Teaching Hours/Week (L:T:P:S)	2:020:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course Objectives:

- CLO 1. Demonstrate the need for OS and different types of OS
- CLO 2. Apply suitable techniques for management of different resources
- CLO 3. Use processor, memory, storage and file system commands
- CLO 4. Realize the different concepts of OS in platform of usage through case studies

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer methods (L) need not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.
6. IntroduceTopics in manifold representations.
7. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Introduction to operating systems, System structures: What operating systems do; Computer System organization; Computer System architecture; Operating System structure; Operating System operations; Process management; Memory management; Storage management; Protection and Security; Distributed system; Special-purpose systems; Computing environments.

Operating System Services: User - Operating System interface; System calls; Types of system calls; System programs; Operating system design and implementation; Operating System structure; Virtual machines; Operating System generation; System boot.

Process Management: Process concept; Process scheduling; Operations on processes; Inter process communication

Textbook 1: Chapter - 1,2,3

Teaching-Learning Process	Active learning and problem solving 1. https://www.youtube.com/watch?v=vBURTt97EkA&list=PLBlnK6fEyqRiVhbXDGLXDk_OQAeuVcp2O 2. https://www.youtube.com/watch?v=a2B69vCtjOU&list=PL3-wYxbt4yCjpcfUDz-TgD_ainZ2K3MUZ&index=2

Module-2

Multi-threaded Programming: Overview; Multithreading models; Thread Libraries; Threading issues. Process Scheduling: Basic concepts; Scheduling Criteria; Scheduling Algorithms; Multiple-processor scheduling; Thread scheduling. **Process Synchronization:** Synchronization: The critical section problem; Peterson's solution; Synchronization hardware; Semaphores; Classical problems of synchronization; Monitors. **Textbook 1: Chapter - 4,5**	
Teaching-Learning Process	Active Learning and problem solving 1. https://www.youtube.com/watch?v=HW2Wcx-ktsc 2. https://www.youtube.com/watch?v=9YRxhlvt9Zo
Module-3	
Deadlocks: Deadlocks; System model; Deadlock characterization; Methods for handling deadlocks; Deadlock prevention; Deadlock avoidance; Deadlock detection and recovery from deadlock. **Memory Management:** Memory management strategies: Background; Swapping; Contiguous memory allocation; Paging; Structure of page table; Segmentation. **Textbook 1: Chapter - 7,8**	
Teaching-Learning Process	Active Learning, Problem solving based on deadlock with animation 1. https://www.youtube.com/watch?v=MYgmmJJfdBg 2. https://www.youtube.com/watch?v=Y14b7_T3AEw&list=PLEJxKK7AcSEGPOCFtQTJhOElU44J_JAun&index=30
Module-4	
Virtual Memory Management: Background; Demand paging; Copy-on-write; Page replacement; Allocation of frames; Thrashing. **File System, Implementation of File System:** File system: File concept; Access methods; Directory structure; File system mounting; File sharing; Protection: Implementing File system: File system structure; File system implementation; Directory implementation; Allocation methods; Free space management. **Textbook 1: Chapter - 9,10,11**	
Teaching-Learning Process	Active learning about memory management and File system 1. https://www.youtube.com/watch?v=pJ6qrCB8pDw&list=PLIY8eNdw5tW-BxRY0yK3fYTYVqytw8qhp 2. https://www.youtube.com/watch?v=-orfFhvNBzY
Module-5	
Secondary Storage Structures, Protection: Mass storage structures; Disk structure; Disk attachment; Disk scheduling; Disk management; Swap space management. Protection: Goals of protection, Principles of protection, Domain of protection, Access matrix, Implementation of access matrix, Access control, Revocation of access rights, Capability- Based systems. **Case Study: The Linux Operating System:** Linux history; Design principles; Kernel modules; Process management; Scheduling; Memory Management; File systems, Input and output; Inter-process communication. **Textbook 1: Chapter - 2,21**	
Teaching-Learning Process	Active learning about case studies 1. https://www.youtube.com/watch?v=TTBkc5eiju4 2. https://www.youtube.com/watch?v=8hkvMRGTzCM&list=PLEAYkSg4uSQ2PAch478muxnoeTNz_QeUJ&index=36 3. https://www.youtube.com/watch?v=mX1FEur4VCw
Course Outcomes (Course Skill Set)	

At the end of the course the student will be able to:

- CO 1. Identify the structure of an operating system and its scheduling mechanism.
- CO 2. Demonstrate the allocation of resources for a process using scheduling algorithm.
- CO 3. Identify root causes of deadlock and provide the solution for deadlock elimination
- CO 4. Explore about the storage structures and learn about the Linux Operating system.
- CO 5. Analyze Storage Structures and Implement Customized Case study

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scred shall be proportionally reduced to 50 marks
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Textbooks

1. Abraham Silberschatz, Peter Baer Galvin, Greg Gagne, Operating System Principles 7th edition, Wiley-India, 2006

Reference Books

1. Ann McHoes Ida M Fylnn, Understanding Operating System, Cengage Learning, 6th Edition
2. D.M Dhamdhere, Operating Systems: A Concept Based Approach 3rd Ed, McGraw- Hill, 2013.
3. P.C.P. Bhatt, An Introduction to Operating Systems: Concepts and Practice 4th Edition, PHI(EEE), 2014.
4. William Stallings Operating Systems: Internals and Design Principles, 6th Edition, Pearson.

Weblinks and Video Lectures (e-Resources):

1. https://www.youtube.com/watch?v=vBURTt97EkA&list=PLBlnK6fEyqRiVhbXDGLXDk_OQAeuVcp2O 2. https://www.youtube.com/watch?v=783KAB-tuE4&list=PLIemF3uozcAKTgsCIj82voMK3TMR0YE_f 3. https://www.youtube.com/watch?v=3-ITLMMeeXY&list=PL3pGy4HtqwD0n7bQfHjPnsWzkeR-n6mkO
Activity Based Learning (Suggested Activities in Class)/ Practical Based learning • Real world problem solving using group discussion. • Role play for process scheduling. • Present animation for Deadlock. • Real world examples of memory management concepts

IV Semester

<table>
<tr><td colspan="4">PYTHON PROGRAMMING LABORATORY</td></tr>
<tr><td>Course Code</td><td>21CSL46</td><td>CIE Marks</td><td>50</td></tr>
<tr><td>Teaching Hours/Weeks (L: T: P: S)</td><td>0: 0: 2: 0</td><td>SEE Marks</td><td>50</td></tr>
<tr><td>Total Hours of Pedagogy</td><td>24</td><td>Total Marks</td><td>100</td></tr>
<tr><td>Credits</td><td>01</td><td>Exam Hours</td><td>03</td></tr>
<tr><td colspan="4">Course Objectives:
CLO 1. Demonstrate the use of IDLE or PyCharm IDE to create Python Applications
CLO 2. Using Python programming language to develop programs for solving real-world problems
CLO 3. Implement the Object-Oriented Programming concepts in Python.
CLO 4. Appraise the need for working with various documents like Excel, PDF, Word and Others
CLO 5. Demonstrate regular expression using python programming</td></tr>
<tr><td colspan="4">Note: two hours tutorial is suggested for each laboratory sessions.</td></tr>
<tr><td colspan="4">Prerequisite</td></tr>
<tr><td colspan="4">• Students should be familiarized about Python installation and setting Python environment
• Usage of IDLE or IDE like PyCharm should be introduced
Python Installation: https://www.youtube.com/watch?v=Kn1HF3oD19c
PyCharm Installation: https://www.youtube.com/watch?v=SZUNUB6nz3g</td></tr>
<tr><td>Sl. No.</td><td colspan="3">PART A – List of problems for which student should develop program and execute in the Laboratory</td></tr>
<tr><td>1</td><td colspan="3">Aim: Introduce the Python fundamentals, data types, operators, flow control and exception handling in Python

a) Write a python program to find the best of two test average marks out of three test's marks accepted from the user.
b) Develop a Python program to check whether a given number is palindrome or not and also count the number of occurrences of each digit in the input number.

Datatypes: https://www.youtube.com/watch?v=gCCVsvgR2KU
Operators: https://www.youtube.com/watch?v=v5MR5JnKcZI
Flow Control: https://www.youtube.com/watch?v=PqFKRqpHrjw
For loop: https://www.youtube.com/watch?v=0ZvaDa8eT5s
While loop: https://www.youtube.com/watch?v=HZARImviDxg
Exceptions: https://www.youtube.com/watch?v=6SPDvPK38tw</td></tr>
<tr><td>2</td><td colspan="3">Aim: Demonstrating creation of functions, passing parameters and return values

a) Defined as a function F as Fn = Fn-1 + Fn-2. Write a Python program which accepts a value for N (where N >0) as input and pass this value to the function. Display suitable error message if the condition for input value is not followed.
b) Develop a python program to convert binary to decimal, octal to hexadecimal using functions.

Functions: https://www.youtube.com/watch?v=BVfCWuca9nw
Arguments: https://www.youtube.com/watch?v=ijXMGpoMkhQ
Return value: https://www.youtube.com/watch?v=nuNXiEDnM44</td></tr>
<tr><td>3</td><td colspan="3">Aim: Demonstration of manipulation of strings using string methods

a) Write a Python program that accepts a sentence and find the number of words, digits, uppercase letters and lowercase letters.</td></tr>
</table>

	b) Write a Python program to find the string similarity between two given strings **Sample Output:** Original string: Python Exercises Python Exercises Similarity between two said strings: 1.0 **Sample Output:** Original string: Python Exercises Python Exercise Similarity between two said strings: 0.967741935483871 Strings: https://www.youtube.com/watch?v=lSItwlnF0eU String functions: https://www.youtube.com/watch?v=9a3CxJyTq00
4	**Aim:** Discuss different collections like list, tuple and dictionary a) Write a python program to implement insertion sort and merge sort using lists b) Write a program to convert roman numbers in to integer values using dictionaries. Lists: https://www.youtube.com/watch?v=Eaz5e6M8tL4 List methods: https://www.youtube.com/watch?v=8-RDVWGktuI Tuples: https://www.youtube.com/watch?v=bdS4dHIJGBc Tuple operations: https://www.youtube.com/watch?v=TItKabcTTQ4 Dictionary: https://www.youtube.com/watch?v=4Q0pW8XBOkc Dictionary methods: https://www.youtube.com/watch?v=oLeNHuORpNY
5	**Aim:** Demonstration of pattern recognition with and without using regular expressions a) Write a function called isphonenumber () to recognize a pattern 415-555-4242 without using regular expression and also write the code to recognize the same pattern using regular expression. b) Develop a python program that could search the text in a file for phone numbers (+919900889977) and email addresses (sample@gmail.com) Regular expressions: https://www.youtube.com/watch?v=LnzFnZfHLS4
6	**Aim:** Demonstration of reading, writing and organizing files. a) Write a python program to accept a file name from the user and perform the following operations 1. Display the first N line of the file 2. Find the frequency of occurrence of the word accepted from the user in the file b) Write a python program to create a ZIP file of a particular folder which contains several files inside it. Files: https://www.youtube.com/watch?v=vuyb7CxZgbU https://www.youtube.com/watch?v=FqcjKewJTQ0 File organization: https://www.youtube.com/watch?v=MRuq3SRXses
7	**Aim:** Demonstration of the concepts of classes, methods, objects and inheritance

	a) By using the concept of inheritance write a python program to find the area of triangle, circle and rectangle. b) Write a python program by creating a class called Employee to store the details of Name, Employee_ID, Department and Salary, and implement a method to update salary of employees belonging to a given department. OOP's concepts: https://www.youtube.com/watch?v=qiSCMNBIP2g Inheritance: https://www.youtube.com/watch?v=Cn7AkDb4pIU
8	**Aim:** Demonstration of classes and methods with polymorphism and overriding a) Write a python program to find the whether the given input is palindrome or not (for both string and integer) using the concept of polymorphism and inheritance. Overriding: https://www.youtube.com/watch?v=CcTzTuIsoFk
9	**Aim:** Demonstration of working with excel spreadsheets and web scraping a) Write a python program to download the all XKCD comics b) Demonstrate python program to read the data from the spreadsheet and write the data in to the spreadsheet Web scraping: https://www.youtube.com/watch?v=ng2o98k983k Excel: https://www.youtube.com/watch?v=nsKNPHJ9iPc
10	**Aim:** Demonstration of working with PDF, word and JSON files a) Write a python program to combine select pages from many PDFs b) Write a python program to fetch current weather data from the JSON file PDFs: https://www.youtube.com/watch?v=q70xzDG6nls https://www.youtube.com/watch?v=JhQVD7Y1bsA https://www.youtube.com/watch?v=FcrW-ESdY-A Word files: https://www.youtube.com/watch?v=ZU3cSl51jWE JSON files: https://www.youtube.com/watch?v=9N6a-VLBa2I
Python (Full Course): https://www.youtube.com/watch?v=_uQrJ0TkZlc	
Pedagogy	For the above experiments the following pedagogy can be considered. Problem based learning, Active learning, MOOC, Chalk &Talk

PART B – Practical Based Learning

A problem statement for each batch is to be generated in consultation with the co-examiner and student should develop an algorithm, program and execute the program for the given problem with appropriate outputs.

Course Outcomes:

CO 1. Demonstrate proficiency in handling of loops and creation of functions.
CO 2. Identify the methods to create and manipulate lists, tuples and dictionaries.
CO 3. Discover the commonly used operations involving regular expressions and file system.
CO 4. Interpret the concepts of Object-Oriented Programming as used in Python.
CO 5. Determine the need for scraping websites and working with PDF, JSON and other file formats.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination (SEE). The student has to secure 40% of sum of the maximum marks of CIE and SEE to qualify in the course.

Continuous Internal Evaluation (CIE):

CIE marks for the practical course is **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled downed to 30 marks (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8th week of the semester and the second test shall be conducted after the 14th week of the semester.
- In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book
- The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

- SEE marks for the practical course is 50 Marks.
- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University
- All laboratory experiments are to be included for practical examination.
- (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.
- Students can pick one question (experiment) from the questions lot prepared by the internal /external examiners jointly.
- Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.
- General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)
- *Students can pick one experiment from the questions lot of PART A with equal choice to all the students in a batch. For PART B examiners should frame a question for each batch, student should*

- *develop an algorithm, program, execute and demonstrate the results with appropriate output for the given problem.*
- *Weightage of marks for PART A is 80% and for PART B is 20%. General rubrics suggested to be followed for part A and part B.*
- Change of experiment is allowed only once and Marks allotted to the procedure part to be made zero (Not allowed for Part B).
- The duration of SEE is 03 hours

Rubrics suggested in Annexure-II of Regulation book

Textbooks:

1. Al Sweigart, **"Automate the Boring Stuff with Python",**1stEdition, No Starch Press, 2015. (Available under CC-BY-NC-SA license at https://automatetheboringstuff.com/)
2. Reema Thareja "**Python Programming Using Problem Solving Approach**" Oxford University Press.
3. Allen B. Downey, **"Think Python: How to Think Like a Computer Scientist",** 2nd Edition, Green Tea Press, 2015. (Available under CC-BY-NC license at http://greenteapress.com/thinkpython2/thinkpython2.pdf)

IV Semester

WEB PROGRAMMING (Practical based)			
Course Code	**21CSL481**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	1:0:0:0	SEE Marks	50
Total Hours of Pedagogy	12T + 12P	Total Marks	100
Credits	01	Exam Hours	02

Course Objectives:

CLO 1. Learn Web tool box and history of web browsers.
CLO 2. Learn HTML, XHTML tags with utilizations.
CLO 3. Know CSS with dynamic document utilizations.
CLO 4. Learn JavaScript with Element access in JavaScript.
CLO 5. Logically plan and develop web pages..

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Introduction to WEB Programming: Internet, WWW, Web Browsers, and Web Servers, URLs, MIME, HTTP, Security, The Web Programmers Toolbox.

Textbook 1: Chapter 1(1.1 to 1.9)

Teaching-Learning Process	Chalk and board, Active Learning, practical based learning

Module-2

HTML and XHTML: Origins of HTML and XHTML, Basic syntax, Standard XHTML document structure, Basic text markup, Images, Hypertext Links, Lists, Tables. Forms, Frames in HTML and XHTML, Syntactic differences between HTML and XHTML.

Textbook 1: Chapter 2(2.1 to 2.10)

Teaching-Learning Process	Chalk and board, Active Learning, Demonstration, presentation, problem solving

Module-3

CSS: Introduction, Levels of style sheets, Style specification formats, Selector forms, Property value forms, Font properties, List properties, Color, Alignment of text, Background images, tags.

Textbook 1: Chapter 3(3.1 to 3.12)

Teaching-Learning Process	Chalk and board, Demonstration, problem solving

Module-4

Java Script – I: Object orientation and JavaScript; General syntactic characteristics; Primitives, Operations, and expressions; Screen output and keyboard input. **Textbook 1: Chapter 4(4.1 to 4.5)**	
Teaching-Learning Process	Chalk and board, Practical based learning, practical's
Module-5	
Java Script – II: Control statements, Object creation and Modification; Arrays; Functions; Constructor; Pattern matching using expressions; Errors, Element access in JavaScript. **Textbook 1: Chapter 4(4.6 to 4.14)**	
Teaching-Learning Process	Chalk and board, MOOC

Course Outcomes (Course Skill Set):
At the end of the course the student will be able to:

- CO 1. Describe the fundamentals of web and concept of HTML.
- CO 2. Use the concepts of HTML, XHTML to construct the web pages.
- CO 3. Interpret CSS for dynamic documents.
- CO 4. Evaluate different concepts of JavaScript & Construct dynamic documents.
- CO 5. Design a small project with JavaScript and XHTML.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination (SEE).

Continuous Internal Evaluation (CIE):

NOTE: List of experiments to be prepared by the faculty based on the syllabus mentioned above

CIE marks for the practical course is **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled downed to 30 marks (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8th week of the semester and the second test shall be conducted after the 14th week of the semester.
- In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book
- The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

- SEE marks for the practical course is 50 Marks.
- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University
- All laboratory experiments are to be included for practical examination.

- (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.
- Students can pick one question (experiment) from the questions lot prepared by the internal /external examiners jointly.
- Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.
- General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)
- The duration of SEE is 02 hours

Rubrics suggested in Annexure-II of Regulation book

Textbooks

1. Robert W Sebesta, "Programming the World Wide Web", 6th Edition, Pearson Education, 2008.

Reference Books

1. M.Deitel, P.J.Deitel, A.B.Goldberg, "Internet & World Wide Web How to program", 3rd Edition, Pearson Education / PHI, 2004.
2. Chris Bates, "Web Programming Building Internet Applications", 3rd Edition, Wiley India, 2006.
3. Xue Bai et al, "The Web Warrior Guide to Web Programming", Thomson, 2003.
4. Sklar, "The Web Warrior Guide to Web Design Technologies", 1st Edition, Cengage Learning India

Weblinks and Video Lectures (e-Resources):

1. Fundamentals of WEB Programming: https://www.youtube.com/watch?v=DR9dr6gxhDM
2. HTML and XHTML: https://www.youtube.com/watch?v=A1XlIDDXgwg
3. CSS: https://www.youtube.com/watch?v=J35jug1uHzE
4. Java Script and HTML Documents: https://www.youtube.com/watch?v=Gd0RBdFRvF0
5. Dynamic Documents with JavaScript: https://www.youtube.com/watch?v=HTFSIJALNKc

Tutorial Link:

1. http://www.tutorialspoint.com
2. http://www.w3schools.com

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Demonstration of simple projects

IV Semester

<table>
<tr><th colspan="4">UNIX SHELL PROGRAMMING</th></tr>
<tr><td>Course Code</td><td>21CS482</td><td>CIE Marks</td><td>50</td></tr>
<tr><td>Teaching Hours/Week (L:T:P: S)</td><td>1:0:0:0</td><td>SEE Marks</td><td>50</td></tr>
<tr><td>Total Hours of Pedagogy</td><td>12</td><td>Total Marks</td><td>100</td></tr>
<tr><td>Credits</td><td>01</td><td>Exam Hours</td><td>01</td></tr>
<tr><td colspan="4">Course Objectives:
CLO 1. To help the students to understand effective use of Unix concepts, commands and terminology.
CLO 2. Identify, access, and evaluate UNIX file system.
CLO 3. Understand UNIX command syntax and semantics.
CLO 4. Ability to read and understand specifications, scripts and programs.
CLO 5. Analyze Facility with UNIX Process.</td></tr>
<tr><td colspan="4">Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.
1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.</td></tr>
<tr><th colspan="4">Module-1</th></tr>
<tr><td colspan="4">Introduction of UNIX - Introduction, History, Architecture, Experience the Unix environment, Basic commands ls, cat, cal, date, calendar, who, printf, tty, sty, uname, passwd, echo, tput, and bc.

Textbook 1: Chapter 1(1.1 to 1.4) , Chapter 2- 2.1</td></tr>
<tr><td>Teaching-Learning Process</td><td colspan="3">Chalk and board, Active Learning, practical based learning</td></tr>
<tr><th colspan="4">Module-2</th></tr>
<tr><td colspan="4">UNIX File System- The file, what's in a filename? The parent-child relationship, pwd, the Home directory, absolute pathnames, using absolute pathnames for a command, cd, mkdir, rmdir, Relative pathnames, The UNIX file system.

Textbook 1: Chapter 4</td></tr>
<tr><td>Teaching-Learning Process</td><td colspan="3">Chalk and board, Active Learning, Demonstration, presentation, problem solving</td></tr>
<tr><th colspan="4">Module-3</th></tr>
<tr><td colspan="4">Basic File Attributes - Is – l, the –d option, File Permissions, chmod, Security and File Permission, users and groups, security level, changing permission, user masks, changing ownership and group, File Attributes, More file attributes: hard link, symbolic link, umask, find.

Textbook 1: Chapter 6</td></tr>
<tr><td>Teaching-Learning Process</td><td colspan="3">Chalk and board, Demonstration, problem solving</td></tr>
<tr><th colspan="4">Module-4</th></tr>
</table>

Introduction to the Shell Scripting - Introduction to Shell Scripting, Shell Scripts, read, Command Line Arguments, Exit Status of a Command, The Logical Operators && and ||, exit, if, and case conditions, expr, sleep and wait, while, until, for, $, @, redirection. The here document, set, trap, Sample Validation and Data Entry Scripts.

Textbook 1: Chapter 11,12,14

Teaching-Learning Process	Chalk and board, Practical based learning, practical's

Module-5

Introduction to UNIX System process: Mechanism of process creation. Parent and child process. The ps command with its options. Executing a command at a specified point of time: at command. Executing a command periodically: cron command and the crontab file.. Signals.

Textbook 1: Chapter 9,19

Teaching-Learning Process	Chalk and board, MOOC

Course Outcomes (Course Skill Set):

At the end of the course the student will be able to:

- CO 1. Know the basics of Unix concepts and commands.
- CO 2. Evaluate the UNIX file system.
- CO 3. Apply Changes in file system.
- CO 4. Understand scripts and programs.
- CO 5. Analyze Facility with UNIX system process

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 01 hours)**

SEE paper will be set for 50 questions of each of 01 marks. The pattern of the question paper is MCQ. The time allotted for SEE is 01 hours

Textbooks

1. Unix Concepts & Applications 4rth Edition, Sumitabha Das, Tata McGraw Hill

References:

2. Unix Shell Programming, Yashwant Kanetkar
3. Introduction to UNIX by M G Venkatesh Murthy.

Weblinks and Video Lectures (e-Resources):

1. https://www.youtube.com/watch?v=ffYUfAqEamY
2. https://www.youtube.com/watch?v=Q05NZiYFcD0
3. https://www.youtube.com/watch?v=8GdT53KDIyY
4. https://www.youtube.com/watch?app=desktop&v=3Pga3y7rCgo

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Real world problem solving using group discussion.
- Real world examples of Linux operating system Utilizations.

IV Semester

R PROGRAMMING (Practical based)			
Course Code	**21CSL483**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	1:0:0:0	SEE Marks	50
Total Hours of Pedagogy	12T + 12P	Total Marks	100
Credits	01	Exam Hours	02

Course Objectives:

- CLO 1. Explore and understand how R and R Studio interactive environment.
- CLO 2. To learn and practice programming techniques using R programming.
- CLO 3. Read Structured Data into R from various sources.
- CLO 4. Understand the different data Structures, data types in R.
- CLO 5. To develop small applications using R Programming

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Numeric, Arithmetic, Assignment, and Vectors: R for Basic Math, Arithmetic, Variables, Functions, Vectors, Expressions and assignments Logical expressions.

Textbook 1: Chapter 2(2.1 to 2.7)

Teaching-Learning Process	Chalk and board, Active Learning, practical based learning

Module-2

Matrices and Arrays: Defining a Matrix, Sub-setting, Matrix Operations, **Conditions and Looping:** if statements, looping with for, looping with while, vector based programming.

Textbook 1: Chapter 2- 2.8, chapter 3- 3.2 to 3.5

Teaching-Learning Process	Chalk and board, Active Learning, Demonstration, presentation, problem solving

Module-3

Lists and Data Frames: Data Frames, **Lists,** Special values, The apply facmily.

Textbook 1: Chapter 6- 6.2 to 6.4

Teaching-Learning Process	Chalk and board, Demonstration, problem solving

Module-4

Functions: Calling functions, scoping, Arguments matching, writing functions: The function command, Arguments, specialized function.

Textbook 1: Chapter 5- 5.1 to 5.6

Teaching-Learning Process	Chalk and board, Practical based learning, practical's
Module-5	
Pointers: packages, frames, de bugging, manipulation of code, compilation of the code. **Textbook 1: Chapter 8- 8.1 to 8.8**	
Teaching-Learning Process	Chalk and board, MOOC

Course Outcomes (Course Skill Set):

At the end of the course the student will be able to:

- CO 1. To understand the fundamental syntax of R through readings, practice exercises,
- CO 2. To demonstrations, and writing R code.
- CO 3. To apply critical programming language concepts such as data types, iteration,
- CO 4. To understand control structures, functions, and Boolean operators by writing R programs and through examples
- CO 5. To import a variety of data formats into R using R-Studio
- CO 6. To prepare or tidy data for in preparation for analyze.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination (SEE).

Continuous Internal Evaluation (CIE):

NOTE: List of experiments to be prepared by the faculty based on the syllabus mentioned above

CIE marks for the practical course is **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled downed to 30 marks (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8th week of the semester and the second test shall be conducted after the 14th week of the semester.
- In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book
- The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

- SEE marks for the practical course is 50 Marks.
- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University
- All laboratory experiments are to be included for practical examination.
- (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.

- Students can pick one question (experiment) from the questions lot prepared by the internal /external examiners jointly.
- Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.
- General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)
- The duration of SEE is 02 hours

Rubrics suggested in Annexure-II of Regulation book

Textbooks

1. Jones, O., Maillardet. R. and Robinson, A. (2014). Introduction to Scientific Programming and Simulation Using R. Chapman & Hall/CRC, The R Series.

References:

1. Michael J. Crawley, "Statistics: An Introduction using R", Second edition, Wiley,2015

Weblinks and Video Lectures (e-Resources):

1. Wickham, H. & Grolemund, G. (2018). for Data Science. O'Reilly: New York. Available for free at http://r4ds.had.co.nz

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Demonstration of simple projects

V Semester

AUTOMATA THEORY AND COMPILER DESIGN			
Course Code	**21CS51**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course Learning Objectives

- CLO 1. Introduce the fundamental concepts of Automata Theory, Formal Languages and compiler design
- CLO 2. Principles Demonstrate Application of Automata Theory and Formal Languages in the field of compiler design
- CLO 3. Develop understanding of computation through Push Down Automata and Turing Machines
- CLO 4. Introduce activities carried out in different phases of Phases compiler
- CLO 5. Identify the undecidability problems.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) needs not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different approaches and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Introduction to Automata Theory: Central Concepts of Automata theory, Deterministic Finite Automata(DFA), Non- Deterministic Finite Automata(NFA) ,Epsilon- NFA, NFA to DFA Conversion, Minimization of DFA

Introduction to Compiler Design: Language Processors, Phases of Compilers

Textbook 1: Chapter1 – 1.5, Chapter2 – 2.2,2.3,2.5 Chapter4 –4.4
Textbook 2: Chapter1 – 1.1 and 1.2

Teaching-Learning Process	Chalk and board, Active Learning, Problem based learning

Module-2

Regular Expressions and Languages: Regular Expressions, Finite Automata and Regular Expressions, Proving Languages Not to Be Regular

Lexical Analysis Phase of compiler Design: Role of Lexical Analyzer, Input Buffering , Specification of Token, Recognition of Token.

<table>
<tr><td colspan="2">Textbook 1: Chapter3 – 3.1, 3.2, Chapter4- 4.1
Textbook 2: Chapter3- 3.1 to 3.4</td></tr>
<tr><td>Teaching-Learning Process</td><td>Chalk and board, Active Learning, Demonstration</td></tr>
<tr><td colspan="2" align="center">Module-3</td></tr>
<tr><td colspan="2">Context Free Grammars: Definition and designing CFGs, Derivations Using a Grammar, Parse Trees, Ambiguity and Elimination of Ambiguity, Elimination of Left Recursion, Left Factoring.

Syntax Analysis Phase of Compilers: part-1: Role of Parser , Top-Down Parsing

Textbook 1: Chapter 5 – 5.1.1 to 5.1.6, 5.2 (5.2.1, 5.2.2), 5.4
Textbook 2: Chapter 4 – 4.1, 4.2, 4.3 (4.3.2 to 4.3.4) ,4.4</td></tr>
<tr><td>Teaching-Learning Process</td><td>Chalk and board, Problem based learning, Demonstration</td></tr>
<tr><td colspan="2" align="center">Module-4</td></tr>
<tr><td colspan="2">Push Down Automata: Definition of the Pushdown Automata, The Languages of a PDA.

Syntax Analysis Phase of Compilers: Part-2: Bottom-up Parsing, Introduction to LR Parsing: SLR, More Powerful LR parsers

Textbook1: Chapter 6 – 6.1, 6.2
Textbook2: Chapter 4 – 4.5, 4.6, 4.7 (Up to 4.7.4)</td></tr>
<tr><td>Teaching-Learning Process</td><td>Chalk & board, Problem based learning</td></tr>
<tr><td colspan="2" align="center">Module-5</td></tr>
<tr><td colspan="2">Introduction to Turing Machine: Problems that Computers Cannot Solve, The Turing machine, problems, Programming Techniques for Turing Machine, Extensions to the Basic Turing Machine

Undecidability : A language That Is Not Recursively Enumerable, An Undecidable Problem That Is RE.

Other Phases of Compilers: Syntax Directed Translation- Syntax-Directed Definitions, Evaluation Orders for SDD's. Intermediate-Code Generation- Variants of Syntax Trees, Three-Address Code.

Code Generation- Issues in the Design of a Code Generator

Textbook1: Chapter 8 – 8.1, 8.2,8.3,8.4 Chapter 9 – 9.1,9.2
Textbook2: Chapter 5 – 5.1, 5.2, Chapter 6- 6.1,6.2 Chapter 8- 8.1</td></tr>
<tr><td>Teaching-Learning Process</td><td>Chalk and board, MOOC</td></tr>
<tr><td colspan="2">Course Outcomes
At the end of the course the student will be able to:
CO 1. Acquire fundamental understanding of the core concepts in automata theory and Theory of Computation
CO 2. Design and develop lexical analyzers, parsers and code generators
CO 3. Design Grammars and Automata (recognizers) for different language classes and become knowledgeable about restricted models of Computation (Regular, Context Free) and their relative powers.
CO 4. Acquire fundamental understanding of the structure of a Compiler and Apply concepts automata theory and Theory of Computation to design Compilers
CO 5. Design computations models for problems in Automata theory and adaptation of such model in the field of compilers</td></tr>
<tr><td colspan="2">Assessment Details (both CIE and SEE)
The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/</td></tr>
</table>

course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

1. First assignment at the end of 4th week of the semester
2. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

1. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have a less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks and Marks scored shall be proportionally reduced to 50 marks
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Textbooks

1. John E Hopcroft, Rajeev Motwani, Jeffrey D. Ullman," Introduction to Automata Theory, Languages and Computation", Third Edition, Pearson.
2. Alfred V.Aho, Monica S.Lam,Ravi Sethi, Jeffrey D. Ullman, " Compilers Principles, Techniques and Tools", Second Edition,Perason.

Reference:

1. Elain Rich, "Automata,Computability and complexity", 1st Edition, Pearson Education,2018.
2. K.L.P Mishra, N Chandrashekaran , 3rd Edition , 'Theory of Computer Science",PHI,2012.
3. Peter Linz, "An introduction to Formal Languages and Automata ", 3rd Edition, Narosa Publishers,1998.
4. K Muneeswaran, "Compiler Design", Oxford University Press 2013.

Weblinks and Video Lectures (e-Resources):

1. https://nptel.ac.in/courses/106/106/106106049/#
2. https://nptel.ac.in/courses/106/104/106104123/
3. https://www.jflap.org/

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Group Activities, quizzes, Puzzles and presentations

V Semester

COMPUTER NETWORKS			
Course Code:	21CS52	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40T + 20P	Total Marks	100
Credits	04	Exam Hours	03

Course Objectives:

CLO 1. Fundamentals of data communication networks.
CLO 2. Software and hardware interfaces
CLO 3. Application of various physical components and protocols
CLO 4. Communication challenges and remedies in the networks.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) need not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Introduction to networks: Network hardware, Network software, Reference models,

Physical Layer: Guided transmission media, Wireless transmission

Textbook 1: Ch.1.2 to 1.4, Ch.2.2 to 2.3

Laboratory Component:

1. Implement Three nodes point – to – point network with duplex links between them for different topologies. 1Set the queue size, vary the bandwidth, and find the number of packets dropped for various iterations.

Teaching-Learning Process	Chalk and board, Problem based learning, Demonstration

Module-2

The Data link layer: Design issues of DLL, Error detection and correction, Elementary data link protocols, Sliding window protocols.

The medium access control sublayer: The channel allocation problem, Multiple access protocols.

Textbook 1: Ch.3.1 to 3.4, Ch.4.1 and 4.2

Laboratory Component:

1. Implement simple ESS and with transmitting nodes in wire-less LAN by simulation and determine the throughput with respect to transmission of packets

2. Write a program for error detecting code using CRC-CCITT (16- bits).

Teaching-Learning Process	Chalk and board, Problem based learning, Demonstration

Module-3

The Network Layer:
Network Layer Design Issues, Routing Algorithms, Congestion Control Algorithms, QoS.

Textbook 1: Ch 5.1 to 5.4

Laboratory Component:

1. Implement transmission of ping messages/trace route over a network topology consisting of 6 nodes and find the number of packets dropped due to congestion in the network.
2. Write a program to find the shortest path between vertices using bellman-ford algorithm.

Teaching-Learning Process	Chalk and board, Problem based learning, Demonstration

Module-4

The Transport Layer: The Transport Service, Elements of transport protocols, Congestion control, The internet transport protocols.

Textbook 1: Ch 6.1 to 6.4 and 6.5.1 to 6.5.7

Laboratory Component:

1. Implement an Ethernet LAN using n nodes and set multiple traffic nodes and plot congestion window for different source / destination.
2. Write a program for congestion control using leaky bucket algorithm.

Teaching-Learning Process	Chalk and board, Problem based learning, Demonstration

Module-5

Application Layer: Principles of Network Applications, The Web and HTTP, Electronic Mail in the Internet, DNS—The Internet's Directory Service.

Textbook 2: Ch 2.1 to 2.4

Teaching-Learning Process	Chalk and board, Problem based learning, Demonstration

Course Outcomes (Course Skill Set)

At the end of the course the student will be able to:

- CO 1. Learn the basic needs of communication system.
- CO 2. Interpret the communication challenges and its solution.
- CO 3. Identify and organize the communication system network components
- CO 4. Design communication networks for user requirements.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Practical Sessions need to be assessed by appropriate rubrics and viva-voce method. This will contribute to **20 marks**.

- Rubrics for each Experiment taken average for all Lab components – 15 Marks.
- Viva-Voce– 5 Marks (more emphasized on demonstration topics)

The sum of three tests, two assignments, and practical sessions will be out of 100 marks and will be **scaled down to 50 marks**

(to have a less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 marks
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Textbooks:

1. Computer-Networks- Andrew S. Tanenbaum and David J. Wetherall, Pearson Education, 5th-Edition. (www.pearsonhighered.com/tanenbaum)
2. Computer Networking A Top-Down Approach -James F. Kurose and Keith W. RossPearson Education 7th Edition.

Reference Books:

1. Behrouz A Forouzan, Data and Communications and Networking, Fifth Edition, McGraw Hill,Indian Edition
2. Larry L Peterson and Brusce S Davie, Computer Networks, fifth edition, ELSEVIER

Weblinks and Video Lectures (e-Resources):

1. https://www.digimat.in/nptel/courses/video/106105183/L01.html
2. http://www.digimat.in/nptel/courses/video/106105081/L25.html
3. https://nptel.ac.in/courses/106105081
4. VTU e-Shikshana Program

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Simulation of Personal area network, Home area network, achieve QoS etc.

Note: For the Simulation experiments modify the topology and parameters set for the experiment and take multiple rounds of reading and analyze the results available in log files. Plot necessary graphs and conclude using NS2. Installation procedure of the required software must be demonstrated, carried out in groups, and documented in the report. Non simulation programs can be implemented using Java

V Semester

DATABASE MANAGEMENT SYSTEMS			
Course Code	21CS53	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
Course Learning Objectives			

CLO 1. Provide a strong foundation in database concepts, technology, and practice. CLO 2. Practice SQL programming through a variety of database problems. CLO 3. Demonstrate the use of concurrency and transactions in database CLO 4. Design and build database applications for real world problems.
Teaching-Learning Process (General Instructions) These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes. 1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes. 2. Use of Video/Animation to explain functioning of various concepts. 3. Encourage collaborative (Group Learning) Learning in the class. 4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking. 5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it. 6. Introduce Topics in manifold representations. 7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them. 8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1	
Introduction to Databases: Introduction, Characteristics of database approach, Advantages of using the DBMS approach, History of database applications. **Overview of Database Languages and Architectures:** Data Models, Schemas, and Instances. Three schema architecture and data independence, database languages, and interfaces, The Database System environment. **Conceptual Data Modelling using Entities and Relationships:** Entity types, Entity sets, attributes, roles, and structural constraints, Weak entity types, ER diagrams, Examples **Textbook 1: Ch 1.1 to 1.8, 2.1 to 2.6, 3.1 to 3.7**	
Teaching-Learning Process	Chalk and board, Active Learning, Problem based learning
Module-2	
Relational Model: Relational Model Concepts, Relational Model Constraints and relational database schemas, Update operations, transactions, and dealing with constraint violations. **Relational Algebra:** Unary and Binary relational operations, additional relational operations (aggregate, grouping, etc.) Examples of Queries in relational algebra. **Mapping Conceptual Design into a Logical Design:** Relational Database Design using ER-to-Relational mapping. **Textbook 1:, Ch 5.1 to 5.3, 8.1 to 8.5, 9.1;**	
Teaching-Learning Process	Chalk and board, Active Learning, Demonstration
Module-3	
SQL: SQL data definition and data types, specifying constraints in SQL, retrieval queries in SQL, INSERT, DELETE, and UPDATE statements in SQL, Additional features of SQL.	

Advances Queries: More complex SQL retrieval queries, Specifying constraints as assertions and action triggers, Views in SQL, Schema change statements in SQL.
Database

Application Development: Accessing databases from applications, An introduction to JDBC, JDBC classes and interfaces, SQLJ, Stored procedures, Case study: The internet Bookshop.

Textbook 1: Ch 6.1 to 6.5, 7.1 to 7.4; Textbook 2: 6.1 to 6.6;

Teaching-Learning Process	Chalk and board, Problem based learning, Demonstration

Module-4

Normalization: Database Design Theory – Introduction to Normalization using Functional and Multivalued Dependencies: Informal design guidelines for relation schema, Functional Dependencies, Normal Forms based on Primary Keys, Second and Third Normal Forms, Boyce-Codd Normal Form, Multivalued Dependency and Fourth Normal Form, Join Dependencies and Fifth Normal Form. Examples on normal forms.

Normalization Algorithms: Inference Rules, Equivalence, and Minimal Cover, Properties of Relational Decompositions, Algorithms for Relational Database Schema Design, Nulls, Dangling tuples, and alternate Relational Designs, Further discussion of Multivalued dependencies and 4NF, Other dependencies and
Normal Forms

Textbook 1: Ch 14.1 to -14.7, 15.1 to 15.6

Teaching-Learning Process	Chalk& board, Problem based learning

Module-5

Transaction Processing: Introduction to Transaction Processing, Transaction and System concepts, Desirable properties of Transactions, Characterizing schedules based on recoverability, Characterizing schedules based on Serializability, Transaction support in SQL.

Concurrency Control in Databases: Two-phase locking techniques for Concurrency control, Concurrency control based on Timestamp ordering, Multiversion Concurrency control techniques, Validation Concurrency control techniques, Granularity of Data items and Multiple Granularity Locking.

Textbook 1: Ch 20.1 to 20.6, 21.1 to 21.7;

Teaching-Learning Process	Chalk and board, MOOC

Course Outcomes

At the end of the course the student will be able to:

- CO 1. Identify, analyze and define database objects, enforce integrity constraints on a database using RDBMS
- CO 2. Use Structured Query Language (SQL) for database manipulation and also demonstrate the basic of query evaluation.
- CO 3. Design and build simple database systems and *relate* the concept of transaction, concurrency control and recovery in database
- CO 4. Develop application to interact with databases, relational algebra expression.
- CO 5. Develop applications using tuple and domain relation expression from queries.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5^{th} week of the semester
2. Second test at the end of the 10^{th} week of the semester
3. Third test at the end of the 15^{th} week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4^{th} week of the semester
5. Second assignment at the end of 9^{th} week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13^{th} week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Textbooks

1. Fundamentals of Database Systems, Ramez Elmasri and Shamkant B. Navathe, 7th Edition, 2017, Pearson.
2. Database management systems, Ramakrishnan, and Gehrke, 3rd Edition, 2014, McGraw Hill

Reference Books:

1. Abraham Silberschatz, Henry F. Korth and S. Sudarshan's Database System Concepts 6th EditionTata Mcgraw Hill Education Private Limited

Weblinks and Video Lectures (e-Resources):

1. https://www.youtube.com/watch?v=3EJlovevfcA
2. https://www.youtube.com/watch?v=9TwMRs3qTcU
3. https://www.youtube.com/watch?v=ZWl0Xow304I
4. https://www.youtube.com/watch?v=4YilEjkNPrQ
5. https://www.youtube.com/watch?v=CZTkgMoqVss
6. https://www.youtube.com/watch?v=Hl4NZB1XR9c
7. https://www.youtube.com/watch?v=EGEwkad_llA
8. https://www.youtube.com/watch?v=t5hsV9lC1rU

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Demonstration of real time Database projects - E-commerce Platform, Inventory Management, Railway System, College Data Management, Library Data Management, Solution for Saving Student Records, Hospital Data Management, Blood Donation Management.

V Semester

ARTIFICIAL INTELLIGENCE AND MACHINE LEARNING			
Course Code	21CS54	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course Learning Objectives

CLO 1. Gain a historical perspective of AI and its foundations

CLO 2. Become familiar with basic principles of AI toward problem solving

CLO 3. Familiarize with the basics of Machine Learning & Machine Learning process, basics of Decision Tree, and probability learning

CLO 4. Understand the working of Artificial Neural Networks and basic concepts of clustering algorithms

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Introduction: What is AI? Foundations and History of AI

Problem-solving: Problem-solving agents, Example problems, Searching for Solutions, Uninformed Search Strategies: Breadth First search, Depth First Search,

Textbook 1: Chapter 1- 1.1, 1.2, 1.3
Textbook 1: Chapter 3- 3.1, 3.2, 3.3, 3.4.1, 3.4.3

Teaching-Learning Process	Chalk and board, Active Learning. Problem based learning

Module-2

Informed Search Strategies: Greedy best-first search, A*search, Heuristic functions.
Introduction to Machine Learning , Understanding Data

Textbook 1: Chapter 3 - 3.5, 3.5.1, 3.5.2, 3.6
Textbook 2: Chapter 1 and 2

Teaching-Learning Process	Chalk and board, Active Learning, Demonstration

Module-3

Basics of Learning theory
Similarity Based Learning
Regression Analysis

Textbook 2: Chapter 3 - 3.1 to 3.4, Chapter 4, chapter 5.1 to 5.4	
Teaching-Learning Process	Chalk and board, Problem based learning, Demonstration
Module-4	
Decision Tree learning Bayesian Learning **Textbook 2: Chapter 6 and 8**	
Teaching-Learning Process	Chalk and board, Problem based learning, Demonstration
Module-5	
Artificial neural Network Clustering Algorithms **Textbook 2: Chapter 10 and 13**	
Teaching-Learning Process	Chalk and board, Active Learning.

Course Outcomes Course Skill Set)

At the end of the course the student will be able to:

- CO 1. Apply the knowledge of searching and reasoning techniques for different applications.
- CO 2. Have a good understanding of machine leaning in relation to other fields and fundamental issues and challenges of machine learning.
- CO 3. Apply the knowledge of classification algorithms on various dataset and compare results
- CO 4. Model the neuron and Neural Network, and to analyze ANN learning and its applications.
- CO 5. Identifying the suitable clustering algorithm for different pattern

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5^{th} week of the semester
2. Second test at the end of the 10^{th} week of the semester
3. Third test at the end of the 15^{th} week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4^{th} week of the semester
5. Second assignment at the end of 9^{th} week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**) **OR** Suitable Programming experiments based on the syllabus contents can be given to the students to submit the same as laboratory work(for example; Implementation of concept learning, implementation of decision tree learning algorithm for suitable data set, etc…)

6. At the end of the 13^{th} week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Textbooks

1. Stuart J. Russell and Peter Norvig, Artificial Intelligence, 3rd Edition, Pearson,2015
2. S. Sridhar, M Vijayalakshmi "Machine Learning". Oxford ,2021

Reference:

1. Elaine Rich, Kevin Knight, Artificial Intelligence, 3rdedition, Tata McGraw Hill,2013
2. George F Lugar, Artificial Intelligence Structure and strategies for complex, Pearson Education, 5th Edition, 2011
3. Tom Michel, Machine Learning, McGrawHill Publication.

Weblinks and Video Lectures (e-Resources):

1. https://www.kdnuggets.com/2019/11/10-free-must-read-books-ai.html
2. https://www.udacity.com/course/knowledge-based-ai-cognitive-systems--ud409
3. https://nptel.ac.in/courses/106/105/106105077/
4. https://www.javatpoint.com/history-of-artificial-intelligence
5. https://www.tutorialandexample.com/problem-solving-in-artificial-intelligence
6. https://techvidvan.com/tutorials/ai-heuristic-search/
7. https://www.analyticsvidhya.com/machine-learning/
8. https://www.javatpoint.com/decision-tree-induction
9. https://www.hackerearth.com/practice/machine-learning/machine-learning-algorithms/ml-decision-tree/tutorial/
10. https://www.javatpoint.com/unsupervised-artificial-neural-networks

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Role play for strategies– DFS & BFS, Outlier detection in Banking and insurance transaction for identifying fraudulent behaviour etc. Uncertainty and reasoning Problem- reliability of sensor used to detect pedestrians using Bayes Rule

V Semester

DATABASE MANAGEMENT SYSTEM LABORATORY WITH MINI PROJECT			
Course Code	**21CSL55**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Total Hours of Pedagogy	24	Total Marks	100
Credits	01	Exam Hours	03

Course Learning Objectives:

CLO 1. Foundation knowledge in database concepts, technology and practice to groom students into well-informed database application developers.

CLO 2. Strong practice in SQL programming through a variety of database problems.

CLO 3. Develop database applications using front-end tools and back-end DBMS..

Sl. No.	PART-A: SQL Programming (Max. Exam Marks. 50)
	Design, develop, and implement the specified queries for the following problems using Oracle, MySQL, MS SQL Server, or any other DBMS under LINUX/Windows environment. Create Schema and insert at least 5 records for each table. Add appropriate database constraints.
1	Aim: Demonstrating creation of tables, applying the view concepts on the tables. ProgramConsider the following schema for a Library Database: **BOOK(Book_id, Title, Publisher_Name, Pub_Year)** **BOOK_AUTHORS(Book_id, Author_Name)** **PUBLISHER(Name, Address, Phone)** **BOOK_COPIES(Book_id, Programme_id, No-of_Copies)** **BOOK_LENDING(Book_id, Programme_id, Card_No, Date_Out, Due_Date)** **LIBRARY_PROGRAMME(Programme_id, Programme_Name, Address)** Write SQL queries to 1. Retrieve details of all books in the library – id, title, name of publisher, authors, number of copies in each Programme, etc. 2. Get the particulars of borrowers who have borrowed more than 3 books, but from Jan 2017 to Jun 2017. 3. Delete a book in BOOK table. Update the contents of other tables to reflect this data manipulation operation. 4. Partition the BOOK table based on year of publication. Demonstrate its working with a simple query. 5. Create a view of all books and its number of copies that are currently available in the Library. Reference: https://www.youtube.com/watch?v=AaSU-AOguls https://www.youtube.com/watch?v=-EwEvJxS-Fw
2	Aim: Discuss the various concepts on constraints and update operations. Program: Consider the following schema for Order Database: **SALESMAN(Salesman_id, Name, City, Commission)** **CUSTOMER(Customer_id, Cust_Name, City, Grade, Salesman_id)** **ORDERS(Ord_No, Purchase_Amt, Ord_Date, Customer_id, Salesman_id)** Write SQL queries to Count the customers with grades above Bangalore's average. 2. Find the name and numbers of all salesman who had more than one customer. 3. List all the salesman and indicate those who have and don't have customers in their cities (Use UNION operation.) 4. Create a view that finds the salesman who has the customer with the highest order of a day. 5. Demonstrate the DELETE operation by removing salesman with id 1000. All his orders must also be deleted. Reference: https://www.youtube.com/watch?v=AA-KL1jbMeY

	https://www.youtube.com/watch?v=7S_tz1z_5bA
3	Aim: Demonstrate the concepts of JOIN operations. Program: Consider the schema for Movie Database: **ACTOR(Act_id, Act_Name, Act_Gender)** **DIRECTOR(Dir_id, Dir_Name, Dir_Phone)** **MOVIES(Mov_id, Mov_Title, Mov_Year, Mov_Lang, Dir_id)** **MOVIE_CAST(Act_id, Mov_id, Role)** **RATING(Mov_id, Rev_Stars)** Write SQL queries to 1. List the titles of all movies directed by 'Hitchcock'. 2. Find the movie names where one or more actors acted in two or more movies. 3. List all actors who acted in a movie before 2000 and also in a movie after 2015(use JOIN operation). 4. Find the title of movies and number of stars for each movie that has at least one rating and find the highest number of stars that movie received. Sort the result by movie title. 5. Update rating of all movies directed by 'Steven Spielberg' to 5. Reference: https://www.youtube.com/watch?v=hSiCUNVKJAo https://www.youtube.com/watch?v=Eod3aQkFz84
4	Aim: Introduce concepts of PLSQL and usage on the table. Program: Consider the schema for College Database: **STUDENT(USN, SName, Address, Phone, Gender)** **SEMSEC(SSID, Sem, Sec)** **CLASS(USN, SSID)** **COURSE(Subcode, Title, Sem, Credits)** **IAMARKS(USN, Subcode, SSID, Test1, Test2, Test3, FinalIA)** Write SQL queries to 1. List all the student details studying in fourth semester 'C' section. 2. Compute the total number of male and female students in each semester and in each section. 3. Create a view of Test1 marks of student USN '1BI15CS101' in all Courses. 4. Calculate the FinalIA (average of best two test marks) and update the corresponding table for all students. 5. Categorize students based on the following criterion: If FinalIA = 17 to 20 then CAT = 'Outstanding' If FinalIA = 12 to 16 then CAT = 'Average' If FinalIA< 12 then CAT = 'Weak' Give these details only for 8th semester A, B, and C section students. Reference: https://www.youtube.com/watch?v=horURQewW9c https://www.youtube.com/watch?v=P7-wKbKrAhk
5	Aim: Demonstrate the core concepts on table like nested and correlated nesting queries and also EXISTS and NOT EXISTS keywords. Program: Consider the schema for Company Database: **EMPLOYEE(SSN, Name, Address, Sex, Salary, SuperSSN, DNo)** **DEPARTMENT(DNo, DName, MgrSSN, MgrStartDate)** **DLOCATION(DNo,DLoc)** **PROJECT(PNo, PName, PLocation, DNo)** **WORKS_ON(SSN, PNo, Hours)** Write SQL queries to Make a list of all project numbers for projects that involve an employee whose last name is 'Scott', either as a worker or as a manager of the department that controls the project.

	Show the resulting salaries if every employee working on the 'IoT' project is given a 10 percent raise. Find the sum of the salaries of all employees of the 'Accounts' department, as well as the maximum salary, the minimum salary, and the average salary in this department Retrieve the name of each employee who works on all the projects controlled by department number 5 (use NOT EXISTS operator). For each department that has more than five employees, retrieve the department number and the number of its employees who are making more than Rs.6,00,000. **Reference:** https://www.youtube.com/watch?v=Dk8f3ejqKts
Pedagogy	For the above experiments the following pedagogy can be considered. Problem based learning, Active learning, MOOC, Chalk &Talk
PART B	
	Mini project: For any problem selected, make sure that the application should have five or more tables. Indicative areas include: Organization, health care, Ecommerce etc.

Course Outcomes:

At the end of the course the student will be able to:

CO 1. Create, Update and query on the database.

CO 2. Demonstrate the working of different concepts of DBMS

CO 3. Implement, analyze and evaluate the project developed for an application.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination (SEE). The student has to secure a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation (CIE):

CIE marks for the practical course is **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40.**

Each experiment to be evaluated for conduction with an observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.

Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.

Total marks scored by the students are scaled downed to 30 marks (60% of maximum marks).

Weightage to be given for neatness and submission of record/write-up on time.

Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8th week of the semester and the second test shall be conducted after the 14th week of the semester.

In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.

The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book

The average of 02 tests is scaled down to 20 marks (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

- SEE marks for the practical course is 50 Marks.
- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University
- All laboratory experiments are to be included for practical examination.
- (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.
- Students can pick one question (experiment) from the questions lot prepared by the internal /external examiners jointly.
- Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.
- General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)
- *Students can pick one experiment from the questions lot of PART A with an equal choice to all the students in a batch. For PART B, the project group (Maximum of 4 students per batch) should demonstrate the mini-project.*
- *Weightage of marks for PART A is 60% and for PART B is 40%. General rubrics suggested to be followed for part A and part B.*
- Change of experiment is allowed only once and Marks allotted to the procedure part to be made zero (Not allowed for Part B).
- The duration of SEE is 03 hours

Rubrics suggested in Annexure-II of Regulation book

Textbooks:

1. Fundamentals of Database Systems, Ramez Elmasri and Shamkant B. Navathe, 7th Edition, 2017, Pearson.
2. Database management systems, Ramakrishnan, and Gehrke, 3rd Edition, 2014, McGraw Hill

Suggested Weblinks/ E Resource

https://www.tutorialspoint.com/sql/index.htm

ANGULAR JS			
Course Code	**21CSL581/ 21CBL583**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Credits	01	Total marks	100
Examination type (SEE)	PRACTICAL		

Course objectives:

- To learn the basics of Angular JS framework.
- To understand the Angular JS Modules, Forms, inputs, expression, data bindings and Filters
- To gain experience of modern tool usage (VS Code, Atom or any other] in developing Web applications

Sl.NO	Experiments
1	Develop Angular JS program that allows user to input their first name and last name and display their full name. **Note**: The default values for first name and last name may be included in the program.
2	Develop an Angular JS application that displays a list of shopping items. Allow users to add and remove items from the list using directives and controllers.**Note**: The default values of items may be included in the program.
3	Develop a simple Angular JS calculator application that can perform basic mathematical operations (addition, subtraction, multiplication, division) based on user input.
4	Write an Angular JS application that can calculate factorial and compute square based on given user input.
5	Develop AngularJS application that displays a details of students and their CGPA. Allow users to read the number of students and display the count. **Note**: Student details may be included in the program.
6	Develop an AngularJS program to create a simple to-do list application. Allow users to add, edit, and delete tasks.**Note**: The default values for tasks may be included in the program.
7	Write an AngularJS program to create a simple CRUD application (Create, Read, Update, and Delete) for managing users.
8	DevelopAngularJS program to create a login form, with validation for the username and password fields.
9	Create an AngularJS application that displays a list of employees and their salaries. Allow users to search for employees by name and salary. **Note**: Employee details may be included in the program.
10	Create AngularJS application that allows users to maintain a collection of items. The application should display the current total number of items, and this count should automatically update as items are added or removed. Users should be able to add items to the collection and remove them as needed. **Note**: The default values for items may be included in the program.
11	Create AngularJS application to convert student details to Uppercase using angular filters. **Note**: The default details of students may be included in the program.
12	Create an AngularJS application that displays the date by using date filter parameters

NOTE: Include necessary HTML elementsand CSS for the above Angular applications.

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

1. Develop Angular JS programs using basic features
2. Develop dynamic Web applications using AngularJS modules
3. Make use of form validations and controls for interactive applications
4. Appy the concepts of Expressions, data bindings and filters in developing Angular JS programs
5. Make use of modern tools to develop Web applications

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the **maximum** marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination (SEE). The student has to secure a minimum of 40% (40 marks out of 100) in the sum totaloftheCIE(ContinuousInternalEvaluation)andSEE (SemesterEndExamination)takentogether.

Continuous Internal Evaluation (CIE):

CIE marks for the practical course is **50 Marks.**

The split-up of CIE marks for record/ journal and test are in the ratio **60:40.**

- Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practicalsession.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10marks.
- Total marks scored by the students are scaled downed to 30 marks (60% of maximummarks).
- Weightage to be given for neatness and submission of record/write-up ontime.
- Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8t^ week of the semester and the second test shall be conducted after the 14'h week of thesemester.
- In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% forviva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulationbook
- The average of 02 tests is scaled down to **20 marks** (40% of **the maximum**marks).

The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

- SEE marks for the practical course is 50Marks.
- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by theUniversity
- All laboratory experiments are to be included for practicalexamination.
- (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. OR based on the course requirement evaluation rubrics shall be decided jointly byexaminers.
- Students can pick one question (experiment) from the questions lot prepared by theinternal/external examiners jointly.
- Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.
- General rubrics suggested for SEE are mentioned here, write up -20%, Conduction procedureand result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided bythe examiners)
- The duration of SEE is 02hours

Rubrics suggested in Annexure-II of Regulation book

Suggested Learning Resources:
Textbooks 1. ShyamSeshadri, Brad Green —"AngularJS: Up and Running: Enhanced Productivity with Structured Web Apps", Apress, 0'Reilly Media,Inc. 2. AgusKurniawan–"AngularJS Programming by Example", First Edition, PE Press, 2014
Weblinks and Video Lectures (e-Resources): 1. Introduction to Angular JS :https://www.youtube.com/watch?v=HEbphzK-0xE 2. Angular JS Modules :https://www.youtube.com/watch?v=gWm0KmgnQkU 3. https://www.youtube.com/watch?v=zKkUN-mJtPQ 4. https://www.youtube.com/watch?v=ICl7_i2mtZA 5. https://www.youtube.com/watch?v=Y2Few_nkze0 6. https://www.youtube.com/watch?v=QoptnVCQHsU
Activity Based Learning (Suggested Activities in Class)/ Practical Based learning • Demonstration of simpleprojects/applications (course project)

Semester -V

C# PROGRAMMING			
Course Code	21CSL582/ 21CBL584	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0/ 24 Hours	SEE Marks	50
Credits	01	Total marks	100
Examination type (SEE)	PRACTICAL		

Course objectives:

- To learn basic features of C# programming
- To understand C# support for OOP with programming examples
- To gain experience of modern tool usage (VS Code, Visual Studio or any other] in developing C# programs

Sl.NO	Experiments
1	Develop a C# program to simulate simple arithmetic calculator for Addition, Subtraction, Multiplication, Division and Mod operations. Read the operator and operands through console.
2	Develop a C# program to print Armstrong Number between 1 to 1000.
3	Develop a C# program to list all substrings in a given string. [Hint: use of Substring() method]
4	Develop a C# program to demonstrate Division by Zero and Index Out of Range exceptions.
5	Develop a C# program to generate and printPascal Triangle using Two Dimensional arrays.
6	Develop a C# program to generate and print Floyds Triangle using Jagged arrays.
7	Develop a C# program to read a text file and copy the file contents to another text file.
8	Develop a C# C# Program to Implement Stack with Push and Pop Operations [Hint: Use class, get/set properties, methods for push and pop and main method]
9	Design a class “Complex” with data members, constructor and method for overloading a binary operator ‘+’. Develop a C# program to read Two complex number and Print the results of addition.
10	Develop a C# program to create a class named shape. Create three sub classes namely: circle, triangle and square, each class has two member functions named draw () and erase (). Demonstrate polymorphism concepts by developing suitable methods, defining member data and main program.
11	Develop a C# program to create an abstract class Shape with abstract methods calculateArea() and calculatePerimeter(). Create subclasses Circle and Triangle that extend the Shape class and implement the respective methods to calculate the area and perimeter of each shape.
12	Develop a C# program to create an interface Resizable with methods resizeWidth(int width) and resizeHeight(int height) that allow an object to be resized. Create a class Rectangle that implements the Resizable interface and implements the resize methods

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

1. Develop programs involving basic features of C# programming language
2. Make use of exception handling features to safeguard program against runtime anomalies
3. Apply concepts of OOP in developing solutions to problems
4. Develop programs to illustrate handling of text files
5. Make use of modern tools to develop C# programs and applications

Updated as Practical Course on 03.11.2023

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the **maximum** marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination (SEE). The student has to secure a minimum of 40% (40 marks out of 100) in the sum total of the CIE(Continuous Internal Evaluation)and SEE (Semester End Examination)taken to gether.

Continuous Internal Evaluation (CIE):

CIE marks for the practical course is **50 Marks.**

The split-up of CIE marks for record/ journal and test are in the ratio **60:40.**

- Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10marks.
- Total marks scored by the students are scaled downed to 30 marks (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up ontime.
- Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8t^ week of the semester and the second test shall be conducted after the 14'h week of thesemester.
- In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% forviva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book
- The average of 02 tests is scaled down to **20 marks** (40% of **the maximum** marks).

The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the

Semester End Evaluation (SEE):

- SEE marks for the practical course is 50Marks.
- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University
- All laboratory experiments are to be included for practical examination.
- (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. OR based on the course requirement evaluation rubrics shall be decided jointly by examiners.
- Students can pick one question (experiment) from the questions lot prepared by the internal/external examiners jointly.
- Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.
- General rubrics suggested for SEE are mentioned here, write up -20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)
- The duration of SEE is 02hours

Rubrics suggested in Annexure-lI of Regulation book

Suggested Learning Resources:

Textbooks

1. Herbert Schildt, "The Complete Reference: C# 4.0", Tata McGraw Hill, 2012
2. Andrew Troelsen, "Pro C# 2010 and the .NET 4 Platform, Fifth edition, A Press, 2010.

Weblinks and Video Lectures (e-Resources):

1. Introduction to C#: https://www.youtube.com/watch?v=ItoIFCT9P90
2. .NET FRAMEWORK: https://www.youtube.com/watch?v=h7huHkvPoEE
3. https://www.tutorialsteacher.com/csharp
4. https://www.w3schools.com/cs/index.php
5. https://www.javatpoint.com/net-framework

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Demonstration of simple projects (course project)

VI Semester

SOFTWARE ENGINEERING & PROJECT MANAGEMENT			
Course Code	**21CS61**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2:2:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course Learning Objectives

- CLO 1. Outline software engineering principles and activities involved in building large software programs. Identify ethical and professional issues and explain why they are of concern to Software Engineers.
- CLO 2. Describe the process of requirement gathering, requirement classification, requirement specification and requirements validation.
- CLO 3. Infer the fundamentals of object oriented concepts, differentiate system models, use UML diagrams and apply design patterns.5
- CLO 4. Explain the role of DevOps in Agile Implementation.
- CLO 5. Discuss various types of software testing practices and software evolution processes.
- CLO 6. Recognize the importance Project Management with its methods and methodologies.
- CLO 7. Identify software quality parameters and quantify software using measurements and metrics. List software quality standards and outline the practices involved

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Introduction: The evolving role of software, Software, The changing nature of software, Software engineering, A Process Framework, Process Patterns, Process Assessment, Personal and Team Process Models, Process Technology, Product and Process.

Textbook 1: Chapter 1: 1.1 to 1.3

Process Models: Prescriptive models, Waterfall model, Incremental process models, Evolutionary process models, Specialized process models.

Textbook 1: Chapter 2: 2.1, 2.2, 2.4 to 2.7

Requirements Engineering: Requirements Engineering Task, Initiating the Requirements Engineering process, Eliciting Requirements, Developing use cases, Building the analysis model, Negotiating Requirements, Validating Requirements, Software Requirement Document **(Sec 4.2)**

Textbook 1: Chapter 3: 3.1 to 3.6, Textbook 5: Chapter 4: 4.2

Teaching-Learning Process	Chalk and board, Active Learning, Problem based learning
Module-2	
Introduction, Modelling Concepts and Class Modelling: What is Object orientation? What is OO development? OO Themes; Evidence for usefulness of OO development; OO modelling history. Modelling as Design technique: Modelling, abstraction, The Three models. Class Modelling: Object and Class Concept, Link and associations concepts, Generalization and Inheritance, A sample class model, Navigation of class models, Introduction to RUP**(Textbook: 5 Sec 2.4)** and UML diagrams **Textbook 2: Chapter 1,2,3** **Building the Analysis Models**: Requirement Analysis, Analysis Model Approaches, Data modeling Concepts, Object Oriented Analysis, Scenario-Based Modeling, Flow-Oriented Modeling, class Based Modeling, Creating a Behavioral Model. **Textbook 1: Chapter 8: 8.1 to 8.8**	
Teaching-Learning Process	Chalk and board, Active Learning, Demonstration
Module-3	
Software Testing: A Strategic Approach to Software Testing, Strategic Issues, Test Strategies for Conventional Software, Test Strategies for Object -Oriented Software, Validation Testing, System Testing, The Art of Debugging. **Textbook 1: Chapter 13: 13.1 to 13.7** **Agile Methodology & DevOps:** Before Agile – Waterfall, Agile Development, **Self-Learning Section:** What is DevOps?, DevOps Importance and Benefits, DevOps Principles and Practices, 7 C's of DevOps Lifecycle for Business Agility, DevOps and Continuous Testing, How to Choose Right DevOps Tools?, Challenges with DevOps Implementation. **Textbook 4: Chapter 2: 2.1 to 2.9**	
Teaching-Learning Process	Chalk and board, Active Learning, Demonstration
Module-4	
Introduction to Project Management: Introduction, Project and Importance of Project Management, Contract Management, Activities Covered by Software Project Management, Plans, Methods and Methodologies, Some ways of categorizing Software Projects, Stakeholders, Setting Objectives, Business Case, Project Success and Failure, Management and Management Control, Project Management life cycle, Traditional versus Modern Project Management Practices. **Textbook 3: Chapter 1: 1.1 to 1.17**	
Teaching-Learning Process	Chalk and board, Active Learning, Demonstration
Module-5	
Activity Planning: Objectives of Activity Planning, When to Plan, Project Schedules, Sequencing and Scheduling Activities, Network Planning Models, Forward Pass– Backward Pass, Identifying critical path, Activity Float, Shortening Project Duration, Activity on Arrow Networks. **Textbook 3: Chapter 6: 6.1 to 6.16** **Software Quality:** Introduction, The place of software quality in project planning, Importance of software quality, software quality models, ISO 9126, quality management systems, process capability models, techniques to enhance software quality, quality plans. **Textbook 3: Chapter 13: (13.1 to 13.6 , 13.9, 13.11, 13.14),**	

Teaching-Learning Process	Chalk and board, Active Learning, Demonstration

Course Outcomes

At the end of the course the student will be able to:

- CO 1. Understand the activities involved in software engineering and analyze the role of various process models
- CO 2. Explain the basics of object-oriented concepts and build a suitable class model using modelling techniques
- CO 3. Describe various software testing methods and to understand the importance of agile methodology and DevOps
- CO 4. Illustrate the role of project planning and quality management in software development
- CO 5. Understand the importance of activity planning and different planning models

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 marks
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Textbooks

1. Roger S. Pressman: Software Engineering-A Practitioners approach, 7th Edition, Tata McGraw Hill.
2. Michael Blaha, James Rumbaugh: Object Oriented Modelling and Design with UML, 2nd Edition, Pearson Education, 2005.

3. Bob Hughes, Mike Cotterell, Rajib Mall: Software Project Management, 6th Edition, McGraw Hill Education, 2018.
4. Deepak Gaikwad, Viral Thakkar, DevOps Tools From Practitioner's Viewpoint, Wiley.
5. Ian Sommerville: Software Engineering, 9th Edition, Pearson Education, 2012.

Reference:

1. Pankaj Jalote: An Integrated Approach to Software Engineering, Wiley India.

Weblinks and Video Lectures (e-Resources):

1. https://onlinecourses.nptel.ac.in/noc20_cs68/preview
2. https://www.youtube.com/watch?v=WxkP5KR_Emk&list=PLrjkTql3jnm9b5nr-ggx7Pt1G4UAHeFlJ
3. http://elearning.vtu.ac.in/econtent/CSE.php
4. http://elearning.vtu.ac.in/econtent/courses/video/CSE/15CS42.html
5. https://nptel.ac.in/courses/128/106/128106012/ (DevOps)

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Case study, Field visit

VI Semester

FULLSTACK DEVELOPMENT			
Course Code	21CS62	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 T + 20 P	Total Marks	100
Credits	04	Exam Hours	03

Course Learning Objectives:

CLO 1. Explain the use of learning full stack web development.

CLO 2. Make use of rapid application development in the design of responsive web pages.

CLO 3. Illustrate Models, Views and Templates with their connectivity in Django for full stack web development.

CLO 4. Demonstrate the use of state management and admin interfaces automation in Django.

CLO 5. Design and implement Django apps containing dynamic pages with SQL databases.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) does not mean only traditional lecture method, but different type of teaching methods may be adopted to develop the outcomes.
2. Show Video/animation films to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
6. Topics will be introduced in a multiple representation.
7. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1: MVC based Web Designing

Web framework, MVC Design Pattern, Django Evolution, Views, Mapping URL to Views, Working of Django URL Confs and Loose Coupling, Errors in Django, Wild Card patterns in URLS.

Textbook 1: Chapter 1 and Chapter 3

Laboratory Component:

1. Installation of Python, Django and Visual Studio code editors can be demonstrated.
2. Creation of virtual environment, Django project and App should be demonstrated
3. Develop a Django app that displays current date and time in server
4. Develop a Django app that displays date and time four hours ahead and four hours before as an offset of current date and time in server.

Teaching-Learning Process	1. Demonstration using Visual Studio Code 2. PPT/Prezi Presentation for Architecture and Design Patterns 3. Live coding of all concepts with simple examples

Module-2: Django Templates and Models

Template System Basics, Using Django Template System, Basic Template Tags and Filters, MVT Development Pattern, Template Loading, Template Inheritance, MVT Development Pattern.

Configuring Databases, Defining and Implementing Models, Basic Data Access, Adding Model String Representations, Inserting/Updating data, Selecting and deleting objects, Schema Evolution **Textbook 1: Chapter 4 and Chapter 5**	
Laboratory Component: 1. Develop a simple Django app that displays an unordered list of fruits and ordered list of selected students for an event 2. Develop a layout.html with a suitable header (containing navigation menu) and footer with copyright and developer information. Inherit this layout.html and create 3 additional pages: contact us, About Us and Home page of any website. 3. Develop a Django app that performs student registration to a course. It should also display list of students registered for any selected course. Create students and course as models with enrolment as ManyToMany field.	
Teaching-Learning Process	1. Demonstration using Visual Studio Code 2. PPT/Prezi Presentation for Architecture and Design Patterns 3. Live coding of all concepts with simple examples 4. Case Study: Apply concepts learnt for an Online Ticket Booking System
Module-3: Django Admin Interfaces and Model Forms	
Activating Admin Interfaces, Using Admin Interfaces, Customizing Admin Interfaces, Reasons to use Admin Interfaces. Form Processing, Creating Feedback forms, Form submissions, custom validation, creating Model Forms, URLConf Ticks, Including Other URLConfs. **Textbook 1: Chapters 6, 7 and 8**	
Laboratory Component: 1. For student and course models created in Lab experiment for Module2, register admin interfaces, perform migrations and illustrate data entry through admin forms. 2. Develop a Model form for student that contains his topic chosen for project, languages used and duration with a model called project.	
Teaching-Learning Process	1. Demonstration using Visual Studio Code 2. PPT/Prezi Presentation for Architecture and Design Patterns 3. Live coding of all concepts with simple examples
Module-4: Generic Views and Django State Persistence	
Using Generic Views, Generic Views of Objects, Extending Generic Views of objects, Extending Generic Views. MIME Types, Generating Non-HTML contents like CSV and PDF, Syndication Feed Framework, Sitemap framework, Cookies, Sessions, Users and Authentication. **Textbook 1: Chapters 9, 11 and 12**	
Laboratory Component: 1. For students enrolment developed in Module 2, create a generic class view which displays list of students and detailview that displays student details for any selected student in the list. 2. Develop example Django app that performs CSV and PDF generation for any models created in previous laboratory component.	
Teaching-Learning Process	1. Demonstration using Visual Studio Code 2. PPT/Prezi Presentation for Architecture and Design Patterns

	3. Live coding of all concepts with simple examples 4. Project Work: Implement all concepts learnt for Student Admission Management.
Module-5: jQuery and AJAX Integration in Django	
Ajax Solution, Java Script, XHTMLHttpRequest and Response, HTML, CSS, JSON, iFrames, Settings of Java Script in Django, jQuery and Basic AJAX, jQuery AJAX Facilities, Using jQuery UI Autocomplete in Django **Textbook 2: Chapters 1, 2 and 7.**	
Laboratory Component: 1. Develop a registration page for student enrolment as done in Module 2 but without page refresh using AJAX. 2. Develop a search application in Django using AJAX that displays courses enrolled by a student being searched.	
Teaching-Learning Process	1. Demonstration using Visual Studio Code 2. PPT/Prezi Presentation for Architecture and Design Patterns 3. Live coding of all concepts with simple examples 4. Case Study: Apply the use of AJAX and jQuery for development of EMI calculator.
Course outcome (Course Skill Set) At the end of the course the student will be able to: CO 1. Understand the working of MVT based full stack web development with Django. CO 2. Designing of Models and Forms for rapid development of web pages. CO 3. Analyze the role of Template Inheritance and Generic views for developing full stack web applications. CO 4. Apply the Django framework libraries to render nonHTML contents like CSV and PDF. CO 5. Perform jQuery based AJAX integration to Django Apps to build responsive full stack web applications,	

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5^{th} week of the semester
2. Second test at the end of the 10^{th} week of the semester
3. Third test at the end of the 15^{th} week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4^{th} week of the semester
5. Second assignment at the end of 9^{th} week of the semester

Practical Sessions need to be assessed by appropriate rubrics and viva-voce method. This will contribute to **20 marks**.

- Rubrics for each Experiment taken average for all Lab components – 15 Marks.
- Viva-Voce– 5 Marks (more emphasized on demonstration topics)

The sum of three tests, two assignments, and practical sessions will be out of 100 marks and will be **scaled down to 50 marks**
(to have a less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 marks
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Textbooks

1. Adrian Holovaty, Jacob Kaplan Moss, The Definitive Guide to Django: Web Development Done Right, Second Edition, Springer-Verlag Berlin and Heidelberg GmbH & Co. KG Publishers, 2009
2. Jonathan Hayward, Django Java Script Integration: AJAX and jQuery, First Edition, Pack Publishing, 2011

Reference Books

1. Aidas Bendroraitis, Jake Kronika, Django 3 Web Development Cookbook, Fourth Edition, Packt Publishing, 2020
2. William Vincent, Django for Beginners: Build websites with Python and Django, First Edition, Amazon Digital Services, 2018
3. Antonio Mele, Django3 by Example, 3rd Edition, Pack Publishers, 2020
4. Arun Ravindran, Django Design Patterns and Best Practices, 2nd Edition, Pack Publishers, 2020.
5. Julia Elman, Mark Lavin, Light weight Django, David A. Bell, 1st Edition, Oreily Publications, 2014

Weblinks and Video Lectures (e-Resources):

1. MVT architecture with Django: https://freevideolectures.com/course/3700/django-tutorials
2. Using Python in Django: https://www.youtube.com/watch?v=2BqoLiMT3Ao
3. Model Forms with Django: https://www.youtube.com/watch?v=gMM1rtTwKxE
4. Real time Interactions in Django: https://www.youtube.com/watch?v=3gHmfoeZ45k
5. AJAX with Django for beginners: https://www.youtube.com/watch?v=3VaKNyjlxAU

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

1. Real world problem solving - applying the Django framework concepts and its integration with AJAX to develop any shopping website with admin and user dashboards.

Short Preamble on Full Stack Web Development:

Website development is a way to make people aware of the services and/or products they are offering, understand why the products are relevant and even necessary for them to buy or use, and highlight the striking qualities that set it apart from competitors. Other than commercial reasons, a website is also needed for quick and dynamic information delivery for any domain. Development of a well-designed, informative, responsive and dynamic website is need of the hour from any computer science and related engineering graduates. Hence, they need to be augmented with skills to use technology and framework which can help them to develop elegant websites. Full Stack developers are in need by many companies, who knows and can develop all pieces of web application (Front End, Back End and business logic). MVT based development with Django is the cutting-edge framework for Full Stack Web Development. Python has become an easier language to use for many applications. Django based framework in Python helps a web developer to utilize framework and develop rapidly responsive and secure web applications.

VI Semester

COMPUTER GRAPHICS AND FUNDAMENTALS OF IMAGE PROCESSING			
Course Code	**21CS63**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course Objectives:

CLO 1. Overview of Computer Graphics along with its applications.
CLO 2. Exploring 2D and 3D graphics mathematics along with OpenGL API's.
CLO 3. Use of Computer graphics principles for animation and design of GUI's .
CLO 4. Introduction to Image processing and Open CV.
CLO 5. Image segmentation using Open CV.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) need not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6. IntroduceTopicsin manifold representations.
7. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Overview: Computer Graphics hardware and software and OpenGL: Computer Graphics: Video Display Devices, Raster-Scan Systems Basics of computer graphics, Application of Computer Graphics. OpenGL: Introduction to OpenGL, coordinate reference frames, specifying two-dimensional world coordinate reference frames in OpenGL, OpenGL point functions, OpenGL line functions, point attributes, line attributes, curve attributes, OpenGL point attribute functions, OpenGL line attribute functions, Line drawing algorithms(DDA, Bresenham's).

Textbook 1: Chapter -1,2,3, 5(1 and 2 only)
Self-study topics : Input devices, hard copy devices, coordinate representation, graphics functions, fill area primitives, polygon fill areas, pixel arrays, Parallel Line algorithms

Teaching-Learning Process	Chalk & board, Active Learning Virtual Lab

Module-2

2D and 3D graphics with OpenGL: 2D Geometric Transformations: Basic 2D Geometric Transformations, matrix representations and homogeneous coordinates, 2D Composite transformations, other 2D transformations, raster methods for geometric transformations, OpenGL raster transformations, OpenGL geometric transformations function,

3D Geometric Transformations: Translation, rotation, scaling, composite 3D transformations, other 3D transformations, OpenGL geometric transformations functions

Textbook 1: Chapter -6, 8 **Self-study topics:** Transformation between 2D coordinate system, OpenGL geometric-transformation, Transformation between 3D coordinate system.	
Teaching-Learning Process	Chalk & board, Active Learning, Problem based learning Virtual Lab:
Module-3	
Interactive Input Methods and Graphical User Interfaces: Graphical Input Data ,Logical Classification of Input Devices, Input Functions for Graphical Data , Interactive Picture-Construction Techniques, Virtual-Reality Environments, OpenGL Interactive Input-Device Functions, OpenGL Menu Functions , Designing a Graphical User Interface. **Computer Animation :**Design of Animation Sequences, Traditional Animation Techniques, General Computer-Animation Functions, Computer-Animation Languages, Character Animation, Periodic Motions, OpenGL Animation Procedures. **Textbook 1: Chapter -11, 18** **Self-study topics:** Raster methods for computer animation, Key frame systems, Motion specification.	
Teaching-Learning Process	Chalk & board, MOOC, Active Learning
Module-4	
Introduction to Image processing: overview, Nature of IP, IP and its related fields, Digital Image representation, types of images. **Digital Image Processing Operations**: Basic relationships and distance metrics, Classification of Image processing Operations. **Text book 2: Chapter 3** ***(Below topics is for experiential learning only , No questions in SEE)*** ***Computer vision and OpenCV**: What is computer vision, Evolution of computer vision, Application of Computer vision, Feature of OpenCV, OpenCV library modules, OpenCV environment, Reading, writing and storing images using OpenCV. OpenCV drawing Functions. OpenCV Geometric Transformations*. ***<u>(Note : Computer vision and OpenCV for experimental learning or Activity Based Learning using web sources, Preferred for assignments. No questions in SEE)</u>*** **Web Source: https://www.tutorialspoint.com/opencv/**	
Teaching-Learning Process	Chalk& board, Problem based learning Lab practice for OpenCV for basic geometric objects and basic image operation
Module-5	
Image Segmentation: Introduction, classification, detection of discontinuities, Edge detection (up to canny edge detection(included)). **Text Book 2: Chapter 9: 9.1 to 9.4.4.4** ***(Below topics is for experiential learning only , No questions in SEE)*** ***Image processing with Open CV:** Resizing , Rotation/ Flipping, Blending, Creating region of Interest (ROI), Image Thresholding, Image Blurring and smoothing, Edge Detection, Image contours and Face Detection on images using OpenCV.*	

(Note :Image Processing withOpenCV for experimental learning or Activity Based Learning using web sources, Preferred for assignments. No questions in SEE)

Web source: https://medium.com/analytics-vidhya/introduction-to-computer-vision-opencv-in-python-fb722e805e8b

Teaching-Learning Process	Chalk & board, MOOC Lab practice on image processing. Virtual Lab:

Course Outcomes:

At the end of the course the student will be able to:

- CO 1. Construct geometric objects using Computer Graphics principles and OpenGL APIs.
- CO 2. Use OpenGL APIs and related mathematics for 2D and 3D geometric Operations on the objects.
- CO 3. Design GUI with necessary techniques required to animate the created objects
- CO 4. Apply OpenCV for developing Image processing applications.
- CO 5. Apply Image segmentation techniques along with programming, using OpenCV, for developing simple applications.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(To have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

3. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 marks
4. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

Textbooks

1. Donald D Hearn, M Pauline Baker and WarrenCarithers: Computer Graphics with OpenGL 4th Edition, Pearson, 2014
2. S. Sridhar, Digital Image Processing, second edition, Oxford University press 2016.

Reference Books

1. Edward Angel: Interactive Computer Graphics- A Top Down approach with OpenGL, 5th edition. Pearson Education, 2008
2. James D Foley, Andries Van Dam, Steven K Feiner, John F Huges Computer graphics with OpenGL: Pearson education

Web links and Video Lectures (e-Resources):

Web links and Video Lectures (e-Resources):

1. https://nptel.ac.in/courses/106/106/106106090/
2. https://nptel.ac.in/courses/106/102/106102063/
3. https://nptel.ac.in/courses/106/103/106103224/
4. https://nptel.ac.in/courses/106/102/106102065/
5. https://www.tutorialspoint.com/opencv/ (Tutorial, Types of Images, Drawing Functions)

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

2. Mini project on computer graphics using Open GL/Python/Open CV.

VI Semester

AGILE TECHNOLOGIES			
Course Code	21CS641	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course Learning Objectives:

- CLO 1. To understand basics of agile technologies
- CLO 2. To explain XP Lifecycle, XP Concepts and Adopting XP
- CLO 3. To Evaluate on Pair Programming, Root-Cause Analysis, Retrospectives, Planning, Incremental Requirements and Customer Tests
- CLO 4. To become Mastering in Agility
- CLO 5. To provide well Deliver Value

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) does not mean only traditional lecture method, but different type of teaching methods may be adopted to develop the outcomes.
2. Show Video/animation films to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
6. Topics will be introduced in a multiple representation.
7. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Why Agile? : Understanding Success, Beyond Deadlines, The Importance of Organizational Success, Enter Agility, How to Be Agile?: Agile Methods, Don't Make Your Own Method, The Road to Mastery, Find a Mentor.

The Genesis of Agile, Introduction and background, Agile Manifesto, and Principles, Simple Design, User Stories, Agile Testing, Agile Tools

Textbook 1: Part I – Ch 1, Ch 2.

Textbook 2: Ch 1

Teaching-Learning Process	Chalk and board, Active Learning https://www.nptelvideos.com/video.php?id=904 https://www.youtube.com/watch?v=x90kIAFGYKE http://www.digimat.in/nptel/courses/video/110104073/L02.html https://onlinecourses.nptel.ac.in/noc19_mg30/preview

Module-2

Understanding XP: The XP Lifecycle, The XP Team, XP Concepts, Adopting XP: Is XP Right for Us?, Go!, Assess Your Agility Overview of Extreme Programming, The Practices of Extreme Programming, Conclusion, Bibliography, Planning Initial Exploration, Release Planning, Iteration Planning, Defining "Done", Task Planning Iterating, Tracking. **Textbook 1: Part I: Ch 3, Ch 4.** **Textbook 3: Section 1: Ch 1**	
Teaching-Learning Process	Chalk and board, Active Learning https://www.nptelvideos.com/video.php?id=904 https://www.youtube.com/watch?v=x90kIAFGYKE http://www.digimat.in/nptel/courses/video/110104073/L02.html https://onlinecourses.nptel.ac.in/noc19_mg30/preview
Module-3	
Practicing XP: Thinking: Pair Programming, Energized Work, Informative Workspace, Root Cause Analysis, Retrospectives, **Collaborating:** Trust, Sit Together, Real Customer Involvement, Ubiquitous Language, Stand-Up Meetings, Coding Standards, Iteration Demo, Reporting, **Releasing:** “Done Done”, No Bugs, Version Control, Ten-Minute Build, Continuous Integration, Collective Code Ownership, Documentation. Planning: Vision, Release Planning, The Planning Game, Risk Management, Iteration Planning, Slack, Stories, Estimating. Developing: Incremental requirements, Customer Tests, Test-Driven Development, Refactoring, Simple Design, Incremental Design and Architecture, Spike Solutions, Performance Optimization, Exploratory Testing **Textbook 1: Part II: Ch 5, Ch 6, Ch 7, Ch 8, Ch 9.**	
Teaching-Learning Process	Chalk and board, Demonstration https://www.nptelvideos.com/video.php?id=904 https://www.youtube.com/watch?v=x90kIAFGYKE http://www.digimat.in/nptel/courses/video/110104073/L02.html https://onlinecourses.nptel.ac.in/noc19_mg30/preview
Module-4	
Mastering Agility : Values and Principles: Commonalities, About Values, Principles, and Practices, Further Reading, Improve the Process: Understand Your Project, Tune and Adapt, Break the Rules, Rely on People :Build Effective Relationships, Let the Right People Do the Right Things, Build the Process for the People, Eliminate Waste :Work in Small, Reversible Steps, Fail Fast, Maximize Work Not Done, Pursue Throughput **Textbook 1: Part III- Ch 10, Ch 11, Ch 12, Ch 13.**	
Teaching-Learning Process	Chalk and board https://www.nptelvideos.com/video.php?id=904 https://www.youtube.com/watch?v=x90kIAFGYKE http://www.digimat.in/nptel/courses/video/110104073/L02.html https://onlinecourses.nptel.ac.in/noc19_mg30/preview
Module-5	
Deliver Value: Exploit Your Agility, Only Releasable Code Has Value, Deliver Business Results, Deliver Frequently, Seek Technical Excellence: Software Doesn’t Exist, Design Is for Understanding, Design	

Trade-offs, Quality with a Name, Great Design, Universal Design Principles, Principles in Practice, Pursue Mastery

Textbook 1: Part IV- Ch 14, Ch 15.

Teaching-Learning Process	Chalk and board https://www.nptelvideos.com/video.php?id=904 https://www.youtube.com/watch?v=x90kIAFGYKE http://www.digimat.in/nptel/courses/video/110104073/L02.html https://onlinecourses.nptel.ac.in/noc19_mg30/preview

Course outcome (Course Skill Set)

At the end of the course the student will be able to:

- CO 1. Understand the fundamentals of agile technologies
- CO 2. Explain XP Lifecycle, XP Concepts and Adopting XP
- CO 3. Apply different techniques on Practicing XP, Collaborating and Releasing
- CO 4. Analyze the Values and Principles of Mastering Agility
- CO 5. Demonstrate the agility to deliver good values

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 marks

2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Textbooks

1. James shore, Chromatic, O'Reilly, The Art of Agile Development, 2007

Reference Books

1. Ken Schawber, Mike Beedle, "Agile Software Development with Scrum",Pearson, 2008
2. Agile-Principles-Patterns-and-Practices-in-C by Robert C Martin & Mic Martin.

Web links and Video Lectures (e-Resources):

Model wise mentioned

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Demonstration of the project based on Agile technologies.

VI Semester

ADVANCED JAVA PROGRAMMING			
Course Code	21CS642	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course Learning Objectives

CLO 1. Understanding the fundamental concepts of Enumerations and Annotations
CLO 2. Apply the concepts of Generic classes in Java programs
CLO 3. Demonstrate the fundamental concepts of String operations
CLO 4. Design and develop web applications using Java servlets and JSP
CLO 5. Apply database interaction through Java database Connectivity

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same program
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Enumerations, Autoboxing and Annotations:
Enumerations, Ednumeration fundamentals, the values() and valueOf() methods, Java enumerations are class types, enumerations inherits Enum, example, type wrappers, Autoboxing, Autoboxing methods, Autoboxing/Unboxing occurs in Expressions, Autoboxing/Unboxing, Boolean and character values, Autoboxing/Unboxing helps prevent errors, A word of warning

Annotations, Annotation basics, specifying retention policy, obtaining annotations at run time by use of reflection, Annotated element interface, Using default values, Marker Annotations, Single member annotations, Built in annotations

Textbook 1: Chapter12

Teaching-Learning Process	Chalk and board, Online demonstration, Problem based learning

Module-2

Generics: What are Generics, A Simple Generics Example, A Generic Class with Two Type Parameters, The General Form of a Generic Class, Bounded Types, Using Wildcard Arguments, Bounded Wildcards, Creating a Generic Method, Generic Interfaces, Raw types and Legacy code, Generic Class Hierarchies, Erasure, Ambiguity errors, Some Generic Restrictions

Textbook 1: Chapter 14

Teaching-Learning Process	Chalk and board, Online Demonstration

Module-3

String Handling: The String Constructors, String Length, Special String Operations, Character Extraction, String Comparison, Searching Strings, Modifying a String, Data Conversion Using valueOf(), Changing the case of characters within a String, String Buffer, String Builder **Textbook 1: Chapter 15**	
Teaching-Learning Process	Chalk and board, Online Demonstration
Module-4	
Background; The life cycle of a servlet; A simple servlet; the servlet API; The javax.servlet package Reading servlet parameter; the javax.servlet.http package; Handling HTTP Requests and Responses; using Cookies; Session Tracking, Java Server Pages (JSP); JSP tags, Variables and Objects, Methods, Control statements, Loops, Request String, Parsing other information, User sessions, Cookies, Session Objects **Textbook 1: Chapter 31** **Textbook 2: Chapter 11**	
Teaching-Learning Process	Chalk and board, Online Demonstration
Module-5	
The concept of JDBC; JDBC Driver Types; JDBC packages; A brief overview of the JDBC Process; Database Connection; Associating the JDBC/ODBC Bridge with the Database; Statement Objects; ResultSet; Transaction Processing; Metadata, Data Types; Exceptions. **Textbook 2: Chapter 6**	
Teaching-Learning Process	Chalk and board, Online Demonstration

Course Outcomes

At the end of the course the student will be able to:

- CO 1. Understanding the fundamental concepts of Enumerations and Annotations
- CO 2. Apply the concepts of Generic classes in Java programs
- CO 3. Demonstrate the concepts of String operations in Java
- CO 4. Develop web based applications using Java servlets and JSP
- CO 5. Illustrate database interaction and transaction processing in Java

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 marks
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Textbooks

1. Herbert Schildt: JAVA the Complete Reference. 9th Edition, Tata McGraw-Hill
2. Jim Keogh, The Complete Reference J2EE, Tata McGraw-Hill

Reference Books:

1. Y. Daniel Liang: Introduction to JAVA Programming, 7th Edition, Pearson Education, 2007.

Weblinks and Video Lectures (e-Resources):

1. https://nptel.ac.in/courses/106/105/106105191/
2. https://nptel.ac.in/courses/106/105/106105225/

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Programming exercises

VI Semester

ADVANCED COMPUTER ARCHITECTURE			
Course Code	21CS643	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course Learning Objectives

CLO 1. Describe computer architecture.
CLO 2. Measure the performance of architectures in terms of right parameters.
CLO 3. Summarize parallel architecture and the software used for them

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same program
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Theory of Parallelism: Parallel Computer Models, The State of Computing, Multiprocessors and Multicomputer, Multivector and SIMD Computers, PRAM and VLSI Models, Program and Network Properties, Conditions of Parallelism, Program Partitioning and Scheduling, Program Flow Mechanisms, System Interconnect Architectures, Principles of Scalable Performance, Performance Metrics and Measures, Parallel Processing Applications, Speedup
Performance Laws. For all Algorithm or mechanism any one example is sufficient.

Chapter 1 (1.1to 1.4), Chapter 2(2.1 to 2.4) Chapter 3 (3.1 to 3.3)

Teaching-Learning Process	Chalk and board, Online demonstration, Problem based learning

Module-2

Hardware Technologies 1: Processors and Memory Hierarchy, Advanced Processor Technology, Superscalar and Vector Processors, Memory Hierarchy Technology, Virtual Memory Technology. For all Algorithms or mechanisms any one example is sufficient.

Chapter 4 (4.1 to 4.4)

Teaching-Learning Process	Chalk and board, Online Demonstration

Module-3

Hardware Technologies 2: Bus Systems, Cache Memory Organizations, Shared Memory Organizations, Sequential and Weak Consistency Models, Pipelining and Superscalar Techniques, Linear Pipeline Processors, Nonlinear Pipeline Processors. For all Algorithms or mechanisms any one example is sufficient.

Chapter 5 (5.1 to 5.4) Chapter 6 (6.1 to 6.2)	
Teaching-Learning Process	Chalk and board, Online Demonstration
Module-4	
Parallel and Scalable Architectures: Multiprocessors and Multicomputers, Multiprocessor System Interconnects, Cache Coherence and Synchronization Mechanisms, Message-Passing Mechanisms, Multivector and SIMD Computers, Vector Processing Principles, Multivector Multiprocessors, Compound Vector Processing, Scalable, Multithreaded, and Dataflow Architectures, Latency-Hiding Techniques, Principles of Multithreading, Fine- Grain Multicomputers. For all Algorithms or mechanisms any one example is sufficient. **Chapter 7 (7.1,7.2 and 7.4) Chapter 8(8.1 to 8.3) Chapter 9(9.1 to 9.3)**	
Teaching-Learning Process	Chalk and board, Online Demonstration
Module-5	
Software for parallel programming: Parallel Models, Languages, and Compilers ,Parallel Programming Models, Parallel Languages and Compilers, Dependence Analysis of Data Arrays. Instruction and System Level Parallelism, Instruction Level Parallelism, Computer Architecture, Contents, Basic Design Issues, Problem Definition, Model of a Typical Processor, Compiler-detected Instruction Level Parallelism ,Operand Forwarding ,Reorder Buffer, Register Renaming ,Tomasulo's Algorithm. For all Algorithms or mechanisms any one example is sufficient. **Chapter 10(10.1 to 10.3) Chapter 12(12.1 to 12.9)**	
Teaching-Learning Process	Chalk and board, Online Demonstration

Course Outcomes

At the end of the course the student will be able to:

- CO 1. Explain the concepts of parallel computing
- CO 2. Explain and identify the hardware technologies
- CO 3. Compare and contrast the parallel architectures
- CO 4. Illustrate parallel programming concepts

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks marks scored will be proportionately reduced to 50 marks
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Textbooks

1. Kai Hwang and Naresh Jotwani, Advanced Computer Architecture (SIE): Parallelism, Scalability, Programmability, McGraw Hill Education 3/e. 2015

Reference Books:

1. John L. Hennessy and David A. Patterson, Computer Architecture: A quantitative approach, 5th edition, Morgan Kaufmann Elseveir, 2013

Weblinks and Video Lectures (e-Resources):

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

VI Semester

DATA SCIENCE AND VISUALIZATION			
Course Code	21CS644	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course Learning Objectives

- CLO 1. To introduce data collection and pre-processing techniques for data science
- CLO 2. Explore analytical methods for solving real life problems through data exploration techniques
- CLO 3. Illustrate different types of data and its visualization
- CLO 4. Find different data visualization techniques and tools
- CLO 5. Design and map element of visualization well to perceive information

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Introduction to Data Science

Introduction: What is Data Science? Big Data and Data Science hype – and getting past the hype, Why now? – Datafication, Current landscape of perspectives, Skill sets. Needed Statistical Inference: Populations and samples, Statistical modelling, probability distributions, fitting a model.

Textbook 1: Chapter 1

Teaching-Learning Process	1. PPT – Recognizing different types of data, Data science process 2. Demonstration of different steps, learning definition and relation with data science

Module-2

Exploratory Data Analysis and the Data Science Process

Basic tools (plots, graphs and summary statistics) of EDA, Philosophy of EDA, The Data Science Process, Case Study: Real Direct (online realestate firm). Three Basic Machine Learning Algorithms: Linear Regression, k-Nearest Neighbours (k- NN), k-means.

Textbook 1: Chapter 2, Chapter 3

Teaching-Learning Process	1. PPT –Plots, Graphs, Summary Statistics 2. Demonstration of Machine Learning Algorithms

Module-3	
Feature Generation and Feature Selection Extracting Meaning from Data: Motivating application: user (customer) retention. Feature Generation (brainstorming, role of domain expertise, and place for imagination), Feature Selection algorithms. Filters; Wrappers; Decision Trees; Random Forests. Recommendation Systems: Building a User-Facing Data Product, Algorithmic ingredients of a Recommendation Engine, Dimensionality Reduction, Singular Value Decomposition, Principal Component Analysis, Exercise: build your own recommendation system. **Textbook 1: Chapter 6**	
Teaching-Learning Process	1. PPT – Feature generation, selection 2. Demonstration recommendation engine
Module-4	
Data Visualization and Data Exploration **Introduction:** Data Visualization, Importance of Data Visualization, Data Wrangling, Tools and Libraries for Visualization **Comparison Plots:** Line Chart, Bar Chart and Radar Chart; **Relation Plots:** Scatter Plot, Bubble Plot , Correlogram and Heatmap; **Composition Plots:** Pie Chart, Stacked Bar Chart, Stacked Area Chart, Venn Diagram; **Distribution Plots:** Histogram, Density Plot, Box Plot, Violin Plot; **Geo Plots:** Dot Map, Choropleth Map, Connection Map; What Makes a Good Visualization? **Textbook 2: Chapter 1, Chapter 2**	
Teaching-Learning Process	1. Demonstration of different data visualization tools.
Module-5	
A Deep Dive into Matplotlib Introduction, Overview of Plots in Matplotlib, **Pyplot Basics:** Creating Figures, Closing Figures, Format Strings, Plotting, Plotting Using pandas DataFrames, Displaying Figures**,** Saving Figures; **Basic Text and Legend Functions:** Labels, Titles, Text, Annotations, Legends**; Basic Plots:**Bar Chart, Pie Chart, Stacked Bar Chart, Stacked Area Chart, Histogram, Box Plot, Scatter Plot, Bubble Plot; **Layouts:** Subplots, Tight Layout, Radar Charts, GridSpec; **Images:** Basic Image Operations, Writing Mathematical Expressions **Textbook 2: Chapter 3**	
Teaching-Learning Process	1. PPT – Comparison of plots 2. Demonstration charts
Course Outcomes At the end of the course the student will be able to: CO 1. Understand the data in different forms CO 2. Apply different techniques to Explore Data Analysis and the Data Science Process CO 3. Analyze feature selection algorithms & design a recommender system. CO 4. Evaluate data visualization tools and libraries and plot graphs. CO 5. Develop different charts and include mathematical expressions.	
Assessment Details (both CIE and SEE) The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together **Continuous Internal Evaluation:** Three Unit Tests each of **20 Marks (duration 01 hour**)	

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 marks
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Textbooks

1. Doing Data Science, Cathy O'Neil and Rachel Schutt, O'Reilly Media, Inc O'Reilly Media, Inc, 2013
2. Data Visualization workshop, Tim Grobmann and Mario Dobler, Packt Publishing, ISBN 9781800568112

Reference:

1. Mining of Massive Datasets, Anand Rajaraman and Jeffrey D. Ullman, Cambridge University Press, 2010
2. Data Science from Scratch, Joel Grus, Shroff Publisher /O'Reilly Publisher Media
3. A handbook for data driven design by Andy krik

Weblinks and Video Lectures (e-Resources):

1. https://nptel.ac.in/courses/106/105/106105077/
2. https://www.oreilly.com/library/view/doing-data-science/9781449363871/toc01.html
3. http://book.visualisingdata.com/
4. https://matplotlib.org/
5. https://docs.python.org/3/tutorial/
6. https://www.tableau.com/

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Demonstration using projects

VI Semester

INTRODUCTION TO DATA STRUCTURES			
Course Code	21CS651	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course Learning Objectives

CLO 1. Introduce elementary data structures.
CLO 2. Analyze Linear Data Structures: Stack, Queues, Lists
CLO 3. Analyze Non Linear Data Structures: Trees
CLO 4. Assess appropriate data structure during program development/Problem Solving.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.

Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Introduction:
Introduction to arrays: one-dimensional arrays, two dimensional arrays, initializing two dimensional arrays, Multidimensional arrays.
Introduction to Pointers: Pointer concepts, accessing variables through pointers, Dynamic memory allocation, pointers applications.
Introduction to structures and unions: Declaring structures, Giving values to members, structure initialization, arrays of structures, nested structure, unions, size of structures.

Textbook 1: Ch 8.3 to 8.15,Ch 12.3 to 12.19
Textbook 2:Ch 2.1 to2.13,2.51 ,2.80 to 2.98

Teaching-Learning Process	Chalk and board, Active Learning

Module-2

Linear Data Structures-Stacks and queues:
Introduction, Stack representation in Memory, Stack Operations, Stack Implementation, Applications of Stack. Introduction, Queues-Basic concept, Logical representation of Queues, Queue Operations and its types, Queue Implementation, Applications of Queue.

Textbook 2: Ch 6.1 to 6.14 ,Ch 8.1,8.2

Teaching-Learning Process	Chalk and board, Active Learning, Problem Based Learning

Module-3

Linear Data Structures-Linked List:
Introduction, Linked list Basic concept, Logical representation of Linked list, Self-Referential structure, Singly-linked List Operations and Implementation, Circular Linked List, applications of Linked list.

Textbook 1: Ch 15.1 ,15.3,15.4,15.8 **Textbook 2: Ch 9.2.9.5**	
Teaching-Learning Process	Chalk and board, Active Learning, Problem based learning
Module-4	
Non Linear Data Structures – Trees Introduction, Basic concept, Binary Tree and its types, Binary Tree Representation, Binary Tree Traversal, Binary Search tree, Expression Trees. **Textbook1: Ch 16.1,16.2** **Textbook2:Ch 10.1,10.2,10.4,10.6.3**	
Teaching-Learning Process	Chalk& board, Active Learning, Problem based learning
Module-5	
Sorting and Searching Sorting: Introduction, Bubble sort, Selection sort, Insertion sort Searching: Introduction, Linear search, Binary search. **Textbook1: Ch 17.1,17.2.2, 17.2.4, 17.3.1,17.3.2** **Textbook2: Ch 11.1.,11.2,11.3,11.7,11.10.1,11.10.2**	
Teaching-Learning Process	Chalk and board, Active Learning, Problem based learning

Course Outcomes

At the end of the course the student will be able to:

CO 1. Express the fundamentals of static and dynamic data structure.
CO 2. Summarize the various types of data structure with their operations.
CO 3. Interpret various searching and sorting techniques.
CO 4. Choose appropriate data structure in problem solving.
CO 5. Develop all data structures in a high level language for problem solving.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 marks
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Textbooks

1. C Programming and data structures, E Balaguruswamy 4th Edition, 2007, McGraw Hill
2. Systematic approach to Data structures using C, A M Padma Reddy, 7th Edition 2007, Sri Nandi Publications.

References

1. Ellis Horowitz and Sartaj Sahni, Fundamentals of Data Structures in C, 2nd Ed, Universities Press, 2014.
2. Seymour Lipschutz, Data Structures Schaum's Outlines, Revised 1st Ed, McGraw Hill, 2014.

Weblinks and Video Lectures (e-Resources):

1. https://www.youtube.com/watch?v=DFpWCl_49i0
2. https://www.youtube.com/watch?v=x7t_-ULoAZM
3. https://www.youtube.com/watch?v=I37kGX-nZEI
4. https://www.youtube.com/watch?v=XuCbpw6Bj1U
5. https://www.youtube.com/watch?v=R9PTBwOzceo
6. https://www.youtube.com/watch?v=qH6yxkw0u78

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Demonstration of projects developed using Linear/Non-linear data structures

VI Semester

INTRODUCTION TO DATABASE MANAGEMENT SYSTEMS			
Course Code	21CS652	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course Learning Objectives

CLO 1. Understand the basic concepts and the applications of database systems.
CLO 2. Understand the relational database design principles.
CLO 3. Master the basics of SQL and construct queries using SQL.
CLO 4. Familiar with the basic issues of transaction processing and concurrency control.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) need not be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain the functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develops design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Introduction to Databases: Introduction, Characteristics of database approach, Advantages of using the DBMS approach, History of database applications.

Overview of Database Languages and Architectures: Data Models, Schemas, and Instances. Three schema
architecture and data independence, database languages, and interfaces, The Database System environment.

Conceptual Data Modelling using Entities and Relationships: Entity types, Entity sets, attributes, roles, and structural constraints, Weak entity types, ER diagrams,Examples

Textbook 1: Ch 1.1 to 1.8, 2.1 to 2.6, 3.1 to 3.7

Teaching-Learning Process	Chalk and board, Active Learning, Problem based learning

Module-2

Relational Model: Relational Model Concepts, Relational Model Constraints and relationaldatabase schemas, Update operations, transactions, and dealing with constraint violations.

Relational Algebra: Relational algebra: introduction, Selection and projection, set operations, renaming, Joins, Division, syntax, semantics. Operators, grouping and ungrouping, relational comparison**.** Examples of Queries in relational algebra.

Mapping Conceptual Design into a Logical Design: Relational Database Design using ER-to-Relational mapping.

Textbook 1:,ch5.1 to 5.3, 8.1 to 8.5, 9.1;

Teaching-Learning Process	Chalk and board, Active Learning, Demonstration

Module-3

SQL:SQL data definition and data types, specifying constraints in SQL, retrieval queries in SQL, INSERT, DELETE, and UPDATE statements in SQL, Additional features of SQL.

Advances Queries: More complex SQL retrieval queries, Specifying constraints asassertions and action triggers, Views in SQL, Schema change statements in SQL.Database

Textbook 1: Ch 6.1 to 6.5, 7.1 to 7.4; Textbook 2: 6.1 to 6.6;

Teaching-Learning Process	Chalk and board, Problem based learning, Demonstration

Module-4

Normalization: Database Design Theory – Introduction to Normalization using Functional and Multivalued Dependencies: Informal design guidelines for relation schema, Functional Dependencies, Normal Forms based on Primary Keys, Second and Third Normal Forms, Boyce-Codd Normal Form, Multivalued Dependency and Fourth Normal Form, Join Dependencies and Fifth Normal Form. Examples on normal forms.

Textbook 1: Ch 14.1 to -14.7, 15.1 to 15.6

Teaching-Learning Process	Chalk& board, Problem based learning

Module-5

Transaction management and Concurrency –Control Transaction management: ACID properties, serializability and concurrency control, Lock based concurrency control (2PL, Deadlocks), Time stamping methods, optimistic methods, database recovery management.

Textbook 1: Ch 20.1 to 20.6, 21.1 to 21.7;

Teaching-Learning Process	Chalk and board, MOOC

Course Outcomes

At the end of the course the student will be able to:

- CO 1. Identify, analyze and define database objects, enforce integrity constraints on a database using RDBMS
- CO 2. Use Structured Query Language (SQL) for database manipulation.
- CO 3. Design and build simple database systems
- CO 4. Develop application to interact with databases.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 marks
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Textbooks

1. Fundamentals of Database Systems, RamezElmasri and Shamkant B. Navathe, 7th Edition, 2017, Pearson.
2. Database management systems, Ramakrishnan, and Gehrke, 3rd Edition, 2014, McGraw Hill

Weblinks and Video Lectures (e-Resources):

1. https://www.youtube.com/watch?v=3EJlovevfcA
2. https://www.youtube.com/watch?v=9TwMRs3qTcU
3. https://www.youtube.com/watch?v=ZWl0Xow304I
4. https://www.youtube.com/watch?v=4YilEjkNPrQ
5. https://www.youtube.com/watch?v=CZTkgMoqVss
6. https://www.youtube.com/watch?v=Hl4NZB1XR9c
7. https://www.youtube.com/watch?v=EGEwkad_llA
8. https://www.youtube.com/watch?v=t5hsV9lC1rU

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Real world problem solving: Developing and demonstration of models / projects based on DBMS application

VI Semester

INTRODUCTION TO CYBER SECURITY			
Course Code	21CS653	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course Learning Objectives

- CLO 1. To familiarize cybercrime terminologies and ACTs
- CLO 2. Understanding cybercrime in mobiles and wireless devices along with the tools for Cybercrime and prevention
- CLO 3. Understand the motive and causes for cybercrime, cybercriminals, and investigators
- CLO 4. Understanding criminal case and evidence, detection standing criminal case and evidence.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Introduction to Cybercrime:

Cybercrime: Definition and Origins of the Word, Cybercrime and Information Security, Who are Cybercriminals? Classifications of Cybercrimes,

Cybercrime: The Legal Perspectives,

Cybercrimes: An Indian Perspective, Cybercrime and the Indian ITA 2000.

Textbook1:Ch1 (1.1 to 1.8).

Teaching-Learning Process	Chalk and board, Active Learning

Module-2

Cyber offenses:
How Criminals Plan Them: Introduction, How Criminals Plan the Attacks, Social Engineering, Cyber stalking, Cybercafe and Cybercrimes.

Botnets: The Fuel for Cybercrime, Attack Vector

Textbook1: Ch2 (2.1 to 2.7).

Teaching-Learning Process	Chalk and board, Active Learning

Module-3

Tools and Methods Used in Cybercrime: Introduction, Proxy Servers and Anonymizers, Phishing, Password Cracking, Key loggers and Spywares, Virus and Worms, Trojan Horses and Backdoors, Steganography, DoS and DDoS Attacks, Attacks on Wireless Networks.

Textbook1: Ch4 (4.1 to 4.9, 4.12).

Teaching-Learning Process	Chalk and board, Case studies

Module-4

Understanding the people on the scene: Introduction, understanding cyber criminals, understanding cyber victims, understanding cyber investigators.

The Computer Investigation process: investigating computer crime.

Understanding Cybercrime Prevention: Understanding Network Security Concepts, Understanding Basic Cryptography Concepts, Making the Most of Hardware and Software Security

Textbook 2:Ch3,Ch 4, Ch 7.

Teaching-Learning Process	Chalk& board, Case studies

Module-5

Cybercrime Detection Techniques: Security Auditing and Log Firewall Logs, Reports, Alarms, and Alerts, Commercial Intrusion Detection Systems, Understanding E-Mail Headers Tracing a Domain Name or IP Address.

Collecting and preserving digital Evidence: Introduction, understanding the role of evidence in a criminal case, collecting digital evidence, preserving digital evidence, recovering digital evidence, documenting evidence.

TextBook 2:Ch 9, Ch 10.

Teaching-Learning Process	Chalk and board, Case studies

Course Outcomes

At the end of the course the student will be able to:

- CO 1. Describe the cyber crime terminologies
- CO 2. Analyze cybercrime in mobiles and wireless devices along with the tools for Cybercrime and prevention
- CO 3. Analyze the motive and causes for cybercrime, cybercriminals, and investigators
- CO 4. Apply the methods for understanding criminal case and evidence, detection standing criminal case and evidence.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 marks
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Textbooks

1. SunitBelapure and Nina Godbole, "Cyber Security: Understanding Cyber Crimes, Computer Forensics And Legal Perspectives", Wiley India Pvt Ltd, ISBN: 978-81- 265-21791, 2013
2. Debra Little John Shinder and Michael Cross, "Scene of the cybercrime", 2nd edition, Syngress publishing Inc, Elsevier Inc, 2008

Reference Books:

1. Robert M Slade, "Software Forensics", Tata McGraw Hill, New Delhi, 2005.
2. Bernadette H Schell, Clemens Martin, "Cybercrime", ABC – CLIO Inc, California, 2004.
3. Nelson Phillips and EnfingerSteuart, "Computer Forensics and Investigations", Cengage Learning, New Delhi, 2009.
4. Kevin Mandia, Chris Prosise, Matt Pepe, "Incident Response and Computer Forensics", Tata McGraw -Hill, New Delhi, 2006.

Weblinks and Video Lectures (e-Resources):

1. https://www.youtube.com/watch?v=czDzUP1HclQ
2. https://www.youtube.com/watch?v=qS4ViqnjkC8
3. https://www.trendmicro.com/en_nz/ciso/21/h/cybercrime-today-and-the-future.html

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Real world problem solving: Demonstration of projects related to Cyber security.

VI Semester

PROGRAMMING IN JAVA			
Course Code	21CS654	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course Learning Objectives

- CLO 1. Learn fundamental features of object oriented language and JAVA.
- CLO 2. To create, debug and run simple Java programs.
- CLO 3. Learn object oriented concepts using programming examples.
- CLO 4. Study the concepts of importing of packages and exception handling mechanism.
- CLO 5. Discuss the String Handling examples with Object Oriented concepts.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

An Overview of Java: Object-Oriented Programming, A First Simple Program, A Second Short Program, Two Control Statements, Using Blocks of Code, Lexical Issues, The Java Class Libraries.

Data Types, Variables, and Arrays: Java Is a Strongly Typed Language, The Primitive Types, Integers, Floating-Point Types, Characters, Booleans, A Closer Look at Literals, Variables, Type Conversion and Casting, Automatic Type Promotion in Expressions, Arrays, A Few Words About Strings

Textbook 1:Ch 2,Ch 3.

Teaching-Learning Process	Chalk and board, Problem based learning.

Module-2

Operators: Arithmetic Operators, The Bitwise Operators, Relational Operators, Boolean Logical Operators, The Assignment Operator, The ? Operator, Operator Precedence, Using Parentheses,

Control Statements: Java's Selection Statements, Iteration Statements, Jump Statements.

Textbook 1:Ch 4,Ch 5.

Teaching-Learning Process	Chalk and board, Active Learning, Demonstration

Module-3

Introducing Classes: Class Fundamentals, Declaring Objects, Assigning Object Reference Variables, Introducing Methods, Constructors, The this Keyword, Garbage Collection, The finalize( ) Method, A Stack Class.

A Closer Look at Methods and Classes: Overloading Methods, Using Objects as Parameters, A Closer Look at Argument Passing, Returning Objects, Recursion, Introducing Access Control, Understanding static, Introducing final, Arrays Revisited. **Inheritance:** Inheritance, Using super, Creating a Multilevel Hierarchy, When Constructors Are Called, Method Overriding. **Textbook 1: Ch 6, Ch 7.1-7.9,Ch 8.1-8.5**	
Teaching-Learning Process	Chalk and board, Problem based learning, Demonstration
Module-4	
Packages and Interfaces: Packages, Access Protection, Importing Packages, Interfaces. **Exception Handling**: Exception-Handling Fundamentals, Exception Types, Uncaught Exceptions, Using try and catch, Multiple catch Clauses, Nested try Statements, throw, throws, finally, Java's Built-in Exceptions, Creating Your Own Exception Subclasses, Chained Exceptions, Using Exceptions **Textbook 1: Ch 9,Ch 10.**	
Teaching-Learning Process	Chalk& board, Problem based learning, Demonstration
Module-5	
Enumerations :Enumerations, Type Wrappers. **String Handling:** The String Constructors, String Length, Special String Operations, Character Extraction, String Comparison, Searching Strings, Modifying a String, Data Conversion Using valueOf( ), Changing the Case of Characters Within a String , Additional String Methods, StringBuffer, StringBuilder. **Textbook 1: Ch 12.1,12.2,Ch 15.**	
Teaching-Learning Process	Chalk and board, Problem based learning, Demonstration

Course Outcomes

At the end of the course the student will be able to:

- CO 1. Develop JAVA programs using OOP principles and proper program structuring.
- CO 2. Develop JAVA program using packages, inheritance and interface.
- CO 3. Develop JAVA programs to implement error handling techniques using exception handling
- CO 4. Demonstrate string handling concepts using JAVA.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course. **Semester End Examination:** Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)** 1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 marks 2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module The students have to answer 5 full questions, selecting one full question from each module
Suggested Learning Resources:
Textbooks 1. Herbert Schildt, Java The Complete Reference, 7th Edition, Tata McGraw Hill, 2007. (Chapters 2, 3, 4, 5, 6,7, 8, 9,10, 12,15) **Reference Books:** 1. Mahesh Bhave and Sunil Patekar, "Programming with Java", First Edition, Pearson Education,2008, ISBN:9788131720806. 2. Rajkumar Buyya,SThamarasiselvi, xingchen chu, Object oriented Programming with java, Tata McGraw Hill education private limited. 3. E Balagurusamy, Programming with Java A primer, Tata McGraw Hill companies. 4. Anita Seth and B L Juneja, JAVA One step Ahead, Oxford University Press, 2017.
Weblinks and Video Lectures (e-Resources):
Activity Based Learning (Suggested Activities in Class)/ Practical Based learning Real world problem solving: Demonstration of projects developed using JAVA

VI Semester

COMPUTER GRAPHICS AND IMAGE PROCESSING LABORATORY

Course Code	21CSL66	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Total Hours of Pedagogy	24	Total Marks	100
Credits	1	Exam Hours	03

Course Objectives:

CLO 1: Demonstrate the use of Open GL.
CLO 2: Demonstrate the different geometric object drawing using openGL
CLO 3: Demonstration of 2D/3D transformation on simple objects.
CLO 4: Demonstration of lighting effects on the created objects.
CLO 5: Demonstration of Image processing operations on image/s.

Sl. No.	Practise Programs
	• Installation of OpenGL /OpenCV/ Python and required headers • Simple programs using OpenGL (Drawing simple geometric object like line, circle, rectangle, square) • Simple programs using OpenCV (operation on an image/s)
	PART A ***List of problems for which student should develop program and execute in the Laboratory using openGL/openCV/ Python***
1.	Develop a program to draw a line using Bresenham's line drawing technique
2.	Develop a program to demonstrate basic geometric operations on the 2D object
3.	Develop a program to demonstrate basic geometric operations on the 3D object
4.	Develop a program to demonstrate 2D transformation on basic objects
5.	Develop a program to demonstrate 3D transformation on 3D objects
6.	Develop a program to demonstrate Animation effects on simple objects.
7.	Write a Program to read a digital image. Split and display image into 4 quadrants, up, down, right and left.
8.	Write a program to show rotation, scaling, and translation on an image.
9.	Read an image and extract and display low-level features such as edges, textures using filtering techniques.
10.	Write a program to blur and smoothing an image.
11.	Write a program to contour an image.
12.	Write a program to detect a face/s in an image.
	PART B **Practical Based Learning**
	Student should develop a mini project and it should be demonstrate in the laboratory examination, Some of the projects are listed and it is not limited to: ➢ Recognition of License Plate through Image Processing ➢ Recognition of Face Emotion in Real-Time ➢ Detection of Drowsy Driver in Real-Time ➢ Recognition of Handwriting by Image Processing ➢ Detection of Kidney Stone ➢ Verification of Signature ➢ Compression of Color Image ➢ Classification of Image Category ➢ Detection of Skin Cancer ➢ Marking System of Attendance using Image Processing ➢ Detection of Liver Tumor ➢ IRIS Segmentation ➢ Detection of Skin Disease and / or Plant Disease ➢ Biometric Sensing System . ➢ Projects which helps to formers to understand the present developments in agriculture.

	➢ Projects which helps high school/college students to understand the scientific problems. ➢ Simulation projects which helps to understand innovations in science and technology

Course Outcome (Course Skill Set)

At the end of the course the student will be able to:

CO 1: Use openGL /OpenCV for the development of mini Projects.
CO 2: Analyze the necessity mathematics and design required to demonstrate basic geometric transformation techniques.
C0 3: Demonstrate the ability to design and develop input interactive techniques.
C0 4: Apply the concepts to Develop user friendly applications using Graphics and IP concepts.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination (SEE).

Continuous Internal Evaluation (CIE):

CIE marks for the practical course is **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled downed to 30 marks (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8^{th} week of the semester and the second test shall be conducted after the 14^{th} week of the semester.
- In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book
- The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks).
  The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

- SEE marks for the practical course is 50 Marks.
- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University
- All laboratory experiments are to be included for practical examination.
- (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.
- Students can pick one question (experiment) from the questions lot prepared by the internal /external examiners jointly.

- Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.
- General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)
- Students can pick one experiment from the questions lot of PART A with equal choice to all the students in a batch.
- **PART B :** Student should develop a mini project and it should be demonstrated in the laboratory examination (with report and presentation).
- Weightage of marks for **PART A is 60%** and for **PART B is 40%.** General rubrics suggested to be followed for part A and part B.
- Change of experiment is allowed only once (in part A) and marks allotted to the procedure part to be made zero.
- The duration of SEE is 03 hours.

Suggested Learning Resources:

1. Donald Hearn & Pauline Baker: Computer Graphics with OpenGL Version,3rd/4th Edition, Pearson Education,2011
2. James D Foley, Andries Van Dam, Steven K Feiner, John F Huges Computer graphics with OpenGL: Pearson education

Weblinks and Video Lectures (e-Resources):

1. https://nptel.ac.in/courses/106/106/106106090/
2. https://nptel.ac.in/courses/106/102/106102063/
3. https://nptel.ac.in/courses/106/103/106103224/
4. https://nptel.ac.in/courses/106/102/106102065/
5. https://www.tutorialspoint.com/opencv/
6. https://medium.com/analytics-vidhya/introduction-to-computer-vision-opencv-in-python-fb722e805e8b

VII Semester

BIG DATA ANALYTICS			
Course Code	21CS71	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course Learning Objectives:

- CLO 1. Understand fundamentals and applications of Big Data analytics
- CLO 2. Explore the Hadoop framework and Hadoop Distributed File system and essential Hadoop Tools
- CLO 3. Illustrate the concepts of NoSQL using MongoDB and Cassandra for Big Data
- CLO 4. Employ MapReduce programming model to process the big data
- CLO 5. Understand various machine learning algorithms for Big Data Analytics, Web Mining and Social Network Analysis.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) does not mean only traditional lecture method, but different type of teaching methods may be adopted to develop the outcomes.
2. Show Video/animation films to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
6. Topics will be introduced in a multiple representation.
7. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Introduction to Big Data Analytics: Big Data, Scalability and Parallel Processing, Designing Data Architecture, Data Sources, Quality, Pre-Processing and Storing, Data Storage and Analysis, Big Data Analytics Applications and Case Studies.

Textbook 1: Chapter 1: 1.2 -1.7

Teaching-Learning Process	Chalk and board https://www.youtube.com/watch?v=n_Krer6YWY4 https://onlinecourses.nptel.ac.in/noc20_cs92/preview

Module-2

Introduction to Hadoop (T1): Introduction, Hadoop and its Ecosystem, Hadoop Distributed File System, MapReduce Framework and Programming Model, Hadoop Yarn, Hadoop Ecosystem Tools.

Hadoop Distributed File System Basics (T2): HDFS Design Features, Components, HDFS User Commands.

Essential Hadoop Tools (T2): Using Apache Pig, Hive, Sqoop, Flume, Oozie, HBase.

Textbook 1: Chapter 2 :2.1-2.6
Textbook 2: Chapter 3

Textbook 2: Chapter 7 (except walk throughs)	
Teaching-Learning Process	1. Chalk and Board 2. Laboratory Demonstration
Module-3	
NoSQL Big Data Management, MongoDB and Cassandra: Introduction, NoSQL Data Store, NoSQL Data Architecture Patterns, NoSQL to Manage Big Data, Shared-Nothing Architecture for Big Data Tasks, MongoDB, Databases, Cassandra Databases. **Textbook 1: Chapter 3: 3.1-3.7**	
Teaching-Learning Process	1. Chalk and Board 2. Laboratory Demonstration https://www.youtube.com/watch?v=pWbMrx5rVBE
Module-4	
Introduction, MapReduce Map Tasks, Reduce Tasks and MapReduce Execution, Composing MapReduce for Calculations and Algorithms, Hive, HiveQL, Pig. **Textbook 1: Chapter 4: 4.1-4.6**	
Teaching-Learning Process	1. Chalk and Board 2. Laboratory Demonstration
Module-5	
Machine Learning Algorithms for Big Data Analytics: Introduction, Estimating the relationships, Outliers, Variances, Probability Distributions, and Correlations, Regression analysis, Finding Similar Items, Similarity of Sets and Collaborative Filtering, Frequent Itemsets and Association Rule Mining. **Text, Web Content, Link, and Social Network Analytics:** Introduction, Text mining, Web Mining, Web Content and Web Usage Analytics, Page Rank, Structure of Web and analyzing a Web Graph, Social Network as Graphs and Social Network Analytics: **Textbook 1: Chapter 6: 6.1 to 6.5** **Textbook 1: Chapter 9: 9.1 to 9.5**	
Teaching-Learning Process	1. Chalk and Board 2. Laboratory Demonstration
Course outcome (Course Skill Set) At the end of the course the student will be able to: CO 1. Understand fundamentals and applications of Big Data analytics. CO 2. Investigate Hadoop framework, Hadoop Distributed File system and essential Hadoop tools. CO 3. Illustrate the concepts of NoSQL using MongoDB and Cassandra for Big Data. CO 4. Demonstrate the MapReduce programming model to process the big data along with Hadoop tools. CO 5. Apply Machine Learning algorithms for real world big data, web contents and Social Networks to provide analytics with relevant visualization tools.	
Assessment Details (both CIE and SEE) The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together	

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 marks
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Textbooks

1. Raj Kamal and Preeti Saxena, "Big Data Analytics Introduction to Hadoop, Spark, and Machine-Learning", McGraw Hill Education, 2018 ISBN: 9789353164966, 9353164966
2. Douglas Eadline, "Hadoop 2 Quick-Start Guide: Learn the Essentials of Big Data Computing in the Apache Hadoop 2 Ecosystem", 1 stEdition, Pearson Education, 2016. ISBN13: 978-9332570351

Reference Books

1. Tom White, "Hadoop: The Definitive Guide", 4 th Edition, O‟Reilly Media, 2015.ISBN-13: 978-9352130672
2. Boris Lublinsky, Kevin T Smith, Alexey Yakubovich, "Professional Hadoop Solutions", 1 stEdition, Wrox Press, 2014ISBN-13: 978-8126551071
3. Eric Sammer, "Hadoop Operations: A Guide for Developers and Administrators",1 stEdition, O'Reilly Media, 2012.ISBN-13: 978-9350239261
4. ArshdeepBahga, Vijay Madisetti, "Big Data Analytics: A Hands-On Approach", 1st Edition, VPT Publications, 2018. ISBN-13: 978-0996025577

Weblinks and Video Lectures (e-Resources):

1. https://www.youtube.com/watch?v=n_Krer6YWY4
2. https://onlinecourses.nptel.ac.in/noc20_cs92/preview
3. https://www.digimat.in/nptel/courses/video/106104189/L01.html

4. https://web2.qatar.cmu.edu/~mhhammou/15440-f19/recitations/Project4_Handout.pdf
Activity Based Learning (Suggested Activities in Class)/ Practical Based learning **Mini Project Topics for Practical Based Learning :**Search Engine Optimization, Social Media Reputation Monitoring, Equity Research, Detection of Global Suicide rate, Find the Percentage of Pollution in India, Analyze crime rate in India, Health Status Prediction, Anomaly Detection in cloud server, Tourist Behaviour Analysis, BusBest Not limited to above topics

VII Semester

CLOUD COMPUTING			
Course Code	21CS72	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2:0:0:0	SEE Marks	50
Total Hours of Pedagogy	24	Total Marks	100
Credits	02	Exam Hours	03

Course Learning Objectives:

- CLO 1. Introduce the rationale behind the cloud computing revolution and the business drivers
- CLO 2. Introduce various models of cloud computing
- CLO 3. Introduction on how to design cloud native applications, the necessary tools and the design tradeoffs.
- CLO 4. Realize the importance of Cloud Virtualization, Abstraction`s and Enabling Technologies and cloud security

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) does not mean only traditional lecture method, but different type of teaching methods may be adopted to develop the outcomes.
2. Show Video/animation films to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
6. Topics will be introduced in a multiple representation.
7. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Introduction:
Introduction ,Cloud Computing at a Glance, Historical Developments, Building Cloud Computing Environments, Amazon Web Services (AWS), Google AppEngine, Microsoft Azure, Hadoop, Force.com and Salesforce.com, Manjrasoft Aneka

Textbook 1: Chapter 1: 1.1,1.2 and 1.3

Teaching-Learning Process	Chalk and board, Active Learning

Module-2

Virtualization: Introduction, Characteristics of Virtualized, Environments Taxonomy of Virtualization Techniques, Execution Virtualization, Other Types of Virtualization, Virtualization and Cloud Computing, Pros and Cons of Virtualization, Technology Examples

Textbook 1 : Chapter 3: 3.1 to 3.6

Teaching-Learning Process	Chalk and board, Active Learning

Module-3

Cloud Computing Architecture: Introduction, Cloud Reference Model, Types of Clouds, Economics of the Cloud, Open Challenges

Textbook 1: Chapter 4: 4.1 to 4.5

Teaching-Learning Process	Chalk and board, Demonstration
Module-4	
Cloud Security: Risks, Top concern for cloud users, privacy impact assessment, trust, OS security, VM Security, Security Risks posed by shared images and management OS. **Textbook 2: Chapter 9: 9.1 to 9.6, 9.8, 9.9**	
Teaching-Learning Process	Chalk and board
Module-5	
Cloud Platforms in Industry Amazon web services: - Compute services, Storage services, Communication services, Additional services. Google AppEngine: - Architecture and core concepts, Application life cycle, Cost model, Observations. **Textbook 1: Chapter 9: 9.1 to 9.2** **Cloud Applications:** Scientific applications: - HealthCare: ECG analysis in the cloud, Biology: gene expression data analysis for cancer diagnosis, Geoscience: satellite image processing. Business and consumer applications: CRM and ERP, Social networking, media applications. **Textbook 1: Chapter 10: 10.1 to 10.2**	
Teaching-Learning Process	Chalk and board

Course outcome (Course Skill Set)

At the end of the course the student will be able to:

- CO 1. Understand and analyze various cloud computing platforms and service provider.
- CO 2. Illustrate various virtualization concepts.
- CO 3. Identify the architecture, infrastructure and delivery models of cloud computing.
- CO 4. Understand the Security aspects of CLOUD.
- CO 5. Define platforms for development of cloud applications

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 marks
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 2 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Textbooks

1. Rajkumar Buyya, Christian Vecchiola, and Thamrai Selvi Mastering Cloud Computing McGraw Hill Education.
2. Dan C. Marinescu, Cloud Compting Theory and Practice, Morgan Kaufmann, Elsevier 2013

Reference Books

1. Toby Velte, Anthony Velte, Cloud Computing: A Practical Approach, McGraw-Hill Osborne Media.
2. George Reese, Cloud Application Architectures: Building Applications and Infrastructure in the Cloud, O'Reilly Publication.
3. John Rhoton, Cloud Computing Explained: Implementation Handbook for Enterprises, Recursive Press.

Weblinks and Video Lectures (e-Resources):

- https://www.youtube.com/watch?v=1N3oqYhzHv4
- https://www.youtube.com/watch?v=RWgW-CgdIk0

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

VII Semester

OBJECT ORIENTED MODELING AND DESIGN			
Course Code	21CS731	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course Learning Objectives

CLO 1. Describe the concepts involved in Object-Oriented modelling and their benefits.
CLO 2. Demonstrate concept of use-case model, sequence model and state chart model for a given problem.
CLO 3. Explain the facets of the unified process approach to design and build a Software system.
CLO 4. Translate the requirements into implementation for Object Oriented design.
CLO 5. Choose an appropriate design pattern to facilitate development procedure.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Advanced object and class concepts; Association ends; N-ary associations; Aggregation; Abstract classes; Multiple inheritance; Metadata; Reification; Constraints; Derived Data; Packages. State Modeling: Events, States, Transistions and Conditions, State Diagrams, State diagram behaviour.

Textbook-1: 4, 5

Teaching-Learning Process	Chalk and board, Demonstration

Module-2

UseCase Modelling and Detailed Requirements: Overview; Detailed object-oriented Requirements definitions; System Processes-A use case/Scenario view; Identifying Input and outputs-The System sequence diagram; Identifying Object Behaviour-The state chart Diagram; Integrated Object-oriented Models.

Textbook-2:Chapter- 6:Page 210 to 250

Teaching-Learning Process	Chalk and board, Demonstration

Module-3

Process Overview, System Conception and Domain Analysis: Process Overview: Development stages; Development life Cycle; System Conception: Devising a system concept; elaborating a concept; preparing

a problem statement. Domain Analysis: Overview of analysis; Domain Class model: Domain state model; Domain interaction model; Iterating the analysis. **Textbook-1:Chapter- 10,11,and 12**	
Teaching-Learning Process	Chalk and board, Demonstration
Module-4	
Use case Realization :The Design Discipline within up iterations: Object Oriented Design-The Bridge between Requirements and Implementation; Design Classes and Design within Class Diagrams; Interaction Diagrams-Realizing Use Case and defining methods; Designing with Communication Diagrams; Updating the Design Class Diagram; Package Diagrams-Structuring the Major Components; Implementation Issues for Three-Layer Design. **Textbook-2: Chapter 8: page 292 to 346**	
Teaching-Learning Process	Chalk and board, Demonstration
Module-5	
Design Patterns: Introduction; what is a design pattern?, Describing design patterns, the catalogue of design patterns, Organizing the catalogue, How design patterns solve design problems, how to select a design patterns, how to use a design pattern; Creational patterns: prototype and singleton (only); structural patterns adaptor and proxy (only). **Textbook-3: Ch-1: 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8,Ch-3,Ch-4.**	
Teaching-Learning Process	Chalk and board, Demonstration

Course Outcomes

At the end of the course the student will be able to:

- CO 1. Describe the concepts of object-oriented and basic class modelling.
- CO 2. Draw class diagrams, sequence diagrams and interaction diagrams to solve problems.
- CO 3. Choose and apply a befitting design pattern for the given problem.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 marks
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Textbooks

1. Michael Blaha, James Rumbaugh: Object Oriented Modelling and Design with UML,2nd Edition, Pearson Education,2005
2. Satzinger, Jackson and Burd: Object-Oriented Analysis & Design with the Unified Process, Cengage Learning, 2005.
3. Erich Gamma, Richard Helm, Ralph Johnson and john Vlissides: Design Patterns –Elements of Reusable Object-Oriented Software, Pearson Education,2007.

Reference:

1. Grady Booch et. al.: Object-Oriented Analysis and Design with Applications,3rd Edition,Pearson Education,2007.
2. Frank Buschmann, RegineMeunier, Hans Rohnert, Peter Sommerlad, Michel Stal: Pattern –Oriented Software Architecture. A system of patterns , Volume 1, John Wiley and Sons.2007.
3. Booch, Jacobson, Rambaugh : Object-Oriented Analysis and Design with Applications, 3rd edition, pearson, Reprint 2013

Weblinks and Video Lectures (e-Resources):

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

VII Semester

DIGITAL IMAGE PROCESSING			
Course Code	21CS732	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course Learning Objectives

CLO 1. Understand the fundamentals of digital image processing
CLO 2. Explain the image transform techniques used in digital image processing
CLO 3. Apply different image enhancement techniques on digital images
CLO 4. Evaluate image restoration techniques and methods used in digital imageprocessing
CLO 5. Understand the Morphological Operations and Segmentation used in digital imageprocessing

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Digital Image Fundamentals: What is Digital Image Processing? Originsof Digital Image Processing, Examples of fields that use DIP, FundamentalSteps in Digital Image Processing, Components of an Image ProcessingSystem, Elements of Visual Perception, Image Sensing and Acquisition, Image Sampling and Quantization, Some Basic Relationships BetweenPixels, Linear and Nonlinear Operations.

Textbook 1: Chapter 1 and Chapter 2: Sections 2.1 to 2.5, 2.6.2

Teaching-Learning Process	Chalk and board, Active Learning, Problem based learning

Module-2

Spatial Domain: Some Basic Intensity Transformation Functions, Histogram Processing, Fundamentals of Spatial Filtering, SmoothingSpatial Filters, Sharpening Spatial Filters

Frequency Domain: Preliminary Concepts, The Discrete FourierTransform (DFT) of Two Variables, Properties of the 2-D DFT, Filtering inthe Frequency Domain, Image Smoothing and Image Sharpening UsingFrequency Domain Filters, Selective Filtering.

Textbook 1: Chapter 3: Sections 3.2 to 3.6 and Chapter 4: Sections 4.2, 4.5 to 4.10

Teaching-Learning Process	1. Chalk and board, Active Learning, Demonstration 2. Laboratory Demonstration

Module-3

Restoration: Noise models, Restoration in the Presence of Noise Onlyusing Spatial Filtering and Frequency Domain Filtering, Linear, Position-Invariant Degradations, Estimating the Degradation Function, InverseFiltering, Minimum Mean Square Error (Wiener) Filtering, ConstrainedLeast Squares Filtering.

Textbook 1: Chapter 5: Sections 5.2, to 5.9

Teaching-Learning Process	1. Chalk and board

Module-4

Color Image Processing: Color Fundamentals, Color Models, Pseudo color Image Processing.
Wavelets: Background, Multiresolution Expansions.

Morphological Image Processing: Preliminaries, Erosion and Dilation, Opening and Closing, The Hit-or-Miss Transforms, Some Basic Morphological Algorithms.

Text: Chapter 6: Sections 6.1 to 6.3, Chapter 7: Sections 7.1 and 7.2, Chapter 9: Sections 9.1 to 9.5

Teaching-Learning Process	1.Chalk& board 2.Demonstartion of Case study /Application for wavelet transfer method

Module-5

Segmentation: Introduction, classification of image segmentation algorithms, Detection of Discontinuities, Edge Detection, Hough Transforms and Shape Detection, Corner Detection, Principles of Thresholding.

Representation and Description: Representation, Boundary descriptors.

Text2: Chapter 9: Sections 9.1, to 9.7 and Text 1: Chapter 11: Sections 11.1and 11.2

Teaching-Learning Process	1.Chalk and board, MOOC. 2. Poster making activity for various image segmentation algorithms

Course Outcomes

At the end of the course the student will be able to:

- CO 1. Understand the fundamentals of Digital Image Processing.
- CO 2. Apply different Image transformation techniques
- CO 3. Analyze various image restoration techniques
- CO 4. Understand colour image and morphological processing
- CO 5. Design image analysis and segmentation techniques

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 marks
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Textbooks

1. Rafael C. Gonzalez and Richard E. Woods, Digital Image Processing, Third Ed., Prentice Hall, 2008.
2. S. Sridhar, Digital Image Processing, Oxford University Press, 2ndEdition, 2016

Reference:

1. Digital Image Processing- S.Jayaraman, S.Esakkirajan, T.Veerakumar, TataMcGraw Hill 2014.
2. Fundamentals of Digital Image Processing-A. K. Jain, Pearson 2004

Weblinks and Video Lectures (e-Resources):

1. https://https://nptel.ac.in/courses/106/105/106105032/
2. https://github.com/PrajwalPrabhuiisc/Image-processing-assignments

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Demonstration of finding the histogram from grayscale image, to check the low pass filter properties, filtering the images using Gaussian low pass filter, etc… using Python programming

Practical Based Assignment like following or any topic which is in-line with the course requirement. Students shall present and demonstrate their work at the end of semester.

- Program to show rotation, scaling, and translation of an image.
- Read an image and extract and display low-level features such as edges, textures using filtering techniques
- Demonstrate enhancing and segmenting low contrast 2D images.
- To Read an image, first apply erosion to the image and then subtract the result from the original.

VII Semester

CRYPTOGRAPHY AND NETWORK SECURITY			
Course Code	21CS733	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course Learning Objectives:

CLO 1. To understand Cryptography, Network Security and its principles
CLO 2. To Analyze different Cryptography algorithms
CLO 3. To Illustrate Public and Private key cryptography
CLO 4. To Explain Key management, distribution and certification
CLO 5. To understand necessary Approaches and Techniques to build protection mechanisms in order to secure computer networks.

Teaching-Learning Process (General Instructions)

These are sample Strategies; which teacher can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different encryption techniques and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Classical Encryption Techniques: Symmetric Cipher Model, Cryptography, Cryptanalysis and Brute-Force Attack, Substitution Techniques, Caesar Cipher, Monoalphabetic Cipher, Playfair Cipher, Hill Cipher, Polyalphabetic Cipher, One Time Pad.

Block Ciphers and the Data Encryption Standard: Traditional block Cipher structure, Stream Ciphers and Block Ciphers, Motivation for the Feistel Cipher structure, the Feistel Cipher, The data encryption standard, DES encryption, DES decryption, A DES example, results, the avalanche effect, the strength of DES, the use of 56-Bit Keys, the nature of the DES algorithm, timing attacks, Block cipher design principles, number of rounds, design of function F, key schedule algorithm

Textbook 1: Chapter 2, 3

Teaching-Learning Process	Chalk and board, Active Learning, Problem based learning

Module-2

Public-Key Cryptography and RSA: Principles of public-key cryptosystems. Public-key cryptosystems. Applications for public-key cryptosystems, requirements for public-key cryptosystems. public-key cryptanalysis. The RSA algorithm, description of the algorithm, computational aspects, the security of RSA.

Other Public-Key Cryptosystems: Diffie-Hellman key exchange, The algorithm, key exchange protocols, man in the middle attack, Elgamal Cryptographic systems.

Textbook 1: Chapter 9, 10

Teaching-Learning Process	Chalk and board, Active Learning, Demonstration

Module-3

Key Management and Distribution: Symmetric key distribution using Symmetric encryption, A key distribution scenario, Hierarchical key control, session key lifetime, a transparent key control scheme, Decentralized key control, controlling key usage, Symmetric key distribution using asymmetric encryption, simple secret key distribution, secret key distribution with confidentiality and authentication, A hybrid scheme, distribution of public keys, public announcement of public keys, publicly available directory, public key authority, public keys certificates. **Textbook 1: Chapter 14.1 – 14.3**	
Teaching-Learning Process	Chalk and board, Problem based learning, Demonstration
Module-4	
X-509 certificates. Certificates, X-509 version 3 Public key infrastructure. **User Authentication:** Remote user Authentication principles, Mutual Authentication, one-way authentication, remote user Authentication using Symmetric encryption, Mutual Authentication, one-way Authentication, **Kerberos**, Motivation, Kerberos version 4, Kerberos version 5, Remote user Authentication using Asymmetric encryption, Mutual Authentication, one-way Authentication. **Textbook 1: Chapter 14.4 – 15.4**	
Teaching-Learning Process	Chalk& board, Problem based learning
Module-5	
Electronic Mail Security: Pretty good privacy, S/MIME, **IP Security:** IP Security overview, IP Security policy, Encapsulating Security payload, Combining security associations, Internet key exchange. **Textbook 1: Chapter 19.1, 19.2, 20.1 – 20.5**	
Teaching-Learning Process	Chalk and board, Problem based learning
Course Outcomes At the end of the course the student will be able to: CO 1. Understand Cryptography, Network Security theories, algorithms and systems CO 2. Apply different Cryptography and Network Security operations on different applications CO 3. Analyze different methods for authentication and access control CO 4. Evaluate Public and Private key, Key management, distribution and certification CO 5. Design necessary techniques to build protection mechanisms to secure computer networks	
Assessment Details (both CIE and SEE) The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together **Continuous Internal Evaluation:** Three Unit Tests each of **20 Marks (duration 01 hour**) 1. First test at the end of 5th week of the semester 2. Second test at the end of the 10th week of the semester 3. Third test at the end of the 15th week of the semester Two assignments each of **10 Marks** 4. First assignment at the end of 4th week of the semester 5. Second assignment at the end of 9th week of the semester Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)	

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 marks
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Textbooks

1. William Stallings: Cryptography and Network Security, Pearson 6th edition.

Reference:

1. V. K Pachghare: Cryptography and Information Security, PHI 2nd Edition
2. BehrouzA.Foruzan, Cryptography and Network Security, Tata McGraw Hill 2007.

Weblinks and Video Lectures (e-Resources):

https://nptel.ac.in/courses/106105031
https://onlinecourses.nptel.ac.in/noc21_cs16
https://www.digimat.in/nptel/courses/video/106105031
https://www.youtube.com/watch?v=DEqjC0G5KwU
https://www.youtube.com/watch?v=FqQ7TWvOaus
https://www.youtube.com/watch?v=PHsa_Ddgx6w

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning:

Project based learning:

1. Implement classical, symmetric and asymmetric algorithms in any preferred language
2. Evaluate network security protocol using any simulator available
3. Conduct a comprehensive literature survey on the protocols and algorithms
4. Identify the security threats and models of security threats
5. Implement factorization algorithms and evaluate their complexity, identify a technologies to factorize a large prime number.

VII Semester

BLOCKCHAIN TECHNOLOGY			
Course Code	21CS734	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course Learning Objectives

CLO 1. Explain the fundamentals of distributed computing and blockchain
CLO 2. Discuss the concepts in bitcoin
CLO 3. Demonstrate Ethereum platform

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Blockchain 101: Distributed systems, History of blockchain, Introduction to blockchain, Types of blockchain, CAP theorem and blockchain, Benefits and limitations of blockchain.

Decentralization and Cryptography: Decentralization using blockchain, Methods of decentralization, Routes to decentralization, Decentralized organizations.

Textbook 1: Chapter 1, 2

Teaching-Learning Process	Chalk and board, Active Learning – Oral presentations.

Module-2

Introduction to Cryptography & Cryptocurrencies: Cryptographic Hash Functions, Hash Pointers and Data Structures, Digital Signatures, Public Keys as Identities, A Simple Cryptocurrency,

How Bitcoin Achieves Decentralization: Distributed consensus, Consensus without identity using a block chain, Incentives and proof of work, Putting it all together,

Textbook 2: Chapter 1, 2

Teaching-Learning Process	Chalk and board, Demonstration

Module-3

Mechanics of Bitcoin: Bitcoin transactions, Bitcoin Scripts, Applications of Bitcoin scripts, Bitcoin blocks, The Bitcoin network, Limitations and improvements

<table>
<tr><td colspan="2">How to Store and Use Bitcoins: Simple Local Storage, Hot and Cold Storage, Splitting and Sharing Keys, Online Wallets and Exchanges, Payment Services, Transaction Fees, Currency Exchange Markets

Textbook2: Chapter 3,4</td></tr>
<tr><td>Teaching-Learning Process</td><td>Chalk and board, Problem based learning, Demonstration, MOOC</td></tr>
<tr><td colspan="2" align="center">Module-4</td></tr>
<tr><td colspan="2">Bitcoin Mining: The task of Bitcoin miners, Mining Hardware, Energy consumption and ecology, Mining pools, Mining incentives and strategies,

Bitcoin and Anonymity: Anonymity Basics, How to De-anonymize Bitcoin, Mixing, Decentralized Mixing, Zerocoin and Zerocash,

Textbook2: Chapter 5,6</td></tr>
<tr><td>Teaching-Learning Process</td><td>Chalk& board, Problem based learning, MOOC</td></tr>
<tr><td colspan="2" align="center">Module-5</td></tr>
<tr><td colspan="2">Smart Contracts and Ethereum 101:
Smart Contracts: Definition, Ricardian contracts.

Ethereum 101: Introduction, Ethereum blockchain, Elements of the Ethereum blockchain, Precompiled contracts.

Textbook 1: Chapter 10</td></tr>
<tr><td>Teaching-Learning Process</td><td>Chalk and board, MOOC, Practical Demonstration</td></tr>
<tr><td colspan="2">Course Outcomes
At the end of the course the student will be able to:
CO 1. Describe the concepts of Distrbuted computing and its role in Blockchain
CO 2. Describe the concepts of Cryptography and its role in Blockchain
CO 3. List the benefits, drawbacks and applications of Blockchain
CO 4. Appreciate the technologies involved in Bitcoin
CO 5. Appreciate and demonstrate the Ethereum platform to develop blockchain application.</td></tr>
<tr><td colspan="2">Assessment Details (both CIE and SEE)
The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together
Continuous Internal Evaluation:
Three Unit Tests each of 20 Marks (duration 01 hour)
1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester
Two assignments each of 10 Marks
4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester
Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for 20 Marks (duration 01 hours)
6. At the end of the 13th week of the semester
The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be scaled down to 50 marks
(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).</td></tr>
</table>

CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 marks
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Textbooks

1. Mastering Blockchain - Distributed ledgers, decentralization and smart contracts explained, Imran Bashir, Packt Publishing Ltd, Second Edition, ISBN 978-1-78712-544-5, 2017.
2. Arvind Narayanan, Joseph Bonneau, Edward W. Felten, Andrew Miller, Steven Goldfeder and Jeremy Clark., Bitcoin and Cryptocurrency Technologies: A Comprehensive Introduction. Princeton University Press, 2016.

Reference:

1. Mastering Bitcoins: Unlocking Digital Cryptocurrencies by Andreas Antonopoulos. O'Reilly Media, Inc, 2013.

Weblinks and Video Lectures (e-Resources):

1. http://bitcoinbook.cs.princeton.edu/?_ga=2.8302578.1344744326.1642688462-86383721.1642688462
2. https://nptel.ac.in/courses/106/105/106105184/
3. https://ethereum.org/en/developers/
4. https://developer.ibm.com/components/hyperledger-fabric/tutorials/

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

VII Semester

INTERNET OF THINGS			
Course Code	21CS735	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course Learning Objectives

- CLO 1. Understand about the fundamentals of Internet of Things and its building blocks along with their characteristics.
- CLO 2. Understand the recent application domains of IoT in everyday life.
- CLO 3. Understand the protocols and standards designed for IoT and the current research on it.
- CLO 4. Understand the other associated technologies like cloud and fog computing in the domain of IoT.
- CLO 5. Improve their knowledge about the various cutting-edge technologies in the field IoT and machine learning applications.
- CLO 6. Gain insights about the current trends of machine learning and AI techniques used in IoT to orient towards the present industrial scenario.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Emergence of IoT: Introduction, Evolution of IoT, Enabling IoT and the Complex Interdependence of Technologies, IoT Networking Components, Addressing Strategies in IoT.

Textbook 1: Chapter 4 – 4.1 to 4.5

Teaching-Learning Process	Chalk and board, Active Learning, Problem based learning

Module-2

IoT Sensing and Actuation: Introduction, Sensors, Sensor Characteristics, Sensorial Deviations, Sensing Types, Sensing Considerations, Actuators, Actuator Types, Actuator Characteristics.

Textbook 1: Chapter 5 – 5.1 to 5.9

Teaching-Learning Process	Chalk and board, Active Learning, Demonstration

Module-3

IoT Processing Topologies and Types: Data Format, Importance of Processing in IoT, Processing Topologies, IoT Device Design and Selection Considerations, Processing Offloading.

Textbook 1: Chapter 6 – 6.1 to 6.5	
Teaching-Learning Process	Chalk and board, Problem based learning, Demonstration
Module-4	
IoT Connectivity Technologies: Introduction, IEEE 802.15.4, Zigbee, Thread, ISA100.11A, WirelessHART, RFID, NFC, DASH7, Z-Wave, Weightless, Sigfox, LoRa, NB-IoT, Wi-Fi, Bluetooth **Textbook 1: Chapter 7 – 7.1 to 7.16**	
Teaching-Learning Process	Chalk & board, Problem based learning
Module-5	
IoT Communication Technologies: Introduction, Infrastructure Protocols, Discovery Protocols, Data Protocols, Identification Protocols, Device Management, Semantic Protocols **IoT Interoperability:** Introduction, Taxonomy of interoperability, Standards, Frameworks **Textbook 1: Chapter 8 – 8.1, 6.2, 8.3, 8.4, 8.5, 8.6, .7** **Textbook 1: Chapter 9 – 9.1, 9.2, 9.3**	
Teaching-Learning Process	Chalk and board, MOOC

Course Outcomes

At the end of the course the student will be able to:

- CO 1. Understand the evolution of IoT, IoT networking components, and addressing strategies in IoT.
- CO 2. Analyze various sensing devices and actuator types.
- CO 3. Demonstrate the processing in IoT.
- CO 4. Apply different connectivity technologies.
- CO 5. Understand the communication technologies , protocols and interoperability in IoT.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester
6. At the end of the 13th week of the semester- Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 marks
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Textbooks

1. Sudip Misra, Anandarup Mukherjee, Arijit Roy, "Introduction to IoT", Cambridge University Press 2021.

Reference:

1. S. Misra, C. Roy, and A. Mukherjee, 2020. Introduction to Industrial Internet of Things and Industry 4.0. CRC Press.
2. Vijay Madisetti and Arshdeep Bahga, "Internet of Things (A Hands-on-Approach)",1st Edition, VPT, 2014.
3. Francis daCosta, "Rethinking the Internet of Things: A Scalable Approach to Connecting Everything", 1st Edition, Apress Publications, 2013.

Weblinks and Video Lectures (e-Resources):

1. https://nptel.ac.in/noc/courses/noc19/SEM1/noc19-cs31/

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

VII Semester

SOFTWARE ARCHITECTURE AND DESIGN PATTERNS			
Course Code	21CS741	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course Learning Objectives

CLO 1. Learn How to add functionality to designs while minimizing complexity.
CLO 2. What code qualities are required to maintain to keep code flexible?
CLO 3. To Understand the common design patterns.
CLO 4. To explore the appropriate patterns for design problems

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Introduction: what is a design pattern? describing design patterns, the catalog of design pattern, organizing the catalog, how design patterns solve design problems, how to select a design pattern, how to use a design pattern. A Notation for Describing Object-Oriented Systems

Textbook 1: Chapter 1 and 2.7

Analysis a System: overview of the analysis phase, stage 1: gathering the requirements functional requirements specification, defining conceptual classes and relationships, using the knowledge of the domain. Design and Implementation, discussions and further reading.

Textbook 1: Chapter 6

Teaching-Learning Process	Chalk and board, Active Learning, Problem based learning

Module-2

Design Pattern Catalog: Structural patterns, Adapter, bridge, composite, decorator, facade, flyweight, proxy.

Textbook 2: chapter 4

Teaching-Learning Process	Chalk and board, Active Learning, Demonstration

Module-3

BehavioralPatterns: Chain of Responsibility, Command, Interpreter, Iterator, Mediator, Memento, Observer, State, Template Method

Textbook 2: chapter 5	
Teaching-Learning Process	Chalk and board, Problem based learning, Demonstration
Module-4	
Interactive systems and the MVC architecture: Introduction, The MVC architectural pattern, analyzing a simple drawing program, designing the system, designing of the subsystems, getting into implementation, implementing undo operation, drawing incompleteitems, adding a new feature, pattern-based solutions. **Textbook 1: Chapter 11**	
Teaching-Learning Process	Chalk & board, Problem based learning
Module-5	
Designing with Distributed Objects: Client server system, java remote method invocation, implementing an object-oriented system on the web (discussions and further reading) a note on input and output, selection statements, loops arrays. **Textbook 1: Chapter 12**	
Teaching-Learning Process	Chalk and board

Course Outcomes

At the end of the course the student will be able to:

- CO 1. Design and implement codes with higher performance and lower complexity
- CO 2. Be aware of code qualities needed to keep code flexible
- CO 3. Experience core design principles and be able to assess the quality of a design with respect to these principles.
- CO 4. Capable of applying these principles in the design of object oriented systems.
- CO 5. Demonstrate an understanding of a range of design patterns. Be capable of comprehending a design presented using this vocabulary.
- CO 6. Be able to select and apply suitable patterns in specific contexts

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester
6. At the end of the 13th week of the semester- Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 marks
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Textbooks

1. Brahma Dathan, Sarnath Rammath, Object-oriented analysis, design and implementation, Universities Press,2013
2. Erich Gamma, Richard Helan, Ralph Johman, John Vlissides , Design Patterns, Pearson Publication,2013.

Reference:

1. Frank Bachmann, RegineMeunier, Hans Rohnert “Pattern Oriented Software Architecture” –Volume 1, 1996.
2. William J Brown et al., "Anti-Patterns: Refactoring Software, Architectures and Projects in Crisis", John Wiley, 1998.

Weblinks and Video Lectures (e-Resources):

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

VII Semester

MULTIAGENT SYSTEMS			
Course Code	21CS742	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course Learning Objectives

- CLO 1. To introduce the concept of a multi agent systems and Distributed Constraints
- CLO 2. Explore the main issues surrounding the computer and extended form games.
- CLO 3. Develop cooperative learning, stochastic games
- CLO 4. Exhibit the awareness about protocols about multi agent resource allocation and auctions
- CLO 5. Construct voting mechanism design.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1: Multiagent Problem Formulation

Utility, Markov Decision Processes, Planning
Distributed Constraints: Distributed Constraint Satisfaction, Distributed Constraint Optimization

Textbook 1: Chapters 1 &2, Textbook 2: Chapter 1

Teaching-Learning Process	1. PPT – Decision Processes, Planning 2. Demonstration of constraints and their optimization

Module-2: Standard and Extended Form Games

Games in Normal Form, Games in Extended Form, Self-interested agents, Characteristic Form Games, Coalition Formation

Textbook 1: Chapters 3 & 4, Textbook 2: Chapter 3

Teaching-Learning Process	1. PPT – Games in different forms 2. Demonstration of coalition formation

Module-3: Learning in Multiagent Systems

The Machine Learning Problem, Cooperative Learning, Repeated Games, Stochastic Games, General Theories for Learning Agents, Collective Intelligence

Textbook 1: Chapters 5

Teaching-Learning Process	1. PPT – Cooperative learning, Collective intelligence 2. Demonstration of stochastic games

Module-4: Negotiation

The Bargaining Problem, Monotonic Concession Protocol, Negotiation as Distributed Search, Ad-hoc Negotiation Strategies, The Task Allocation Problem.
Protocols for Multiagent Resource Allocation: Auctions: Simple Auctions, Combinatorial Auctions

Textbook 1: Chapters 6&7,
Textbook 2: Chapter 11

Teaching-Learning Process	1. PPT – Bargaining problems 2. Demonstration of different auctions for resource allocation

Module-5: Voting and Mechanism Design

The Voting Problem, Mechanism Design. **Nature-Inspired Approaches:** Ants and Termites, Immune System

Textbook 1: Chapters 8&10,
Textbook 2: Chapter 10

Teaching-Learning Process	1. PPT – Voting Problem 2. Demonstration of nature inspired Approaches

Course Outcomes

At the end of the course the student will be able to:

CO 1. Demonstrate the decision process with different constraints
CO 2. Analyze games in different forms
CO 3. Apply the cooperative learning in developing games
CO 4. Analyze different negotiation strategies of Multi-Agent System
CO 5. Design and develop solutions for voting problems

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question papers are designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)** 1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 marks 2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module. The students have to answer 5 full questions, selecting one full question from each module
Suggested Learning Resources:
Textbooks 1. Fundamentals of Multiagent Systems by Jos´e M. Vidal, 2006, available online http://jmvidal.cse.sc.edu/papers/mas.pdf. 2. Multiagent Systems: Algorithmic, Game-Theoretic, and Logical Foundations, By YoavShoham, Kevin Leyton-Brown, Cambridge University Press, 2008, 2nd ed http://www.masfoundations.org/mas.pdf **Reference:** 1. Multiagent Systems : A Modern Approach to Distributed Artificial Intelligence Gerhard Weiss The MIT Press 2000
Weblinks and Video Lectures (e-Resources): 1. https://nptel.ac.in/courses/106/105/106105077/ 2. https://www.youtube.com/watch?v=O2su1u2AXG0. 3. https://www.coursera.org/lecture/modeling-simulation-natural-processes/multi-agent-systems-kAKyC
Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

VII Semester

DEEP LEARNING			
Course Code	21CS743	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course Learning Objectives

- CLO 1. Understand the fundamentals of deep learning.
- CLO 2. Know the theory behind Convolutional Neural Networks, Autoencoders, RNN.
- CLO 3. Illustrate the strength and weaknesses of many popular deep learning approaches.
- CLO 4. Introduce major deep learning algorithms, the problem settings, and their applications to solve real world problems.
- CLO 5. Learn the open issues in deep learning, and have a grasp of the current research directions.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Introduction to Deep Learning: Introduction, Deep learning Model, Historical Trends in Deep Learning,

Machine Learning Basics: Learning Algorithms, Supervised Learning Algorithms, Unsupervised Learning Algorithms.

Textbook 1: Chapter1 – 1.1, 1.2, 5.1,5.7-5.8.

Teaching-Learning Process	Chalk and board, Active Learning, Problem based learning

Module-2

Feedforward Networks: Introduction to feedforward neural networks, Gradient-Based Learning, Back-Propagation and Other Differentiation Algorithms. **Regularization for Deep Learning,**

Textbook 1: Chapter 6, 7

Teaching-Learning Process	Chalk and board, Active Learning, Demonstration

Module-3

Optimization for Training Deep Models: Empirical Risk Minimization, Challenges in Neural Network Optimization, Basic Algorithms: Stochastic Gradient Descent, Parameter Initialization Strategies,

Algorithms with Adaptive Learning Rates: The AdaGrad algorithm, The RMSProp algorithm, Choosing the Right Optimization Algorithm. **Textbook 1: Chapter: 8.1-8.5**	
Teaching-Learning Process	Chalk and board, Problem based learning, Demonstration
Module-4	
Convolutional Networks: The Convolution Operation, Pooling, Convolution and Pooling as an Infinitely Strong Prior, Variants of the Basic Convolution Function, Structured Outputs, Data Types, Efficient Convolution Algorithms, Random or Unsupervised Features- LeNet, AlexNet. **Textbook 1: Chapter: 9.1-9.9.**	
Teaching-Learning Process	Chalk& board, Problem based learning
Module-5	
Recurrent and Recursive Neural Networks: Unfolding Computational Graphs, Recurrent Neural Network, Bidirectional RNNs, Deep Recurrent Networks, Recursive Neural Networks, The Long Short-Term Memory and Other Gated RNNs. **Applications:** Large-Scale Deep Learning, Computer, Speech Recognition, Natural Language Processing and Other Applications. **Textbook 1: Chapter: 10.1-10.3, 10.5, 10.6, 10.10, 12.**	
Teaching-Learning Process	Chalk and board, MOOC

Course Outcomes

CO1: Understand the fundamental issues and challenges of deep learning data, model selection, model complexity etc.,
CO2: Describe various knowledge on deep learning and algorithms
CO3: Apply CNN and RNN model for real time applications
CO4: Identify various challenges involved in designing and implementing deep learning algorithms.
CO5: Relate the deep learning algorithms for the given types of learning tasks in varied domain

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 marks
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Textbooks

1. Ian Goodfellow, Yoshua Bengio, Aaron Courville, "Deep Learning", MIT Press, 2016.

Reference:

1. Bengio, Yoshua. "Learning deep architectures for AI." Foundations and trends in Machine Learning, 2009.
2. N.D.Lewis, "Deep Learning Made Easy with R: A Gentle Introduction for Data Science", January 2016.
3. Nikhil Buduma, "Fundamentals of Deep Learning: Designing Next-Generation Machine Intelligence Algorithms", O'Reilly publications.

Weblinks and Video Lectures (e-Resources):

- https://faculty.iitmandi.ac.in/~aditya/cs671/index.html
- https://nptel.ac.in/courses/106/106/106106184/
- https://www.youtube.com/watch?v=7x2YZhEj9Dw

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

VII Semester

ROBOTIC PROCESS AUTOMATION DESIGN AND DEVELOPMENT			
Course Code	21CS744	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course Learning Objectives

CLO 1. To understand basic concepts of RPA
CLO 2. To Describe RPA, where it can be applied and how its implemented
CLO 3. To Describe the different types of variables, Control Flow and data manipulation techniques
CLO 4. To Understand Image, Text and Data Tables Automation
CLO 5. To Describe various types of Exceptions and strategies to handle

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

RPA Foundations- What is RPA – Flavors of RPA- History of RPA- The Benefits of RPA- The downsides of RPA- RPA Compared to BPO, BPM and BPA – Consumer Willingness for Automation- The Workforce of the Future- RPA Skills-On-Premise Vs. the Cloud- Web Technology- Programming Languages and Low Code- OCR-Databases-APIs- AI-Cognitive Automation-Agile, Scrum, Kanban and Waterfall0 DevOps- Flowcharts.

Textbook 1: Ch 1, Ch 2

Teaching-Learning Process	Chalk and board, Active Learning, Problem based learning

Module-2

RPA Platforms- Components of RPA- RPA Platforms-About Ui Path- About UiPath - The future of automation - Record and Play - Downloading and installing UiPath Studio -Learning Ui Path Studio- - Task recorder - Step-by-step examples using the recorder.

Textbook 2: Ch 1, Ch 2

Teaching-Learning Process	Chalk and board, Active Learning, Demonstration

Module-3

Sequence, Flowchart, and Control Flow-Sequencing the workflow-Activities-Control flow, various types of loops, and decision making-Step-by-step example using Sequence and Flowchart-Step-by-step example using Sequence and Control flow-Data Manipulation-Variables and Scope-Collections-Arguments – Purpose and use-Data table usage with examples-Clipboard management-File operation with step-by-step example-CSV/Excel to data table and vice versa (with a step-by-step example).

Textbook 2: Ch 3, Ch 4

Teaching-Learning Process	Chalk and board, Problem based learning, Demonstration

Module-4

Taking Control of the Controls- Finding and attaching windows- Finding the control- Techniques for waiting for a control- Act on controls – mouse and keyboard activities- Working with UiExplorer-Handling events- Revisit recorder- Screen Scraping- When to use OCR- Types of OCR available- How to use OCR- Avoiding typical failure points.

Textbook 2: Ch 5

Teaching-Learning Process	Chalk& board, Problem based learning

Module-5

Exception Handling, Debugging, and Logging- Exception handling- Common exceptions and ways to handle them- Logging and taking screensHOT- Debugging techniques- Collecting crash dumps- Error reporting- Future of RPA

Textbook 2: Ch 8
Textbook 1: Ch 13

Teaching-Learning Process	Chalk and board, MOOC

Course Outcomes

CO 1. To Understand the basic concepts of RPA
CO 2. To Describe various components and platforms of RPA
CO 3. To Describe the different types of variables, control flow and data manipulation techniques
CO 4. To Understand various control techniques and OCR in RPA
CO 5. To Describe various types and strategies to handle exceptions

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 marks
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Textbooks

1. Tom Taulli , The Robotic Process Automation Handbook : A Guide to Implementing RPA Systems, 2020, ISBN-13 (electronic): 978-1-4842-5729-6, Publisher : Apress
2. Alok Mani Tripathi, Learning Robotic Process Automation, Publisher: Packt Publishing Release Date: March 2018 ISBN: 9781788470940

Reference:

1. Frank Casale, Rebecca Dilla, Heidi Jaynes, Lauren Livingston, "Introduction to Robotic Process Automation: a Primer", Institute of Robotic Process Automation.
2. Richard Murdoch, Robotic Process Automation: Guide To Building Software Robots, Automate Repetitive Tasks & Become An RPA Consultant
3. Srikanth Merianda,Robotic Process Automation Tools, Process Automation and their benefits: Understanding RPA and Intelligent Automation

Weblinks and Video Lectures (e-Resources):

- https://www.uipath.com/rpa/robotic-process-automation

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

VII Semester

NOSQL DATABASE			
Course Code:	21CS745	CIE Marks	50
Teaching Hours/Week (L:T:P:S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course Objectives:

CLO 1. Recognize and Describe the four types of NoSQL Databases, the Document-oriented, KeyValue
CLO 2. Pairs, Column-oriented and Graph databases useful for diverse applications.
CLO 3. Apply performance tuning on Column-oriented NoSQL databases and Document-oriented NoSQL Databases.
CLO 4. Differentiate the detailed architecture of column oriented NoSQL database, Document database and Graph Database and relate usage of processor, memory, storage and file system commands.
CLO 5. Evaluate several applications for location based service and recommendation services. Devise an application using the components of NoSQL.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer methods (L) need not to be only traditional lecture methods, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Why NoSQL? The Value of Relational Databases, Getting at Persistent Data, Concurrency, Integration, A (Mostly) Standard Model, Impedance Mismatch, Application and Integration Databases, Attack of the Clusters, The Emergence of NoSQL,

Aggregate Data Models; Aggregates, Example of Relations and Aggregates, Consequences of Aggregate Orientation, Key-Value and Document Data Models, Column-Family Stores, Summarizing Aggregate-Oriented Databases.

More Details on Data Models; Relationships, Graph Databases, Schemaless Databases, Materialized Views, Modeling for Data Access,

Textbook1: Chapter 1,2,3

Teaching-Learning Process	Active learning

Module-2

Distribution Models; Single Server, Sharding, Master-Slave Replication, Peer-to-Peer Replication, Combining Sharding and Replication.

Consistency, Update Consistency, Read Consistency, Relaxing Consistency, The CAP Theorem, Relaxing Durability, Quorums. Version Stamps, Business and System Transactions, Version Stamps on Multiple Nodes **Textbook1: Chapter 4,5,6**	
Teaching-Learning Process	Active Learning and Demonstrations
Module-3	
Map-Reduce, Basic Map-Reduce, Partitioning and Combining, Composing Map-Reduce Calculations, A Two Stage Map-Reduce Example, Incremental Map-Reduce Key-Value Databases, What Is a Key-Value Store, Key-Value Store Features, Consistency, Transactions, Query Features, Structure of Data, Scaling, Suitable Use Cases, Storing Session Information, User Profiles, Preference, Shopping Cart Data, When Not to Use, Relationships among Data, Multioperation Transactions, Query by Data, Operations by Sets **Textbook1: Chapter 7,8**	
Teaching-Learning Process	Active Learning, Problem solving based
Module-4	
Document Databases, What Is a Document Database?, Features, Consistency, Transactions, Availability, Query Features, Scaling, Suitable Use Cases, Event Logging, Content Management Systems, Blogging Platforms, Web Analytics or Real-Time Analytics, E- Commerce Applications, When Not to Use, Complex Transactions Spanning Dif erent Operations, Queries against Varying Aggregate Structure **Textbook1: Chapter 9**	
Teaching-Learning Process	Active learning
Module-5	
Graph Databases, What Is a Graph Database?, Features, Consistency, Transactions, Availability, Query Features, Scaling, Suitable Use Cases, Connected Data, Routing, Dispatch, and Location-Based Services, Recommendation Engines, When Not to Use. **Textbook1: Chapter 11**	
Teaching-Learning Process	Active learning
Course Outcomes (Course Skill Set) At the end of the course the student will be able to: CO1. Demonstrate an understanding of the detailed architecture of Column Oriented NoSQL databases, Document databases, Graph databases. CO2. Use the concepts pertaining to all the types of databases. CO3. Analyze the structural Models of NoSQL. CO4. Develop various applications using NoSQL databases.	
Assessment Details (both CIE and SEE) The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together **Continuous Internal Evaluation:** Three Unit Tests each of **20 Marks (duration 01 hour**) 1. First test at the end of 5th week of the semester 2. Second test at the end of the 10th week of the semester 3. Third test at the end of the 15th week of the semester	

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 marks
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Textbooks

1. Sadalage, P. & Fowler, NoSQL Distilled: A Brief Guide to the Emerging World of Polyglot Persistence, Pearson Addision Wesley, 2012

Reference Books

1. Dan Sullivan, "NoSQL For Mere Mortals", 1st Edition, Pearson Education India, 2015. (ISBN-13: 978-9332557338)
2. Dan McCreary and Ann Kelly, "Making Sense of NoSQL: A guide for Managers and the Rest of us", 1st Edition, Manning Publication/Dreamtech Press, 2013. (ISBN-13: 978-9351192022)
3. Kristina Chodorow, "Mongodb: The Definitive Guide- Powerful and Scalable Data Storage", 2nd Edition, O'Reilly Publications, 2013. (ISBN-13: 978-9351102694)

Weblinks and Video Lectures (e-Resources):

1. https://www.geeksforgeeks.org/introduction-to-nosql/ (and related links in the page)
2. https://www.youtube.com/watch?v=0buKQHokLK8 (How do NoSQL databases work? Simply explained)
3. https://www.techtarget.com/searchdatamanagement/definition/NoSQL-Not-Only-SQL (What is NoSQL and How do NoSQL databases work)
4. https://www.mongodb.com/nosql-explained (What is NoSQL)
5. https://onlinecourses.nptel.ac.in/noc20-cs92/preview (preview of Bigdata course contains NoSQL)

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Real world problem solving using group discussion.

VII Semester

PROGRAMMING IN PYTHON			
Course Code	21CS751	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course Learning Objectives

CLO 1. To understand why Python is a useful scripting language for developers
CLO 2. To read and write simple Python programs
CLO 3. To learn how to identify Python object types.
CLO 4. To learn how to write functions and pass arguments in Python.
CLO 5. To use Python data structures –- lists, tuples, dictionaries.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

INTRODUCTION DATA, EXPRESSIONS, STATEMENTS:08 Hours
Introduction: Creativity and motivation, understanding programming, Terminology: Interpreter and compiler, Running Python, The First Program; Data types: Int, float, Boolean, string, and list, variables, expressions, statements, Operators and operands.

Textbook 1: Chapter 1.1,1.2,1.3,1.6, Chapter 2.1-2.6
Textbook 2: Chapter 1

Teaching-Learning Process	Chalk and board, Active Learning

Module-2

CONTROL FLOW, LOOPS:
Conditionals: Boolean values and operators, conditional (if), alternative (if-else), chained conditional (if-elif-else); Iteration: while, for, break, continue, pass statement.

Textbook 1: Chapter 3.1-3.6, chapter 5

Teaching-Learning Process	Chalk and board, Active Learning, Demonstration

Module-3

FUNCTIONS AND STRINGS:
Functions: Function calls, adding new functions, definition and uses, local and global scope, return values.

Strings: strings, length of string, string slices, immutability, multiline comments, string functions and methods;

Textbook 1: Chapter 6
Textbook 2: Chapter 3

Teaching-Learning Process	Chalk and board, Active Learning, Demonstration

Module-4

LISTS, TUPLES, DICTIONARIES:08 Hours
Lists: List operations, list slices, list methods, list loop, mutability, aliasing, cloning lists, listparameters, list comprehension;

Tuples: tuple assignment, tuple as return value, tuple comprehension;

Dictionaries: operations and methods, comprehension;

Textbook 2: Chapter 10,11,12

Teaching-Learning Process	Chalk& board, Active Learning

Module-5

REGULAR EXPRESSIONS,FILES AND EXCEPTION:
Regular expressions: Character matching in regular expressions, extracting data using regular expressions, Escape character

Files and exception: Text files, reading and writing files, command line arguments, errors andexceptions, handling exceptions, modules.

Textbook 1: Chapter 11.1,11.2,11.4
Textbook 2: Chapter 14

Teaching-Learning Process	Chalk and board, MOOC

Suggested Course Outcomes
At the end of the course the student will be able to:

CO 1. Understand Python syntax and semantics and be fluent in the use of Python flow control and functions.
CO 2. Demonstrate proficiency in handling Strings and File Systems.
CO 3. Represent compound data using Python lists, tuples, Strings, dictionaries.
CO 4. Read and write data from/to files in Python Programs

Assessment Details (both CIE and SEE)
The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:
Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 marks
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Textbooks

1. Charles R. Severance, "Python for Everybody: Exploring Data Using Python 3", 1st Edition, CreateSpace Independent Publishing Platform, 2016.
   http://do1.dr-chuck.com/pythonlearn/EN_us/pythonlearn.pdf
2. Allen B. Downey, "Think Python: How to Think Like a Computer Scientist", 2ndEdition, Green Tea Press, 2015. (Chapters 15, 16, 17)
   http://greenteapress.com/thinkpython2/thinkpython2.pdf

REFERENCE BOOKS:

1. R. Nageswara Rao, "Core Python Programming", dreamtech
2. Python Programming: A Modern Approach, Vamsi Kurama, Pearson
3. Python Programming , Reema theraja, OXFORD publication

Weblinks and Video Lectures (e-Resources):

1. https://www.w3resource.com/python/python-tutorial.php
2. https://data-flair.training/blogs/python-tutorials-home/
3. https://www.youtube.com/watch?v=c235EsGFcZs
4. https://www.youtube.com/watch?v=v4e6oMRS2QA
5. https://www.youtube.com/watch?v=Uh2ebFW8OYM
6. https://www.youtube.com/watch?v=oSPMmeaiQ68
7. https://www.youtube.com/watch?v= uQrJ0TkZlc
8. https://www.youtube.com/watch?v=K8L6KVGG-7o

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Real world problem solving: Demonstration of projects developed using python language

VII Semester

INTRODUCTION TO AI AND ML			
Course Code	21CS752	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course Learning Objectives

CLO1. Understands the basics of AI, history of AI and its foundations, basic principles of AI for problem solving

CLO2. Explore the basics of Machine Learning & Machine Learning process, understanding data

CLO3. Understand the Working of Artificial Neural Networks

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Introduction: What is AI, The foundation of Artificial Intelligence, The history of Artificial Intelligence, Intelligent Agents: Agents and Environments, Good Behaviour: The concept of rationality, the nature of Environments, the structure of Agents.

Textbook 1: Chapter: 1 and 2

Teaching-Learning Process	Chalk and board, Active Learning, Problem based learning

Module-2

Problem solving by searching: Problem solving agents, Example problems, Searching for solutions, Uniformed search strategies, Informed search strategies, Heuristic functions

Textbook 1: Chapter: 3

Teaching-Learning Process	Chalk and board, Active Learning, Demonstration

Module-3

Introduction to machine learning: Need for Machine Learning, Machine Learning Explained, and Machine Learning in relation to other fields, Types of Machine Learning. Challenges of Machine Learning, Machine Learning process, Machine Learning applications.

Understanding Data: What is data, types of data, Big data analytics and types of analytics, Big data analytics framework, Descriptive statistics, univariate data analysis and visualization

Textbook 2: Chapter: 1 and 2.1 to 2.5

Teaching-Learning Process	Chalk and board, Problem based learning, Demonstration

Module-4

Understanding Data

Bivariate and Multivariate data, Multivariate statistics **,** Essential mathematics for Multivariate data, Overview hypothesis, Feature engineering and dimensionality reduction techniques,

Basics of Learning Theory: Introduction to learning and its types**,** Introduction computation learning theory, Design of learning system, Introduction concept learning.

Similarity-based learning: Introduction to Similarity or instance based learning, Nearest-neighbour learning**,** weighted k- Nearest **-** Neighbour algorithm**.**

Textbook 2: Chapter: 2.6 to 2.10, 3.1 to 3.4, 4.1 to 4.3

Teaching-Learning Process	Chalk& board, Problem based learning

Module-5

Artificial Neural Network: Introduction, Biological neurons, Artificial neurons, Perceptron and learning theory, types of Artificial neural Network**,** learning in multilayer Perceptron, Radial basis function neural network, self-organizing feature map,

Textbook 2: Chapter: 10

Teaching-Learning Process	Chalk and board, MOOC

Course Outcomes

At the end of the course the student will be able to:

CO 1. Design intelligent agents for solving simple gaming problems.
CO 2. Have a good understanding of machine leaning in relation to other fields and fundamental issues and
Challenges of machine learning
CO 3. Understand data and applying machine learning algorithms to predict the outputs.
CO 4. Model the neuron and Neural Network, and to analyze ANN learning and its applications.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 marks
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Textbooks

1. Stuart Russel, Peter Norvig: "Artificial Intelligence A Modern Approach", 3rd Edition, Pearson Education, 2015.
2. S. Sridhar, M Vijayalakshmi "Machine Learning". Oxford ,2021

REFERENCE BOOKS:

1. Elaine Rich, Kevin Knight: "Artificial Intelligence", 3rd Edition, Tata McGraw Hill, 2009, ISBN-10: 0070087709
2. Nils J. Nilsson: "Principles of Artificial Intelligence", Elsevier, 1980, ISBN: 978-3-540-11340-9.

Weblinks and Video Lectures (e-Resources):

http://stpk.cs.rtu.lv/sites/all/files/stpk/materiali/MI/Artificial%20Intelligence %20A%20Modern%20Approach.pdf.

1. http://www.getfreeebooks.com/16-sites-with-free-artificial-intelligence-e books/https://www.tutorialspoint.com/artificial_intelligence/artificial_intelligence_overview.htm
2. Problem solving agent:https://www.youtube.com/watch?v=KTPmo-KsOis.
3. https://www.youtube.com/watch?v=X_Qt0U66aH0&list=PLwdnzlV3ogoXaceHrrFVZCJKbm_laSHcH
4. https://www.javatpoint.com/history-of-artificial-intelligence
5. https://www.tutorialandexample.com/problem-solving-in-artificial-intelligence
6. https://techvidvan.com/tutorials/ai-heuristic-search/
7. https://www.analyticsvidhya.com/machine-learning/
8. https://www.hackerearth.com/practice/machine-learning/machine-learning-algorithms/ml-decision-tree/tutorial/
9. https://www.javatpoint.com/unsupervised-artificial-neural-networks

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Real world problem solving: Demonstration of projects related to AI and ML.

VII Semester

INTRODUCTION TO BIG DATA			
Course Code	21CS753	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course Learning Objectives

CLO 1. Understand Hadoop Distributed File system and examine MapReduce Programming
CLO 2. Explore Hadoop tools and manage Hadoop with Sqoop
CLO 3. Appraise the role of data mining and its applications across industries
CLO 4. Identify various Text Mining techniques

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Hadoop Distributed file system:HDFS Design, Features, HDFS Components, HDFS user commands Hadoop MapReduce Framework**:** The MapReduce Model, Map-reduce Parallel Data Flow,Map Reduce Programming

Textbook 1: Chapter 3,5,68hr

Teaching-Learning Process	Chalk and board, Active Learning, Problem based learning

Module-2

Essential Hadoop Tools: Using apache Pig, Using Apache Hive, Using Apache Sqoop, Using Apache Apache Flume, Apache H Base

Textbook 1: Chapter 78hr

Teaching-Learning Process	Chalk and board, Active Learning, Demonstration

Module-3

Data Warehousing: Introduction, Design Consideration, DW Development Approaches, DW Architectures

Data Mining: Introduction, Gathering, and Selection, data cleaning and preparation, outputs ofData Mining, Data Mining Techniques

Textbook 2: Chapter 4,5

Teaching-Learning Process	Chalk and board, Problem based learning, Demonstration

Module-4

Decision Trees: Introduction, Decision Tree Problem, Decision Tree Constructions, Lessons from Construction Trees. Decision Tree Algorithm

Regressions: Introduction, Correlations and Relationships, Non-Linear Regression, Logistic Regression, Advantages and disadvantages.

Textbook 2: Chapter 6,7

Teaching-Learning Process	Chalk& board, Problem based learning

Module-5

Text Mining: Introduction, Text Mining Applications, Text Mining Process, Term Document Matrix, Mining the TDM, Comparison, Best Practices

Web Mining: Introduction, Web Content Mining, Web Structured Mining, Web Usage Mining, Web Mining Algorithms.

Textbook 2: Chapter 11,14

Teaching-Learning Process	Chalk and board, MOOC

Suggested Course Outcomes

At the end of the course the students will be able to:

- CO 1. Master the concepts of HDFS and MapReduce framework.
- CO 2. Investigate Hadoop related tools for Big Data Analytics and perform basic
- CO 3. Infer the importance of core data mining techniques for data analytics
- CO 4. Use Machine Learning algorithms for real world big data.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 marks

2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module. The students have to answer 5 full questions, selecting one full question from each module
Textbooks 1. Douglas Eadline,"Hadoop 2 Quick-Start Guide: Learn the Essentials of Big DataComputing in the Apache Hadoop 2 Ecosystem", 1stEdition, Pearson Education,2016. 2. Anil Maheshwari, "Data Analytics", 1stEdition, McGraw Hill Education,2017
Weblinks and Video Lectures (e-Resources): 1. https://nptel.ac.in/courses/106/104/106104189/ 2. https://www.youtube.com/watch?v=mNP44rZYiAU 3. https://www.youtube.com/watch?v=qr_awo5vz0g 4. https://www.youtube.com/watch?v=rr17cbPGWGA 5. https://www.youtube.com/watch?v=G4NYQox4n2g 6. https://www.youtube.com/watch?v=owI7zxCqNY0 7. https://www.youtube.com/watch?v=FuJVLsZYkuE
Activity Based Learning (Suggested Activities in Class)/ Practical Based learning Real world problem solving: Demonstration of Big Data related projects Exploring the applications which involves big data.

VII Semester

INTRODUCTION TO DATA SCIENCE			
Course Code	21CS754	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course Learning Objectives

CLO 1. To provide a foundation in data Science terminologies
CLO 2. To familiarize data science process and steps
CLO 3. To Demonstrate the data visualization tools
CLO 4. To analyze the data science applicability in real time applications.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

PREPARING AND GATHERING DATA AND KNOWLEDGE
Philosophies of data science - Data science in a big data world - Benefits and uses of data science and big data - facts of data: Structured data, Unstructured data, Natural Language, Machine generated data, Audio, Image and video streaming data - The Big data Eco system: Distributed file system, Distributed Programming framework, Data Integration frame work, Machine learning Framework, NoSQL Databases, Scheduling tools, Benchmarking Tools, System Deployment, Service programming and Security.

Textbook 1: Ch 1.1 to 1.4

Teaching-Learning Process	Chalk and board, Active Learning, PPT Based presentation

Module-2

THE DATA SCIENCE PROCESS-Overview of the data science process- defining research goals and creating project charter, retrieving data, cleansing, integrating and transforming data, exploratory data analysis, Build the models, presenting findings and building application on top of them.

Textbook 1:,Ch 2

Teaching-Learning Process	Chalk and board, Active Learning, PPT Based presentation

Module-3

MACHINE LEARNING: Application for machine learning in data science- Tools used in machine learning- Modeling Process – Training model – Validating model – Predicting new observations –Types of machine learning Algorithm : Supervised learning algorithms, Unsupervised learning algorithms.

Textbook 1: Ch 3.1 to 3.3

Teaching-Learning Process	Chalk and board, Active Learning, PPT Based presentation, Video
Module-4	
VISUALIZATION–Introduction to data visualization – Data visualization options – Filters – MapReduce – Dashboard development tools. **Textbook 1: Ch 9**	
Teaching-Learning Process	Chalk and board, Active Learning, PPT Based presentation, MOOC
Module-5	
CASE STUDIES Distributing data storage and processing with frameworks - Case study: e.g, Assessing risk when lending money. **Textbook 1: Ch 5.1, 5.2**	
Teaching-Learning Process	Chalk and board, Active Learning, PPT Based presentation, Video

Course Outcomes

At the end of the course the student will be able to:

- CO 1. Describe the data science terminologies
- CO 2. Apply the Data Science process on real time scenario.
- CO 3. Analyze data visualization tools
- CO 4. Apply Data storage and processing with frameworks

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 marks

2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Textbooks

1. Introducing Data Science, Davy Cielen, Arno D. B. Meysman and Mohamed Ali,Manning Publications, 2016.

Reference Books

1. Doing Data Science, Straight Talk from the Frontline, Cathy O'Neil, Rachel Schutt, O' Reilly, 1st edition, 2013.
2. Mining of Massive Datasets, Jure Leskovec, Anand Rajaraman, Jeffrey David Ullman, Cambridge University Press, 2nd edition, 2014
3. An Introduction to Statistical Learning: with Applications in R, Gareth James, Daniela Witten, Trevor Hastie, Robert Tibshirani, Springer, 1st edition, 2013
4. Think Like a Data Scientist, Brian Godsey, Manning Publications, 2017.

Weblinks and Video Lectures (e-Resources):

1. https://www.simplilearn.com/tutorials/data-science-tutorial/what-is-data-science
2. https://www.youtube.com/watch?v=N6BghzuFLIg
3. https://www.coursera.org/lecture/what-is-datascience/fundamentals-of-data-science-tPgFU
4. https://www.youtube.com/watch?v=ua-CiDNNj30

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Real world problem solving using Data science techniques and demonstration of data visualization methods with the help of suitable project.

	Mathematics for Computer Science		Semester	3
	Course Code	**BCS301**	CIE Marks	50
	Teaching Hours/Week (L: T:P: S)	3:2:0:0	SEE Marks	50
	Total Hours of Pedagogy	40 hours Theory + 20 Hours Tutorial	Total Marks	100
	Credits	04	Exam Hours	3
	Examination type (SEE)	**Theory**		

Course objectives: This course will enable the students to:

1. To introduce the concept of random variables, probability distributions, specific discrete and continuous distributions with practical application in Computer Science Engineering and social life situations.
2. To Provide the principles of statistical inferences and the basics of hypothesis testing with emphasis on some commonly encountered hypotheses.
3. To Determine whether an input has a statistically significant effect on the system's response through ANOVA testing.

Teaching-Learning Process

Pedagogy (General Instructions):

Teachers can use the following strategies to accelerate the attainment of the various course outcomes.

1. In addition to the traditional lecture method, different types of innovative teaching methods may be adopted so that the delivered lessons shall develop students' theoretical and applied Mathematical skills.
2. State the need for Mathematics with Engineering Studies and Provide real-life examples.
3. Support and guide the students for self–study.
4. You will assign homework, grading assignments and quizzes, and documenting students' progress.
5. Encourage the students to group learning to improve their creative and analytical skills.
6. Show short related video lectures in the following ways:
   - As an introduction to new topics (pre-lecture activity).
   - As a revision of topics (post-lecture activity).
   - As additional examples (post-lecture activity).
   - As an additional material of challenging topics (pre-and post-lecture activity).
   - As a model solution of some exercises (post-lecture activity).

Module-1: Probability Distributions

Probability Distributions: Review of basic probability theory. Random variables (discrete and continuous), probability mass and density functions. Mathematical expectation, mean and variance. Binomial, Poisson and normal distributions- problems (derivations for mean and standard deviation for Binomial and Poisson distributions only)-Illustrative examples. Exponential distribution. **(12 Hours)**

(RBT Levels: L1, L2 and L3)

	Pedagogy	Chalk and Board, Problem-based learning

Module-2: Joint probability distribution & Markov Chain

Joint probability distribution: Joint Probability distribution for two discrete random variables, expectation, covariance and correlation.
Markov Chain: Introduction to Stochastic Process, Probability Vectors, Stochastic matrices, Regular stochastic matrices, Markov chains, Higher transition probabilities, Stationary distribution of Regular Markov chains and absorbing states. **(12 Hours)**
(RBT Levels: L1, L2 and L3)

Pedagogy	Chalk and Board, Problem-based learning

Module-3: Statistical Inference 1

Introduction, sampling distribution, standard error, testing of hypothesis, levels of significance, test of significances, confidence limits, simple sampling of attributes, test of significance for large samples, comparison of large samples. **(12 Hours)**
(RBT Levels: L1, L2 and L3)

Pedagogy	Chalk and Board, Problem-based learning

Module-4: Statistical Inference 2

Sampling variables, central limit theorem and confidences limit for unknown mean. Test of Significance for means of two small samples, students 't' distribution, Chi-square distribution as a test of goodness of fit. F-Distribution. **(12 Hours)**
(RBT Levels: L1, L2 and L3)

Pedagogy	Chalk and Board, Problem-based learning

Module-5: Design of Experiments & ANOVA

Principles of experimentation in design, Analysis of completely randomized design, randomized block design. The ANOVA Technique, Basic Principle of ANOVA, One-way ANOVA, Two-way ANOVA, Latin-square Design, and Analysis of Co-Variance. **(12 Hours)**
(RBT Levels: L1, L2 and L3)

Pedagogy	Chalk and Board, Problem-based learning

Course outcome (Course Skill Set)

At the end of the course, the student will be able to:

1. Explain the basic concepts of probability, random variables, probability distribution
2. Apply suitable probability distribution models for the given scenario.
3. Apply the notion of a discrete-time Markov chain and n-step transition probabilities to solve the given problem
4. Use statistical methodology and tools in the engineering problem-solving process.
5. Compute the confidence intervals for the mean of the population.
6. Apply the ANOVA test related to engineering problems.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment

Test component, there are 25 marks.

- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by the University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.

Marks scored shall be proportionally reduced to 50 marks

Suggested Learning Resources:

Textbooks:

1. **Ronald E. Walpole, Raymond H Myers, Sharon L Myers & Keying Ye** "Probability & Statistics for Engineers & Scientists", Pearson Education, 9th edition, 2017.
2. **Peter Bruce, Andrew Bruce & Peter Gedeck** "Practical Statistics for Data Scientists" O'Reilly Media, Inc., 2nd edition **2020.**

Reference Books: (Name of the author/Title of the Book/ Name of the publisher/Edition and Year)

1. **Erwin Kreyszig**, "Advanced Engineering Mathematics", John Wiley & Sons, 9th Edition, 2006.
2. **B. S. Grewal** "Higher Engineering Mathematics", Khanna publishers, 44th Ed., 2021.
3. **G Haribaskaran** "Probability, Queuing Theory & Reliability Engineering", Laxmi Publication, Latest Edition, 2006
4. **Irwin Miller & Marylees Miller,** John E. Freund's "Mathematical Statistics with Applications" Pearson. Dorling Kindersley Pvt. Ltd. India, 8th edition, 2014.
5. **S C Gupta and V K Kapoor**, "Fundamentals of Mathematical Statistics", S Chand and Company, Latest edition.
6. **Robert V. Hogg, Joseph W. McKean & Allen T. Craig**. "Introduction to Mathematical Statistics", Pearson Education 7th edition, 2013.
7. **Jim Pitman**. Probability, Springer-Verlag, 1993.
8. **Sheldon M. Ross,** "Introduction to Probability Models" 11th edition. Elsevier, 2014.
9. **A. M. Yaglom and I. M. Yaglom**, "Probability and Information". D. Reidel Publishing Company. Distributed by Hindustan Publishing Corporation (India) Delhi, 1983.
10. **P. G. Hoel, S. C. Port and C. J. Stone**, "Introduction to Probability Theory", Universal Book Stall, (Reprint), 2003.
11. **S. Ross**, "A First Course in Probability", Pearson Education India, 6th Ed., 2002.
12. **W. Feller**, "An Introduction to Probability Theory and its Applications", Vol. 1, Wiley, 3rd

Ed., 1968.

13. **N.P. Bali and Manish Goyal**, A Textbook of Engineering Mathematics, Laxmi Publications, Reprint, 2010.
14. **Veerarajan T**, Engineering Mathematics (for semester III), Tata McGraw-Hill, New Delhi, 2010

Web links and Video Lectures (e-Resources):

http://nptel.ac.in/courses.php?disciplineID=111
http://www.class-central.com/subject/math(MOOCs)
http://academicearth.org/
http://www.bookstreet.in.
VTU EDUSAT PROGRAMME – 20
VTU e-Shikshana Program

Activity-Based Learning (Suggested Activities in Class)/Practical-Based Learning

- Programming Assignment
- Seminars

Digital Design and Computer Organization		Semester	3
Course Code	BCS302	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 20 Hours of Practicals	Total Marks	100
Credits	04	Exam Hours	3
Examination nature (SEE)	Theory		

Course objectives:

- To demonstrate the functionalities of binary logic system
- To explain the working of combinational and sequential logic system
- To realize the basic structure of computer system
- To illustrate the working of I/O operations and processing unit

Teaching-Learning Process (General Instructions)
These are sample Strategies; that teachers can use to accelerate the attainment of the various course outcomes.

1. Chalk and Talk
2. Live Demo with experiments
3. Power point presentation

MODULE-1 **8 Hr**

Introduction to Digital Design: Binary Logic, Basic Theorems And Properties Of Boolean Algebra, Boolean Functions, Digital Logic Gates, Introduction, The Map Method, Four-Variable Map, Don't-Care Conditions, NAND and NOR Implementation, Other Hardware Description Language – Verilog Model of a simple circuit.

Text book 1: 1.9, 2.4, 2.5, 2.8, 3.1, 3.2, 3.3, 3.5, 3.6, 3.9

MODULE-2 **8 Hr**

Combinational Logic: Introduction, Combinational Circuits, Design Procedure, Binary Adder- Subtractor, Decoders, Encoders, Multiplexers. HDL Models of Combinational Circuits – Adder, Multiplexer, Encoder. **Sequential Logic**: Introduction, Sequential Circuits, Storage Elements: Latches, Flip-Flops.

Text book 1: 4.1, 4.2, 4.4, 4.5, 4.9, 4.10, 4.11, 4.12, 5.1, 5.2, 5.3, 5.4.

MODULE-3 **8 Hr**

Basic Structure of Computers: Functional Units, Basic Operational Concepts, Bus structure, Performance – Processor Clock, Basic Performance Equation, Clock Rate, Performance Measurement.**Machine Instructions and Programs:** Memory Location and Addresses, Memory Operations, Instruction and Instruction sequencing, Addressing Modes.

Text book 2: 1.2, 1.3, 1.4, 1.6, 2.2, 2.3, 2.4, 2.5

MODULE-4 **8 Hr**

Input/output Organization: Accessing I/O Devices, Interrupts – Interrupt Hardware, Enabling and Disabling Interrupts, Handling Multiple Devices, Direct Memory Access: Bus Arbitration, Speed, size and Cost of memory systems. Cache Memories – Mapping Functions.

Text book 2: 4.1, 4.2.1, 4.2.2, 4.2.3, 4.4, 5.4, 5.5.1

MODULE-5 **8 Hr**

Basic Processing Unit: Some Fundamental Concepts: Register Transfers, Performing ALU operations, fetching a word from Memory, Storing a word in memory. Execution of a Complete Instruction. **Pipelining:** Basic concepts, Role of Cache memory, Pipeline Performance.

Text book 2: 7.1, 7.2, 8.1

PRACTICAL COMPONENT OF IPCC

Sl.NO	Experiments **Simulation packages preferred: Multisim, Modelsim, PSpice or any other relevant**
1	Given a 4-variable logic expression, simplify it using appropriate technique and simulate the same using basic gates.
2	Design a 4 bit full adder and subtractor and simulate the same using basic gates.
3	Design Verilog HDL to implement simple circuits using structural, Data flow and Behavioural model.
4	Design Verilog HDL to implement Binary Adder-Subtractor – Half and Full Adder, Half and Full Subtractor.
5	Design Verilog HDL to implement Decimal adder.
6	Design Verilog program to implement Different types of multiplexer like 2:1, 4:1 and 8:1.
7	Design Verilog program to implement types of De-Multiplexer.
8	Design Verilog program for implementing various types of Flip-Flops such as SR, JK and D.

Course outcomes (Course Skill Set):

At the end of the course, the student will be able to:

CO1: Apply the K–Map techniques to simplify various Boolean expressions.

CO2: Design different types of combinational and sequential circuits along with Verilog programs.

CO3: Describe the fundamentals of machine instructions, addressing modes and Processor performance.

CO4: Explain the approaches involved in achieving communication between processor and I/O devices.

CO5:Analyze internal Organization of Memory and Impact of cache/Pipelining on Processor Performance.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

CIE for the theory component of the IPCC (maximum marks 50)

- IPCC means practical portion integrated with the theory of the course.
- CIE marks for the theory component are **25 marks** and that for the practical component is **25 marks**.
- 25 marks for the theory component are split into **15 marks** for two Internal Assessment Tests (Two Tests, each of 15 Marks with 01-hour duration, are to be conducted) and **10 marks** for other

assessment methods mentioned in 22OB4.2. The first test at the end of 40-50% coverage of the syllabus and the second test after covering 85-90% of the syllabus.

- Scaled-down marks of the sum of two tests and other assessment methods will be CIE marks for the theory component of IPCC (that is for **25 marks)**.
- The student has to secure 40% of 25 marks to qualify in the CIE of the theory component of IPCC.

CIE for the practical component of the IPCC

- **15 marks** for the conduction of the experiment and preparation of laboratory record, and **10 marks** for the test to be conducted after the completion of all the laboratory sessions.
- On completion of every experiment/program in the laboratory, the students shall be evaluated including viva-voce and marks shall be awarded on the same day.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to **15 marks**.
- The laboratory test **(duration 02/03 hours)** after completion of all the experiments shall be conducted for 50 marks and scaled down to **10 marks.**
- Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **25 marks**.
- The student has to secure 40% of 25 marks to qualify in the CIE of the practical component of the IPCC.

SEE for IPCC

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**)

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored by the student shall be proportionally scaled down to 50 Marks

The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper may include questions from the practical component.

Suggested Learning Resources:

Books

1. M. Morris Mano & Michael D. Ciletti, Digital Design With an Introduction to Verilog Design, 5e, Pearson Education.

2. Carl Hamacher, ZvonkoVranesic, SafwatZaky, Computer Organization, 5th Edition, Tata McGraw Hill.

Web links and Video Lectures (e-Resources):

https://cse11-iiith.vlabs.ac.in/

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Assign the group task to Design the various types of counters and display the output accordingly

Assessment Methods

- Lab Assessment (25 Marks)
- GATE Based Aptitude Test

OPERATING SYSTEMS		Semester	3
Course Code	BCS303	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 20 hours practicals	Total Marks	100
Credits	04	Exam Hours	3
Examination nature (SEE)	**Theory**		

Course objectives:

- To Demonstrate the need for OS and different types of OS
- To discuss suitable techniques for management of different resources
- To demonstrate different APIs/Commands related to processor, memory, storage and file system management.

Teaching-Learning Process (General Instructions)

Teachers can use the following strategies to accelerate the attainment of the various course outcomes.

1. Lecturer methods (L) need not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.
5. Role play for process scheduling.
6. Demonstrate the installation of any one Linux OS on VMware/Virtual Box

MODULE-1 **8 Hours**

Introduction to operating systems, System structures: What operating systems do; Computer System organization; Computer System architecture; Operating System structure; Operating System operations; Process management; Memory management; Storage management; Protection and Security; Distributed system; Special-purpose systems; Computing environments.

Operating System Services: User - Operating System interface; System calls; Types of system calls; System programs; Operating system design and implementation; Operating System structure; Virtual machines; Operating System debugging, Operating System generation; System boot.

Textbook 1: Chapter – 1 (1.1-1.12), 2 (2.2-2.11)

MODULE-2 **8 Hours**

Process Management: Process concept; Process scheduling; Operations on processes; Inter process communication

Multi-threaded Programming: Overview; Multithreading models; Thread Libraries; Threading issues.

Process Scheduling: Basic concepts; Scheduling Criteria; Scheduling Algorithms; Thread scheduling; Multiple-processor scheduling,

Textbook 1: Chapter – 3 (3.1-3.4), 4 (4.1-4.4), 5 (5.1 -5.5)

MODULE-3 **8 Hours**

Process Synchronization: Synchronization: The critical section problem; Peterson's solution; Synchronization hardware; Semaphores; Classical problems of synchronization;

Deadlocks: System model; Deadlock characterization; Methods for handling deadlocks; Deadlock prevention; Deadlock avoidance; Deadlock detection and recovery from deadlock.

Textbook 1: Chapter – 6 (6.1-6.6), 7 (7.1 -7.7)

MODULE-4	8 Hours

Memory Management: Memory management strategies: Background; Swapping; Contiguous memory allocation; Paging; Structure of page table; Segmentation.

Virtual Memory Management: Background; Demand paging; Copy-on-write; Page replacement; Allocation of frames; Thrashing.

Textbook 1: Chapter -8 (8.1-8.6), 9 (9.1-9.6)

MODULE-5	8 Hours

File System, Implementation of File System: File system: File concept; Access methods; Directory and Disk structure; File system mounting; File sharing; **Implementing File system:** File system structure; File system implementation; Directory implementation; Allocation methods; Free space management.

Secondary Storage Structure, Protection: Mass storage structures; Disk structure; Disk attachment; Disk scheduling; Disk management; **Protection**: Goals of protection, Principles of protection, Domain of protection, Access matrix.

Textbook 1: Chapter – 10 (10.1-10.5) ,11 (11.1-11.5),12 (12.1-12.5), 14 (14.1-14.4)

PRACTICAL COMPONENT OF IPCC*(May cover all / major modules)*

Sl.NO	Experiments
1	Develop a c program to implement the Process system calls (fork (), exec(), wait(), create process, terminate process)
2	Simulate the following CPU scheduling algorithms to find turnaround time and waiting time a) FCFS b) SJF c) Round Robin d) Priority.
3	Develop a C program to simulate producer-consumer problem using semaphores.
4	Develop a C program which demonstrates interprocess communication between a reader process and a writer process. Use mkfifo, open, read, write and close APIs in your program.
5	Develop a C program to simulate Bankers Algorithm for DeadLock Avoidance.
6	Develop a C program to simulate the following contiguous memory allocation Techniques: a) Worst fit b) Best fit c) First fit.
7	Develop a C program to simulate page replacement algorithms: a) FIFO b) LRU
8	Simulate following File Organization Techniques a) Single level directory b) Two level directory
9	Develop a C program to simulate the Linked file allocation strategies.
10	Develop a C program to simulate SCAN disk scheduling algorithm.

Course outcomes (Course Skill Set):

At the end of the course, the student will be able to:

CO 1. Explain the structure and functionality of operating system

CO 2. Apply appropriate CPU scheduling algorithms for the given problem.

CO 3. Analyse the various techniques for process synchronization and deadlock handling.

CO 4. Apply the various techniques for memory management

CO 5. Explain file and secondary storage management strategies.

CO 6. Describe the need for information protection mechanisms

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

CIE for the theory component of the IPCC (maximum marks 50)

- IPCC means practical portion integrated with the theory of the course.
- CIE marks for the theory component are **25 marks** and that for the practical component is **25 marks**.
- 25 marks for the theory component are split into **15 marks** for two Internal Assessment Tests (Two Tests, each of 15 Marks with 01-hour duration, are to be conducted) and **10 marks** for other assessment methods

mentioned in 22OB4.2. The first test at the end of 40-50% coverage of the syllabus and the second test after covering 85-90% of the syllabus.

- Scaled-down marks of the sum of two tests and other assessment methods will be CIE marks for the theory component of IPCC (that is for **25 marks**).
- The student has to secure 40% of 25 marks to qualify in the CIE of the theory component of IPCC.

CIE for the practical component of the IPCC

- **15 marks** for the conduction of the experiment and preparation of laboratory record, and **10 marks** for the test to be conducted after the completion of all the laboratory sessions.
- On completion of every experiment/program in the laboratory, the students shall be evaluated including viva-voce and marks shall be awarded on the same day.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to **15 marks**.
- The laboratory test **(duration 02/03 hours)** after completion of all the experiments shall be conducted for 50 marks and scaled down to **10 marks.**
- Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **25 marks**.
- The student has to secure 40% of 25 marks to qualify in the CIE of the practical component of the IPCC.

SEE for IPCC

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**)

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scoredby the student shall be proportionally scaled down to 50 Marks

The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper may include questions from the practical component.

Suggested Learning Resources:

Textbooks

1. Abraham Silberschatz, Peter Baer Galvin, Greg Gagne, Operating System Principles 8th edition, Wiley-India, 2015

Reference Books

1. Ann McHoes Ida M Fylnn, Understanding Operating System, Cengage Learning, 6th Edition
2. D.M Dhamdhere, Operating Systems: A Concept Based Approach 3rd Ed, McGraw- Hill, 2013.
3. P.C.P. Bhatt, An Introduction to Operating Systems: Concepts and Practice 4th Edition, PHI(EEE), 2014.
4. William Stallings Operating Systems: Internals and Design Principles, 6th Edition, Pearson.

Web links and Video Lectures (e-Resources):

1. https://youtu.be/mXw9ruZaxzQ

2. https://youtu.be/vBURTt97EkA
3. https://www.youtube.com/watch?v=783KAB-tuE4&list=PLIemF3uozcAKTgsCIj82voMK3TMR0YE_f
4. https://www.youtube.com/watch?v=3-ITLMMeeXY&list=PL3pGy4HtqwD0n7bQfHjPnsWzkeRn6mkO

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Assessment Methods
    - Case Study on Unix Based Systems (10 Marks)
    - Lab Assessment (25 Marks)

DATA STRUCTURES AND APPLICATIONS		Semester	3
Course Code	BCS304	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	3
Examination type (SEE)	Theory		

Course objectives:

CLO 1. To explain fundamentals of data structures and their applications.

CLO 2. To illustrate representation of Different data structures such as Stack, Queues, Linked Lists, Trees and Graphs.

CLO 3. To Design and Develop Solutions to problems using Linear Data Structures

CLO 4. To discuss applications of Nonlinear Data Structures in problem solving.

CLO 5. To introduce advanced Data structure concepts such as Hashing and Optimal Binary Search Trees

Teaching-Learning Process (General Instructions)

Teachers can use following strategies to accelerate the attainment of the various course outcomes.

1. Chalk and Talk with Black Board
2. ICT based Teaching
3. Demonstration based Teaching

Module-1 **8Hours**

INTRODUCTION TO DATA STRUCTURES: Data Structures, Classifications (Primitive & Non-Primitive), Data structure Operations

Review of pointers and dynamic Memory Allocation,

ARRAYS and STRUCTURES: Arrays, Dynamic Allocated Arrays, Structures and Unions, Polynomials, Sparse Matrices, representation of Multidimensional Arrays, Strings

STACKS: Stacks, Stacks Using Dynamic Arrays, Evaluation and conversion of Expressions

Text Book: Chapter-1:1.2 Chapter-2: 2.1 to 2.7 Chapter-3: 3.1,3.2,3.6

Reference Book 1: 1.1 to 1.4

Module-2 **8Hours**

QUEUES: Queues, Circular Queues, Using Dynamic Arrays, Multiple Stacks and queues.

LINKED LISTS : Singly Linked, Lists and Chains, Representing Chains in C, Linked Stacks and Queues, Polynomials

Text Book: Chapter-3: 3.3, 3.4, 3.7 Chapter-4: 4.1 to 4.4

Module-3 **8Hours**

LINKED LISTS : Additional List Operations, Sparse Matrices, Doubly Linked List.

TREES: Introduction, Binary Trees, Binary Tree Traversals, Threaded Binary Trees.

Text Book: Chapter-4: 4.5,4.7,4.8 Chapter-5: 5.1 to 5.3, 5.5

Module-4 **8Hours**

TREES(Cont..): Binary Search trees, Selection Trees, Forests, Representation of Disjoint sets, Counting Binary Trees,

GRAPHS: The Graph Abstract Data Types, Elementary Graph Operations

Text Book: Chapter-5: 5.7 to 5.11 Chapter-6: 6.1, 6.2

Module-5 **8Hours**

HASHING: Introduction, Static Hashing, Dynamic Hashing
PRIORITY QUEUES: Single and double ended Priority Queues, Leftist Trees
INTRODUCTION TO EFFICIENT BINARY SEARCH TREES: Optimal Binary Search Trees
Text Book: Chapter 8: 8.1 to 8.3 Chapter 9: 9.1, 9.2 Chapter 10: 10.1

Course outcome (Course Skill Set)

At the end of the course the student will be able to:

CO 1. Explain different data structures and their applications.
CO 2. Apply Arrays, Stacks and Queue data structures to solve the given problems.
CO 3. Use the concept of linked list in problem solving.
CO 4. Develop solutions using trees and graphs to model the real-world problem.
CO 5. Explain the advanced Data Structures concepts such as Hashing Techniques and Optimal Binary Search Trees.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks

Suggested Learning Resources:

Textbook:

1. Ellis Horowitz, Sartaj Sahni and Susan Anderson-Freed, Fundamentals of Data Structures in C, 2nd Ed, Universities Press, 2014

Reference Books:

1. Seymour Lipschutz, Data Structures Schaum's Outlines, Revised 1st Ed, McGraw Hill, 2014.
2. Gilberg & Forouzan, Data Structures: A Pseudo-code approach with C, 2nd Ed, Cengage Learning,2014.
3. Reema Thareja, Data Structures using C, 3rd Ed, Oxford press, 2012.
4. Jean-Paul Tremblay & Paul G. Sorenson, An Introduction to Data Structures with Applications, 2nd Ed, McGraw Hill, 2013
5. A M Tenenbaum, Data Structures using C, PHI, 1989
6. Robert Kruse, Data Structures and Program Design in C, 2nd Ed, PHI, 1996.

Web links and Video Lectures (e-Resources):

- http://elearning.vtu.ac.in/econtent/courses/video/CSE/06CS35.html
- https://nptel.ac.in/courses/106/105/106105171/
- http://www.nptelvideos.in/2012/11/data-structures-and-algorithms.html
- https://www.youtube.com/watch?v=3Xo6P_V-qns&t=201s
- https://ds2-iiith.vlabs.ac.in/exp/selection-sort/index.html
- https://nptel.ac.in/courses/106/102/106102064/
- https://ds1-iiith.vlabs.ac.in/exp/stacks-queues/index.html
- https://ds1-iiith.vlabs.ac.in/exp/linked-list/basics/overview.html
- https://ds1-iiith.vlabs.ac.in/List%20of%20experiments.html
- https://ds1-iiith.vlabs.ac.in/exp/tree-traversal/index.html
- https://ds1-iiith.vlabs.ac.in/exp/tree-traversal/depth-first-traversal/dft-practice.html
- https://infyspringboard.onwingspan.com/web/en/app/toc/lex_auth_01350159542807756812559/overview

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Role Play
- Flipped classroom
- Assessment Methods for 25 Marks (opt two Learning Activities)
  - Case Study
  - Programming Assignment
  - Gate Based Aptitude Test
  - MOOC Assignment for selected Module

DATA STRUCTURES LABORATORY
SEMESTER – III

Course Code	**BCSL305**	**CIE Marks**	50
Number of Contact Hours/Week	0:0:2	**SEE Marks**	50
Total Number of Lab Contact Hours	28	**Exam Hours**	03

Credits – 1

Course Learning Objectives:

This laboratory course enables students to get practical experience in design, develop, implement, analyze and evaluation/testing of

- Dynamic memory management
- Linear data structures and their applications such as stacks, queues and lists
- Non-Linear data structures and their applications such as trees and graphs

Descriptions (if any):

- Implement all the programs in "C " Programming Language and Linux OS.

Programs List:

1. Develop a Program in C for the following:
   a) Declare a calendar as an array of 7 elements (A dynamically Created array) to represent 7 days of a week. Each Element of the array is a structure having three fields. The first field is the name of the Day (A dynamically allocated String), The second field is the date of the Day (A integer), the third field is the description of the activity for a particular day (A dynamically allocated String).
   b) Write functions create(), read() and display(); to create the calendar, to read the data from the keyboard and to print weeks activity details report on screen.

2. Develop a Program in C for the following operations on Strings.
   a. Read a main String (STR), a Pattern String (PAT) and a Replace String (REP)
   b. Perform Pattern Matching Operation: Find and Replace all occurrences of PAT in STR with REP if PAT exists in STR. Report suitable messages in case PAT does not exist in STR

   Support the program with functions for each of the above operations. Don't use Built-in functions.

3. Develop a menu driven Program in C for the following operations on STACK of Integers (Array Implementation of Stack with maximum size MAX)
   a. Push an Element on to Stack
   b. Pop an Element from Stack
   c. Demonstrate how Stack can be used to check Palindrome
   d. Demonstrate Overflow and Underflow situations on Stack
   e. Display the status of Stack
   f. Exit

   Support the program with appropriate functions for each of the above operations

4.	Develop a Program in C for converting an Infix Expression to Postfix Expression. Program should support for both parenthesized and free parenthesized expressions with the operators: +, -, *, /, % (Remainder), ^ (Power) and alphanumeric operands.
5.	Develop a Program in C for the following Stack Applications a. Evaluation of Suffix expression with single digit operands and operators: +, -, *, /, %, ^ b. Solving Tower of Hanoi problem with n disks

6.	Develop a menu driven Program in C for the following operations on Circular QUEUE of Characters (Array Implementation of Queue with maximum size MAX) a. Insert an Element on to Circular QUEUE b. Delete an Element from Circular QUEUE c. Demonstrate Overflow and Underflow situations on Circular QUEUE d. Display the status of Circular QUEUE e. Exit Support the program with appropriate functions for each of the above operations
7.	Develop a menu driven Program in C for the following operations on Singly Linked List (SLL) of Student Data with the fields: *USN, Name, Programme, Sem, PhNo* a. Create a SLL of N Students Data by using *front insertion*. b. Display the status of SLL and count the number of nodes in it c. Perform Insertion / Deletion at End of SLL d. Perform Insertion / Deletion at Front of SLL(Demonstration of stack) e. Exit
8.	Develop a menu driven Program in C for the following operations on Doubly Linked List (DLL) of Employee Data with the fields: *SSN, Name, Dept, Designation, Sal, PhNo* a. Create a DLL of N Employees Data by using *end insertion*. b. Display the status of DLL and count the number of nodes in it c. Perform Insertion and Deletion at End of DLL d. Perform Insertion and Deletion at Front of DLL e. Demonstrate how this DLL can be used as Double Ended Queue. f. Exit
9.	Develop a Program in C for the following operationson Singly Circular Linked List (SCLL) with header nodes a. Represent and Evaluate a Polynomial $P(x,y,z) = 6x^2y^2z-4yz^5+3x^3yz+2xy^5z-2xyz^3$ b. Find the sum of two polynomials POLY1(x,y,z) and POLY2(x,y,z) and store the result in POLYSUM(x,y,z) Support the program with appropriate functions for each of the above operations
10.	Develop a menu driven Program in C for the following operations on Binary Search Tree (BST) of Integers . a. Create a BST of N Integers: 6, 9, 5, 2, 8, 15, 24, 14, 7, 8, 5, 2 b. Traverse the BST in Inorder, Preorder and Post Order c. Search the BST for a given element (KEY) and report the appropriate message d. Exit
11.	Develop a Program in C for the following operations on Graph(G) of Cities a. Create a Graph of N cities using Adjacency Matrix. b. Print all the nodes reachable from a given starting node in a digraph using DFS/BFS method

12.	Given a File of N employee records with a set K of Keys (4-digit) which uniquely determine the records in file F. Assume that file F is maintained in memory by a Hash Table (HT) of m memory locations with L as the set of memory addresses (2-digit) of locations in HT. Let the keys in K and addresses in L are Integers. Develop a Program in C that uses Hash function H: K →L as H(K)=K mod m (remainder method), and implement hashing technique to map a given key K to the address space L. Resolve the collision (if any) using linear probing.

Laboratory Outcomes: The student should be able to:

- Analyze various linear and non-linear data structures
- Demonstrate the working nature of different types of data structures and their applications
- Use appropriate searching and sorting algorithms for the give scenario.
- Apply the appropriate data structure for solving real world problems

Conduct of Practical Examination:

- Experiment distribution
  - For laboratories having only one part: Students are allowed to pick one experiment from the lot with equal opportunity.
  - For laboratories having PART A and PART B: Students are allowed to pick one experiment from PART A and one experiment from PART B, with equal opportunity.
- Change of experiment is allowed only once and marks allotted for procedure to be made zero of the changed part only.
- Marks Distribution *(Need to change in accordance with university regulations)*
  - c) For laboratories having only one part – Procedure + Execution + Viva-Voce: 15+70+15 = 100 Marks
  - d) For laboratories having PART A and PART B
    - i. Part A – Procedure + Execution + Viva = 6 + 28 + 6 = 40 Marks
    - ii. Part B – Procedure + Execution + Viva = 9 + 42 + 9 = 60 Marks

Object Oriented Programming with JAVA		Semester	3
Course Code	BCS306A	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	2:0:2	SEE Marks	50
Total Hours of Pedagogy	28 Hours of Theory + 20 Hours of Practical	Total Marks	100
Credits	03	Exam Hours	03
Examination type (SEE)	Theory		

Note - Students who have undergone " Basics of Java Programming-BPLCK105C/205C" in first year are not eligible to opt this course

Course objectives:

- To learn primitive constructs JAVA programming language.
- To understand Object Oriented Programming Features of JAVA.
- To gain knowledge on: packages, multithreaded programing and exceptions.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes and make Teaching –Learning more effective

1. Use Online Java Compiler IDE: https://www.jdoodle.com/online-java-compiler/ or any other.
2. Demonstration of programing examples.
3. Chalk and board, power point presentations
4. Online material (Tutorials) and video lectures.

Module-1

An Overview of Java: Object-Oriented Programming (Two Paradigms, Abstraction, The Three OOP Principles), Using Blocks of Code, Lexical Issues (Whitespace, Identifiers, Literals, Comments, Separators, The Java Keywords).

Data Types, Variables, and Arrays: The Primitive Types (Integers, Floating-Point Types, Characters, Booleans), Variables, Type Conversion and Casting, Automatic Type Promotion in Expressions, Arrays, Introducing Type Inference with Local Variables.

Operators: Arithmetic Operators, Relational Operators, Boolean Logical Operators, The Assignment Operator, The ? Operator, Operator Precedence, Using Parentheses.

Control Statements: Java's Selection Statements (if, The Traditional switch), Iteration Statements (while, do-while, for, The For-Each Version of the for Loop, Local Variable Type Inference in a for Loop, Nested Loops), Jump Statements (Using break, Using continue, return).

Chapter 2, 3, 4, 5

Module-2

Introducing Classes: Class Fundamentals, Declaring Objects, Assigning Object Reference Variables, Introducing Methods, Constructors, The this Keyword, Garbage Collection.

Methods and Classes: Overloading Methods, Objects as Parameters, Argument Passing, Returning Objects, Recursion, Access Control, Understanding static, Introducing final, Introducing Nested and Inner Classes.

Chapter 6, 7

Module-3

Inheritance: Inheritance Basics, Using super, Creating a Multilevel Hierarchy, When Constructors Are Executed, Method Overriding, Dynamic Method Dispatch, Using Abstract Classes, Using final with Inheritance, Local Variable Type Inference and Inheritance, The Object Class.

Interfaces: Interfaces, Default Interface Methods, Use static Methods in an Interface, Private Interface Methods.

Chapter 8, 9

Module-4

Packages: Packages, Packages and Member Access, Importing Packages.

Exceptions: Exception-Handling Fundamentals**,** Exception Types**,** Uncaught Exceptions**,** Using try and catch, Multiple catch Clauses, Nested try Statements, throw, throws, finally, Java's Built-in Exceptions, Creating Your Own Exception Subclasses, Chained Exceptions.

Chapter 9, 10

Module-5

Multithreaded Programming: The Java Thread Model, The Main Thread, Creating a Thread, Creating Multiple Threads, Using isAlive() and join(), Thread Priorities, Synchronization, Interthread Communication, Suspending, Resuming, and Stopping Threads, Obtaining a Thread's State.

Enumerations, Type Wrappers and Autoboxing: Enumerations (Enumeration Fundamentals**,** The values() and valueOf() Methods), Type Wrappers (Character, Boolean, The Numeric Type Wrappers), Autoboxing (Autoboxing and Methods, Autoboxing/Unboxing Occurs in Expressions, Autoboxing/Unboxing Boolean and Character Values).

Chapter 11, 12

Course outcome (Course Skill Set)

At the end of the course, the student will be able to:

1. Demonstrate proficiency in writing simple programs involving branching and looping structures.
2. Design a class involving data members and methods for the given scenario.
3. Apply the concepts of inheritance and interfaces in solving real world problems.
4. Use the concept of packages and exception handling in solving complex problem
5. Apply concepts of multithreading, autoboxing and enumerations in program development

Programming Experiments (Suggested and are not limited to)

1. Develop a JAVA program to add TWO matrices of suitable order N (The value of N should be read from command line arguments).
2. Develop a stack class to hold a maximum of 10 integers with suitable methods. Develop a JAVA main method to illustrate Stack operations.
3. A class called Employee, which models an employee with an ID, name and salary, is designed as shown in the following class diagram. The method raiseSalary (percent) increases the salary by the given percentage. Develop the Employee class and suitable main method for demonstration.
4. A class called MyPoint, which models a 2D point with x and y coordinates, is designed as follows:
   - Two instance variables x (int) and y (int).
   - A default (or "no-arg") constructor that construct a point at the default location of (0, 0).
   - A overloaded constructor that constructs a point with the given x and y coordinates.
   - A method setXY() to set both x and y.
   - A method getXY() which returns the x and y in a 2-element int array.
   - A toString() method that returns a string description of the instance in the format "(x, y)".
   - A method called distance(int x, int y) that returns the distance from this point to another point at the given (x, y) coordinates
   - An overloaded distance(MyPoint another) that returns the distance from this point to the given MyPoint instance (called another)
   - Another overloaded distance() method that returns the distance from this point to the origin (0,0)

   Develop the code for the class MyPoint. Also develop a JAVA program (called TestMyPoint) to test all the methods defined in the class.
5. Develop a JAVA program to create a class named shape. Create three sub classes namely: circle, triangle and square, each class has two member functions named draw () and erase (). Demonstrate

polymorphism concepts by developing suitable methods, defining member data and main program.

6. Develop a JAVA program to create an abstract class Shape with abstract methods calculateArea() and calculatePerimeter(). Create subclasses Circle and Triangle that extend the Shape class and implement the respective methods to calculate the area and perimeter of each shape.
7. Develop a JAVA program to create an interface Resizable with methods resizeWidth(int width) and resizeHeight(int height) that allow an object to be resized. Create a class Rectangle that implements the Resizable interface and implements the resize methods
8. Develop a JAVA program to create an outer class with a function display. Create another class inside the outer class named inner with a function called display and call the two functions in the main class.
9. Develop a JAVA program to raise a custom exception (user defined exception) for DivisionByZero using try, catch, throw and finally.
10. Develop a JAVA program to create a package named mypack and import & implement it in a suitable class.
11. Write a program to illustrate creation of threads using runnable class. (start method start each of the newly created thread. Inside the run method there is sleep() for suspend the thread for 500 milliseconds).
12. Develop a program to create a class MyThread in this class a constructor, call the base class constructor, using super and start the thread. The run method of the class starts after this. It can be observed that both main thread and created child thread are executed concurrently.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

CIE for the theory component of the IPCC (maximum marks 50)

- IPCC means practical portion integrated with the theory of the course.
- CIE marks for the theory component are **25 marks** and that for the practical component is **25 marks**.
- 25 marks for the theory component are split into **15 marks** for two Internal Assessment Tests (Two Tests, each of 15 Marks with 01-hour duration, are to be conducted) and **10 marks** for other assessment methods mentioned in 22OB4.2. The first test at the end of 40-50% coverage of the syllabus and the second test after covering 85-90% of the syllabus.
- Scaled-down marks of the sum of two tests and other assessment methods will be CIE marks for the theory component of IPCC (that is for **25 marks)**.
- The student has to secure 40% of 25 marks to qualify in the CIE of the theory component of IPCC.

CIE for the practical component of the IPCC

- **15 marks** for the conduction of the experiment and preparation of laboratory record, and **10 marks** for the test to be conducted after the completion of all the laboratory sessions.
- On completion of every experiment/program in the laboratory, the students shall be evaluated including viva-voce and marks shall be awarded on the same day.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to **15 marks**.
- The laboratory test **(duration 02/03 hours)** after completion of all the experiments shall be conducted for 50 marks and scaled down to **10 marks.**
- Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **25 marks**.
- The student has to secure 40% of 25 marks to qualify in the CIE of the practical component of the IPCC.

SEE for IPCC

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**)

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored by the student shall be proportionally scaled down to 50 Marks

The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper may include questions from the practical component.

Suggested Learning Resources:

Textbook

1. Java: The Complete Reference, Twelfth Edition, by Herbert Schildt, November 2021, McGraw-Hill, ISBN: 9781260463422

Reference Books

1. Programming with Java, 6th Edition, by E Balagurusamy, Mar-2019, McGraw Hill Education, ISBN: 9789353162337.
2. Thinking in Java, Fourth Edition, by Bruce Eckel, Prentice Hall, 2006 (https://sd.blackball.lv/library/thinking_in_java_4th_edition.pdf)

Web links and Video Lectures (e-Resources):

- Java Tutorial: https://www.geeksforgeeks.org/java/
- Introduction To Programming In Java (by Evan Jones, Adam Marcus and Eugene Wu): https://ocw.mit.edu/courses/6-092-introduction-to-programming-in-java-january-iap-2010/
- Java Tutorial: https://www.w3schools.com/java/
- Java Tutorial: https://www.javatpoint.com/java-tutorial

Activity Based Learning (Suggested Activities)/ Practical Based learning

1. Installation of Java (Refer: https://www.java.com/en/download/help/index_installing.html)
2. Demonstration of online IDEs like geeksforgeeks, jdoodle or any other Tools
3. Demonstration of class diagrams for the class abstraction, type visibility, composition and inheritance

Assessment Method

- Programming Assignment / Course Project

OBJECT ORIENTED PROGRAMMING with C++		Semester	3
Course Code	BCS306B	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	2;0:2	SEE Marks	50
Total Hours of Pedagogy	28 Hours Theory + 20 Hours of Practical	Total Marks	100
Credits	03	Exam Hours	03
Examination type (SEE)	**Theory**		

Note - Students who have undergone " Introduction to C++ Programming-BPLCK105D/205D" in first year are not eligible to opt this course

Course objectives:

- To understand object-oriented programming using C++and Gain knowledge about the capability to store information together in an object.
- To illustrate the capability of a class to rely upon another class and functions.
- To Create and process data in files using file I/O functions
- To understand the generic programming features of C++ including Exception handling

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Chalk and board, power point presentations
2. Online material (Tutorials) and video lectures.
3. Demonstration of programing examples.

Module-1 **5 Hours**

An overview of C++: What is object-Oriented Programming? Introducing C++ Classes, The General Form of a C++ Program.

Classes and Objects: Classes, Friend Functions, Friend Classes, Inline Functions, Parameterized Constructors, Static Class Members, When Constructors and Destructors are Executed, The Scope Resolution Operator, Passing Objects to functions, Returning Objects, Object Assignment

Ch 11, Ch 12

Module-2 **6 Hours**

Arrays, Pointers, References, and the Dynamic Allocation Operators: Arrays of Objects, Pointers to Objects, The this Pointer, Pointers to derived types, Pointers to class members.

Functions Overloading, Copy Constructors: Functions Overloading, Overloading Constructor Functions. Copy Constructors, Default Function Arguments, Function Overloading and Ambiguity.

Ch 13, Ch 14

Module-3 **6 Hours**

Operator Overloading: Creating a Member Operator Function, Operator Overloading Using a Friend Function, Overloading new and delete
Inheritance: Base-Class Access Control, Inheritance and Protected Members, Inheriting Multiple Base Classes , Constructors, Destructors and Inheritance, Granting Access, Virtual Base Classes
Ch 15, Ch 16

Module-4 **5 Hours**

Virtual Functions and Polymorphism: Virtual Functions, The Virtual Attribute is Inherited, Virtual Functions are Hierarchical,
Pure Virtual Functions, Using Virtual Functions, Early vs Late Binding.
Templates: Generic Functions, Applying Generic Functions, Generic Classes. The type name and export Keywords. The Power of Templates

Ch 17, Ch 18

Module-5 **6 Hours**

Exception Handling: Exception Handling Fundamentals, Handling Derived-Class Exceptions, Exception Handling Options, Applying Exception Handling.
The C++ I/O System Basics: C++ Streams, The C++ Classes, Formatted I/O
File I/O: <fstream> and File Classes, Opening and Closing a File, Reading and Writing Text Files, Detecting EOF.

Ch 19, Ch 20, Ch21

Course outcome (Course Skill Set)

At the end of the course, the student will be able to :
1 Illustrate the basic concepts of object-oriented programming.
2 Design appropriate classes for the given real world scenario.
3 Apply the knowledge of compile-time / run-time polymorphism to solve the given problem
4 Use the knowledge of inheritance for developing optimized solutions
5 Apply the concepts of templates and exception handling for the given problem
6 Use the concepts of input output streams for file operations

Suggested Learning Resources:
Books
1. Herbert schildt, The Complete Reference C++, 4th edition, TMH, 2005

Reference Books
1. Balagurusamy E, Object Oriented Programming with C++, Tata McGraw Hill Education Pvt.Ltd., Sixth Edition 2016.
2. Bhave , " Object Oriented Programming With C++", Pearson Education , 2004.
3. A K Sharma , "Object Oriented Programming with C++", Pearson Education, 2014

Web links and Video Lectures (e-Resources):

1. Basics of C++ - https://www.youtube.com/watch?v=BClS40yzssA
2. Functions of C++ - https://www.youtube.com/watch?v=p8ehAjZWjPw

Tutorial Link:

1. https://www.w3schools.com/cpp/cpp_intro.asp
2. https://www.edx.org/course/introduction-to-c-3
3. https://infyspringboard.onwingspan.com/web/en/app/toc/lex_auth_01384364250678886443375_shared/overview

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Group Assignment to develop small projects and demonstrate using C++

Practical Component

Sl.NO	Experiments
1	Develop a C++ program to find the largest of three numbers
2	Develop a C++ program to sort the elements in ascending and descending order.
3	Develop a C++ program using classes to display student name, roll number, marks obtained in two subjects and total score of student
4	Develop a C++ program for a bank empolyee to print name of the employee, account_no. & balance. Print invalid balance if amount<500, Display the same, also display the balance after withdraw and deposit.
5	Develop a C++ program to demonstrate function overloading for the following prototypes. add(int a, int b) add(double a, double b
6	Develop a C++ program using Operator Overloading for overloading Unary minus operator.
7	Develop a C++ program to implement Multiple inheritance for performing arithmetic operation of two numbers
8	Develop a C++ program using Constructor in Derived classes to initialize alpha, beta and gamma and display corresponding values.
9	Develop a C++ program to create a text file, check file created or not, if created it will write some text into the file and then read the text from the file.
10	Develop a C++ program to write and read time in/from binary file using fstream
11	Develop a function which throws a division by zero exception and catch it in catch block. Write a C++ program to demonstrate usage of try, catch and throw to handle exception.
12	Develop a C++ program that handles array out of bounds exception using C++.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

CIE for the theory component of the IPCC (maximum marks 50)

- IPCC means practical portion integrated with the theory of the course.
- CIE marks for the theory component are **25 marks** and that for the practical component is **25 marks**.
- 25 marks for the theory component are split into **15 marks** for two Internal Assessment Tests (Two Tests, each of 15 Marks with 01-hour duration, are to be conducted) and **10 marks** for other assessment methods mentioned in 22OB4.2. The first test at the end of 40-50% coverage of the syllabus and the second test after covering 85-90% of the syllabus.
- Scaled-down marks of the sum of two tests and other assessment methods will be CIE marks for the theory component of IPCC (that is for **25 marks)**.
- The student has to secure 40% of 25 marks to qualify in the CIE of the theory component of IPCC.

CIE for the practical component of the IPCC

- **15 marks** for the conduction of the experiment and preparation of laboratory record, and **10 marks** for the test to be conducted after the completion of all the laboratory sessions.
- On completion of every experiment/program in the laboratory, the students shall be evaluated including viva-voce and marks shall be awarded on the same day.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to **15 marks**.
- The laboratory test **(duration 02/03 hours)** after completion of all the experiments shall be conducted for 50 marks and scaled down to **10 marks.**
- Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **25 marks**.
- The student has to secure 40% of 25 marks to qualify in the CIE of the practical component of the IPCC.

SEE for IPCC

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**)

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored by the student shall be proportionally scaled down to 50 Marks

The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper may include questions from the practical component.

BSCK307 – Social Connect & Responsibility 2022 Scheme & syllabus for 3rd sem		Semester	3rd
Course Code	**BSCK307**	CIE Marks	**100**
Teaching Hours/Week (L:T:P: S)	0:0:3:1	SEE Marks	------
Total Hours of Pedagogy	40 hour Practical Session +15 hour Planning	Total Marks	**100**
Examination nature (No SEE – Only CIE)	For CIE Assessment - Activities Report Evaluation by College NSS Officer / HOD / Sports Dept / Any Dept.		
Credits	01 - Credit		

Course objectives: The course will enable the students to:

1. Provide a formal platform for students to communicate and connect to the surrounding.
2. create a responsible connection with the society.
3. Understand the community in general in which they work.
4. Identify the needs and problems of the community and involve them in problem –solving.
5. Develop among themselves a sense of social & civic responsibility & utilize their knowledge in finding practical solutions to individual and community problems.
6. Develop competence required for group-living and sharing of responsibilities & gain skills in mobilizing community participation to acquire leadership qualities and democratic attitudes.

General Instructions - Pedagogy :

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. In addition to the traditional lecture method, different types of innovative teaching methods may be adopted so that the activities will develop students' theoretical and applied social and cultural skills.
2. State the need for activities and its present relevance in the society and Provide real-life examples.
3. Support and guide the students for self-planned activities.
4. You will also be responsible for assigning homework, grading assignments and quizzes, and documenting students' progress in real activities in the field.
5. Encourage the students for group work to improve their creative and analytical skills.

Contents :

The course is mainly activity-based that will offer a set of activities for the student that enables them to connect with fellow human beings, nature, society, and the world at large.

The course will engage students for interactive sessions, open mic, reading group, storytelling sessions, and semester-long activities conducted by faculty mentors.

In the following a set of activities planned for the course have been listed:

Social Connect & Responsibility - Contents

Part I:

Plantation and adoption of a tree:

Plantation of a tree that will be adopted for four years by a group of BE / B.Tech students. (ONE STUDENT ONE TREE) They will also make an excerpt either as a documentary or a photo blog describing the plant's origin, its usage in daily life, its appearance in folklore and literature - – Objectives, Visit, case study, report, outcomes.

Part II :

Heritage walk and crafts corner:

Heritage tour, knowing the history and culture of the city, connecting to people around through their history, knowing the city and its craftsman, photo blog and documentary on evolution and practice of various craft forms - – Objectives,Visit, case study, report, outcomes.

Part III :

Organic farming and waste management:

Usefulness of organic farming, wet waste management in neighboring villages, and implementation in the campus –

Objectives,Visit, case study, report, outcomes.

Part IV:

Water conservation:

Knowing the present practices in the surrounding villages and implementation in the campus, documentary or photoblog presenting the current practices – Objectives, Visit, case study, report, outcomes.

Part V :

Food walk:

City's culinary practices, food lore, and indigenous materials of the region used in cooking – Objectives, Visit, case study, report, outcomes.

Course outcomes (Course Skill Set):

At the end of the course, the student will be able to:

CO1: Communicate and connect to the surrounding.

CO2: Create a responsible connection with the society.

CO3: Involve in the community in general in which they work.

CO4: Notice the needs and problems of the community and involve them in problem –solving.

CO5: Develop among themselves a sense of social & civic responsibility & utilize their knowledge in finding practical solutions to individual and community problems.

CO6: Develop competence required for group-living and sharing of responsibilities & gain skills in mobilizing community participation to acquire leadership qualities and democratic attitudes.

Activities:

Jamming session, open mic, and poetry: Platform to connect to others. Share the stories with others. Share the experience of Social Connect. Exhibit the talent like playing instruments, singing, one-act play, art-painting, and fine art.

PEDAGOGY:

The pedagogy will include interactive lectures, inspiring guest talks, field visits, social immersion, and a course project. Applying and synthesizing information from these sources to define the social problem to address and take up the solution as the course project, with your group. Social immersionwith NGOs/social sections will be a key part of the course. Will all lead to the course project that will address the needs of the social sector?

COURSE TOPICS:

The course will introduce social context and various players in the social space, and present approaches to discovering and understanding social needs. Social immersion and inspiring conversional will culminate in developing an actual, idea for problem-based intervention, based on an in-depth understanding of a key social problem.

Duration :

A total of 40 - 50 hrs engagement per semester is required for the 3rd semester of the B.E. /B.Tech. program. The students will be divided into groups. Each group will be handled by faculty mentor. Faculty mentor will design the activities (particularly Jamming sessions open mic ,and poetry) Faculty mentors has to design the evaluation system as per VTU guidelines of scheme & syllabus.

Guideline for Assessment Process:

Continuous Internal Evaluation (CIE):

After completion of the course, the student shall prepare, with daily diary as reference, a comprehensive report in consultation with the mentor/s to indicate what he has observed and learned in the social connect period. The report should be signed by the mentor. The report shall be evaluated on the basis of the following criteria and/or other relevant criteria pertaining to the activity completed. Marks allotted for the diary are out of 50. Planning and scheduling the social connect Information/Data collected during the social connect Analysis of the information/data and report writing Considering all above points allotting the marks as mentioned below

Excellent : 80 to 100
Good : 60 to 79
Satisfactory : 40 to 59
Unsatisfactory and fail : <39

Special Note :

NO SEE – Semester End Exam – Completely Practical and activities based evaluation

Pedagogy – Guidelines :

It may differ depending on local resources available for the study as well as environment and climatic differences, location and time of execution.

Sl No	Topic	Group size	Location	Activity execution	Reporting	Evaluation Of the Topic
1.	**Plantation and adoption of a tree:**	May be individual or team	Farmers land/ parks / Villages / roadside/ community area / College campus etc…..	Site selection /proper consultation/Continuous monitoring/ Information board	Report should be submitted by individual to the concerned evaluation authority	Evaluation as per the rubrics Of scheme and syllabus by Faculty
2.	**Heritage walk and crafts corner:**	May be individual or team	Temples / monumental places / Villages/ City Areas / Grama panchayat/ public associations/Government Schemes officers/ campus etc…..	Site selection /proper consultation/Continuous monitoring/ Information board	Report should be submitted by individual to the concerned evaluation authority	Evaluation as per the rubrics Of scheme and syllabus by Faculty
3.	**Organic farming and waste management:**	May be individual or team	Farmers land / parks / Villages visits / roadside/ community area / College campus etc…..	Group selection / proper consultation / Continuous monitoring / Information board	Report should be submitted by individual to the concerned evaluation authority	Evaluation as per the rubrics Of scheme and syllabus by Faculty
4.	**Water conservation:** & conservation techniques	May be individual or team	Villages/ City Areas / Grama panchayat/ public associations/Government Schemes officers / campus etc…..	site selection / proper consultation/Continuous monitoring/ Information board	Report should be submitted by individual to the concerned evaluation authority	Evaluation as per the rubrics Of scheme and syllabus by Faculty
5.	**Food walk: Practices in society**	May be individual or team	Villages/ City Areas / Grama panchayat/ public associations/Government Schemes officers/ campus etc…..	Group selection / proper consultation / Continuous monitoring / Information board	Report should be submitted by individual to the concerned evaluation authority	Evaluation as per the rubrics Of scheme and syllabus by Faculty

Plan of Action (Execution of Activities)

Sl.NO	Practice Session Description
1	**Lecture session in field to start activities**
2	**Students Presentation on Ideas**
3	**Commencement of activity and its progress**
4	**Execution of Activity**
5	**Execution of Activity**
6	**Execution of Activity**
7	**Execution of Activity**
8	**Case study based Assessment, Individual performance**
9	**Sector/ Team wise study and its consolidation**
10	**Video based seminar for 10 minutes by each student At the end of semester with Report.**

- Each student should do activities according to the scheme and syllabus.
- At the end of semester student performance has to be evaluated by the faculty for the assigned activity progress and its completion.
- At last consolidated report of all activities from 1st to 5th, compiled report should be submitted as per the instructions and scheme.

Assessment Details for CIE (both CIE and SEE)

Weightage	**CIE – 100%**
Field Visit, Plan, Discussion	10 Marks
Commencement of activities and its progress	20 Marks
Case study based Assessment Individual performance with report	20 Marks
Sector wise study & its consolidation 5*5 = 25	25 Marks
Video based seminar for 10 minutes by each student At the end of semester with Report. **Activities 1 to 5, 5*5 = 25**	25 Marks
Total marks for the course in each semester	**100 Marks**

- Implementation strategies of the project (NSS work).
- The last report should be signed by NSS Officer, the HOD and principal.
- At last report should be evaluated by the NSS officer of the institute.
- Finally the consolidated marks sheet should be sent to the university and also to be made available at LIC visit.

For each activity, 20 marks CIE will be evaluated for IA marks at the end of semester, Report and assessment copy should be made available in the department.

Students should present the progress of the activities as per the schedule in the prescribed practical session in the field. There should be positive progress in the vertical order for the benefit of society in general through activities.

Data Analytics with Excel		Semester	3
Course Code	**BCS358A**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Credits	01	Exam Hours	100
Examination type (SEE)	Practical		

Course objectives:

- To Apply analysis techniques to datasets in Excel
- Learn how to use Pivot Tables and Pivot Charts to streamline your workflow in Excel
- Understand and Identify the principles of data analysis
- Become adept at using Excel functions and techniques for analysis
- Build presentation ready dashboards in Excel

Sl.NO	Experiments
1	**Getting Started with Excel**: Creation of spread sheets, Insertion of rows and columns, Drag & Fill, use of Aggregate functions.
2	**Working with Data** : Importing data, Data Entry & Manipulation, Sorting & Filtering.
3	**Working with Data:** Data Validation, Pivot Tables & Pivot Charts.
4	**Data Analysis Process**: Conditional Formatting, What-If Analysis, Data Tables, Charts & Graphs.
5	**Cleaning Data with Text Functions**: use of UPPER and LOWER, TRIM function, Concatenate.
6	**Cleaning Data Containing Date and Time Values:** use of DATEVALUE function, DATEADD and DATEDIF, TIMEVALUE functions.
7	**Conditional Formatting**: formatting, parsing, and highlighting data in spreadsheets during data analysis.
8	**Working with Multiple Sheets**: work with multiple sheets within a workbook is crucial for organizing and managing data, perform complex calculations and create comprehensive reports.
9	Create worksheet with following fields: Empno, Ename, Basic Pay(BP), Travelling Allowance(TA), Dearness Allowance(DA), House Rent Allowance(HRA), Income Tax(IT), Provident Fund(PF), Net Pay(NP). Use appropriate formulas to calculate the above scenario. Analyse the data using appropriate chart and report the data.
10	Create worksheet on Inventory Management: Sheet should contain Product code, Product name, Product type, MRP, Cost after % of discount, Date of purchase. Use appropriate formulas to calculate the above scenario. Analyse the data using appropriate chart and report the data.

11	Create worksheet on Sales analysis of Merchandise Store: data consisting of Order ID, Customer ID, Gender, age, date of order, month, online platform, Category of product, size, quantity, amount, shipping city and other details. Use of formula to segregate different categories and perform a comparative study using pivot tables and different sort of charts.
12	Generation of report & presentation using Autofilter &macro.

Course outcomes (Course Skill Set):
At the end of the course the student will be able to:

- Use advanced functions and productivity tools to assist in developing worksheets.
- Manipulate data lists using Outline and PivotTables.
- Use Consolidation to summarise and report results from multiple worksheets.
- Apply Macros and Autofilter to solve the given real world scenario.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation (CIE):

CIE marks for the practical course are **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment is to be evaluated for conduction with an observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments are designed by the faculty who is handling the laboratory session and are made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled down to **30 marks** (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct a test of 100 marks after the completion of all the experiments listed in the syllabus.
- In a test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability.
- The marks scored shall be scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and marks of a test is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

- SEE marks for the practical course are 50 Marks.
- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the Head of the Institute.
- The examination schedule and names of examiners are informed to the university before the conduction of the examination. These practical examinations are to be conducted between the schedule mentioned in the academic calendar of the University.

- All laboratory experiments are to be included for practical examination.
- (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.
- Students can pick one question (experiment) from the questions lot prepared by the examiners jointly.
- Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.
- General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)
- Change of experiment is allowed only once and 15% of Marks allotted to the procedure part are to be made zero.

The minimum duration of SEE is 02 hours

Suggested Learning Resources:

- **Berk & Carey** - Data Analysis with Microsoft® Excel: Updated for Offi ce 2007®, Third Edition, © 2010 Brooks/Cole, Cengage Learning, ISBN-13: 978-0-495-39178-4
- **Wayne L. Winston** - Microsoft Excel 2019: Data Analysis And Business Modeling, PHI, ISBN: 9789389347180
- **Aryan Gupta** - Data Analysis in Excel: The Best Guide. (https://www.simplilearn.com/tutorials/excel-tutorial/data-analysis-excel)

R Programming		Semester	3
Course Code	BCS358B	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Credits	01	Exam Hours	02
Examination type (SEE)	Practical		

Course objectives:

- To explore and understand how R and R Studio interactive environment.
- To understand the different data Structures, data types in R.
- To learn and practice programming techniques using R programming.
- To import data into R from various data sources and generate visualizations.
- To draw insights from datasets using data analytics techniques.

Sl.NO	Experiments
1	Demonstrate the steps for installation of R and R Studio. Perform the following: a) Assign different type of values to variables and display the type of variable. Assign different types such as Double, Integer, Logical, Complex and Character and understand the difference between each data type. b) Demonstrate Arithmetic and Logical Operations with simple examples. c) Demonstrate generation of sequences and creation of vectors. d) Demonstrate Creation of Matrices e) Demonstrate the Creation of Matrices from Vectors using Binding Function. f) Demonstrate element extraction from vectors, matrices and arrays **Suggested Reading** – Text Book 1 – Chapter 1 (What is R, Installing R, Choosing an IDE – RStudio, How to Get Help in R, Installing Extra Related Software), Chapter 2 (Mathematical Operations and Vectors, Assigning Variables, Special Numbers, Logical Vectors), Chapter 3 (Classes, Different Types of Numbers, Other Common Classes, Checking and Changing Classes, Examining Variables)
2	Assess the Financial Statement of an Organization being supplied with 2 vectors of data: Monthly Revenue and Monthly Expenses for the Financial Year. You can create your own sample data vector for this experiment) Calculate the following financial metrics: a. Profit for each month. b. Profit after tax for each month (Tax Rate is 30%). c. Profit margin for each month equals to profit after tax divided by revenue. d. Good Months – where the profit after tax was greater than the mean for the year. e. Bad Months – where the profit after tax was less than the mean for the year. f. The best month – where the profit after tax was max for the year. g. The worst month – where the profit after tax was min for the year. **Note:** a. All Results need to be presented as vectors b. Results for Dollar values need to be calculated with $0.01 precision, but need to be presented in Units of $1000 (i.e 1k) with no decimal points c. Results for the profit margin ratio need to be presented in units of % with no decimal point. d. It is okay for tax to be negative for any given month (deferred tax asset) e. Generate CSV file for the data. **Suggested Reading** – Text Book 1 – Chapter 4 (Vectors, Combining Matrices)
3	Develop a program to create two 3 X 3 matrices A and B and perform the following operations a) Transpose of the matrix b) addition c) subtraction d) multiplication **Suggested Reading** – Text Book 1 – Chapter 4 (Matrices and Arrays – Array Arithmetic)
4	Develop a program to find the factorial of given number using recursive function calls. **Suggested Reading** – Reference Book 1 – Chapter 5 (5.5 – Recursive Programming) Text Book 1 – Chapter 8 (Flow Control and Loops – If and Else, Vectorized If, while loops, for loops), Chapter 6 (Creating and Calling Functions, Passing Functions to and from other functions)

5

Develop an R Program using functions to find all the prime numbers up to a specified number by the method of Sieve of Eratosthenes.

Suggested Reading – Reference Book

1 - Chapter 5 (5.5 – Recursive Programming)

Text Book 1 – Chapter 8 (Flow Control and Loops – If and Else, Vectorized If, while loops, for loops), Chapter 6 (Creating and Calling Functions, Passing Functions to and from other functions)

6

The built-in data set mammals contain data on body weight versus brain weight. Develop R commands to:

a) Find the Pearson and Spearman correlation coefficients. Are they similar?

b) Plot the data using the plot command.

c) Plot the logarithm (log) of each variable and see if that makes a difference.

Suggested Reading – Text Book 1 –Chapter 12 – (Built-in Datasets) Chapter 14 – (Scatterplots)

Reference Book 2 – 13.2.5 (Covariance and Correlation)

7

Develop R program to create a Data Frame with following details and do the following operations.

itemCode	**itemCategory**	**itemPrice**
1001	Electronics	700
1002	Desktop Supplies	300
1003	Office Supplies	350
1004	USB	400
1005	CD Drive	800

a) Subset the Data frame and display the details of only those items whose price is greater than or equal to 350.

b) Subset the Data frame and display only the items where the category is either “Office Supplies” or “Desktop Supplies”

c) Create another Data Frame called “item-details” with three different fields itemCode, ItemQtyonHand and ItemReorderLvl and merge the two frames

Suggested Reading –Textbook 1: Chapter 5 (Lists and Data Frames)

8

Let us use the built-in dataset air quality which has Daily air quality measurements in New York, May to September 1973. Develop R program to generate histogram by using appropriate arguments for the following statements.

a) Assigning names, using the air quality data set.
b) Change colors of the Histogram
c) Remove Axis and Add labels to Histogram
d) Change Axis limits of a Histogram
e) Add Density curve to the histogram

Suggested Reading –Reference Book 2 – Chapter 7 (7.4 – The ggplot2 Package), Chapter 24 (Smoothing and Shading)

9

Design a data frame in R for storing about 20 employee details. Create a CSV file named “input.csv” that defines all the required information about the employee such as id, name, salary, start_date, dept. Import into R and do the following analysis.

a) Find the total number rows & columns
b) Find the maximum salary
c) Retrieve the details of the employee with maximum salary
d) Retrieve all the employees working in the IT Department.
e) Retrieve the employees in the IT Department whose salary is greater than 20000 and write these

details into another file "output.csv"

Suggested Reading – Text Book 1 – Chapter 12(CSV and Tab Delimited Files)

10 Using the built in dataset mtcars which is a popular dataset consisting of the design and fuel consumption patterns of 32 different automobiles. The data was extracted from the 1974 Motor Trend US magazine, and comprises fuel consumption and 10 aspects of automobile design and performance for 32 automobiles (1973-74 models). Format A data frame with 32 observations on 11 variables : [1] mpg Miles/(US) gallon, [2] cyl Number of cylinders [3] disp Displacement (cu.in.), [4] hp Gross horsepower [5] drat Rear axle ratio,[6] wt Weight (lb/1000) [7] qsec 1/4 mile time, [8] vs V/S, [9] am Transmission (0 = automatic, 1 = manual), [10] gear Number of forward gears, [11] carb Number of carburetors

Develop R program, to solve the following:

a) What is the total number of observations and variables in the dataset?
b) Find the car with the largest hp and the least hp using suitable functions
c) Plot histogram / density for each variable and determine whether continuous variables are normally distributed or not. If not, what is their skewness?
d) What is the average difference of gross horse power(hp) between automobiles with 3 and 4 number of cylinders(cyl)? Also determine the difference in their standard deviations.
e) Which pair of variables has the highest Pearson correlation?

References (Web links):

1. https://cran.r-project.org/web/packages/explore/vignettes/explore_mtcars.html
2. https://www.w3schools.com/r/r_stat_data_set.asp
3. https://rpubs.com/BillB/217355

11 Demonstrate the progression of salary with years of experience using a suitable data set (You can create your own dataset). Plot the graph visualizing the best fit line on the plot of the given data points. Plot a curve of Actual Values vs. Predicted values to show their correlation and performance of the model. Interpret the meaning of the slope and y-intercept of the line with respect to the given data. Implement using lm function. Save the graphs and coefficients in files. Attach the predicted values of salaries as a new column to the original data set and save the data as a new CSV file.

Suggested Reading – Reference Book 2 – Chapter 20 (General Concepts, Statistical Inference, Prediction)

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

- Explain the fundamental syntax of R data types, expressions and the usage of the R-Studio IDE
- Develop a program in R with programming constructs: conditionals, looping and functions.
- Apply the list and data frame structure of the R programming language.
- Use visualization packages and file handlers for data analysis..

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation (CIE):

CIE marks for the practical course are **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment is to be evaluated for conduction with an observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments are designed by the faculty who is handling the laboratory session and are made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled down to **30 marks** (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct a test of 100 marks after the completion of all the experiments listed in the syllabus.
- In a test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability.
- The marks scored shall be scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and marks of a test is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

- SEE marks for the practical course are 50 Marks.
- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the Head of the Institute.
- The examination schedule and names of examiners are informed to the university before the conduction of the examination. These practical examinations are to be conducted between the schedule mentioned in the academic calendar of the University.
- All laboratory experiments are to be included for practical examination.
- (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. OR based on the course requirement evaluation

rubrics shall be decided jointly by examiners.

- Students can pick one question (experiment) from the questions lot prepared by the examiners jointly.
- Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

- General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)
- Change of experiment is allowed only once and 15% of Marks allotted to the procedure part are to be made zero.

The minimum duration of SEE is 02 hours

Suggested Learning Resources:

Book:

1. Cotton, R. (2013). Learning R: A Step by Step Function Guide to Data Analysis. 1st ed. O'Reilly Media Inc.

References:

1. Jones, O., Maillardet. R. and Robinson, A. (2014). Introduction to Scientific Programming and Simulation Using R. Chapman & Hall/CRC, The R Series.
2. Davies, T.M. (2016) The Book of R: A First Course in Programming and Statistics. No Starch Press.

Project Management with Git		Semester	**3**
Course Code	**BCS358C**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0: 0 : 2: 0	SEE Marks	50
Credits	01	Exam Marks	100
Examination type (SEE)	Practical		

Course objectives:

- .To familiar with basic command of Git
- To create and manage branches
- To understand how to collaborate and work with Remote Repositories
- To familiar with virion controlling commands

Sl.NO	Experiments
1	**Setting Up and Basic Commands** Initialize a new Git repository in a directory. Create a new file and add it to the staging area and commit the changes with an appropriate commit message.
2	**Creating and Managing Branches** Create a new branch named "feature-branch." Switch to the "master" branch. Merge the "feature-branch" into "master."
3	**Creating and Managing Branches** Write the commands to stash your changes, switch branches, and then apply the stashed changes.
4	**Collaboration and Remote Repositories** Clone a remote Git repository to your local machine.
5	**Collaboration and Remote Repositories** Fetch the latest changes from a remote repository and rebase your local branch onto the updated remote branch.
6	**Collaboration and Remote Repositories** Write the command to merge "feature-branch" into "master" while providing a custom commit message for the merge.
7	**Git Tags and Releases** Write the command to create a lightweight Git tag named "v1.0" for a commit in your local repository.
8	**Advanced Git Operations**

	Write the command to cherry-pick a range of commits from "source-branch" to the current branch.
9	**Analysing and Changing Git History** Given a commit ID, how would you use Git to view the details of that specific commit, including the author, date, and commit message?
10	**Analysing and Changing Git History** Write the command to list all commits made by the author "JohnDoe" between "2023-01-01" and "2023-12-31."
11	**Analysing and Changing Git History** Write the command to display the last five commits in the repository's history.
12	**Analysing and Changing Git History** Write the command to undo the changes introduced by the commit with the ID "abc123".

Course outcomes (Course Skill Set):
At the end of the course the student will be able to:

- Use the basics commands related to git repository
- Create and manage the branches
- Apply commands related to Collaboration and Remote Repositories
- Use the commands related to Git Tags, Releases and advanced git operations
- Analyse and change the git history

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation (CIE):

CIE marks for the practical course are **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment is to be evaluated for conduction with an observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments are designed by the faculty who is handling the laboratory session and are made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled down to **30 marks** (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct a test of 100 marks after the completion of all the experiments listed in the syllabus.
- In a test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability.
- The marks scored shall be scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and marks of a test is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

- SEE marks for the practical course are 50 Marks.
- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the Head of the Institute.
- The examination schedule and names of examiners are informed to the university before the conduction of the examination. These practical examinations are to be conducted between the schedule mentioned in the academic calendar of the University.

- All laboratory experiments are to be included for practical examination.
- (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.
- Students can pick one question (experiment) from the questions lot prepared by the examiners jointly.
- Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.
- General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)
- Change of experiment is allowed only once and 15% of Marks allotted to the procedure part are to be made zero.

The minimum duration of SEE is 02 hours

Suggested Learning Resources:

- Version Control with Git, 3rd Edition, by Prem Kumar Ponuthorai, Jon Loeliger Released October 2022, Publisher(s): O'Reilly Media, Inc.
- Pro Git book, written by Scott Chacon and Ben Straub and published by Apress, https://git-scm.com/book/en/v2
- https://infyspringboard.onwingspan.com/web/en/app/toc/lex_auth_0130944433473699842782_shared/overview
- https://infyspringboard.onwingspan.com/web/en/app/toc/lex_auth_01330134712177459211926_shared/overview

Data Visualization with Python		Semester	III
Course Code	**BCS358D**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0: 0: 2: 0	SEE Marks	50
Credits	01	Exam Hours	100
Examination type (SEE)	Practical		

Course objectives:

- CLO 1. Demonstrate the use of IDLE or PyCharm IDE to create Python Applications
- CLO 2. Using Python programming language to develop programs for solving real-world problems
- CLO 3. Implementation of Matplotlib for drawing different Plots
- CLO 4. Demonstrate working with Seaborn, Bokeh.
- CLO 5. Working with Plotly for 3D, Time Series and Maps.

Experiments

Sl. No.	***PART A – List of problems for which student should develop program and execute in theLaboratory***
1	a) Write a python program to find the best of two test average marks out of three test's marks accepted from the user. b) Develop a Python program to check whether a given number is palindrome or not andalso count the number of occurrences of each digit in the input number. Datatypes: https://www.youtube.com/watch?v=gCCVsvgR2KU Operators: https://www.youtube.com/watch?v=v5MR5JnKcZI Flow Control: https://www.youtube.com/watch?v=PqFKRqpHrjwFor loop: https://www.youtube.com/watch?v=0ZvaDa8eT5s While loop: https://www.youtube.com/watch?v=HZARImviDxg Exceptions: https://www.youtube.com/watch?v=6SPDvPK38tw
2	a) Defined as a function F as Fn = Fn-1 + Fn-2. Write a Python program which accepts a value for N (where N >0) as input and pass this value to the function. Display suitable error message if the condition for input value is not followed. b) Develop a python program to convert binary to decimal, octal to hexadecimal using functions. Functions:https://www.youtube.com/watch?v=BVfCWuca9nw Arguments:https://www.youtube.com/watch?v=ijXMGpoMkhQ Return value: https://www.youtube.com/watch?v=nuNXiEDnM44
3	a) Write a Python program that accepts a sentence and find the number of words, digits, uppercase letters and lowercase letters. b) Write a Python program to find the string similarity between two given strings **Sample Output:** Original string: Python Exercises Python Exercises Similarity between two said strings: 1.0 **Sample Output:** Original string: Python Exercises Python Exercise Similarity between two said strings: 0.967741935483871 Strings: https://www.youtube.com/watch?v=lSItwlnF0eU String functions: https://www.youtube.com/watch?v=9a3CxJyTq00

4	a) Write a Python program to Demonstrate how to Draw a Bar Plot using Matplotlib. b) Write a Python program to Demonstrate how to Draw a Scatter Plot using Matplotlib. https://www.youtube.com/watch?v=RRHQ6Fs1b8w&list=PLjVLYmrlmjGcC0B_FP3bkJ-JIPkV5GuZR&index=3 https://www.youtube.com/watch?v=7ABCuhWO9II&list=PLjVLYmrlmjGcC0B_FP3bkJ-JIPkV5GuZR&index=4
5	a) Write a Python program to Demonstrate how to Draw a Histogram Plot using Matplotlib. b) Write a Python program to Demonstrate how to Draw a Pie Chart using Matplotlib. https://www.youtube.com/watch?v=Qk7caotaQUQ&list=PLjVLYmrlmjGcC0B_FP3bkJ-JIPkV5GuZR&index=6 https://www.youtube.com/watch?v=PSji21jUNO0&list=PLjVLYmrlmjGcC0B_FP3bkJ-JIPkV5GuZR&index=7
6	a) Write a Python program to illustrate Linear Plotting using Matplotlib. b) Write a Python program to illustrate liner plotting with line formatting using Matplotlib. https://www.youtube.com/watch?v=UO98lJQ3QGI&list=PL-osiE80TeTvipOqomVEeZ1HRrcEvtZB_
7	Write a Python program which explains uses of customizing seaborn plots with Aesthetic functions. https://www.youtube.com/watch?v=6GUZXDef2U0
8	Write a Python program to explain working with bokeh line graph using Annotations and Legends. a) Write a Python program for plotting different types of plots using Bokeh. https://www.youtube.com/watch?v=HDvxYoRadcA
9	Write a Python program to draw 3D Plots using Plotly Libraries. https://www.youtube.com/watch?v=cCck7hCanpw&list=PLE50-dh6JzC4onX-qkv9H3HtPbBVA8M94&index=4

10	a) Write a Python program to draw Time Series using Plotly Libraries. b) Write a Python program for creating Maps using Plotly Libraries. https://www.youtube.com/watch?v=xnJ2TNrGYik&list=PLE50-dh6JzC4onX-qkv9H3HtPbBVA8M94&index=5 https://www.youtube.com/watch?v=D35m2CdMhVs&list=PLE50-dh6JzC4onX-qkv9H3HtPbBVA8M94&index=6

Python (Full Course): https://www.youtube.com/watch?v=_uQrJ0TkZlc

Pedagogy	For the above experiments the following pedagogy can be considered. Problem based learning, Active learning, MOOC, Chalk &Talk

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:

- CO 1. Demonstrate the use of IDLE or PyCharm IDE to create Python Applications
- CO 2. Use Python programming constructs to develop programs for solving real-world problems
- CO 3. Use Matplotlib for drawing different Plots
- CO 4. Demonstrate working with Seaborn, Bokeh for visualization.
- CO 5. Use Plotly for drawing Time Series and Maps.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation (CIE):

CIE marks for the practical course are **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment is to be evaluated for conduction with an observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments are designed by the faculty who is handling the laboratory session and are made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled down to **30 marks** (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct a test of 100 marks after the completion of all the experiments listed in the syllabus.
- In a test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability.
- The marks scored shall be scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and marks of a test is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

- SEE marks for the practical course are 50 Marks.
- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the Head of the Institute.
- The examination schedule and names of examiners are informed to the university before the conduction of the examination. These practical examinations are to be conducted between the schedule mentioned in the academic calendar of the University.
- All laboratory experiments are to be included for practical examination.
- (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.
- Students can pick one question (experiment) from the questions lot prepared by the examiners jointly.
- Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.
- General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)
- Change of experiment is allowed only once and 15% of Marks allotted to the procedure part are to be made zero.

The minimum duration of SEE is 02 hours

- **Weightage of marks for PART A is 80% and for PART B is 20%. General rubrics suggested to be followed for part A and part B.**
- **Change of experiment is allowed only once and Marks allotted to the procedure part to be made zero (Not allowed for Part B).**
- **The duration of SEE is 03 hours**

Rubrics suggested in Annexure-II of Regulation book

Textbooks:

1. **Al Sweigart, "Automate the Boring Stuff with Python",1stEdition, No Starch Press, 2015. (Available under CC-BY-NC-SA license at https://automatetheboringstuff.com/)**
2. **Reema Thareja "Python Programming Using Problem Solving Approach" Oxford University Press.**
3. **Allen B. Downey, "Think Python: How to Think Like a Computer Scientist", 2nd Edition, Green Tea Press, 2015. (Available under CC-BY-NC license at http://greenteapress.com/thinkpython2/thinkpython2.pdf)**
4. **Jake VanderPlas "Python Data Science Handbook" 1st Edition, O'REILLY.**

Analysis & Design of Algorithms		Semester	4
Course Code	**BCS401**	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
Examination type (SEE)	Theory		

Course objectives:

- To learn the methods for analyzing algorithms and evaluating their performance.
- To demonstrate the efficiency of algorithms using asymptotic notations.
- To solve problems using various algorithm design methods, including brute force, greedy, divide and conquer, decrease and conquer, transform and conquer, dynamic programming, backtracking, and branch and bound.
- To learn the concepts of P and NP complexity classes.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) does not mean only the traditional lecture method, but different types of teaching methods may be adopted to achieve the outcomes.
2. Utilize video/animation films to illustrate the functioning of various concepts.
3. Promote collaborative learning (Group Learning) in the class.
4. Pose at least three HOT (Higher Order Thinking) questions in the class to stimulate critical thinking.
5. Incorporate Problem-Based Learning (PBL) to foster students' analytical skills and develop their ability to evaluate, generalize, and analyze information rather than merely recalling it.
6. Introduce topics through multiple representations.
7. Demonstrate various ways to solve the same problem and encourage students to devise their own creative solutions.
8. Discuss the real-world applications of every concept to enhance students' comprehension.

Module-1

INTRODUCTION: What is an Algorithm?, Fundamentals of Algorithmic Problem Solving.

FUNDAMENTALS OF THE ANALYSIS OF ALGORITHM EFFICIENCY: Analysis Framework, Asymptotic Notations and Basic Efficiency Classes, Mathematical Analysis of Non recursive Algorithms, Mathematical Analysis of Recursive Algorithms.

BRUTE FORCE APPROACHES: Selection Sort and Bubble Sort, Sequential Search and Brute Force String Matching.

Chapter 1 (Sections 1.1,1.2), Chapter 2(Sections 2.1,2.2,2.3,2.4), Chapter 3(Section 3.1,3.2)

Module-2

BRUTE FORCE APPROACHES (contd..): Exhaustive Search (Travelling Salesman probem and Knapsack Problem).

DECREASE-AND-CONQUER: Insertion Sort, Topological Sorting.

DIVIDE AND CONQUER: Merge Sort, Quick Sort, Binary Tree Traversals, Multiplication of Large Integers and Strassen's Matrix Multiplication.

Chapter 3(Section 3.4), Chapter 4 (Sections 4.1,4.2), Chapter 5 (Section 5.1,5.2,5.3, 5.4)
Module-3
TRANSFORM-AND-CONQUER: Balanced Search Trees, Heaps and Heapsort. **SPACE-TIME TRADEOFFS:** Sorting by Counting: Comparison counting sort, Input Enhancement in String Matching: Horspool's Algorithm. **Chapter 6 (Sections 6.3,6.4), Chapter 7 (Sections 7.1,7.2)**
Module-4
DYNAMIC PROGRAMMING: Three basic examples, The Knapsack Problem and Memory Functions, Warshall's and Floyd's Algorithms. **THE GREEDY METHOD:** Prim's Algorithm, Kruskal's Algorithm, Dijkstra's Algorithm, Huffman Trees and Codes. **Chapter 8 (Sections 8.1,8.2,8.4), Chapter 9 (Sections 9.1,9.2,9.3,9.4)**
Module-5
LIMITATIONS OF ALGORITHMIC POWER: Decision Trees, P, NP, and NP-Complete Problems. **COPING WITH LIMITATIONS OF ALGORITHMIC POWER**: Backtracking (n-Queens problem, Subset-sum problem), Branch-and-Bound (Knapsack problem), Approximation algorithms for NP-Hard problems (Knapsack problem). **Chapter 11 (Section 11.2, 11.3), Chapter 12 (Sections 12.1,12.2,12.3)**

Course outcome (Course Skill Set)

At the end of the course, the student will be able to:

1. Apply asymptotic notational method to analyze the performance of the algorithms in terms of time complexity.
2. Demonstrate divide & conquer approaches and decrease & conquer approaches to solve computational problems.
3. Make use of transform & conquer and dynamic programming design approaches to solve the given real world or complex computational problems.
4. Apply greedy and input enhancement methods to solve graph & string based computational problems.
5. Analyse various classes (P,NP and NP Complete) of problems
6. Illustrate backtracking, branch & bound and approximation methods.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by the University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally **reduced to 50 marks**

Suggested Learning Resources:

Textbooks

1. Introduction to the Design and Analysis of Algorithms, By Anany Levitin, 3rd Edition (Indian), 2017, Pearson.

Reference books

1. Computer Algorithms/C++, Ellis Horowitz, SatrajSahni and Rajasekaran, 2nd Edition, 2014, Universities Press.
2. Introduction to Algorithms, Thomas H. Cormen, Charles E. Leiserson, Ronal L. Rivest, Clifford Stein, 3rd Edition, PHI.
3. Design and Analysis of Algorithms, S. Sridhar, Oxford (Higher Education)

Web links and Video Lectures (e-Resources):

- Design and Analysis of Algorithms: https://nptel.ac.in/courses/106/101/106101060/

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Promote real-world problem-solving and competitive problem solving through group discussions to engage students actively in the learning process.
- Encourage students to enhance their problem-solving skills by implementing algorithms and solutions through programming exercises, fostering practical application of theoretical concepts.

Assessment Methods -

1. Problem Solving Assignments (Hacker Rank/ Hacker Earth / Leadcode)
2. Gate Based Aptitude Test

MICROCONTROLLERS		Semester	4
Course Code	**BCS402**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 8-10 Lab Slots	Total Marks	100
Credits	04	Exam Hours	3
Examination nature (SEE)	Theory		

Course Objectives:

CLO 1: Understand the fundamentals of ARM-based systems and basic architecture of CISC and RISC.
CLO 2: Familiarize with ARM programming modules along with registers, CPSR and Flags.
CLO 3: Develop ALP using various instructions to program the ARM controller.
CLO 4: Understand the Exceptions and Interrupt handling mechanism in Microcontrollers.
CLO 5: Discuss the ARM Firmware packages and Cache memory polices.

Teaching-Learning Process

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) needs not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students understanding.
9. Use any of these methods: Chalk and board, Active Learning, Case Studies.

MODULE-1 — **No. of Hours: 8**

ARM Embedded Systems: The RISC design philosophy, The ARM Design Philosophy, Embedded System Hardware, Embedded System Software.

ARM Processor Fundamentals: Registers, Current Program Status Register, Pipeline, Exceptions, Interrupts, and the Vector Table, Core Extensions

Textbook 1: Chapter 1 - 1.1 to 1.4, Chapter 2 - 2.1 to 2.5
RBT: L1, L2, L3

MODULE-2 — **No. of Hours: 8**

Introduction to the ARM Instruction Set: Data Processing Instructions, Branch Instructions, Software Interrupt Instructions, Program Status Register Instructions, Coprocessor Instructions, Loading Constants.

Textbook 1: Chapter 3 - 3.1 to 3.6
RBT: L1, L2, L3

MODULE-3 — **No. of Hours:8**

C Compilers and Optimization: Basic C Data Types, C Looping Structures, Register Allocation, Function Calls, Pointer Aliasing, Portability Issues.

Textbook 1: Chapter 5.1 to 5.7 and 5.13
RBT: L1, L2, L3

MODULE-4	No. of Hours:8
Exception and Interrupt Handling: Exception handling, ARM processor exceptions and modes, vector table, exception priorities, link register offsets, interrupts, assigning interrupts, interrupt latency, IRQ and FIQ exceptions, basic interrupt stack design and implementation. **Firmware:** Firmware and bootloader, ARM firmware suite, Red Hat redboot, Example: sandstone, sandstone directory layout, sandstone code structure. **Textbook 1: Chapter 9.1 and 9.2, Chapter 10** **RBT: L1, L2, L3**	
MODULE-5	**No. of Hours:08**
CACHES: The Memory Hierarchy and Cache Memory, Caches and Memory Management Units: CACHE Architecture: Basic Architecture of a Cache Memory, Basic Operation of a Cache Controller, The Relationship between Cache and Main Memory, Set Associativity, Write Buffers, Measuring Cache Efficiency, CACHE POLICY: Write Policy—Writeback or Writethrough, Cache Line Replacement Policies, Allocation Policy on a Cache Miss. Coprocessor 15 and caches. **Textbook 1: Chapter 12.1 to 12.4** **RBT: L1, L2, L3**	

PRACTICAL COMPONENT OF IPCC *(May cover all / major modules)*

Sl.No.	Experiments
Module – 1	
1.	Using Keil software, observe the various Registers, Dump, CPSR, with a simple Assembly Language Programs (ALP).
Module – 2	
2.	Develop and simulate ARM ALP for Data Transfer, Arithmetic and Logical operations (Demonstrate with the help of a suitable program).
3.	Develop an ALP to multiply two 16-bit binary numbers.
4.	Develop an ALP to find the sum of first 10 integer numbers.
5.	Develop an ALP to find the largest/smallest number in an array of 32 numbers.
6.	Develop an ALP to count the number of ones and zeros in two consecutive memory locations.
Module – 3	
7.	Simulate a program in C for ARM microcontroller using KEIL to sort the numbers in ascending/descending order using bubble sort.
8.	Simulate a program in C for ARM microcontroller to find factorial of a number.
9.	Simulate a program in C for ARM microcontroller to demonstrate case conversion of characters from upper to lowercase and lower to uppercase.
Module – 4 and 5	
10.	Demonstrate enabling and disabling of Interrupts in ARM.
11.	Demonstrate the handling of divide by zero, Invalid Operation and Overflow exceptions in ARM.

Course outcomes (Course Skill Set):

At the end of the course, the student will be able to:

- Explain the ARM Architectural features and Instructions.
- Develop programs using ARM instruction set for an ARM Microcontroller.
- Explain C-Compiler Optimizations and portability issues in ARM Microcontroller.
- Apply the concepts of Exceptions and Interrupt handling mechanisms in developing applications.
- Demonstrate the role of Cache management and Firmware in Microcontrollers.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

CIE for the theory component of the IPCC (maximum marks 50)

- IPCC means practical portion integrated with the theory of the course.
- CIE marks for the theory component are **25 marks** and that for the practical component is **25 marks**.
- 25 marks for the theory component are split into **15 marks** for two Internal Assessment Tests (Two Tests, each of 15 Marks with 01-hour duration, are to be conducted) and **10 marks** for other assessment methods mentioned in 22OB4.2. The first test at the end of 40-50% coverage of the syllabus and the second test after covering 85-90% of the syllabus.
- Scaled-down marks of the sum of two tests and other assessment methods will be CIE marks for the theory component of IPCC (that is for **25 marks)**.
- The student has to secure 40% of 25 marks to qualify in the CIE of the theory component of IPCC.

CIE for the practical component of the IPCC

1. **15 marks** for the conduction of the experiment and preparation of laboratory record, and **10 marks** for the test to be conducted after the completion of all the laboratory sessions.
2. On completion of every experiment/program in the laboratory, the students shall be evaluated including viva-voce and marks shall be awarded on the same day.
3. The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to **15 marks**.
4. The laboratory test **(duration 02/03 hours)** after completion of all the experiments shall be conducted for 50 marks and scaled down to **10 marks.**
5. Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **25 marks**.
6. The student has to secure 40% of 25 marks to qualify in the CIE of the practical component of the IPCC.

SEE for IPCC

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**)

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored by the student shall be proportionally scaled down to 50 Marks.

The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper may include questions from the practical component.

Suggested Learning Resources:

Text Books:

1. Andrew N Sloss, Dominic Symes and Chris Wright, ARM system developers guide, Elsevier, Morgan Kaufman publishers, 2008.

Reference Books:

1. Raghunandan.G.H, Microcontroller (ARM) and Embedded System, Cengage learning Publication, 2019.
2. Insider's Guide to the ARM7 based microcontrollers, Hitex Ltd.,1st edition, 2005

Activity Based Learning (Suggested Activities in Class)/ Practical Based Learning

Assign the group task to demonstrate the Installation and working of Keil Software.

DATABASE MANAGEMENT SYSTEM		Semester	4
Course Code	**BCS403**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 8-10 Lab slots	Total Marks	100
Credits	04	Exam Hours	
Examination nature (SEE)	Theory		

Course objectives:

- To Provide a strong foundation in database concepts, technology, and practice.
- To Practice SQL programming through a variety of database problems.
- To Understand the relational database design principles.
- To Demonstrate the use of concurrency and transactions in database.
- To Design and build database applications for real world problems.
- To become familiar with database storage structures and access techniques.

Teaching-Learning Process

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) needs not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding
9. Use any of these methods: Chalk and board, Active Learning, Case Studies

MODULE-1	**No. of Hours: 8**

Introduction to Databases: Introduction, Characteristics of database approach, Advantages of using the DBMS approach, History of database applications.
Overview of Database Languages and Architectures: Data Models, Schemas, and Instances. Three schema architecture and data independence, database languages, and interfaces, The Database System environment.
Conceptual Data Modelling using Entities and Relationships: Entity types, Entity sets and structural constraints, Weak entity types, ER diagrams,Specialization and Generalization.

Textbook 1:Ch 1.1 to 1.8, 2.1 to 2.6, 3.1 to 3.10
RBT: L1, L2, L3

MODULE-2	**No. of Hours: 8**

Relational Model: Relational Model Concepts, Relational Model Constraints and relational database schemas, Update operations, transactions, and dealing with constraint violations. **Relational Algebra:** Unary and Binary relational operations, additional relational operations (aggregate, grouping, etc.) Examples of Queries in relational algebra. **Mapping Conceptual Design into a Logical Design:** Relational Database Design using ER-to-Relational mapping. **Textbook 1: Ch 5.1 to 5.3, Ch 8.1 to 8.5; Ch 9.1 to 9.2 Textbook 2: 3.5** **RBT: L1, L2, L3**	
MODULE-3	**No. of Hours:8**
Normalization: Database Design Theory – Introduction to Normalization using Functional and Multivalued Dependencies: Informal design guidelines for relation schema, Functional Dependencies, Normal Forms based on Primary Keys, Second and Third Normal Forms, Boyce-Codd Normal Form, Multivalued Dependency and Fourth Normal Form, Join Dependencies and Fifth Normal Form. **SQL:** SQL data definition and data types, Schema change statements in SQL, specifying constraints in SQL, retrieval queries in SQL, INSERT, DELETE, and UPDATE statements in SQL, Additional features of SQL **Textbook 1: Ch 14.1 to 14.7, Ch 6.1 to 6.5** **RBT: L1, L2, L3**	
MODULE-4	**No. of Hours:8**
SQL: Advanced Queries: More complex SQL retrieval queries, Specifying constraints as assertions and action triggers, Views in SQL. **Transaction Processing:** Introduction to Transaction Processing, Transaction and System concepts, Desirable properties of Transactions, Characterizing schedules based on recoverability, Characterizing schedules based on Serializability, Transaction support in SQL. **Textbook 1: Ch 7.1 to 7.3, Ch 20.1 to 20.6** **RBT: L1, L2, L3**	
MODULE-5	**No. of Hours:08**
Concurrency Control in Databases: Two-phase locking techniques for Concurrency control, Concurrency control based on Timestamp ordering, Multiversion Concurrency control techniques, Validation Concurrency control techniques, Granularity of Data items and Multiple Granularity Locking. **NOSQL Databases and Big Data Storage Systems:** Introduction to NOSQL Systems, The CAP Theorem, Document-Based NOSQL Systems and MongoDB, NOSQL Key-Value Stores, Column-Based or Wide Column NOSQL Systems, NOSQL Graph Databases and Neo4j **Textbook 1:Chapter 21.1 to 21.5, Chapter 24.1 to 24.6** **RBT: L1, L2, L3**	

PRACTICAL COMPONENT OF IPCC *(May cover all / major modules)*

Sl.NO	Experiments
1	Create a table called Employee & execute the following. **Employee(EMPNO,ENAME,JOB, MANAGER_NO, SAL, COMMISSION)** 1. Create a user and grant all permissions to theuser. 2. Insert the any three records in the employee table contains attributes EMPNO,ENAME JOB, MANAGER_NO, SAL, COMMISSION and use rollback. Check the result. 3. Add primary key constraint and not null constraint to the employee table. 4. Insert null values to the employee table and verify the result.
2	Create a table called Employee that contain attributes EMPNO,ENAME,JOB, MGR,SAL & execute the following. 1. Add a column commission with domain to the Employeetable. 2. Insert any five records into the table. 3. Update the column details of job 4. Rename the column of Employ table using alter command. 5. Delete the employee whose Empno is 105.
3	Queries using aggregate functions(COUNT,AVG,MIN,MAX,SUM),Group by,Orderby. **Employee(E_id, E_name, Age, Salary)** 1. Create Employee table containing all Records E_id, E_name, Age, Salary. 2. Count number of employee names from employeetable 3. Find the Maximum age from employee table. 4. Find the Minimum age from employeetable. 5. Find salaries of employee in Ascending Order. 6. Find grouped salaries of employees.
4	Create a row level trigger for the customers table that would fire for INSERT or UPDATE or DELETE operations performed on the CUSTOMERS table. This trigger will display the salary difference between the old & new Salary. **CUSTOMERS(ID,NAME,AGE,ADDRESS,SALARY)**
5	Create cursor for Employee table & extract the values from the table. Declare the variables ,Open the cursor & extrct the values from the cursor. Close the cursor. **Employee(E_id, E_name, Age, Salary)**
6	Write a PL/SQL block of code using parameterized Cursor, that will merge the data available in the newly created table N_RollCall with the data available in the table O_RollCall. If the data in the first table already exist in the second table then that data should be skipped.
7	Install an Open Source NoSQL Data base MangoDB & perform basic CRUD(Create, Read, Update & Delete) operations. Execute MangoDB basic Queries using CRUD operations.

Course outcomes (Course Skill Set):

At the end of the course, the student will be able to:

- Describe the basic elements of a relational database management system
- Design entity relationship for the given scenario.
- Apply various Structured Query Language (SQL) statements for database manipulation.
- Analyse various normalization forms for the given application.
- Develop database applications for the given real world problem.
- Understand the concepts related to NoSQL databases.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

CIE for the theory component of the IPCC (maximum marks 50)

- IPCC means practical portion integrated with the theory of the course.
- CIE marks for the theory component are **25 marks** and that for the practical component is **25 marks**.
- 25 marks for the theory component are split into **15 marks** for two Internal Assessment Tests (Two Tests, each of 15 Marks with 01-hour duration, are to be conducted) and **10 marks** for other assessment methods mentioned in 22OB4.2. The first test at the end of 40-50% coverage of the syllabus and the second test after covering 85-90% of the syllabus.
- Scaled-down marks of the sum of two tests and other assessment methods will be CIE marks for the theory component of IPCC (that is for **25 marks**).
- The student has to secure 40% of 25 marks to qualify in the CIE of the theory component of IPCC.

CIE for the practical component of the IPCC

- **15 marks** for the conduction of the experiment and preparation of laboratory record, and **10 marks** for the test to be conducted after the completion of all the laboratory sessions.
- On completion of every experiment/program in the laboratory, the students shall be evaluated including viva-voce and marks shall be awarded on the same day.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to **15 marks**.
- The laboratory test **(duration 02/03 hours)** after completion of all the experiments shall be conducted for 50 marks and scaled down to **10 marks.**
- Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **25 marks**.
- The student has to secure 40% of 25 marks to qualify in the CIE of the practical component of the IPCC.

SEE for IPCC

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**)

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scoredby the student shall be proportionally scaled down to 50 Marks

The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper may include questions from the practical component.

Suggested Learning Resources:

Text Books:

1. Fundamentals of Database Systems, Ramez Elmasri and Shamkant B. Navathe, 7th Edition, 2017, Pearson.
2. Database management systems, Ramakrishnan, and Gehrke, 3rd Edition, 2014, McGraw Hill

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Mini Project:

- Project Based Learning

Analysis & Design of Algorithms Lab		Semester	4
Course Code	**BCSL404**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Credits	01	Exam Hours	2
Examination type (SEE)	Practical		

Course objectives:

- To design and implement various algorithms in C/C++ programming using suitable development tools to address different computational challenges.
- To apply diverse design strategies for effective problem-solving.
- To Measure and compare the performance of different algorithms to determine their efficiency and suitability for specific tasks.

Sl.No	Experiments
1	Design and implement C/C++ Program to find Minimum Cost Spanning Tree of a given connected undirected graph using Kruskal's algorithm.
2	Design and implement C/C++ Program to find Minimum Cost Spanning Tree of a given connected undirected graph using Prim's algorithm.
3	a. Design and implement C/C++ Program to solve All-Pairs Shortest Paths problem using Floyd's algorithm. b. Design and implement C/C++ Program to find the transitive closure using Warshal's algorithm.
4	Design and implement C/C++ Program to find shortest paths from a given vertex in a weighted connected graph to other vertices using Dijkstra's algorithm.
5	Design and implement C/C++ Program to obtain the Topological ordering of vertices in a given digraph.
6	Design and implement C/C++ Program to solve 0/1 Knapsack problem using Dynamic Programming method.
7	Design and implement C/C++ Program to solve discrete Knapsack and continuous Knapsack problems using greedy approximation method.
8	Design and implement C/C++ Program to find a subset of a given set S = {sl , s2,.....,sn} of n positive integers whose sum is equal to a given positive integer d.
9	Design and implement C/C++ Program to sort a given set of n integer elements using Selection Sort method and compute its time complexity. Run the program for varied values of n> 5000 and record the time taken to sort. Plot a graph of the time taken versus n. The elements can be read from a file or can be generated using the random number generator.
10	Design and implement C/C++ Program to sort a given set of n integer elements using Quick Sort method and compute its time complexity. Run the program for varied values of n> 5000 and record the time taken to sort. Plot a graph of the time taken versus n. The elements can be read from a file or can be generated using the random number generator.
11	Design and implement C/C++ Program to sort a given set of n integer elements using Merge Sort method and compute its time complexity. Run the program for varied values of n> 5000, and record the time taken to sort. Plot a graph of the time taken versus n. The elements can be read from a file or can be generated using the random number generator.
12	Design and implement C/C++ Program for N Queen's problem using Backtracking.

Course outcomes (Course Skill Set):
At the end of the course the student will be able to:

1. Develop programs to solve computational problems using suitable algorithm design strategy.
2. Compare algorithm design strategies by developing equivalent programs and observing running times for analysis (Empirical).
3. Make use of suitable integrated development tools to develop programs
4. Choose appropriate algorithm design techniques to develop solution to the computational and complex problems.
5. Demonstrate and present the development of program, its execution and running time(s) and record the results/inferences.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation (CIE):
CIE marks for the practical course are **50 Marks**.
The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment is to be evaluated for conduction with an observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments are designed by the faculty who is handling the laboratory session and are made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled down to **30 marks** (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct a test of 100 marks after the completion of all the experiments listed in the syllabus.
- In a test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability.
- The marks scored shall be scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and marks of a test is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

- SEE marks for the practical course are 50 Marks.

- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the Head of the Institute.
- The examination schedule and names of examiners are informed to the university before the conduction of the examination. These practical examinations are to be conducted between the schedule mentioned in the academic calendar of the University.
- All laboratory experiments are to be included for practical examination.
- (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.
- Students can pick one question (experiment) from the questions lot prepared by the examiners jointly.
- Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.
- General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)
- Change of experiment is allowed only once and 15% of Marks allotted to the procedure part are to be made zero.

The minimum duration of SEE is 02 hours

Suggested Learning Resources:

- Virtual Labs (CSE): http://cse01-iiith.vlabs.ac.in/

DISCRETE MATHEMATICAL STRUCTURES		Semester	IV
Course Code	**BCS405A**	CIE Marks	50
Teaching Hours/Week (L:T:P:S)	2:2:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
Examination type (SEE)	Theory		

Course objectives:

1. To help students to understand discrete and continuous mathematical structures.
2. To impart basics of relations and functions.
3. To facilitate students in applying principles of Recurrence Relations to find the generating functions and solve the Recurrence relations.
4. To have the knowledge of groups and their properties to understand the importance of algebraic properties relative to various number systems.

Teaching-Learning Process

Pedagogy (General Instructions):

These are sample Strategies, teachers can use to accelerate the attainment of the various course outcomes.

1. In addition to the traditional lecture method, different types of innovative teaching methods may be adopted so that the delivered lessons shall develop students' theoretical and applied Mathematical skills.
2. State the need for Mathematics with Engineering Studies and Provide real-life examples.
3. Support and guide the students for self–study.
4. You will assign homework, grading assignments and quizzes, and documenting students' progress.
5. Encourage the students to group learning to improve their creative and analytical skills.
6. Show short related video lectures in the following ways:
   - As an introduction to new topics (pre-lecture activity).
   - As a revision of topics (post-lecture activity).
   - As additional examples (post-lecture activity).
   - As an additional material of challenging topics (pre-and post-lecture activity).
   - As a model solution for some exercises (post-lecture activity).

Module-1: Fundamentals of Logic

Basic Connectives and Truth Tables, Logic Equivalence – The Laws of Logic, Logical Implication – Rules of Inference. The Use of Quantifiers, Quantifiers, Definitions and the Proofs of Theorems. **(8 hours)**

(RBT Levels: L1, L2 and L3)

Module-2: Properties of the Integers

Mathematical Induction, The Well Ordering Principle – Mathematical Induction, Recursive Definitions.

Fundamental Principles of Counting: The Rules of Sum and Product, Permutations, Combinations – The Binomial Theorem, Combinations with Repetition. **(8 Hours)**

(RBT Levels: L1, L2 and L3)

Module-3: Relations and Functions

Cartesian Products and Relations, Functions – Plain and One-to-One, Onto Functions. The Pigeon-hole Principle, Function Composition and Inverse Functions.

Properties of Relations, Computer Recognition – Zero-One Matrices and Directed Graphs, Partial Orders – Hasse Diagrams, Equivalence Relations and Partitions. **(8 hours)**

(RBT Levels: L1, L2 and L3)

Module-4: The Principle of Inclusion and Exclusion

The Principle of Inclusion and Exclusion, Generalizations of the Principle, Derangements – Nothing is in its Right Place, Rook Polynomials.

Recurrence Relations: First Order Linear Recurrence Relation, The Second Order Linear Homogeneous Recurrence Relation with Constant Coefficients. **(8 Hours)**

(RBT Levels: L1, L2 and L3)

Module-5: Introduction to Groups Theory

Definitions and Examples of Particular Groups Klein 4-group, Additive group of Integers modulo n, Multiplicative group of Integers modulo-p and permutation groups, Properties of groups, Subgroups, cyclic groups, Cosets, Lagrange's Theorem. **(8 Hours)**

(RBT Levels: L1, L2 and L3)

Course outcome (Course Skill Set)

At the end of the course, the student will be able to:

1. Apply concepts of logical reasoning and mathematical proof techniques in proving theorems and statements.
2. Demonstrate the application of discrete structures in different fields of computer science.
3. Apply the basic concepts of relations, functions and partially ordered sets for computer representations.
4. Solve problems involving recurrence relations and generating functions.
5. Illustrate the fundamental principles of Algebraic structures with the problems related to computer science & engineering.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE, the minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- There are 25 marks for the CIE's Assignment component and 25 for the Internal Assessment Test component.
- Each test shall be conducted for 25 marks. The first test will be administered after 40-50% of the coverage of the syllabus, and the second test will be administered after 85-90% of the coverage of the syllabus. The average of the two tests shall be scaled down to 25 marks
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The schedule for assignments shall be planned properly by the course teacher. The teacher should not conduct two assignments at the end of the semester if two assignments are planned. Each assignment shall be conducted for 25 marks. (If two assignments are conducted then the sum of the two assignments shall be scaled down to 25 marks)

The final CIE marks of the course out of 50 will be the sum of the scale-down marks of tests and assignment/s marks.

The Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by the University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.

Marks scored shall be proportionally reduced to 50 marks

Suggested Learning Resources:

Books (Name of the author/Title of the Book/Name of the publisher/Edition and Year)

Text Books:

1. **Ralph P. Grimaldi, B V Ramana: "Discrete Mathematical Structures an Applied Introduction",** 5th Edition, Pearson Education, 2004.
2. **Ralph P. Grimaldi: "Discrete and Combinatorial Mathematics"**, 5th Edition, Pearson Education. 2004.

Reference Books:

1. **Basavaraj S Anami and Venakanna S Madalli: "Discrete Mathematics – A Concept-based approach"**, Universities Press, 2016
2. **Kenneth H. Rosen: "Discrete Mathematics and its Applications"**, 6th Edition, McGraw Hill, 2007.
3. **Jayant Ganguly: "A Treatise on Discrete Mathematical Structures",** Sanguine-Pearson, 2010.
4. **D.S. Malik and M.K. Sen: "Discrete Mathematical Structures Theory and Applications,** Latest Edition, Thomson, 2004.
5. **Thomas Koshy: "Discrete Mathematics with Applications"**, Elsevier, 2005, Reprint 2008.

Web links and Video Lectures (e-Resources):

- http://nptel.ac.in/courses.php?disciplineID=111
- http://www.class-central.com/subject/math(MOOCs)
- http://academicearth.org/
- VTU e-Shikshana Program
- VTU EDUSAT Program.
- **http://www.themathpage.com/**
- **http://www.abstractmath.org/**
- **http://www.ocw.mit.edu/courses/mathematics/**

Activity-Based Learning (Suggested Activities in Class)/Practical-Based Learning

- Quizzes
- Assignments
- Seminar

GRAPH THEORY		Semester	IV
Course Code	**BCS405B**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2:2:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
Examination type (SEE)	Theory		

Course objectives:

- Understand the basic concepts of graphs and their properties, and operations of graphs.
- Hamiltonian and Euler graphs, trees and matrix representation of the graph.
- Apply the concepts of a planar graph, matching and colouring in computer science engineering.

Teaching-Learning Process
Pedagogy (General Instructions):

These are sample Strategies, teachers can use to accelerate the attainment of the various course outcomes.

1. In addition to the traditional lecture method, different types of innovative teaching methods may be adopted so that the delivered lessons shall develop students' theoretical and applied Mathematical skills.
2. State the need for Mathematics with Engineering Studies and Provide real-life examples.
3. Support and guide the students for self–study.
4. You will assign homework, grading assignments and quizzes, and documenting students' progress.
5. Encourage the students to group learning to improve their creative and analytical skills.
6. Show short related video lectures in the following ways:
   - As an introduction to new topics (pre-lecture activity).
   - As a revision of topics (post-lecture activity).
   - As additional examples (post-lecture activity).
   - As an additional material of challenging topics (pre-and post-lecture activity).
   - As a model solution for some exercises (post-lecture activity).

Module-1

Introduction to Graphs: Introduction- Basic definition – Application of graphs – finite, infinite and bipartite graphs – Incidence and Degree – Isolated vertex, pendant vertex and Null graph. Paths and circuits – Isomorphism, sub-graphs, walks, paths and circuits, connected graphs, disconnected graphs and components. **(8 hours)**

(RBT Levels: L1, L2 and L3)

Teaching-Learning Process	Chalk and talk method / PowerPoint Presentation

Module-2

Eulerian and Hamiltonian graphs: Euler graphs, Operations on graphs, Hamiltonian paths and circuits, Travelling salesman problem. Directed graphs – types of digraphs, Digraphs and binary relation. **(8 hours)**

(RBT Levels: L1, L2 and L3)

Teaching-Learning Process	Chalk and talk method / PowerPoint Presentation

Module-3

Trees – properties, pendant vertex, Distance and centres in a tree - Rooted and binary trees, counting trees, spanning trees.

Connectivity Graphs: Vertex Connectivity, Edge Connectivity, Cut set and Cut Vertices, Fundamental circuits. **(8 hours)**

(RBT Levels: L1, L2 and L3)

Teaching-Learning Process	Chalk and talk method / PowerPoint Presentation

Module-4

Planar Graphs: Planar graphs, Kuratowski's theorem (proof not required), Different representations of planar graphs, Euler's theorem, Geometric dual.
Graph Representations: Matrix representation of graphs-Adjacency matrix, Incidence Matrix, Circuit Matrix, Path Matrix. **(8 hours)**
(RBT Levels: L1, L2 and L3)

Teaching-Learning Process	Chalk and talk method / PowerPoint Presentation

Module-5:

Graph Colouring: Colouring- Chromatic number, Chromatic polynomial, Matchings, Coverings, Four colour problem and Five colour problem. Greedy colouring algorithm. **(8 hours)**
(RBT Levels: L1, L2 and L3)

Teaching-Learning Process	Chalk and talk method / PowerPoint Presentation

Course outcome (Course Skill Set)

At the end of the course, the student will be able to:

1. Explain the fundamental concepts of properties and representation of graphs.
2. Solve the problems involving characterization and operations on graphs.
3. Apply concepts of trees and graph connectivity to solve real world problems.
4. Apply the concepts of planar graph and graph representations to solve the given problem.
5. Use the concepts of matching and coloring of graphs to solve the real world problems.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE, the minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- There are 25 marks for the CIE's Assignment component and 25 for the Internal Assessment Test component.
- Each test shall be conducted for 25 marks. The first test will be administered after 40-50% of the coverage of the syllabus, and the second test will be administered after 85-90% of the coverage of the syllabus. The average of the two tests shall be scaled down to 25 marks
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The schedule for assignments shall be planned properly by the course teacher. The teacher should not conduct two assignments at the end of the semester if two assignments are planned. Each assignment shall be conducted for 25 marks. (If two assignments are conducted then the sum of the two assignments shall be scaled down to 25 marks)

The final CIE marks of the course out of 50 will be the sum of the scale-down marks of tests and assignment/s marks.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by the University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.

Marks scored shall be proportionally reduced to 50 marks

Suggested Learning Resources:

Books (Name of the author/Title of the Book/Name of the publisher/Edition and Year)

Text Books:

1. Narsingh Deo, Graph theory with the applications to engineering & Computer Science, Dovers Publications, 2016
2. J.A. Bondy and U.S.R. Murty. Graph theory with Applications, Springer, 1st edition, 2008.

Reference Books:

1. Garry Chartand and Ping Zhang, Introduction to Graph Theory, Tata McGraw-Hill, 2006.
2. Frank Harary, Graph Theory, Narosa Publishing House, Latest edition.
3. R. Diestel, Graph Theory, free online edition, 2016: diestel-graph-theory.com/basic.html.
4. Douglas B. West, Introduction to Graph Theory, Prentice Hall India Ltd.,2001
5. Robin J. Wilson, Introduction to Graph Theory, Longman Group Ltd.,2010

Web links and Video Lectures (e-Resources):

- http://nptel.ac.in/courses.php?disciplineID=111
- http://www.class-central.com/subject/math(MOOCs)
- http://academicearth.org/
- VTU e-Shikshana Program
- VTU EDUSAT Program.

Activity-Based Learning (Suggested Activities in Class)/Practical-Based Learning

- Quizzes
- Assignments
- Seminar

OPTIMIZATION TECHNIQUE		Semester	IV
Course Code	**BCS405C**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2:2:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
Examination type (SEE)	Theory		

Course objectives: The objectives of the course are to fecilitate the learners to:

- Appreciate the importance of linear algebra in computer science and allied engineering science.
- Gain the knowledge of linear algebra tools and concepts to implememt them in their core domain.
- Improve their mathematical thinking and acquire skills required for sustained lifelong learning.

Teaching-Learning Process

Pedagogy (General Instructions):

These are sample Strategies, teachers can use to accelerate the attainment of the various course outcomes.

1. In addition to the traditional lecture method, different types of innovative teaching methods may be adopted so that the delivered lessons shall develop students' theoretical and applied Mathematical skills.
2. State the need for Mathematics with Engineering Studies and Provide real-life examples.
3. Support and guide the students for self–study.
4. You will assign homework, grading assignments and quizzes, and documenting students' progress.
5. Encourage the students to group learning to improve their creative and analytical skills.
6. Show short related video lectures in the following ways:
   - As an introduction to new topics (pre-lecture activity).
   - As a revision of topics (post-lecture activity).
   - As additional examples (post-lecture activity).
   - As an additional material of challenging topics (pre-and post-lecture activity).
   - As a model solution of some exercises (post-lecture activity).

Module-1: VECTOR CALCULUS

Functions of several variables, Differentiation and partial differentials, gradients of vector-valued functions, gradients of matrices, useful identities for computing gradients, linearization and multivariate Taylor series.

(8 hours)

(RBT Levels: L1, L2 and L3)

Module-2: APPLICATIONS OF VECTOR CALCULUS

Backpropagation and automatic differentiation, gradients in a deep network, The Gradient of Quadratic Cost, Descending the Gradient of Cost, The Gradient of Mean Squared Error.

(8 hours)

(RBT Levels: L1, L2 and L3)

Module-3: Convex Optimization-1

Local and global optima, convex sets and functions separating hyperplanes, application of Hessian matrix in optimization, Optimization using gradient descent, Sequential search 3-point search and Fibonacci search. **(8 hours)** **(RBT Levels: L1, L2 and L3)**
Module-4: Convex Optimization-2
Unconstrained optimization -Method of steepest ascent/descent, NR method, Gradient descent, Mini batch gradient descent, Stochastic gradient descent. **(8 hours)** **(RBT Levels: L1, L2 and L3)**
Module-5: Advanced Optimization
Momentum-based gradient descent methods: Adagrad, RMSprop and Adam. Non-Convex Optimization: Convergence to Critical Points, Saddle-Point methods. **(8 hours)** **(RBT Levels: L1, L2 and L3)**
Course outcome (Course Skill Set) At the end of the course, the student will be able to: 1. Apply the concepts of vector calculus to solve the given problem. 2. Apply the concepts of partial differentiation in machine learning and deep neural networks. 3. Analyze the convex optimization algorithms and their importance in computer science & engineering. 4. Apply the optimization algorithms to solve the problem. 5. Analyze the advanced optimization algorithms for machine learning .
Assessment Details (both CIE and SEE) The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE, the minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- There are 25 marks for the CIE's Assignment component and 25 for the Internal Assessment Test component.
- Each test shall be conducted for 25 marks. The first test will be administered after 40-50% of the coverage of the syllabus, and the second test will be administered after 85-90% of the coverage of the syllabus. The average of the two tests shall be scaled down to 25 marks
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The schedule for assignments shall be planned properly by the course teacher. The teacher should not conduct two assignments at the end of the semester if two assignments are planned. Each assignment shall be conducted for 25 marks. (If two assignments are conducted then the sum of the two assignments shall be scaled down to 25 marks)
- The final CIE marks of the course out of 50 will be the sum of the scale-down marks of tests and assignment/s marks.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.

Marks scored shall be proportionally reduced to 50 marks.

Suggested Learning Resources:

Books (Name of the author/Title of the Book/Name of the publisher/Edition and Year)

Text Books:

1. Mathematics for Machine learning, Marc Peter Deisennroth, A. Aldo Faisal, Cheng Soon Ong, 2020, Cambridge University Press.
2. S. Bubeck, Convex Optimization: Algorithms and Complexity, Foundations and Trends in Optimization, 2015.
3. S. Boyd, N. Parikh, and E. Chu," Distributed optimization and statistical learning via the alternating direction method of multipliers", Foundations and Trends in Machine Learning, Now Publishers Inc.

Reference Books:

1. Linear Algebra and Optimization for Machine Learning, Charu C. Aggarwal, Springer, 2020.
2. A. Beck, First-Order Methods in Optimization, MOS-SIAM Series on Optimization, 2017.
3. F. Bach, "Learning with Submodular Functions: A Convex Optimization Perspective", Foundations and Trends in Machine Learning, Now Publishers Inc.

Web links and Video Lectures (e-Resources):
• https://ocw.mit.edu/courses/mathematics/18-06sc-linear-algebra-fall-2011/index.htm • https://www.math.ucdavis.edu/~linear/linear.pdf • https://www.coursera.org/learn/linear-algebra-machine-learning • https://nptel.ac.in/syllabus/111106051/ • https://github.com/epfml/OptML_course • https://www.youtube.com/playlist?list=PL4O4bXkI-fAeYrsBqTUYn2xMjJAqlFQzX
Activity-Based Learning (Suggested Activities in Class)/Practical-Based Learning • Quizzes • Assignments • Seminar

LINEAR ALGEBRA		Semester	IV
Course Code	**BCS405D**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2:2:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
Examination type (SEE)	Theory		

Course objectives:

- To equip the students with standard concepts and tools in Linear algebra which will find them useful in their disciplines.
- Gain the knowledge of linear algebra tools and concepts to implement them in their core domain.
- Improve their mathematical thinking and acquire skills required for sustained lifelong learning.

Teaching-Learning Process
Pedagogy (General Instructions):

These are sample Strategies, teachers can use to accelerate the attainment of the various course outcomes.

1. In addition to the traditional lecture method, different types of innovative teaching methods may be adopted so that the delivered lessons shall develop students' theoretical and applied Mathematical skills.
2. State the need for Mathematics with Engineering Studies and Provide real-life examples.
3. Support and guide the students for self–study.
4. You will assign homework, grading assignments and quizzes, and documenting students' progress.
5. Encourage the students to group learning to improve their creative and analytical skills.
6. Show short related video lectures in the following ways:
   - As an introduction to new topics (pre-lecture activity).
   - As a revision of topics (post-lecture activity).
   - As additional examples (post-lecture activity).
   - As an additional material of challenging topics (pre-and post-lecture activity).
   - As a model solution of some exercises (post-lecture activity).

Module-1: VECTOR SPACES

Introduction, Vector spaces, Subspaces, Linear Combinations, Linear Spans, row space and column space of a Matrix, Linear Dependence and Independence, Basis and Dimension, Coordinates. **(8 hours)**

(RBT Levels: L1, L2 and L3)

Teaching-Learning Process	Chalk and talk method / PowerPoint Presentation

Module-2: LINEAR TRANSFORMATIONS

Introduction, Linear Mappings, Geometric linear transformation of i2, Kernel and Image of a linear transformations, Rank-Nullity Theorem (No proof), Matrix representation of linear transformations, Singular and Non-singular linear transformations, Invertible linear transformations **(8 hours)** **(RBT Levels: L1, L2 and L3)**	
Teaching-Learning Process	Chalk and talk method / PowerPoint Presentation
Module-3: EIGENVALUES AND EIGENVECTORS	
Introduction, Polynomials of Matrices, Applications of Cayley-Hamilton Theorem, Eigen spaces of a linear transformation, Characteristic and Minimal Polynomials of Block Matrices, Jordan Canonical form. **(8 hours)** **(RBT Levels: L1, L2 and L3)**	
Teaching-Learning Process	Chalk and talk method / PowerPoint Presentation
Module-4: INNER PRODUCT SPACES	
Inner products, inner product spaces, length and orthogonality, orthogonal sets and Bases, projections, Gram-Schmidt process, QR-factorization, least squares problem and least square error. **(8 hours)** **(RBT Levels: L1, L2 and L3)**	
Teaching-Learning Process	Chalk and talk method / PowerPoint Presentation
Module-5: OPTIMIZATION TECHNIQUES IN LINEAR ALGEBRA	
Diagonalization and Orthogonal diagonalization of real symmetric matrices, quadratic forms and its classifications, Hessian Matrix, Method of steepest descent, Singular value decomposition. Dimensionality reduction – Principal component analysis. **(8 hours)** **(RBT Levels: L1, L2 and L3)**	
Teaching-Learning Process	Chalk and talk method / PowerPoint Presentation
Course outcome (Course Skill Set) At the end of the course, the student will be able to: 1. Explain the concepts of vector spaces, subspaces, bases, dimension and their properties. 2. Use matrices and linear transformations to solve the given problem. 3. Compute Eigenvalues and Eigenvectors for the linear transformations 4. Determine orthogonality of inner product spaces. 5. Apply the optimization techniques to solve the problems.	

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE, the minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- There are 25 marks for the CIE's Assignment component and 25 for the Internal Assessment Test component.

Each test shall be conducted for 25 marks. The first test will be administered after 40-50% of the coverage of the syllabus, and the second test will be administered after 85-90% of the coverage of the syllabus. The average of the two tests shall be scaled down to 25 marks

- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The schedule for assignments shall be planned properly by the course teacher. The teacher should not conduct two assignments at the end of the semester if two assignments are planned. Each assignment shall be conducted for 25 marks. (If two assignments are conducted then the sum of the two assignments shall be scaled down to 25 marks)
- The final CIE marks of the course out of 50 will be the sum of the scale-down marks of tests and assignment/s marks.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by the University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.

Marks scored shall be proportionally reduced to 50 marks

Suggested Learning Resources:

Books (Name of the author/Title of the Book/Name of the publisher/Edition and Year)

Text Books:

1. **David C. Lay, Steven R. Lay, Judi J Mc. Donald: "Linear Algebra and its applications**", Pearson Education, 6th Edition, 2021.
2. **Gilbert Strang**: **"Linear Algebra and its applications**", Brooks Cole, 4th edition, 2005.

Reference Books:

1. **Richard Bronson & Gabriel B. Costa**: **"Linear Algebra: An Introduction**", 2nd edition. Academic Press, 2014.
2. **Seymour Lipschutz, Marc Lipso: "Theory and problems of linear algebra",** Schaum's outline series - 6th edition, 2017, McGraw-Hill Education.
3. **Marc Peter Deisennroth, A. Aldo Faisal, Cheng Soon Ong**: **"Mathematics for Machine learning"**, Cambridge University Press, 2020.

Web links and Video Lectures (e-Resources):

- https://ocw.mit.edu/courses/mathematics/18-06sc-linear-algebra-fall-2011/index.htm
- https://www.math.ucdavis.edu/~linear/linear.pdf
- https://www.coursera.org/learn/linear-algebra-machine-learning
- https://nptel.ac.in/syllabus/111106051/
- http://nptel.ac.in/courses.php?disciplineID=111
- http://www.class-central.com/subject/math(MOOCs)
- http://academicearth.org/
- VTU e-Shikshana Program
- VTU EDUSAT Program.

Activity-Based Learning (Suggested Activities in Class)/Practical-Based Learning

- Quizzes
- Assignments
- Seminar

Green IT and Sustainability		Semester	4
Course Code	**BCS456A**	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	1:0:0:0	SEE Marks	50
Total Hours of Pedagogy	14	Total Marks	100
Credits	01	Exam Hours	01
Examination type (SEE)	Theory(MCQ)		

Course objectives:

- Understand challenges for Green ICT and the environmental impact.
- Learn different aspects of ICT metrics and Sustainable Cloud Computing.
- Explore effects of software design on the sustainability.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) need not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes Critical thinking.
5. Adopt Case study Based Learning (CBL), which fosters students' analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyse information rather than simply recall it.
6. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Green ICT -History, Agenda, and Challenges Ahead: Introduction, Industrial Revolution, The Emergence of Information and Communication Technologies, The Agenda and Challenges Ahead.

Module-2

Emerging Technologies and Their Environmental Impact: Introduction, Number of Connected Devices , Increased , Functionality, Increased Number of Separate Functions , Increased Demand for Speed and Reliability , Obsolescence—The Problem of Backward Compatibility, The Other Side of the Balance Sheet, Videoconference as an Alternative to Business Travel, Dematerialization of Product Chain, Travel Advice/Road Traffic Control, Intelligent Energy Metering , Building Management Systems, Saving IT

Module-3

Measurements and Sustainability: Introduction, ICT Technical Measures, Ecological Measures and Ethical Consideration, Systems Engineering for Designing Sustainable ICT-Based Architectures.

Module-4

Sustainable Cloud Computing: Introduction, Challenges in the Use of Cloud Computing As Green Technology, Cloud Computing and Sustainability, Sustainable Applications of Cloud Computing, Technologies Associated With Sustainable Cloud Computing, Future Prospects of Sustainable Cloud Computing, Reflections on Sustainable Cloud Computing Applications.

Module-5

Sustainable Software Design: Overview and Scope, Evaluating Sustainability Effects , Sustainability and the Product Life Cycle , Direct Effects: Sustainability During Use, Runtime Energy Consumption Basics , Analyzing the Energy Consumption of an Application , Energy Consumption Reduction Using Physical Properties of Semiconductors, Optimizing the Energy Consumption of an Application: Compiler Techniques, Optimizing the Energy Consumption of an Application: Runtime Approaches.

Course outcome (Course Skill Set)

At the end of the course the student will be able to:

1. Classify the challenges for Green ICT
2. Relate the environmental impact due to emerging technologies.
3. Demonstrate different aspects of ICT metrics.
4. Compare the various parameters related to Sustainable Cloud Computing.

5. Interpret the effects of software design on the sustainability.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous internal Examination (CIE)

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examinations (SEE)

SEE paper shall be set for 50 questions, each of the 01 marks. The pattern of the question paper is MCQ (multiple choice questions). The time allotted for SEE is **01 hour.** The student has to secure a minimum of 35% of the maximum marks meant for SEE.

Suggested Learning Resources:

Books

1. Green Information Technology – A Sustainable Approach, Mohammad Dastbaz Colin Pattinson, Babak Akhgar, Elsevier, 2015 Inc.
2. San Murugesan; G. R. Gangadharan, Harnessing Green IT: Principles and Practices, Wiley-IEEE Press

Web links and Video Lectures (e-Resources):

- https://www.youtube.com/watch?v=kvn_-mJ2tSo
- https://www.youtube.com/watch?v=kxngsYn5N3Y
- https://www.youtube.com/watch?v=EgdFi3sCgzU
- https://www.brightest.io/sustainability-measurement
- https://www.youtube.com/watch?v=S2m49Op25Zw

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Literature survey/review

Capacity Planning for IT		Semester	4
Course Code	**BCS456B**	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	1:0:0:0	SEE Marks	50
Total Hours of Pedagogy	14	Total Marks	100
Credits	01	Exam Hours	01
Examination type (SEE)	Theory (MCQ)		

Course objectives:

- Understand requirement and measurements for capacity planning, measurement and monitoring.
- Measurement of data for prediction towards the planning process.
- Understand concepts related to deployment, installation, configuration, and management.
- Role of virtualization and cloud services in capacity planning.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain the functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes Critical thinking.
5. Adopt Case study Based Learning (CBL), which fosters students' analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyse information rather than simply recall it.
6. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Goals, Issues, and Processes: capacity planning, Quick and Dirty Math, Predicting When Your Systems Will Fail, Make Your System Stats Tell Stories, Buying Stuff: Procurement Is a Process, Performance and Capacity: Two Different Animals, The Effects of Social Websites and Open APIs.

Setting Goals for Capacity: Different Kinds of Requirements and Measurements, Architecture Decisions.

Module-2

Measurement: Units of Capacity: Aspects of Capacity Tracking Tools, Applications of Monitoring.

Module-3

Measurement: API Usage and Its Effect on Capacity, Examples and Reality.

Predicting Trends: Riding Your Waves.

Module-4

Predicting Trends: Procurement, The Effects of Increasing Capacity, Long-Term Trends, Iteration and Calibration.

Deployment: Automated Deployment Philosophies, Automated Installation Tools, Automated Configuration.

Module-5

Virtualization and Cloud Computing: Virtualization, Cloud Computing, Computing Resource Evolutions, Mixed Definitions, Cloud Capacity, Use it or lose it (your wallet),Measuring the clouds, Cloud Case Studies, Cloud Use Case: Anonymous Desktop Software Company.

Course outcome (Course Skill Set)

At the end of the course the student will be able to:

1. Identify the requirement and measurements for capacity planning by considering the goal, issues, and processes.
2. Explain capacity measurement and monitoring.
3. Make use of measurement data for prediction towards overall planning process.
4. Explain the concepts related to deployment, installation, configuration, and management.
5. Demonstrate how the virtualization and cloud services fit into a capacity plan.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous internal Examination (CIE)

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examinations (SEE)

SEE paper shall be set for 50 questions, each of the 01 marks. The pattern of the question paper is MCQ (multiple choice questions). The time allotted for SEE is **01 hour.** The student has to secure a minimum of

Suggested Learning Resources:

Books

1. John Allspaw, The Art of Capacity Planning, 2008, O'Reilly

Web links and Video Lectures (e-Resources):

- https://www.youtube.com/watch?v=w0cD26CLBA0
- https://www.youtube.com/watch?v=5-hhfBXykec
- https://www.youtube.com/watch?v=9e4IohiFmZ8&t=63s
- https://www.youtube.com/watch?v=qj4ziswxupE
- https://www.youtube.com/watch?v=jTW79ofC6Go
- https://www.youtube.com/watch?v=_pPlanX5wQY

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Tool demonstration

UI/UX		Semester	4
Course Code	**BCS456C**	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	1:0:0:0	SEE Marks	50
Total Hours of Pedagogy	14	Total Marks	100
Credits	01	Exam Hours	01
Examination type (SEE)	Theory (MCQ)		

Course objectives:

- Understand user experience design requirements, with design goals, metrics and targets.
- Explore different prototyping methods, UX design principles with case examples.
- Understand the role of design thinking concepts and mental models in UX design.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) need not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes Critical thinking.
5. Adopt Case study Based Learning (CBL), which fosters students' analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyse information rather than simply recall it.
6. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Introduction: Usability to user experience, Emotional impact as part of user experience, User experience needs a business case.

Extracting Interaction Design Requirements: Needs & Requirements, Formal requirement extraction, Methods for requirement extraction.

Module-2

Design Thinking, Ideation, and Sketching: Design Thinking, Design Perspectives, User Personas, Ideation, Sketching.

Mental Models and Conceptual Design: Storyboards, Design influencing user behaviour.

Module-3

Design Production: Detailed Design, Wireframes.

UX Goals, Metrics and Targets: UX Goals, UX Measures, Measurement instruments, UX Metrics.

Module-4

Prototyping: Depth & breadth of a prototype, Fidelity of prototypes, Paper prototypes.

Connections with Software Engineering: Foundations for success in SE-UX development, The challenge of connecting SE and UX.

Module-5

UX Design Guidelines: Using and interpreting design guidelines, Human memory limitations, UX design guidelines & examples, Planning, Translation, Physical action, Outcomes, Assessment, Overall.

Course outcome (Course Skill Set)

At the end of the course the student will be able to:

1. Explain the user experience design requirements.
2. Relate design thinking concepts and mental models to UX design.
3. Illustrate UX design in line with design goals, metrics and targets.
4. Demonstrate different prototyping in relation with software engineering.

5. Explain UX design principles with case examples.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous internal Examination (CIE)

- For the Assignment component (CCE) of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assessment methods mentioned in the 22OB2.4, if an assessment is project-based then only one assessment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examinations (SEE)

SEE paper shall be set for 50 questions, each of the 01 marks. The pattern of the question paper is MCQ (multiple choice questions). The time allotted for SEE is **01 hour.** The student has to secure a minimum of 35% of the maximum marks meant for SEE.

Suggested Learning Resources:

Books

1. REX HARTSON and PARDHA S. PYLA, The UX Book-Process and Guidelines for Ensuring a Quality User Experience, Morgan Kaufmann, Elsevier, 2012.

Web links and Video Lectures (e-Resources):

- https://www.freecodecamp.org/news/ui-ux-design-tutorial-from-zero-to-hero-with-wireframe-prototype-figma/
- https://www.edureka.co/blog/ui-ux-design-tutorial/
- https://www.udemy.com/course/introtoux/

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- UI design demonstrations covering different UX design principles/concepts (specified in the syllabus) using UI/UX tools like Lunacy, framer, penpot, visily etc.

<table>
<tr><td colspan="2">Technical Writing using LaTeX</td><td>Semester</td><td>4</td></tr>
<tr><td>Course Code</td><td>BCSL456D</td><td>CIE Marks</td><td>50</td></tr>
<tr><td>Teaching Hours/Week (L: T:P: S)</td><td>0:0:2:0</td><td>SEE Marks</td><td>50</td></tr>
<tr><td>Credits</td><td>01</td><td>Exam Hours</td><td>02</td></tr>
<tr><td>Examination type (SEE)</td><td colspan="3">Practical</td></tr>
</table>

Course objectives:

- To introduce the basic syntax and semantics of the LaTeX scripting language
- To understand the presentation of tables and figures in the document
- To illustrate the LaTeX syntax to represent the theorems and mathematical equations
- To make use of the libraries (Tikz, algorithm) to design the diagram and algorithms in the document

<table>
<tr><th>Sl.NO</th><th>Experiments</th></tr>
<tr><td>1</td><td>Develop a LaTeX script to create a simple document that consists of 2 sections [Section1, Section2], and a paragraph with dummy text in each section. And also include header [title of document] and footer [institute name, page number] in the document.</td></tr>
<tr><td>2</td><td>Develop a LaTeX script to create a document that displays the sample Abstract/Summary</td></tr>
<tr><td>3</td><td>Develop a LaTeX script to create a simple title page of the VTU project Report [Use suitable Logos and text formatting]</td></tr>
<tr><td>4</td><td>Develop a LaTeX script to create the Certificate Page of the Report [Use suitable commands to leave the blank spaces for user entry]</td></tr>
<tr><td>5</td><td>Develop a LaTeX script to create a document that contains the following table with proper labels.
<table>
<tr><th rowspan="2">S.No</th><th rowspan="2">USN</th><th rowspan="2">Student Name</th><th colspan="3">Marks</th></tr>
<tr><th>Subject1</th><th>Subject2</th><th>Subject3</th></tr>
<tr><td>1</td><td>4XX22XX001</td><td>Name 1</td><td>89</td><td>60</td><td>90</td></tr>
<tr><td>2</td><td>4XX22XX002</td><td>Name 2</td><td>78</td><td>45</td><td>98</td></tr>
<tr><td>3</td><td>4XX22XX003</td><td>Name 3</td><td>67</td><td>55</td><td>59</td></tr>
</table></td></tr>
<tr><td>6</td><td>Develop a LaTeX script to include the side-by-side graphics/pictures/figures in the document by using the subgraph concept</td></tr>
<tr><td>7</td><td>Develop a LaTeX script to create a document that consists of the following two mathematical equations
$$\begin{aligned} x &= \frac{-b \pm \sqrt{b^2-4ac}}{2a} \\ &= \frac{-2 \pm \sqrt{2^2-4*(1)*(-8)}}{2*1} \\ &= \frac{-2 \pm \sqrt{4+32}}{2} \end{aligned}$$
$$\begin{aligned} \varphi_\sigma^\lambda A_t &= \sum_{\pi \in C_t} \operatorname{sgn}(\pi) \varphi_\sigma^\lambda \varphi_\pi^\lambda \\ &= \sum_{\tau \in C_{\sigma t}} \operatorname{sgn}(\sigma^{-1}\tau\sigma) \varphi_\sigma^\lambda \varphi_{\sigma^{-1}\tau\sigma}^\lambda \\ &= A_{\sigma t} \varphi_\sigma^\lambda \end{aligned}$$</td></tr>
</table>

8	Develop a LaTeX script to demonstrate the presentation of Numbered theorems, definitions, corollaries, and lemmas in the document
9	Develop a LaTeX script to create a document that consists of two paragraphs with a minimum of 10 citations in it and display the reference in the section
10	Develop a LaTeX script to design a simple tree diagram or hierarchical structure in the document with appropriate labels using the Tikz library
11	Develop a LaTeX script to present an algorithm in the document using algorithm/algorithmic/algorithm2e library
12	Develop a LaTeX script to create a simple report and article by using suitable commands and formats of user choice.

Course outcomes (Course Skill Set):

At the end of the course, the student will be able to:

- Apply basic LaTeX command to develop simple document
- Develop LaTeX script to present the tables and figures in the document
- Illustrate LaTeX script to present theorems and mathematical equations in the document
- Develop programs to generate the complete report with citations and a bibliography
- Illustrate the use of Tikz and algorithm libraries to design graphics and algorithms in the document

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation (CIE):

CIE marks for the practical course are **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment is to be evaluated for conduction with an observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments are designed by the faculty who is handling the laboratory session and are made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled down to **30 marks** (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct a test of 100 marks after the completion of all the experiments listed in the syllabus.
- In a test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability.
- The marks scored shall be scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and marks of a test is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

- SEE marks for the practical course are 50 Marks.
- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the Head of the Institute.
- The examination schedule and names of examiners are informed to the university before the conduction of the examination. These practical examinations are to be conducted between the schedule mentioned in the academic calendar of the University.
- All laboratory experiments are to be included for practical examination.
- (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.
- Students can pick one question (experiment) from the questions lot prepared by the examiners

jointly.

- Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

- General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)
- Change of experiment is allowed only once and 15% of Marks allotted to the procedure part are to be made zero.

The minimum duration of SEE is 02 hours

Suggested Learning Resources:

- **BOOK:** A Short Introduction to LaTeX BY FIRUZA KARMALI (AIBARA), A book for beginners, 2019
- **BOOK:** Formatting Information: A Beginner's Introduction to Typesetting with LaTeX, BY PETER FLYNN, Comprehensive TeX Archive Network (2005)
- LaTeX TUTORIAL: [https://latex-tutorial.com/tutorials/]
- LaTeX TUTORIAL: [https://www.javatpoint.com/latex]

Software Engineering & Project Management		Semester	V
Course Code	**BCS501**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	4:0:0:0	SEE Marks	50
Total Hours of Pedagogy	52 hours	Total Marks	100
Credits	04	Exam Hours	03
Examination nature (SEE)	**Theory**		

Course objectives:

This course will enable students to,

- Outline software engineering principles and activities involved in building large software programs. Identify ethical and professional issues and explain why they are of concern to Software Engineers.
- Describe the process of requirement gathering, requirement classification, requirement specification and requirements validation.
- Recognize the importance of Project Management with its methods and methodologies.
- Identify software quality parameters and quantify software using measurements and metrics. List software quality standards and outline the practices involved.

Teaching-Learning Process (General Instructions)

These are sample Strategies; that teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) need not be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based-Learning (PBL), which fosters student's Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.

MODULE-1 **10 hours**

Software and Software Engineering: The nature of Software, The unique nature of WebApps, Software Engineering, The software Process, Software Engineering Practice, Software Myths.

Process Models: A generic process model, Process assessment and improvement, Prescriptive process models: Waterfall model, Incremental process models, Evolutionary process models, Concurrent models, Specialized process models. Unified Process , Personal and Team process models

Textbook 1: Chapter 1: 1.1 to 1.6, Chapter 2: 2.1 to 2.5

MODULE-2 **12 hours**

Understanding Requirements: Requirements Engineering, Establishing the ground work, Eliciting Requirements, Developing use cases, Building the requirements model, Negotiating Requirements, Validating Requirements.

Requirements Modeling Scenarios, Information and Analysis classes: Requirement Analysis, Scenario based modeling, UML models that supplement the Use Case, Data modeling Concepts, Class-Based Modeling.

Requirement Modeling Strategies : Flow oriented Modeling , Behavioral Modeling.

Textbook 1: Chapter 5: 5.1 to 5.7, Chapter 6: 6.1 to 6.5, Chapter 7: 7.1 to 7.3

MODULE-3 **10 hours**

Agile Development: What is Agility?, Agility and the cost of change. What is an agile Process?, Extreme Programming (XP), Other Agile Process Models, A tool set for Agile process .

Principles that guide practice: Software Engineering Knowledge, Core principles, Principles that guide each framework activity.

Textbook 1: Chapter 3: 3.1 to 3.6, Chapter 4: 4.1 to 4.3

MODULE-4	10 hours

Introduction to Project Management: Introduction, Project and Importance of Project Management, Contract Management, Activities Covered by Software Project Management, Plans, Methods and Methodologies, Some ways of categorizing Software Projects, Stakeholders, Setting Objectives, Business Case, Project Success and Failure, Management and Management Control, Project Management life cycle, Traditional versus Modern Project Management Practices.

Project Evaluation: Evaluation of Individual projects, Cost–benefit Evaluation Techniques, Risk Evaluation

Textbook 2: Chapter 1: 1.1 to 1.17 , Chapter 2: 2.4 to 2.6

MODULE-5	10 hours

Software Quality: Introduction, The place of software quality in project planning, Importance of software quality, Defining software quality, Software quality models, product versus process quality management.

Software Project Estimation: Observations on Estimation, Decomposition Techniques, Empirical Estimation Models.

Textbook 2: Chapter 13: 13.1 to 13.5, 13.7, 13.8, Text Book 1: Chapter 26: 26.5 to 26.7

Course Outcomes

At the end of the course, the student will be able to:

- **Differentiate** process models to judge which process model has to be adopted for the given scenarios.
- **Derive** both functional and nonfunctional requirements from the case study.
- **Analyze** the importance of various software testing methods and agile methodology.
- **Illustrate** the role of project planning and quality management in software development.
- **Identify** appropriate techniques to enhance software quality.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at

the end of the semester if two assignments are planned.

- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

The Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.

Marks scored shall be proportionally reduced to 50 marks. .

Suggested Learning Resources:

Textbooks

1. Roger S. Pressman: Software Engineering-A Practitioners approach, 7th Edition, Tata McGraw Hill.
2. Bob Hughes, Mike Cotterell, Rajib Mall: Software Project Management, 6th Edition, McGraw Hill Education, 2018.

Reference Book:

3. Pankaj Jalote: An Integrated Approach to Software Engineering, Wiley India.
4. "Software Engineering: Principles and Practice", Hans van Vliet, Wiley India, 3rd Edition, 2010.

Web links and Video Lectures (e-Resources):

- https://onlinecourses.nptel.ac.in/noc20_cs68/preview
- https://onlinecourses.nptel.ac.in/noc24_mg01/preview

Activity Based Learning (Suggested Activities in Class)/Practical-Based Learning

- Demonstration of Agile tool: The students are expected to learn any of the popular agile tool. (10 marks)
- Field Survey (In Team): The students' team may of the size of 2 or 4. Students are expected to visit their library and understand the Library Automation Software. **OR** they have to understand the working of ERP or any inventory management, and then they have to prepare a report and then to be submitted to the concerned staff. Prepare a document/report which includes all the phases of SDLC and to be submitted accordingly (15 marks)

COMPUTER NETWORKS		Semester	V
Course Code	**BCS502**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 8-10 Lab slots	Total Marks	100
Credits	04	Exam Hours	03
Examination nature (SEE)	Theory/practical		

Course objectives:

This course will enable students to,

- Study the TCP/IP protocol suite, switching criteria and Medium Access Control protocols for reliable and noisy channels.
- Learn network layer services and IP versions.
- Discuss transport layer services and understand UDP and TCP protocols.
- Demonstrate the working of different concepts of networking layers and protocols.

Teaching-Learning Process (General Instructions)

These are sample Strategies; that teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) need not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters student's Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.

MODULE-1

Introduction: Data Communications, Networks, Network Types, Networks Models: Protocol Layering, TCP/IP Protocol suite, The OSI model, Introduction to Physical Layer: Transmission media, Guided Media, Unguided Media: Wireless. Switching: Packet Switching and its types.

Textbook: Ch. 1.1 - 1.3, 2.1 - 2.3, 7.1 – 7.3, 8.3.

MODULE-2

Data Link Layer: Error Detection and Correction: Introduction, Block Coding, Cyclic Codes. Data link control: DLC Services: Framing, Flow Control, Error Control, Connectionless and Connection Oriented, Data link layer protocols, High Level Data Link Control. Media Access Control: Random Access, Controlled Access. Check Sum and Point to Point Protocol

Textbook: Ch. 10.1-10.4, 11.1 -11.4, 12.1 - 12.2

MODULE-3

Network Layer: Network layer Services, Packet Switching, IPv4 Address, IPv4 Datagram, IPv6 Datagram, Introduction to Routing Algorithms, Unicast Routing Protocols: DVR, LSR, PVR, Unicast Routing protocols: RIP, OSPF, BGP, Multicasting Routing-MOSPF

Textbook: Ch. 18.1, 18.2, 18.4, 22.2,20.1-20.3, 21.3.2

MODULE-4

Introduction to Transport Layer: Introduction, Transport-Layer Protocols: Introduction, User Datagram Protocol, Transmission Control Protocol: services, features, segments, TCP connections, flow control, Error control, Congestion control.

Textbook: Ch. 23.1- 23.2, 24.1-24.3.4, 24.3.6-24.3.9

MODULE-5

Introduction to Application Layer: Introduction, Client-Server Programming, Standard Client-Server Protocols: World Wide Web and HTTP, FTP, Electronic Mail, Domain Name System (DNS), TELNET, Secure Shell (SSH)
Textbook: Ch. 25.1-25.2, 26.1-26.6

PRACTICAL COMPONENT OF IPCC

Sl.NO	Experiments
1	Implement three nodes point – to – point network with duplex links between them. Set the queue size, vary the bandwidth, and find the number of packets dropped.
2	Implement transmission of ping messages/trace route over a network topology consisting of 6 nodes and find the number of packets dropped due to congestion.
3	Implement an Ethernet LAN using n nodes and set multiple traffic nodes and plot congestion window for different source / destination.
4	Develop a program for error detecting code using CRC-CCITT (16- bits).
5	Develop a program to implement a sliding window protocol in the data link layer.
6	Develop a program to find the shortest path between vertices using the Bellman-Ford and path vector routing algorithm.
7	Using TCP/IP sockets, write a client – server program to make the client send the file name and to make the server send back the contents of the requested file if present.
8	Develop a program on a datagram socket for client/server to display the messages on client side, typed at the server side.
9	Develop a program for a simple RSA algorithm to encrypt and decrypt the data.
10	Develop a program for congestion control using a leaky bucket algorithm.

Course outcomes (Course Skill Set):
At the end of the course, the student will be able to:
- **Explain** the fundamentals of computer networks.
- **Apply** the concepts of computer networks to demonstrate the working of various layers and protocols in communication network.
- **Analyze** the principles of protocol layering in modern communication systems.
- **Demonstrate** various Routing protocols and their services using tools such as Cisco packet tracer.

Note: For the Simulation experiments modify the topology and parameters set for the experiment and take multiple rounds of reading and analyze the results available in log files. Plot necessary graphs and conclude using NS2 or NS3. Installation procedure of the required software must be demonstrated, carried out in groups, and documented in the report. Non simulation programs can be implemented using Java.

Assessment Details (both CIE and SEE)
The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE

(Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

CIE for the theory component of the IPCC (maximum marks 50)

- IPCC means practical portion integrated with the theory of the course.
- CIE marks for the theory component are **25 marks** and that for the practical component is **25 marks**.
- 25 marks for the theory component are split into **15 marks** for two Internal Assessment Tests (Two Tests, each of 15 Marks with 01-hour duration, are to be conducted) and **10 marks** for other assessment methods mentioned in 22OB4.2. The first test at the end of 40-50% coverage of the syllabus and the second test after covering 85-90% of the syllabus.
- Scaled-down marks of the sum of two tests and other assessment methods will be CIE marks for the theory component of IPCC (that is for **25 marks)**.
- The student has to secure 40% of 25 marks to qualify in the CIE of the theory component of IPCC.

CIE for the practical component of the IPCC

- **15 marks** for the conduction of the experiment and preparation of laboratory record, and **10 marks** for the test to be conducted after the completion of all the laboratory sessions.
- On completion of every experiment/program in the laboratory, the students shall be evaluated including viva-voce and marks shall be awarded on the same day.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to **15 marks**.
- The laboratory test **(duration 02/03 hours)** after completion of all the experiments shall be conducted for 50 marks and scaled down to **10 marks.**
- Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **25 marks**.
- The student has to secure 40% of 25 marks to qualify in the CIE of the practical component of the IPCC.

SEE for IPCC

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**)

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scoredby the student shall be proportionally scaled down to 50 Marks

The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper may include questions from the practical component.

Suggested Learning Resources:

Textbook:

1. Behrouz A. Forouzan, Data Communications and Networking, 5th Edition, Tata McGraw-

Hill,2013.

Reference Books:

1. Larry L. Peterson and Bruce S. Davie: Computer Networks – A Systems Approach, 4th Edition, Elsevier, 2019.
2. Nader F. Mir: Computer and Communication Networks, 2nd Edition, Pearson Education, 2015.
3. William Stallings, Data and Computer Communication 10th Edition, Pearson Education, Inc., 2014.

Web links and Video Lectures (e-Resources):

1. https://www.digimat.in/nptel/courses/video/106105183/L01.html
2. http://www.digimat.in/nptel/courses/video/106105081/L25.html
3. https://nptel.ac.in/courses/10610

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Implementation of various protocols using open source simulation tools. (5 marks)
- Simulation of Personal area network, Home area network, achieve QoS etc. (5 marks)

	THEORY OF COMPUTATION		Semester	V
	Course Code	**BCS503**	CIE Marks	50
	Teaching Hours/Week (L: T:P: S)	(3:2:0:0)	SEE Marks	50
	Total Hours of Pedagogy	50	Total Marks	100
	Credits	04	Exam Hours	3
	Examination type (SEE)	Theory		

Course objectives:

- Introduce core concepts in Automata and Theory of Computation.
- Identify different Formal Language Classes and their Relationships.
- Learn concepts of Grammars and Recognizers for different formal languages.
- Prove or disprove theorems in automata theory using their properties.
- Determine the decidability and intractability of Computational problems.

Teaching-Learning Process (General Instructions)

These are sample Strategies which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) needs not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different approaches and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1 10 Hours

Introduction to Finite Automata, Structural Representations, Automata and Complexity. The Central Concepts of Automata Theory. Deterministic Finite Automata, Nondeterministic Finite Automata, An Application: Text Search, Finite Automata with Epsilon-Transitions.

TEXT BOOK: Sections 1.1, 1.5, 2.2,2.3,2.4,2.5

Module-2 10 Hours

Regular Expressions, Finite Automata and Regular Expressions, Proving Languages not to be Regular. Closure Properties of Regular Languages, Equivalence and Minimization of Automata, Applications of Regular Expressions

TEXT BOOK: Sections 3.1, 3.2 (Except 3.2.1), 3.3, 4.1, 4.2, 4.4

Module-3 10 Hours

	Context-Free Grammars, Parse Trees, Ambiguity in Grammars and Languages, Ambiguity in Grammars and Languages, Definition of the Pushdown Automaton, The Languages of a PDA, Equivalence of PDA's and CFG's, Deterministic Pushdown Automata. **TEXT BOOK: Sections 5.1, 5.2, 5.4, 6.1,6.2,6.3.1,6.4**
	Module-4 **10 Hours**
	Normal Forms for Context-Free Grammars, The Pumping Lemma for Context-Free Languages, Closure Properties of Context-Free Languages. **TEXT BOOK: Sections 7.1, 7.2, 7.3**
	Module-5 **10 Hours**
	Introduction to Turing Machines: Problems That Computers Cannot Solve, The Turing Machine, Programming Techniques for Turing Machines, Extensions to the Basic Turing Machine, Undecidability: A Language That Is Not Recursively Enumerable. **TEXT BOOK: Sections 8.1,8.2, 8.3,8.4, 9.1, 9.2**

Course outcome (Course Skill Set)

At the end of the course, the student will be able to:

1. Apply the fundamentals of automata theory to write DFA, NFA, Epsilon-NFA and conversion between them.
2. Prove the properties of regular languages using regular expressions.
3. Design context-free grammars (CFGs) and pushdown automata (PDAs) for formal languages.
4. Design Turing machines to solve the computational problems.
5. Explain the concepts of decidability and undecidability.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

The Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks.

Suggested Learning Resources:

Books

1. John E Hopcroft, Rajeev Motwani, Jeffrey D. Ullman," Introduction to Automata Theory, Languages and Computation", Second Edition, Pearson.

Reference:

1. Elain Rich, "Automata,Computability and complexity", 1st Edition, Pearson Education,2018.
2. K.L.P Mishra, N Chandrashekaran , 3rd Edition , 'Theory of Computer Science",PHI,2012.
3. Peter Linz, "An introduction to Formal Languages and Automata ", 3rd Edition, Narosa Publishers,1998.
4. Michael Sipser : Introduction to the Theory of Computation, 3rd edition, Cengage learning,2013.
5. John C Martin, Introduction to Languages and The Theory of Computation, 3rd Edition, Tata McGraw –Hill Publishing Company Limited, 2013.

Web links and Video Lectures (e-Resources):

- https://archive.nptel.ac.in/courses/106/105/106105196/
- https://archive.nptel.ac.in/courses/106/106/106106049/
- https://nptelvideos.com/course.php?id=717

Activity Based Learning (Suggested Activities in Class)/ Practical Based Learning
• Open source tools (like JFLAP) to make teaching and learning more interactive [https://www.jflap.org/] (10 Marks) • Assignments at RBTL-4 (15 marks)

Web Technology Lab		Semester	5
Course Code	**BCSL504**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Credits	01	Exam Hours	100
Examination type (SEE)	Practical		

Course objectives:

- Learn HTML 5 elements and their use.
- Use of CSS for enhanced user interface presentation.
- Gain knowledge of JavaScript, AJAX and jQuery for dynamic presentation.
- Use of PHP to build Web applications.
- Design and develop Websites and Web applications.

Sl.NO	Experiments
1	Develop the HTML page named as "Myfirstwebpage.html". Add the following tags with relevant content. 1. Set the title of the page as "My First Web Page" 2. Within the body use the following tags: a) Moving text = "Basic HTML Tags" b) Different heading tags (h1 to h6) c) Paragraph d) Horizontal line e) Line Break f) Block Quote g) Pre tag h) Different Logical Style (<b>, <u>, <sub>, <sup> etc.)
2	Develop the HTML page named as "Table.html" to display your class time table. a) Provide the title as Time Table with table header and table footer, row-span and col-span etc. b) Provide various colour options to the cells (Highlight the lab hours and elective hours with different colours.) c) Provide colour options for rows.
3	Develop an external style sheet named as "style.css" and provide different styles for h2, h3, hr, p, div, span, time, img & a tags. Apply different CSS selectors for tags and demonstrate the significance of each.
4	Develop HTML page named as "registration.html" having variety of HTML input elements with background colors, table for alignment & provide font colors & size using CSS styles.
5	Develop HTML page named as "newpaper.html" having variety of HTML semantic elements with background colors, text-colors & size for figure, table, aside, section, article, header, footer… etc.
6	Apply HTML, CSS and JavaScript to design a simple calculator to perform the following operations: sum, product, difference, remainder, quotient, power, square-root and square.
7	Develop JavaScript program (with HTML/CSS) for: a) Converting JSON text to JavaScript Object b) Convert JSON results into a date c) Converting From JSON To CSV and CSV to JSON d) Create hash from string using crypto.createHash() method
8	a. Develop a PHP program (with HTML/CSS) to keep track of the number of visitors visiting the web page and to display this count of visitors, with relevant headings. b. Develop a PHP program (with HTML/CSS) to sort the student records which are stored in the database using selection sort.

9	Develop jQuery script (with HTML/CSS) for: a. Appends the content at the end of the existing paragraph and list. b. Change the state of the element with CSS style using animate() method c. Change the color of any div that is animated.
10	Develop a JavaScript program with Ajax (with HTML/CSS) for: a. Use ajax() method (without Jquery) to add the text content from the text file by sending ajax request. b. Use ajax() method (with Jquery) to add the text content from the text file by sending ajax request. c. Illustrate the use of getJSON() method in jQuery d. Illustrate the use of parseJSON() method to display JSON values.

Programming Assignment (5 marks):
Construct a Website (multiple Web pages) containing 'Resume' and Bio -data by using relevant HTML elements and appropriate styling for presentation with CSS/jQuery/JavaScript. Host the Website on a cloud platform.

Programming Assignment (5 marks): Build a Web application with HTML, CSS, JavaScript, jQuery and PHP for online application/registration form. Form should accept the information and print/display on a browser with formatting/styling upon submission (Button click) on success. Host the application on a cloud platform.

Course outcomes (Course Skill Set):
At the end of the course, the student will be able to:

- Design the experiment for the given problem using HTML, Javascript and CSS.
- Develop the solution for the given real-world problem using jQuery, Ajax and PHP.
- Analyze the results and produce substantial written documentation.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation (CIE):

CIE marks for the practical course are **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment is to be evaluated for conduction with an observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments are designed by the faculty who is handling the laboratory session and are made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled down to **30 marks** (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct a test of 100 marks after the completion of all the experiments listed in the syllabus.
- In a test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability.
- The marks scored shall be scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and marks of a test is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

- SEE marks for the practical course are 50 Marks.
- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the Head of the Institute.
- The examination schedule and names of examiners are informed to the university before the conduction of the examination. These practical examinations are to be conducted between the schedule mentioned in the academic calendar of the University.

- All laboratory experiments are to be included for practical examination.
- (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.
- Students can pick one question (experiment) from the questions lot prepared by the examiners jointly.
- Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

- General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

Change of experiment is allowed only once and 15% of Marks allotted to the procedure part are to be made zero.

The minimum duration of SEE is 02 hours

Suggested Learning Resources:

Books:

1. Randy Connolly and Ricardo Hoar, Fundamentals of Web Development, 3rd edition, Pearson, 2021
2. Robert W Sebesta, Programming the World Wide Web, 8th Edition, Pearson Education, 2020.

Web Links:

- https://www.w3schools.com/html/default.asp
- https://www.w3schools.com/css/default.asp
- https://www.w3schools.com/js/js_examples.asp
- https://www.geeksforgeeks.org/javascript-examples/
- https://www.w3schools.com/php/default.asp
- https://www.w3schools.com/jquery/default.asp
- https://www.w3schools.com/js/js_ajax_intro.asp
- https://www.geeksforgeeks.org/jquery-tutorial/

	COMPUTER GRAPHICS		Semester	5
	Course Code	**BAI515A**	CIE Marks	50
	Teaching Hours/Week (L: T:P: S)	3:0:0:0	SEE Marks	50
	Total Hours of Pedagogy	3Hrs	Total Marks	100
	Credits	03	Exam Hours	
	Examination type (SEE)	Theory		

Course objectives:

- Understand the basic principles of Graphical Systems.
- Understand hardware, software and OpenGL Graphics Primitives.
- Illustrate interactive computer graphic using the OpenGL.
- Design and implementation of algorithms for 2D graphics Primitives and attributes.
- Demonstrate Geometric transformations, viewing on both 2D and 3D objects.
- Infer the representation of lines, surfaces, Color and Illumination models

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) need not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
8. Demonstrate every concept by implementing an OpenGL program.

Module-1

Graphics Systems and Models: Applications of Computer Graphics, A Graphics System, Images: Physical and Synthetic, Imaging Systems, The Synthetic-Camera Model, The Programmer's Interface, Graphics Architectures, Programmable Pipelines, Performance Characteristics.

Text book 1: Chapter 1

Module-2

Input and Interaction: Interaction, Input devices, Clients and Servers, Display Lists, Display Lists and Modeling, Programming Event Driven Input, Menus.

Text book 1: Chapter 3 – 3.1 to 3.7

Module-3

Geometric Objects and Transformations: Frames in OpenGL, Modeling a Colored Cube, Affine Transformations, Rotation, Translation and Scaling, Transformation in Homogeneous Coordinates, Concatenation of Transformations.

Text book 1: Chapter 4 – 4.4 to 4.9

Module-4

Viewing: Classical and Computer Viewing, Viewing with a Computer.

Lighting and Shading: Light and Matter, Light Sources, The Phong Lighting Model, Polygonal Shading.

Text book 1: Chapter 5 – 5.1, 5.2 and Chapter 6 – 6.1, 6.2, 6.3 and 6.5

Module-5

From Vertices to Fragments: Basic Implementation Strategies, Four major tasks, Clipping, Line-segment clipping, Cohen-Sutherland Clipping, Liang-Barsky Clipping.

Implementation Algorithms for Graphics Primitives and Attributes: Line-Drawing Algorithms, DDA Algorithm, Bresenham's Line Algorithm, Parallel Line Algorithms, Setting Frame-Buffer Values, Circle-Generating Algorithms, Midpoint Circle Algorithm.

Text book 1: Chapter 7 – 7.1 to 7.4
Text Book 2: Chapter 5 – 5.1 to 5.4

Course outcome (Course Skill Set)

At the end of the course, the student will be able to :

1. Explain the fundamentals of computer graphics systems.
2. Develop event driven graphical applications by interfacing hardware devices.
3. Apply the Geometrical Transformations on geometrical objects.
4. Apply the concepts of viewing, lighting and shading on graphical objects.
5. Demonstrate algorithms for 2D graphical primitives.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks

Suggested Learning Resources:
TextBooks

1. Edward Angel: Interactive Computer Graphics A Top-Down Approach with OpenGL, 5th Edition, Pearson Education, 2008.
2. Donald Hearn & Pauline Baker: Computer Graphics with OpenGL Version, 4th Edition, Pearson Education, 2011.

Web links and Video Lectures (e-Resources):

- https://nptel.ac.in/courses/106/106/106106090/
- https://nptel.ac.in/courses/106/102/106102063/
- https://nptel.ac.in/courses/106/103/106103224/
- https://nptel.ac.in/courses/106/102/106102065/

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Developed a project in OpenGL with C++ to implement the various concepts. (25 marks)

ARTIFICIAL INTELLIGENCE		Semester	V
Course Code	**BCS515B**	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	3
Examination type (SEE)	Theory		

Course objectives:

- Learn the basic principles and theories underlying artificial intelligence, including machine learning, neural networks, natural language processing, and robotics.
- Apply AI techniques to solve real-world problems, including search algorithms, optimization, and decision-making processes.
- Understand the ethical, legal, and societal implications of AI, including topics such as bias, fairness, accountability, and the impact of AI on the workforce and privacy.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Use of Video/Animation to explain functioning of various concepts.
2. Encourage collaborative (Group Learning) Learning in the class.
3. Discuss application of every concept to solve the real-world problems.
4. Demonstrate ways to solve the same problem and encourage the students to come up with their own creative solutions.

Module-1

Introduction: What Is AI? , The State of The Art.

Intelligent Agents: Agents and environment, Concept of Rationality, The nature of environment, The structure of agents.

Chapter 1 - 1.1, 1.4

Chapter 2 - 2.1, 2.2, 2.3, 2.4

Module-2

Problem-solving: Problem-solving agents, Example problems, Searching for Solutions Uninformed Search Strategies

Chapter 3 - 3.1, 3.2, 3.3, 3.4

Module-3

Problem-solving: Informed Search Strategies, Heuristic functions

Logical Agents: Knowledge–based agents, The Wumpus world, Logic, Propositional logic, Reasoning patterns in Propositional Logic

Chapter 3 - 3.5, 7.6

Chapter 7 - 7.1, 7.2, 7.3, 7.4

Module-4

First Order Logic: Representation Revisited, Syntax and Semantics of First Order logic, Using First Order logic, Knowledge Engineering In First-Order Logic

Inference in First Order Logic: Propositional Versus First Order Inference, Unification, Forward Chaining

Chapter 8- 8.1, 8.2, 8.3, 8.4

Chapter 9- 9.1, 9.2, 9.3

Module-5

Inference in First Order Logic: Backward Chaining, Resolution

Classical Planning: Definition of Classical Planning, Algorithms for Planning as State-Space Search, Planning Graphs

Chapter 9-9.4, 9.5

Chapter 10- 10.1,10.2,10.3

Course outcomes (Course Skill Set)

At the end of the course, the student will be able to:

1. Explain the architecture and components of intelligent agents, including their interaction with the AI environment.
2. Apply problem-solving agents and various search strategies to solve a given problem.
3. Illustrate logical reasoning and knowledge representation using propositional and first-order logic.
4. Demonstrate proficiency in representing knowledge and solving problems using first-order logic.
5. Describe classical planning in the context of artificial intelligence, including its goals, constraints, and applications in problem-solving.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with

Suggested Learning Resources:

Text Book

Stuart J. Russell and Peter Norvig, Artificial Intelligence, 3rd Edition, Pearson, 2015

Reference Books

1. Elaine Rich, Kevin Knight, Artificial Intelligence, 3rd edition, Tata McGraw Hill, 2013
2. George F Lugar, Artificial Intelligence Structure and strategies for complex, Pearson Education, 5th Edition, 2011
3. Nils J. Nilsson, Principles of Artificial Intelligence, Elsevier, 1980
4. Saroj Kaushik, Artificial Intelligence, Cengage learning, 2014

Web links and Video Lectures (e-Resources):

1. https://www.kdnuggets.com/2019/11/10-free-must-read-books-ai.html
2. https://www.udacity.com/course/knowledge-based-ai-cognitive-systems--ud409
3. https://nptel.ac.in/courses/106/105/106105077/

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

1. Using OpenAI tool, develop a chatbot (25 marks)

UNIX SYSTEM PROGRAMMING		Semester	V
Course Code	**BCS515C**	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
Examination type (SEE)	Theory		

Course objectives: This course will enable students to

- To help the students to understand effective use of Unix concepts, commands and terminology. Identify, access, and evaluate UNIX file system
- Explain the fundamental design of the unix operating system
- Familiarize with the systems calls provided in the unix environment
- Design and build an application/service over the unix operating system

Teaching-Learning Process (General Instructions)

These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Introduction: Unix Components/Architecture. Features of Unix. The UNIX Environment and UNIX Structure, Posix and Single Unix specification. General features of Unix commands/ command structure. Command arguments and options. Basic Unix commands such as echo, printf, ls, who, date, passwd, cal, Combining commands. Meaning of Internal and external commands. The type command: knowing the type of a command and locating it. The root login. Becoming the super user: su command.

Unix files: Naming files. Basic file types/categories. Organization of files. Hidden files. Standard directories. Parent-child relationship. The home directory and the HOME variable. Reaching required files- the PATH variable, manipulating the PATH, Relative and absolute pathnames. Directory commands – pwd, cd, mkdir, rmdir commands. The dot (.) and double dots (..) notations to represent present and parent directories and their usage in relative path names. File related commands – cat, mv, rm, cp, wc and od commands.

	Text Book1: Chapter-1, 2, 3, 4, 5
	Module-2
	File attributes and permissions: The ls command with options. Changing file permissions: the relative and absolute permissions changing methods. Recursively changing file permissions. Directory permissions. **The shells interpretive cycle:** Wild cards. Removing the special meanings of wild cards. Three standard files and redirection. **Connecting commands:** Pipe. Basic and Extended regular expressions. The grep, egrep. Typical examples involving different regular expressions. **Shell programming:** Ordinary and environment variables. The. profile. Read and read-only commands. Command line arguments. exit and exit status of a command. Logical operators for conditional execution. The test command and its shortcut. The if, while, for and case control statements. The set and shift commands and handling positional parameters. The here (<<) document and trap command. Simple shell program examples. **Text Book1: Chapter-6,8,13,14**
	Module-3
	Unix Standardization and Implementations: Introduction, Unix Standardization, UNIX System Implementation. **File I/O:** Introduction, File Description, open, create, read, write, close, fcntl functions. **Files and Dictionaries:** mkdir and rmdir functions, reading dictionaries, chdir, fchdir and getcwd functions. Device Special files. **The Environment of a UNIX Process:** Introduction, main function, Process Termination, Command-Line Arguments, Environment List, Memory Layout of a C Program, Shared Libraries, Memory Allocation, Environment Variables, setjmp and longjmp Functions, getrlimit, setrlimit Functions. **Text Book 2: 2,3,4,7.**
	Module-4
	Process Control: Introduction, Process Identifiers, fork, vfork, exit, wait, waitpid, wait3, wait4 Functions, Race Conditions, exec Functions. **Overview of IPC Methods**, Pipes, popen, pclose Functions, Coprocesses, FIFOs, System V IPC, Message Queues, Semaphores. **Shared Memory**, Client-Server Properties, Passing File Descriptors, An Open Server-Version 1. **Text Book2: Chapter 8, 15,17**
	Module-5

Signals and Daemon Processes: Introduction, Signal Concepts, Signal Functions, SIGCLD Semantics, Kill and Raise functions, Alarm and Pause Functions, Signal Sets, sigprocmask Function, sigpending function, sigaction function, sigsetjmp and siglongjmp functions, sigsuspend function, abort function, system function, sleep, nanosleep and clock_nanosleep functions, sigqueue functions, job-control signals, signal names and numbers.

Daemon Processes: Introduction, Daemon Characteristics, Coding Rules, Error Logging, Client-Server Model.

Text Book 2: Chapter 10, 13

Course outcome (Course Skill Set)

At the end of the course, the student will be able to:

- Demonstrate the basics of Unix concepts and commands.
- Demonstrate the UNIX file system.
- Apply comands to reflect changes in file system.
- Demonstrate IPC and process management.
- Develop an application/service over a Unix system.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks

Suggested Learning Resources: **Text Books:** 1. Sumitabha Das., Unix Concepts and Applications., 4thEdition., Tata McGraw Hill 2. W. Richard Stevens: Advanced Programming in the UNIX Environment, 2nd Edition, Pearson Education, 2005 **Reference Books:** 1. Unix System Programming Using C++ - Terrence Chan, PHI, 1999. 2. M.G. Venkatesh Murthy: UNIX & Shell Programming**,** Pearson Education. 3. Richard Blum, Christine Brenham: Linux Command Line and Shell Scripting Bible, 2ndEdition, Wiley, 2014.
Web links and Video Lectures (e-Resources):
https://www.youtube.com/watch?v=ffYUfAqEamY https://www.youtube.com/watch?v=Q05NZiYFcD0 https://www.youtube.com/watch?v=8GdT53KDIyY https://www.youtube.com/watch?app=desktop&v=3Pga3y7rCgo
Activity Based Learning (Suggested Activities in Class)/ Practical Based learning Programming assignment -1 (Shell level) - 10 marks Programming assignment -2 (API level) - 15 marks

	DISTRIBUTED SYSTEMS		Semester	5
	Course Code	**BCS515D**	CIE Marks	50
	Teaching Hours/Week (L: T:P: S)	3:0:0:0	SEE Marks	50
	Total Hours of Pedagogy	3Hrs	Total Marks	100
	Credits	03	Exam Hours	
	Examination type (SEE)	Theory		

Course objectives:

- Understand the goals and challenges of distributed systems
- Describe the architecture of RPC/RMI, distributed file systems and name services
- Learn clock synchronization algorithms to monitor and order the events, mutual exclusion, election and consensus algorithms.
- Study the fundamental concepts and algorithms related to distributed transactions and replication.

Teaching-Learning Process (General Instructions)

These are sample strategies which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) need not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
8. Demonstrate every concept by implementing an OpenGL program.

Module-1

CHARACTERIZATION OF DISTRIBUTED SYSTEMS: Introduction, Focus on resource sharing, Challenges.

REMOTE INVOCATION: Introduction, Request-reply protocols, Remote procedure call, Introduction to Remote Method Invocation.

Textbook: Chapter- 1.1,1.4,1.5, 5.1-5.5

Module-2

DISTRIBUTED FILE SYSTEMS: Introduction, File service architecture.

NAME SERVICES: Introduction, Name services and the Domain Name System, Directory services.

Textbook: Chapter- 12.1,12.2, 13.1-13.3

Module-3

TIME AND GLOBAL STATES: Introduction, Clocks, events and process states, Synchronizing Physical clocks, Logical time and logical clocks, Global states

	Textbook: Chapter- 14.1-14.5
	Module-4
	COORDINATION AND AGREEMENT: Introduction, Distributed mutual exclusion, Elections, Coordination and agreement in group communication, Consensus and related problems. **Textbook: Chapter -15.1-15.5**
	Module-5
	DISTRIBUTED TRANSACTIONS: Introduction, Flat and nested distributed transactions, Atomic commit protocols, Concurrency control in distributed transactions, Distributed deadlocks, Transaction recovery. **REPLICATION:** Introduction. **Textbook: Chapter -17.1-17.6, 18.1**

Course outcome (Course Skill Set)

At the end of the course, the student will be able to :

1. Identify the goals and challenges of distributed systems
2. Demonstrate the remote invocation techniques for communication
3. Describe the architecture of distributed file systems and name services
4. Apply clock synchronization algorithms to monitor and order the events.
5. Analyze the performance of mutual exclusion, election and consensus algorithms.
6. Illustrate the fundamental concepts and algorithms related to distributed transactions and replication

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks

Suggested Learning Resources:

Textbook's:

1. George Coulouris, Jean Dollimore and Tim Kindberg, "Distributed Systems Concepts and Design", Fifth Edition, Pearson Education, 2012.

Web links and Video Lectures (e-Resources):

.

- https://www.youtube.com/watch?v=Azyizl9w2xo&list=PLrjkTql3jnm9FEOXHA_qjRTMODlaIk-W

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Programming Assignment (15 marks)
- Literature Review/ Case Studies (10 marks)