

## Curriculum of Diploma Programme

in

**Civil Engineering**

## J.P. Institute Of Technology



**Department of Science, Technology and Technical  
Education (DSTTE), State Govt. of Bihar .**

**State Board of Technical Education (SBTE), Bihar**

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## Semester – II

### Teaching & Learning Scheme

Board of Study	Course Codes	Course Titles	Teaching & Learning Scheme (Hours/Week)					
			Classroom Instruction (CI)		Lab Instruction (LI)	Notional Hours (TW+SL)	Total Hours (CI+LI+TW+SL)	Total Credits (C)
			L	T				
	<b>2418103</b>	<b>Python Programming</b> (CE, CSE, AIML, ME, ME (Auto), ELX, ELX (R), MIE, FTS, CRE, CHE, TE, CACDDM, GT)	3	-	4	2	9	6
	<b>2400103A</b>	<b>Applied Chemistry -A</b> (ME, ME (Auto), CE, MIE, AE, CHE, FTS, CRE)	3	-	4	2	9	6
	<b>2425104</b>	<b>Engg. Mechanics</b> (CE, EE, ME, ME (Auto), MIE, FTS, AE, CRE, CHE, ELX, ELX (R), TE)	3	-	4	2	9	6
	<b>2400105A</b>	<b>Applied Mathematics -A</b> (ME, ME (Auto), CE, MIE, AE, CHE, FTS, CRE)	2	1	-	2	5	4
	<b>2400006</b>	<b>Environmental Education and Sustainable Development</b> (Common for All Programmes)	1	-	1	1	3	2
	<b>2400207</b>	<b>Indian Constitution</b> (Common for All Programmes)	1	-	-	-	1	1
	<b>2418107</b>	<b>ICT Tools</b> (CE, ME, ME (Auto), FTS, CSE, AIML, MIE, CRE, CHE, FPP, TE, CACDDM, GT)	-	-	4	2	6	3
	<b>2400108</b>	<b>Essence of Indian Knowledge System and Tradition</b> (Common for All Programmes)	1	-	-	-	1	1
	<b>2400111</b>	<b>Principles of Management</b> (Non-exam course) (CE, AIML, AE, CHE, CSE, ME, ME (Auto), FTS, MIE)	1	-	-	-	1	1
<b>Total</b>			<b>15</b>	<b>1</b>	<b>17</b>	<b>11</b>	<b>44</b>	<b>30</b>

**Note: Prefix will be added to Course Code if applicable (T for theory Paper, P for Practical Paper and S for Term work)**

**Legend:**

CI: Classroom Instruction (Includes different instructional/implementation strategies i.e. Lecture (L), Tutorial (T), Case method, Demonstrations, Video demonstration, Problem based learning etc. to deliver theoretical concepts)

LI: Laboratory Instruction (Includes experiments/practical performances /problem-based experiences in laboratory, workshop, field or other locations using different instructional/Implementation strategies)

Notional Hours: Hours of engagement by learners, other than the contact hours for ensuring learning.

TW: Term work (includes assignments, seminars, micro projects, industrial visits, any other student activities etc.)

SL: Self Learning, MOOCs, spoken tutorials, online educational resources etc.

C: Credits = (1 x CI hours) + (0.5 x LI hours) + (0.5 x Notional hours)

**Note:** TW and SL have to be planned by the teacher and performed by the learner under the continuous guidance and feedback of teacher to ensure outcome of learning.

## Semester - II Assessment Scheme

Board of Study	Course Codes	Course Titles	Assessment Scheme (Marks)						Total Marks (TA+TWA+LA)
			Theory Assessment (TA)		Term work & Self-Learning Assessment (TWA)		Lab Assessment(LA)		
			Progressive Theory Assessment <sub>t</sub>	End Theory Assessment <sub>t</sub>	Internal	External	Progressive Lab Assessment <sub>t</sub>	End Laboratory Assessment <sub>t</sub>	
	<b>2418103</b>	<b>Python Programming</b> (CE, CSE, AIML, ME, ME (Auto), ELX, ELX (R), MIE, FTS, CRE, CHE, TE, CACDDM, GT)	30	70	20	30	20	30	200
	<b>2400103A</b>	<b>Applied Chemistry -A</b> (ME, ME (Auto), CE, MIE, AE, CHE, FTS, CRE)	30	70	20	30	20	30	200
	<b>2425104</b>	<b>Engg. Mechanics</b> (CE, EE, ME, ME (Auto), MIE, FTS, AE, CRE, CHE, ELX, ELX (R), TE)	30	70	20	30	20	30	200
	<b>2400105A</b>	<b>Applied Mathematics -A</b> (ME, ME (Auto), CE, MIE, AE, CHE, FTS, CRE)	30	70	20	30	-	-	150
	<b>2400006</b>	<b>Environmental Education and Sustainable Development</b> (Common for All Programmes)	15	-	10	-	10	15	50
	<b>2400207</b>	<b>Indian Constitution</b> (Common for All Programmes)	25	-	25	-	-	-	50
	<b>2418107</b>	<b>ICT Tools</b> (CE, ME, ME (Auto), FTS, CSE, AIML, MIE, CRE, CHE, FPP, TE, CACDDM, GT)	-	-	20	30	20	30	100
	<b>2400108</b>	<b>Essence of Indian Knowledge System and Tradition</b> (Common for All Programmes)	25	-	-	-	-	-	25
	<b>2400111</b>	<b>Principles of Management</b> (Non-exam course) (CE, AIML, AE, CHE, CSE, ME, ME (Auto), FTS, MIE)	25	-	-	-	-	-	25
<b>Total</b>			<b>195</b>	<b>280</b>	<b>150</b>	<b>150</b>	<b>90</b>	<b>135</b>	<b>1000</b>

**Note: Prefix will be added to Course Code if applicable (T for theory Paper, P for Practical Paper and S for Term work)**

**Legend:**

PTA: Progressive Theory Assessment in class room (includes class test, mid-term test and quiz using online/offline modes)

PLA: Progressive Laboratory Assessment (includes process and product assessment using rating Scales and rubrics)

## TWA:

Term work &amp; Self Learning Assessment (Includes assessment related to student performance in assignments, seminars, micro projects, industrial visits, self-learning, any other student activities etc.

**Note:**

- Separate passing is must for progressive and end semester assessment for both theory and practical.
- ETA & ELA are to be carried out at the end of the term/ semester.
- Term Work is to be done by the students under the guidance of internal faculty but its assessment will be done **internally (40%)** as well as **externally (60%)**. Assessment related to planning and execution of Term Work activities like assignment, micro project, seminar and self-learning is to be done by internal faculty (Internal Assessment) whereas assessment of output/product/ presentation related to these activities will be carried out by external faculty/expert (External Assessment). However, criteria of internal as well as external assessment may vary as per the requirement of respective course. For valid and reliable assessment, the internal faculty should prepare checklist & rubrics for these activities.

- A) **Course Code** : **2418103 (T2418103/P2418103/ S2418103)**
- B) **Course Title** : Python Programming  
(CE, CSE, AIML, ME, ME (Auto), ELX, ELX (R), MIE, FTS, CRE, CHE, TE, CACDDM, GT, RE)
- C) **Pre- requisite Course(s)** :
- D) **Rationale** :

Python programming has emerged as a popular programming language across wide range of application segments from Scientific to Machine Learning to mobile app development, and so on. Python is a high-level general-purpose programming language.

Because code is automatically compiled to byte code and executed, Python is suitable as a scripting language, Web application implementation language, etc.

In Python there are multiple levels of organizational structure: functions, classes, modules, and packages. These assist in organizing code. An excellent and large example is the Python standard library.

The Object-oriented Python provides a consistent way to use objects: in Python it is easy to implement new object types (called classes in object-oriented programming).

This introductory course to learn basic Python programming features which can be used as building blocks to develop different kind of applications using Python 3.

- E) **Course Outcomes (COs):** After the completion of the course, teachers are expected to ensure the accomplishment of following course outcomes by the learners. For this, the learners are expected to perform various activities related to three learning domains (Cognitive, Psychomotor and Affective) in classroom/ laboratory/ workshop/ field/ industry.

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

- CO-1** Use various data types and operators in formation of expressions.
- CO-2** Write and execute programs using control statements.
- CO-3** Perform relevant operations on Sequence data types
- CO-4** Create functions in modules
- CO-5** Use object-oriented approach and features in writing python programs
- CO-6** Handle data files and exceptions.

- F) **Suggested Course Articulation Matrix (CAM):**

Course Outcomes (COs)	Programme Outcomes(POs)							Programme Specific Outcomes* (PSOs)	
	PO-1 Basic and Discipline Specific Knowledge	PO-2 Problem Analysis	PO-3 Design/ Development of Solutions	PO-4 Engineering Tools	PO-5 Engineering Practices for Society, Sustainability and Environment	PO-6 Project Management	PO-7 Life Long Learning	PSO-1	PSO-2
CO-1	1	-	1	-	-	-	-		
CO-2	1	2	2	1	-	1	-		
CO-3	1	2	2	1	-	1	-		
CO-4	1	2	2	1	-	1	2		
CO-5	1	2	2	1	-	1	-		
CO-6	1	2	2	1	-	1	1		

**Legend:** High (3), Medium (2), Low (1) and No mapping (-)

\* PSOs will be developed by respective programme coordinator at institute level. As per latest NBA guidelines, formulating PSOs is optional



## G) Teaching &amp; Learning Scheme:

Board of Study	Course Code	Course Title	Scheme of Study (Hours/Week)					Total Credits (C)
			Classroom Instruction (CI)		Lab Instruction (LI)	Notional Hours (TW+ SL)	Total Hours (CI+LI+TW+SL)	
			L	T				
	2418103	Python programming	03	-	04	02	09	06

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**Note:** TW and SL have to be planned by the teacher and performed by the learner under the continuous guidance and feedback of teacher to ensure outcome of learning.

## H) Assessment Scheme:

Board of Study	Course Code	Course Title	Assessment Scheme (Marks)						Total Marks (TA+TWA+LA)
			Theory Assessment (TA)		Term Work & Self-Learning Assessment (TWA)		Lab Assessment (LA)		
			Progressive Theory Assessment (PTA)	End Theory Assessment (ETA)	Internal	External	Progressive Lab Assessment (PLA)	End Laboratory Assessment (ELA)	
	2418103	Python programming	30	70	20	30	20	30	200

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## Note:

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- ETA & ELA are to be carried out at the end of the term/ semester.
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I) **Course Curriculum Detailing:** This course curriculum detailing depicts learning outcomes at course level and session level and their attainment by the students through Classroom Instruction (CI), Laboratory Instruction (LI), Term Work (TW) and Self Learning (SL). Students are expected to demonstrate the attainment of Theory Session Outcomes (TSOs) and Lab Session Outcomes (LSOs) leading to attainment of Course Outcomes (COs) upon the completion of the course. While curriculum detailing, NEP 2020 related reforms like Green skills, Sustainability, Multidisciplinary aspects, Society connect, Indian Knowledge System (IKS) and others must be integrated appropriately.

J) **Theory Session Outcomes (TSOs) and Units: T2418103**

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
<p><i>TSO 1a.</i> Differentiate between Procedure Oriented P and Object Oriented Programming approach with example.</p> <p><i>TSO 1b.</i> Use the concept of Lvalue and Rvalue</p> <p><i>TSO 1c.</i> Write python program using various data types and operators</p>	<p><b>Unit-1.0 Basics of Python Programming syntax</b></p> <p>1.1 Python character set, Python tokens, variables, concept of Lvalue and Rvalue, use of comments.</p> <p>1.2 Data types: number (integer, floating point, complex), Boolean, sequence (string, list, tuple), none, mapping (dictionary), mutable and immutable data types</p> <p>1.3 Operators: arithmetic operators, relational operators, logical operators, assignment operator, augmented assignment operators. Expressions, statement, type conversion &amp; input/output: precedence of operators, expression, evaluation of expression.</p>	CO-1
<p><i>TSO 2a.</i> Write Python program using decision making statements</p> <p><i>TSO 2b.</i> Write Python program using loop structure to solve iterative problems</p>	<p><b>Unit-2.0 Conditional and Iterative statements</b></p> <p>2.1 Conditional statements: simple if statement, if-else statement, if-elif-else statement</p> <p>2.2 Iterative statements: while loop, for loop, range function, break and continue statements, nested loops</p>	CO-2
<p><i>TSO 3a.</i> Perform various operations on string using string operators and methods</p> <p><i>TSO 3b.</i> Perform various operations on List using list operators and methods</p> <p><i>TSO 3c.</i> Perform various operations on tuples using tuples operators and methods</p> <p><i>TSO 3d.</i> Perform various operations on set using set methods</p> <p><i>TSO 3e.</i> Perform various operations on dictionary using dictionary methods</p>	<p><b>Unit-3.0 String, List, Tuples, set and Dictionary</b></p> <p>3.1 String: indexing, string operations (concatenation, repetition, membership &amp; slicing), traversing a string using loops, built-in functions.</p> <p>3.2 Lists: introduction, indexing, list operations: concatenation, repetition, membership &amp; slicing, traversing a list, built-in list functions, linear search on list of numbers and counting the frequency of elements in a list</p> <p>3.3 Tuples: Creating, initializing, accessing elements, tuple assignment, performing operations on tuples, tuple methods and built-in functions, nested tuples</p> <p>3.4 Set: Creating set, traversing, adding, removing data in set, performing set operations like join, Union intersection, difference</p> <p>3.5 Dictionary: accessing items in a dictionary using keys, mutability of dictionary: adding a new item, modifying an existing item, built-in dictionary functions.</p>	CO-3

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
<p><i>TSO 4a.</i> Create and use user defined functions to implement modular programming approach</p> <p><i>TSO 4b.</i> Differentiate variable scope with example.</p> <p><i>TSO 4c.</i> Import and use Python modules, libraries</p>	<p><b>Unit-4.0 Python Functions, Modules and packages</b></p> <p>4.1 Functions: types of function (built- in functions, functions defined in module, user defined functions), creating user defined function, arguments and parameters, default parameters, positional parameters, Lambda functions, returning value, scope of a variable: global scope, local scope</p> <p>4.2 Modules and Packages: Importing module using 'import' Regular Expressions, Exception Handling, PyPI Python Package Index, Pip Python package manager, Importing Libraries and Functions</p>	CO-4
<p><i>TSO 5a.</i> Write simple Python programs with object oriented approach</p> <p><i>TSO 5b.</i> Use constructors and destructors appropriately in python program</p> <p><i>TSO 5c.</i> Explain different type of inheritance based on its characteristic</p> <p><i>TSO 5d.</i> Implement given type of inheritance in Python.</p> <p><i>TSO 5e.</i> Implement the concept of Polymorphism in Python</p>	<p><b>Unit-5.0 Object Oriented Programming (OOP)</b></p> <p>5.1 OOPs Object oriented programming concepts and approach, Abstraction, encapsulation, class, object, class method vs static method in Python, class and static variable, constructor and destructors in python</p> <p>5.2 Inheritance: types of inheritance: single, multiple, multilevel, hierarchical</p> <p>5.3 Polymorphism: Polymorphism with class method, polymorphism with inheritance, method overriding, overloading</p>	CO-5
<p><i>TSO 6a.</i> Explain different types of Exceptions in python</p> <p><i>TSO 6b.</i> Write Python programs for exception handling in Python</p> <p><i>TSO 6c.</i> Differentiate different modes of file opening.</p> <p><i>TSO 6d.</i> Perform read, Write, Append operations in files</p>	<p><b>Unit 6: Exception and File Handling in Python</b></p> <p>6.1 Exception Handling: syntax errors, exceptions, need of exception handling, user-defined exceptions, raising exceptions, handling exceptions, catching exceptions, Try - except - else clause, Try - finally clause, recovering and continuing with finally, built-in exception classes.</p> <p>6.2 File Handling: text file and binary file, file types, open and close files, reading and writing text files, reading and writing binary files, file access modes</p>	CO-6

**Note:** One major TSO may require more than one Theory session/Period.

**K) Suggested Laboratory (Practical) Session Outcomes (LSOs) and List of Practical: P2418103**

Practical/Lab Session Outcomes (LSOs)	S. No.	Laboratory Experiment/Practical Titles	Relevant COs Number(s)
<p><i>LSO 1.1.</i> Write, execute and debug simple Python program using Integrated Development and Learning Environment (IDLE)</p> <p><i>LSO 1.2.</i> Write and execute simple 'C' program using variables, arithmetic expressions.</p>	1.	<p>a) Download and Install IDLE.</p> <p>Write and execute Python program to-</p> <p>b) Calculate the Area of a Triangle where its three sides a, b, c are given. <math>s=(a+b+c)/2</math>, Area=square root of <math>s(s-a)(s-b)(s-c)</math> (write program without using function)</p> <p>c) Swap Two Variables</p> <p>d) Solve quadratic equation for real numbers.</p>	CO-1

Practical/Lab Session Outcomes (LSOs)	S. No.	Laboratory Experiment/Practical Titles	Relevant COs Number(s)
<p><i>LSO 2.1.</i> Write and execute python programs using conditional statements.</p> <p><i>LSO 2.2.</i> Write and execute python programs using various types of Loop statements</p>	2.	<p>Write and execute Python program to-</p> <p>a) Check if a Number is Positive, Negative or zero.</p> <p>b) Check whether the given year is a Leap Year.</p> <p>c) Print all Prime Numbers in an Interval.</p> <p>d) Display the multiplication Table based on the given input.</p> <p>e) Print the Fibonacci sequence.</p> <p>f) Find the Factorial of a Number.</p>	CO-2
<p><i>LSO 3.1.</i> Write and execute Python program to perform various operations on string using string operators and methods</p>	3.	<p>Write and execute Python program to-</p> <p>a) Check whether the string is Palindrome</p> <p>b) Reverse words in a given String in Python</p> <p>c) identify in a strings the name, position and counting of vowels.</p> <p>d) Count the Number of matching characters in a pair of string (set)</p> <p>e) Python program for removing i-th character from a string</p>	CO-2, CO-3
<p><i>LSO 4.1.</i> Write and execute Python program to perform various operations on List using List operators and methods</p>	4.	<p>Write and execute Python program to-</p> <p>a) find largest number in a given list without using max().</p> <p>b) find the common numbers from two lists.</p> <p>c) create a list of even numbers and another list of odd numbers from a given list.</p> <p>d) To find number of occurrences of given number without using built-in methods.</p>	CO-2, CO-3
<p><i>LSO 5.1.</i> Write and execute Python program to perform various operations on Tuple using Tuple operators and methods.</p>	5.	<p>Write and execute Python program to-</p> <p>a) find the index of an item of a tuple.</p> <p>b) find the length of a tuple.</p> <p>c) to reverse a tuple.</p> <p>d) Write a Python program to sort a list of tuple by its float element. Sample data: [('item1', '12.20'), ('item2', '15.10'), ('item3', '24.5')] Expected Output: [('item3', '24.5'), ('item2', '15.10'), ('item1', '12.20')]</p>	CO-2, CO-3
<p><i>LSO 6.1.</i> Write and execute Python program to perform various operations on sets using set methods.</p>	6.	<p>Write and execute Python program to-</p> <p>a) create an intersection of sets.</p> <p>b) create a union of sets.</p> <p>c) create set difference.</p> <p>d) check if two given sets have no elements in common.</p>	CO-2, CO-3
<p><i>LSO 7.1.</i> Write and execute Python program to perform various operations on Dictionary using Dictionary methods</p>	7.	<p>Write and execute Python program to-</p> <p>a) Write a Python script to concatenate two dictionaries to create a new one</p> <p>b) Write a Python script to merge two Python dictionaries.</p> <p>c) Write a Python program to combine two dictionary adding values for common keys. d1 = {'a': 100, 'b': 200, 'c':300} d2 = {'a': 300, 'b': 200, 'd':400}</p>	CO-2, CO-3

Practical/Lab Session Outcomes (LSOs)	S. No.	Laboratory Experiment/Practical Titles	Relevant COs Number(s)
		Sample output: d({'a': 400, 'b': 400, 'd': 400, 'c': 300})	
<i>LSO 8.1.</i> Write and execute Python program to create user defined functions and call them.	8.	Write and execute Python program to- a) Write a Python function for reversing a string and call it. b) Write a Python function for calculating compound interest and call it. c) Write a Python function for calculating the factorial of a number and call it to calculate $n/(!r)*!(n-r)$ where symbol “! “ stands for factorial.	<b>CO-2, CO-4</b>
<i>LSO 9.1.</i> Write and execute Object Oriented Python program to define a class and its instances. <i>LSO 9.2.</i> Develop and execute Python program Using various types of inheritances. <i>LSO 9.3.</i> Develop and execute Python program Using various types of inheritances. <i>LSO 9.4.</i> Develop and execute Python program Using various types of Polymorphism.	9.	Write program using OOP approach to – a) create an instance of a specified class and display the namespace of the said instance b) create a Python class named Student with two attributes: student_id, student_name. Add a new attribute: student_class. Create a function to display all attributes and their values in the Student class. c) Create a Python class named Student with two instances student1, student2 and assign values to the instances' attributes. Print all the attributes of the student1, student2 instances d) Write programs to demonstrate use of following types of inheritance: i. Single inheritance ii. Multiple inheritance iii. Multilevel inheritance e) Demonstrate use of polymorphism with following situations: i. Polymorphism in operator ii. Polymorphism in user defined method iii. Polymorphism in built-in function iv. Polymorphism with class method v. Polymorphism with method overriding	<b>CO-2, CO-5</b>
<i>LSO 10.1.</i> Develop and execute Python program to handle various type of exceptions. <i>LSO 10.2.</i> Develop and execute Python program to perform file operations.	10.	a) Using exception handling feature such as try...except, try finally- write minimum three programs to handle following types of exceptions. i. Type Error ii. Name Error iii. Index Error iv. Key Error v. Value Error vi. IO Error vii. Zero Division Error  b) Write Python program to demonstrate file operations.	<b>CO-6, CO-1, CO-2,</b>

**Note:** in addition to above listed practical, students are suggested to practice all the examples covered by the teacher during theory sessions.



L) **Suggested Term Work and Self Learning: S2418103** Some sample suggested assignments, micro project and other activities are mentioned here for reference.

a. **Assignments:** Questions/Problems/Numerical/Exercises to be provided by the course teacher in line with the targeted COs.

b. **Micro Projects:**

1. Create a shop billing system
2. Create income tax calculation system.
3. Develop number guessing game (random integer will be selected by the system and the user has to guess that integer in the minimum number of guesses. Maximum 5 guess allowed.)
4. Assign numbers to alphabet a-z as (1-26). User will input a word. System will convert in to a number by adding all the individual alphabet of that word.
5. Design a basic calculator program that performs arithmetic operations like addition, subtraction, multiplication, and division based on user input.
6. Any other micro-projects suggested by subject faculty on similar line.

(Students may use file and sequence data types to develop above listed applications)

c. **Other Activities:**

1. Seminar Topics:
  - Tkinter widgets in python
  - Python date/time module and its applications
  - wxPython and its applications

M) **Suggested Course Evaluation Matrix:** The course teacher has to decide and use appropriate assessment strategy and its weightage in theory, laboratory and Term Work for ensuring CO attainment. The response/performance of each student in each of these designed activities is to be used to calculate **CO attainment**.

COs	Course Evaluation Matrix						
	Theory Assessment (TA)**		Term Work Assessment (TWA)			Lab Assessment (LA)#	
	Progressive Theory Assessment (PTA) Class/Mid Sem Test	End Theory Assessment (ETA)	Term Work & Self Learning Assessment			Progressive Lab Assessment (PLA)	End Laboratory Assessment (ELA)
Assignments			Micro Projects	Other Activities*			
CO-1	10%	10%	15%	16%	16%	10%	16%
CO-2	15%	15%	15%	16%	16%	15%	16%
CO-3	25%	25%	20%	18%	18%	25%	18%
CO-4	15%	15%	15%	16%	16%	15%	16%
CO-5	25%	25%	25%	18%	18%	25%	18%
CO-6	10%	10%	10%	16%	16%	10%	16%
<b>Total Marks</b>	<b>30</b>	<b>70</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>20</b>	<b>30</b>
			<b>50</b>				

**Legend:**

\*: Other Activities include self- learning, seminar, visits, surveys, product development, software development etc.

\*\* : Mentioned under point- (N)

# : Mentioned under point-(O)

**Note:**

- The percentage given are approximate
- In case of Micro Projects and End Laboratory Assessment (ELA), the achieved marks will be equally divided in all those COs mapped with total experiments.
- For CO attainment calculation indirect assessment tools like course exit survey need to be used which comprises of questions related to achievement of each COs.

**N) Suggested Specification Table for End Semester Theory Assessment:** Specification table represents the reflection of sample representation of assessment of cognitive domain of full course.

Unit Title and Number	Total Classroom Instruction (CI) Hours	Relevant COs Number(s)	Total Marks	ETA (Marks)		
				Remember (R)	Understanding (U)	Application & above (A)
Unit-1.0 Basics of Python Programming syntax	4	CO-1	7	3	2	2
Unit-2.0 Conditional and Iterative statements	6	CO-2	10	3	3	4
Unit-3.0 3.0 String, List, Tuples, set and Dictionary	12	CO-3	18	5	3	10
Unit-4.0 Python Functions, Modules and packages	7	CO-4	10	3	3	4
Unit-5.0 Object Oriented Programming (OOP)	12	CO-5	18	4	5	9
Unit-6.0 Exception and File Handling in Python	7	CO-6	7	2	2	3
<b>Total</b>	<b>48</b>	<b>-</b>	<b>70</b>	<b>20</b>	<b>18</b>	<b>32</b>

**Note:** Similar table can also be used to design class/mid-term/ internal question paper for progressive assessment.

**O) Suggested Assessment Table for Laboratory (Practical):**

S. No.	Laboratory Practical Titles	Relevant COs Number(s)	PLA/ELA		
			Performance		Viva-Voce (%)
			PRA* (%)	PDA** (%)	
1.	Write and execute Python program to- a) Calculate the Area of a Triangle where its three sides a,b,c are given. $s=(a+b+c)/2$ , Area=square root of $s(s-a)(s-b)(s-c)$ (write program without using function) b) Swap Two Variables c) Solve quadratic equation for real numbers.	CO-1	40	50	10
2.	Write and execute Python program to- a) Check if a Number is Positive, Negative or zero. b) Check whether the given year is a Leap Year. c) Print all Prime Numbers in an Interval. d) Display the multiplication Table based on the given input. e) Print the Fibonacci sequence. f) Find the Factorial of a Number.	CO-2	40	50	10
3.	Write and execute Python program to- a) Check whether the string is Palindrome b) Reverse words in a given String in Python c) identify in a strings the name, position and counting of vowels. d) Count the Number of matching characters in a pair of string (set) e) Python program for removing i-th character from a string	CO-2, CO3	40	50	10

S. No.	Laboratory Practical Titles	Relevant COs Number(s)	PLA/ELA		
			Performance		Viva-Voce (%)
			PRA* (%)	PDA** (%)	
4.	Write and execute Python program to- a) find largest number in a given list without using max(). b) find the common numbers from two lists. c) create a list of even numbers and another list of odd numbers from a given list. d) To find number of occurrences of given number without using built-in methods.	CO-2, CO-3	40	50	10
5.	Write and execute Python program to- a) find the index of an item of a tuple. b) find the length of a tuple. c) to reverse a tuple. d) Write a Python program to sort a list of tuple by its float element. Sample data: [('item1', '12.20'), ('item2', '15.10'), ('item3', '24.5')] Expected Output: [('item3', '24.5'), ('item2', '15.10'), ('item1', '12.20')]	CO-2, CO-3	40	50	10
6.	Write and execute Python program to- a) create an intersection of sets. b) create a union of sets. c) create set difference. d) check if two given sets have no elements in common.	CO-2, CO-3	40	50	10
7.	Write and execute Python program to- a) Write a Python script to concatenate two dictionaries to create a new one b) Write a Python script to merge two Python dictionaries. c) Write a Python program to combine two dictionary adding values for common keys. d1 = {'a': 100, 'b': 200, 'c':300} d2 = {'a': 300, 'b': 200, 'd':400} Sample output: d({'a': 400, 'b': 400, 'd': 400, 'c': 300})	CO-2, CO-3	40	50	10
8.	Write and execute Python program to- a) Write a Python function for reversing a string and call it. b) Write a Python function for calculating compound interest and call it. c) Write a Python function for calculating the factorial of a number and call it to calculate $n/((n-r) * (n-r))$ where symbol "!" stands for factorial.	CO-2, CO-4	40	50	10
9.	Write program using OOP approach to – a) create an instance of a specified class and display the namespace of the said instance b) create a Python class named Student with two attributes: student_id, student_name. Add a new attribute: student_class. Create a function to display all attributes and their values in the Student class. c) Create a Python class named Student with two instances student1, student2 and assign values to the instances' attributes. Print all the attributes of the student1, student2 instances d) Demonstrate use of polymorphism with following situations:	CO-2, CO-5	40	50	10

S. No.	Laboratory Practical Titles	Relevant COs Number(s)	PLA/ELA		
			Performance		Viva-Voce (%)
			PRA* (%)	PDA** (%)	
	vi. Polymorphism in operator vii. Polymorphism in user defined method viii. Polymorphism in built-in function ix. Polymorphism with class method x. Polymorphism with method overriding				
10.	Using exception handling feature such as try...except, try finally-write minimum three programs to handle following types of exceptions. viii. TypeError ix. NameError x. IndexError xi. KeyError xii. ValueError xiii. IOError xiv. ZeroDivisionError	CO-2, CO-6	40	50	10
11.	Write and execute Python program to-  a) Calculate the Area of a Triangle where its three sides a,b,c are given. $s=(a+b+c)/2$ , Area=square root of $s(s-a)(s-b)(s-c)$ (write program without using function) b) Swap Two Variables c) Solve quadratic equation for real numbers.	CO-1	40	50	10

**Legend:**

PRA\* : Process Assessment

PDA\*\* : Product Assessment

**Note:** This table can be used for both end semester as well as progressive assessment of practical. Rubrics need to be prepared by the course teacher for each experiment/practical to assess the student performance.

**P) Suggested Instructional/Implementation Strategies:** Different Instructional/ Implementation Strategies may be appropriately selected, as per the requirement of the content/outcome. Some of them are Improved Lecture, Tutorial, Case Method, Group Discussion, Industrial visits, Industrial Training, Field Trips, Portfolio Based, Learning, Role Play, Live Demonstrations in Classrooms, Lab, Field Information and Communications Technology (ICT)Based Teaching Learning, Blended or flipped mode, Brainstorming, Expert Session, Video Clippings, Use of Open Educational Resources (OER), MOOCs etc.

**Q) List of Major Laboratory Equipment, Tools and Software:**

S. No.	Name of Equipment, Tools and Software	Broad Specifications	Relevant Experiment/Practical Number
1.	Computer system	Processor Intel Core i5, 4 GB RAM, 15 GB free disk space	All
2.	Integrated Development and Learning Environment (IDLE)	S/w to be downloaded for python 3.11.3 or higher	All

**R) Suggested Learning Resources:****(a) Books:**

S. No.	Titles	Author(s)	Publisher and Edition with ISBN
1.	Introduction to Computing and Problem-Solving using Python	E. Balagurusamy	McGraw Hill Education (India) Pvt. Ltd. 1 <sup>st</sup> Edition /2016
2.	Learning Python Programming	Jeffrey Elkner, Allan B. Downey, Chris Meyers	Samurai Media Limited. 2016
3.	Python Programming	Ashok Namdev Kamthane and Amit Ashok Kamthane	McGraw Hill Education (India) Pvt. Ltd. 2020, 2 <sup>nd</sup> Edition
4.	Programming in Python	Dr. Pooja Sharma	BPB Publications 2017

**(b) Online Educational Resources:**

1. <https://docs.python.org/3/tutorial/>
2. <https://www.w3schools.com/python/>
3. <https://www.tutorialspoint.com/python/index.htm>

**Note:** Teachers are requested to check the creative commons license status/ financial implications of the suggested, online educational resources before use by the students.

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- A) **Course Code** : **2400103A (T2400103A/P2400103A/S2400103A)**  
 B) **Course Title** : Applied Chemistry- A (ME, ME (Auto), CE, MIE, AE, CHE, FTS, CRE)  
 C) **Pre- requisite Course(s)** :  
 D) **Rationale** :

Students pursuing diplomas in engineering fields like mechanical, automotive, civil, mining, chemical, ceramic, agricultural, fire technology and safety need to study applied chemistry as a prerequisite course. After completion of this course student will have a deep understanding of chemical concepts, their uses, and how they relate to engineering field. Diploma engineers deals with various concept of chemistry to be approved in diverse technical and engineering field. Ever increasing use of materials like metals, alloys and fuel and lubricants will compel engineers to acquire essential applied chemistry knowledge to select engineering material, which will be economical and eco-friendly. Through this course, they will be able to understand structural arrangement of fundamental particles, atoms and molecules. The knowledge of chemical bonding will help the engineers and scientist to design new engineering materials and form chemical compounds with desirable properties. The study of concepts like water treatment and analysis, fuels and combustions and electrochemistry have constantly proved the importance of applied chemistry.

- E) **Course Outcomes (COs):** After the completion of the course, teachers are expected to ensure the accomplishment of following course outcomes by the learners. For this, the learners are expected to perform various activities related to three learning domains (Cognitive, Psychomotor and Affective) in classroom/ laboratory/ workshop/ field/ industry.

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

- CO-1** Solve various engineering problems applying the basic concepts of atomic structure, chemical bonding, and solutions.  
**CO-2** Use relevant water treatment techniques to solve domestic and industrial problems.  
**CO-3** Solve engineering problems using concepts of engineering materials and properties.  
**CO-4** Use relevant fuels and lubricants for domestic and industrial applications.  
**CO-5** Solve engineering problems using the concepts of electrochemistry and corrosion.

- F) **Suggested Course Articulation Matrix (CAM):**

Course Outcomes (COs)	Programme Outcomes(POs)							Programme Specific Outcomes* (PSOs)	
	PO-1 Basic and Discipline Specific Knowledge	PO-2 Problem Analysis	PO-3 Design/ Development of Solutions	PO-4 Engineering Tools	PO-5 Engineering Practices for Society, Sustainability and Environment	PO-6 Project Management	PO-7 Life Long Learning	PSO-1	PSO-2
CO-1	3	2	1	-	-	-	1		
CO-2	3	3	2	2	2	1	1		
CO-3	3	2	1	2	1	1	1		
CO-4	3	1	1	1	1	1	1		
CO-5	3	2	1	1	-	1	2		

**Legend:** High (3), Medium (2), Low (1) and No mapping (-)

\* PSOs will be developed by respective programme coordinator at institute level. As per latest NBA guidelines, formulating PSOs is optional

## G) Teaching &amp; Learning Scheme:

Board of Study	Course Code	Course Title	Scheme of Study (Hours/Week)					
			Classroom Instruction (CI)		Lab Instruction (LI)	Notional Hours (TW+SL)	Total Hours (CI+LI+TW+SL)	Total Credits (C)
			L	T				
	<b>2400103A</b>	Applied Chemistry-A	03	-	04	02	09	06

**Note: Prefix will be added to Course Code if applicable (T for theory Paper, P for Practical Paper and S for Term work)**

**Legend:**

- CI: Classroom Instruction (Includes different instructional/implementation strategies i.e. Lecture (L), Tutorial (T), Case method, Demonstrations, Video demonstration, Problem based learning etc. to deliver theoretical concepts)
- LI: Laboratory Instruction (Includes experiments/practical performances /problem-based experiences in laboratory, workshop, field or other locations using different instructional/Implementation strategies)
- Notional Hours: Hours of engagement by learners, other than the contact hours for ensuring learning.
- TW: Term Work (includes assignments, seminars, micro projects, industrial visits, any other student activities etc.)
- SL: Self Learning, MOOCs, spoken tutorials, online educational resources etc.
- C: Credits = (1 x CI hours) + (0.5 x LI hours) + (0.5 x Notional hours)

**Note:** TW and SL have to be planned by the teacher and performed by the learner under the continuous guidance and feedback of teacher to ensure outcome of learning.

## H) Assessment Scheme:

Board of Study	Course Code	Course Title	Assessment Scheme (Marks)						Total Marks (TA+TWA+LA)
			Theory Assessment (TA)		Term Work & Self-Learning Assessment (TWA)		Lab Assessment (LA)		
			Progressive Theory Assessment (PTA)	End Theory Assessment (ETA)	Internal	External	Progressive Lab Assessment (PLA)	End Laboratory Assessment (ELA)	
	<b>2400103A</b>	Applied Chemistry-A	30	70	20	30	20	30	200

**Note: Prefix will be added to Course Code if applicable (T for theory Paper, P for Practical Paper and S for Term work)**

**Legend:**

- PTA: Progressive Theory Assessment in class room (includes class test, mid-term test and quiz using online/offline modes)
- PLA: Progressive Laboratory Assessment (includes process and product assessment using rating Scales and rubrics)
- TWA: Term work & Self Learning Assessment (Includes assessment related to student performance in assignments, seminars, micro projects, industrial visits, self-learning, any other student activities etc.)

**Note:**

- Separate passing is must for progressive and end semester assessment for both theory and practical.
- ETA & ELA are to be carried out at the end of the term/ semester.
- Term Work is to be done by the students under the guidance of internal faculty but its assessment will be done **internally (40%)** as well as **externally (60%)**. Assessment related to planning and execution of Term Work activities like assignment, micro project, seminar and self-learning is to be done by internal faculty (Internal Assessment) whereas assessment of output/product/presentation related to these activities will be carried out by external faculty/expert (External Assessment). However, criteria of internal as well as external assessment may vary as per the requirement of respective course. For valid and reliable assessment, the internal faculty should prepare checklist & rubrics for these activities.

I) **Course Curriculum Detailing:** This course curriculum detailing depicts learning outcomes at course level and session level and their attainment by the students through Classroom Instruction (CI), Laboratory Instruction (LI), Term Work (TW) and Self Learning (SL). Students are expected to demonstrate the attainment of Theory Session Outcomes (TSOs) and Lab Session Outcomes (LSOs) leading to attainment of Course Outcomes (COs) upon the completion of the course. While curriculum detailing, NEP 2020 related reforms like Green skills, Sustainability, Multidisciplinary aspects, Society connect, Indian Knowledge System (IKS) and others must be integrated appropriately.

J) **Theory Session Outcomes (TSOs) and Units: T2400103A**

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
<p><i>TSO-1a</i> Describe the three subatomic particles in an atom.</p> <p><i>TSO-1b</i> Conclude Rutherford model of atom.</p> <p><i>TSO-1c</i> Apply the different atomic theories and principles for structural illustration.</p> <p><i>TSO-1d</i> Calculate uncertainty in position and momentum.</p> <p><i>TSO-1e</i> Draw the shapes of s, p and d orbitals.</p> <p><i>TSO-1f</i> Write the electronic configuration of different elements.</p> <p><i>TSO-1g</i> Differentiate between ionic, covalent, and coordinate compounds based on the type of chemical bonding.</p> <p><i>TSO-1h</i> Explain the unique behavior of water.</p> <p><i>TSO-1i</i> Prepare the solution of given concentration.</p>	<p><b>Unit-1.0 Atomic Structure and Chemical Bonding and Solutions:</b></p> <p>1.1 Atoms and its fundamental particles,</p> <p>1.2 Rutherford Model of Atom,</p> <p>1.3 Bohr's Theory, Hydrogen spectrum explanation based on Bohr's Model of Atom,</p> <p>1.4 Wave Mechanical model of atom, de Broglie relationship, Heisenberg Uncertainty Principle</p> <p>1.5 Quantum Numbers, Shapes of Atomic Orbitals,</p> <p>1.6 Pauli's Exclusion Principle, Hund's Rule of Maximum Multiplicity, Aufbau Principle, Electronic Configuration (till atomic number 30).</p> <p>1.7 Concept of Chemical bonding - Cause of chemical bonding, Types of Bonds: Ionic Bond (NaCl, CaCl<sub>2</sub>, MgO), Covalent Bond, Polar and Nonpolar Covalent Bonds (H<sub>2</sub>, F<sub>2</sub>, HF, HCl) &amp; Co-ordinate Bond (CO, NH<sub>4</sub><sup>+</sup>, O<sub>3</sub>, H<sub>2</sub>SO<sub>4</sub>),.</p> <p>1.8 Dipole Moment (NH<sub>3</sub>, NF<sub>3</sub>), Hydrogen bonding.</p> <p>1.9 Solution- (solute, solvent) and their strength- Molarity, Normality, Molality.</p>	CO1
<p><i>TSO-2a</i> Classify hard and soft water based on their properties.</p> <p><i>TSO-2b</i> List the impurities responsible for hardness.</p> <p><i>TSO-2c</i> Calculate the hardness of water.</p> <p><i>TSO-2d</i> Determine the hardness by EDTA method.</p> <p><i>TSO-2e</i> Apply different water softening techniques to soften the hard water.</p> <p><i>TSO-2f</i> Calculate the amount of lime and soda required for removal of hardness.</p> <p><i>TSO-2g</i> Differentiate between BOD and COD.</p> <p><i>TSO-2h</i> Use the Indian standard specification of drinking water.</p>	<p><b>Unit-2.0 Water</b></p> <p>2.1 Introduction, Sources of Water. Hardness of Water- Temporary &amp; Permanent hardness.</p> <p>2.2 Degree of Hardness (In terms of CaCO<sub>3</sub> equivalent), Unit of Hardness, Quantitative Measurement of Water Hardness by EDTA method.</p> <p>2.3 Municipal supply of Water, Treatment of water, Water Softening Technique-Soda Lime Process, Zeolites method and ion exchange method,</p> <p>2.4 Water Quality Index - Biological Oxygen Demand, Chemical Oxygen Demand, Determination of Dissolved Oxygen</p> <p>2.5 Indian standard specification of drinking water.</p>	CO2
<p><i>TSO-3a</i> List ores of metals.</p> <p><i>TSO-3b</i> Describe ore, gangue, matrix.</p> <p><i>TSO-3c</i> Select Appropriate metallurgical processes for concentration, extraction, and purification of given ore.</p> <p><i>TSO-3d</i> Describe alloy with examples.</p> <p><i>TSO-3e</i> Write the constituent of given alloy.</p> <p><i>TSO-3f</i> Write the composition properties and uses of ferrous and non-ferrous alloys.</p> <p><i>TSO-3g</i> Distinguish between homopolymer and</p>	<p><b>Unit-3.0 Engineering materials</b></p> <p>3.1 Natural Occurrence of Metals- Minerals, ores.</p> <p>3.2 Metallurgy - General principles of Metallurgy, Gangue, Flux and Slag, Steps involved in metallurgy.</p> <p>3.3 Extraction of Aluminium, Iron and Copper from their important ores along with reactions, Properties and uses.</p> <p>3.4 Alloys – Definition, Purpose of alloying, Ferrous and Non-Ferrous Alloy with suitable examples,</p>	CO3

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
<p>copolymer.</p> <p><i>TSO-3h</i> Write the monomers of given polymers.</p> <p><i>TSO-3i</i> Explain vulcanization process.</p> <p><i>TSO-3j</i> Explain cement &amp; its manufacture.</p> <p><i>TSO-3k</i> Differentiate among the different engineering materials based on their chemical composition and composition-based applications.</p>	<p>Composition, Properties, and their applications.</p> <p>3.5 Polymers-Homopolymers and Copolymers, Natural polymers and synthetic polymers, Addition and Condensation polymerization, Thermoplastic and Thermosetting plastic.</p> <p>3.6 Monomers, applications, and synthesis of Polythene, PVC, Orlon, Terylene, Nylon 66, Nylon 6, Bakelite.</p> <p>3.7 Natural Rubber and its vulcanization, advantages of vulcanized rubber.</p> <p>3.8 Cement, Average composition of Portland cement, Raw material for manufacture of cement, Setting of Cement.</p>	
<p><i>TSO-4a</i> Classify fuels.</p> <p><i>TSO-4b</i> Describe HCV and LCV.</p> <p><i>TSO-4c</i> Explain knocking, octane number and cetane number.</p> <p><i>TSO-4d</i> Use different gaseous fuels based on their composition, calorific value, and other properties.</p> <p><i>TSO-4e</i> Explain uses of NPK fertilizers.</p> <p><i>TSO-4f</i> Select relevant lubricant based on their composition, calorific value, and other properties.</p> <p><i>TSO-4g</i> Determine viscosity, flash, and fire point of given lubricant for its specific use.</p> <p><i>TSO-4h</i> Explain Flash, Fire, Cloud &amp; Pour point.</p>	<p><b>Unit-4.0 Chemistry of Fuel and Lubricants</b></p> <p>4.1 Fuels, Characteristics of an Ideal Fuel.</p> <p>4.2 Classification of Fuel- Solid, liquid and gas fuel, Calorific Values (HCV and LCV),</p> <p>4.3 Petroleum and its fractional distillation.</p> <p>4.4 Cracking, knocking, Fuel Rating (Octane Number, Cetane Number).</p> <p>4.5 Composition, uses, advantages and disadvantages of LPG, CNG and Biogas.</p> <p>4.6 Manures, NPK fertilizers (preparation and uses).</p> <p>4.7 Fire Extinguishers and their types.</p> <p>4.8 Lubricants- Classification of Lubricants with examples, Functions and Properties of Good Lubricant.</p> <p>4.9 Viscosity &amp; Viscosity Index. Flash point. Fire point, Cloud &amp; Pour point</p>	CO4
<p><i>TSO-5a.</i> Describe Electrolyte and Nonelectrolyte.</p> <p><i>TSO-5b.</i> Describe Metallic and electrolytic conduction.</p> <p><i>TSO-5c.</i> Explain the faraday law of electrolysis.</p> <p><i>TSO-5d.</i> Calculate the mass of metal deposited after passing a certain amount of current.</p> <p><i>TSO-5e.</i> Calculate the emf at different temperature, pressure, and molar concentration.</p> <p><i>TSO-5f.</i> Predict the feasibility of a cell.</p> <p><i>TSO-5g.</i> Explain the working of a cell.</p> <p><i>TSO-5h.</i> Describe corrosion.</p> <p><i>TSO-5i.</i> Explain the different methods to prevent corrosion.</p>	<p><b>Unit-5.0 Electrochemistry</b></p> <p>5.1. Introduction, Electrolyte and Nonelectrolyte, Electrolytic and Metallic Conduction, Factors affecting Electrolytic Conductance.</p> <p>5.2. Molar Conductivity and Equivalent Conductivity. Variation of Molar Conductivity, Kohlrausch's law.</p> <p>5.3. Faraday's Laws of Electrolysis.</p> <p>5.4. Galvanic Cell, Electrode Potential, Measurement of Electrode Potential SHE (Standard Hydrogen electrode), EMF, Electrochemical Series, Nernst Equation for Electrode Potential.</p> <p>5.5. Batteries, Primary Cells-Dry cell, Secondary cell - Lead storage battery, Fuel cells.</p> <p>5.6. Corrosion, their types (Dry &amp; Wet corrosion) and prevention.</p>	CO5

**Note:** One major TSO may require more than one Theory session/Period.

**K) Suggested Laboratory (Practical) Session Outcomes (LSOs) and List of Practical: P2400103A**

Practical/Lab Session Outcomes (LSOs)	S. No.	Laboratory Experiment/Practical Titles	Relevant COs Number(s)
LSO-1.1. Calculate amount of oxalic acid required. LSO-1.2. Prepare N/10 oxalic acid solution.	1.	Preparation of 250 ml of N/10 Oxalic acid Solution	CO1
LSO-2.1. Calculate amount of Sodium Carbonate required. LSO-2.2. Prepare N/10 Sodium Carbonate Solution.	2.	Preparation of 250ml of N/10 Sodium Carbonate Solution.	CO1
LSO 3.1. Perform acid base titration. LSO 3.2. Prepare oxalic acid solution	3.	Determination of strength of Sodium Hydroxide solution by titrating against Oxalic Acid Solution	CO1
LSO 4.1. Perform Complexometric titration. LSO 4.2. Standardize EDTA solution.	4.	Determination of the total hardness of tap water by EDTA method	CO2
LSO 5.1. Calculate % of moisture	5.	Estimation of moisture content in given coal sample gravimetrically.	CO4
LSO-6.1. Perform double displacement reaction. LSO-6.2. Test the presence of sulphate.	6.	Preparation of Barium Sulphate from Barium Chloride.	CO2
LSO-7.1. Use viscometer. LSO-7.2. Calculate viscosity using the drop number method.	7.	Determination of viscosity of liquid Using Ostwald Viscometer.	CO4
LSO-8.1. Construct Daniel cell. LSO-8.2. Compare the effect of dilution of electrolytes on the emf of a Daniel cell.	8.	Comparison of the effect of dilution of electrolytes on the emf of a Daniel cell.	CO5
LSO 9.1. Perform acid base titration using pH meter.	9.	Determination of pH of given solution by pH meter.	CO2
LSO-10.1. Carry out Polymerization. LSO-10.2. Set the environment for carrying out polymerization.	10.	Preparation of Phenol Formaldehyde Resin (Bakelite).	CO3
LSO-11.1. Perform iodometry titration. LSO-11.2. Use of starch as indicator.	11.	Determination of dissolved Oxygen in given sample of Water.	CO2
LSO-12.1. Calculate pH.	12.	Determination of pH of soil using baking soda and vinegar.	CO2

L) **Suggested Term Work and Self Learning: S2400103A** Some sample suggested assignments, micro project and other activities are mentioned here for reference.

a. **Assignments:** Questions/Problems/Numerical/Exercises to be provided by the course teacher in line with the targeted Cos such as

1. Write electronic structure of given atoms.
2. Compare the wavelengths of different macroscopic and microscopic particles moving with same velocity.
3. Prepare a model to find the soap lather forming capacity of tap water on addition of lime.
4. Prepare chart showing different industrial application of metal and relate it with required property or properties using internet.
5. Explain the working principle of TEL as antiknock.
6. Prepare chart showing different types of liquid fuels with their calorific values and uses.
7. Prepare a comparative chart of commercially available lubricants based on mechanism of lubrication.
8. Compare the EMF of Zinc - Copper cell with different cathodic concentration and predict out of low and high cathodic concentration, which increases EMF?
9. Prove the statement mathematically. "It is impossible to determine the position and momentum simultaneously with accuracy."



**b. Micro Projects:**

1. Form three groups of students in the class. Consider a hypothetical situation of exchanging/ sharing/giving of different items/belongings and demonstrate the type of ionic, covalent, and co-ordinate bonding amongst the students in a simulated situation. Present your findings.
2. Model of electronic configurations for different atoms ( $Z=30$ )
3. Prepare a model to demonstrate the application of electrolytic cells.
4. Collect three metallic strips of Al, Cu, Fe, strips, Place them in different acidic and alkaline solutions of the same concentration. Observe and record the loss in weight of metals due to acidic and alkaline environments. Discuss the findings with your teacher and colleagues.
5. Classify the surrounding corrosion into dry corrosion and wet corrosion.
6. Collect different samples of utensils reinforced materials, iron, copper, brass, bronze, and other alloys. Place them in an open environment under tin shade. Observe the corrosive properties over a period of four weeks. Record your observations. Discuss the findings with your teacher and colleagues.
7. Collect the water sample from different sources of ground and surface water (at least five). Explore the new and simplest softening and water treatment methods and perform the same at your home by creating the different assemblies and manipulative techniques at home. Determine the turbidity and pH of water (using pH paper).
8. Collection of data of various cement, glass, paints, and varnishes available in the market.
9. Compare the EMF of a given cell using different fruit juice as electrolyte.
10. Compare the hardness of different sample water by measuring the time required for forming lather.
11. Determine the flash point and fire point of a lubricant.
12. Collect petrol from different petrol pumps and compare the extent of knocking by comparing their mileage.

**c. Other Activities:**

1. Seminar Topics:
  - Water Softening techniques.
  - Advantages and drawbacks of different atomic structures proposed by different scientists.
  - Properties of good lubricants.
  - Application of Nernst equation.
2. Visits: Visit nearby Water treatment plant. Prepare report of visit.  
Visit a nearby battery shop. Prepare a report of visit.
3. Self-learning topics:

**M) Suggested Course Evaluation Matrix:** The course teacher has to decide and use appropriate assessment strategy and its weightage in theory, laboratory and Term Work for ensuring CO attainment. The response/performance of each student in each of these designed activities is to be used to calculate **CO attainment**.

COs	Course Evaluation Matrix						
	Theory Assessment (TA)**		Term Work Assessment (TWA)			Lab Assessment (LA)#	
	Progressive Theory Assessment (PTA) Class/Mid Sem Test	End Theory Assessment (ETA)	Term Work & Self Learning Assessment			Progressive Lab Assessment (PLA)	End Laboratory Assessment (ELA)
			Assignments	Micro Projects	Other Activities*		
CO-1	20%	20%	15%	-	-	20%	20 %
CO-2	20%	20%	10%	25%	-	20%	20 %
CO-3	20%	20%	15%	25%	33%	15%	20 %
CO-4	15%	15%	30%	25%	33%	15%	20 %
CO-5	25%	25%	30%	25%	34%	30%	20 %
<b>Total Marks</b>	<b>30</b>	<b>70</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>20</b>	<b>30</b>
			<b>50</b>				

**Legend:**

\*: Other Activities include self- learning, seminar, visits, surveys, product development, software development etc.

\*\* : Mentioned under point- (N)

# : Mentioned under point-(O)

**Note:**

- The percentage given are approximate
- In case of Micro Projects and End Laboratory Assessment (ELA), the achieved marks will be equally divided in all those COs mapped with total experiments.
- For CO attainment calculation indirect assessment tools like course exit survey need to be used which comprises of questions related to achievement of each COs.

**N) Suggested Specification Table for End Semester Theory Assessment:** Specification table represents the reflection of sample representation of assessment of cognitive domain of full course.

Unit Title and Number	Total Classroom Instruction (CI) Hours	Relevant COs Number(s)	Total Marks	ETA (Marks)		
				Remember (R)	Understanding (U)	Application & above (A)
Unit-1.0 Atomic Structure and Chemical Bonding	8	CO1	14	4	4	6
Unit-2.0 Water	8	CO2	14	4	4	6
Unit-3.0 Engineering Material	8	CO3	14	4	6	4
Unit-4.0 Chemistry of fuels and Lubricants	12	CO4	10	4	2	4
Unit-5.0 Electrochemistry	12	CO5	18	4	6	8
<b>Total</b>	<b>48</b>	<b>-</b>	<b>70</b>	<b>20</b>	<b>22</b>	<b>28</b>

**Note:** Similar table can also be used to design class/mid-term/ internal question paper for progressive assessment.

**O) Suggested Assessment Table for Laboratory (Practical):**

S. No.	Laboratory Practical Titles	Relevant COs Number(s)	PLA/ELA		
			Performance		Viva-Voce (%)
			PRA* (%)	PDA** (%)	
1.	Preparation of 250 ml of N/10 Oxalic acid Solution	CO1	30	60	10
2.	Preparation of 250ml of N/10 Sodium Carbonate Solution.	CO1	40	50	10
3.	Determination of strength of Sodium Hydroxide solution by titrating against Oxalic Acid Solution.	CO1	30	60	10
4.	Determination of the total hardness of tap water by EDTA method.	CO2	30	60	10
5.	Estimation of moisture content in given coal sample gravimetrically.	CO3	30	60	10
6.	Preparation of Barium Sulphate from Barium Chloride.	CO2	30	60	10
7.	Determination of viscosity of lubricating oil using Ostwald Viscometer	CO4	30	60	10
8.	Comparison of the effect of dilution of electrolytes on the emf of a Daniel cell.	CO5	40	50	10
9.	Determination of pH of given solution by pH meter.	CO2	40	50	10
10.	Preparation of Phenol Formaldehyde Resin (Bakelite).	CO3	40	50	10
11.	Determination of dissolved Oxygen in given sample of Water.	CO2	30	60	10
12.	Determination of pH of soil using baking soda and vinegar.	CO2	30	60	10

**Legend:**

PRA\* : Process Assessment

PDA\*\* : Product Assessment

**Note:** This table can be used for both end semester as well as progressive assessment of practical. Rubrics need to be prepared by the course teacher for each experiment/practical to assess the student performance.

**P) Suggested Instructional/Implementation Strategies:** Different Instructional/ Implementation Strategies may be appropriately selected, as per the requirement of the content/outcome. Some of them are Improved Lecture, Tutorial, Case Method, Group Discussion, Industrial visits, Industrial Training, Field Trips, Portfolio Based, Learning, Role Play, Live Demonstrations in Classrooms, Lab, Field Information and Communications Technology (ICT)Based Teaching Learning, Blended or flipped mode, Brainstorming, Expert Session, Video Clippings, Use of Open Educational Resources (OER), MOOCs etc.

**Q) List of Major Laboratory Equipment, Tools and Software:**

S. No.	Name of Equipment, Tools and Software	Broad Specifications	Relevant Experiment/Practical Number
1.	Electronic balance,	Scale range of 0.001g to 500g. Pan size 100 mm; response time 3-5 sec.; power requirement 90-250 V, 10 watt.	1,2,3,5,6,7,8,9
2.	Electric oven	Inner size 18''x18''x18''; temperature range 100 to 250 <sup>0</sup> C. with the capacity of 40lt.	5
3.	Ostwald Viscometer	Size 120x1 mm (length x internal diameter) Overall, Height 237 mm Material- Glass	7
4.	Digital pH Meter	Type: Microcontroller Based, Display: LED / LCD / Touch Screen, 3 digits, Calibration: up to 3 points with auto buffer, pH Range (pH): 0.00 to 14.00, +/- 0.05, Power Requirements: 230 V +/- 10, 50 Hz AC, Modes: pH mV- C, Temperature Compensation Type: Automatic, Temperature Compensation Range (Degree C): 0 to 100, Temperature Accuracy (Degree C): +/- 0.3, Resolution (pH): 0.01	9,12

**R) Suggested Learning Resources:****(a) Books:**

S. No.	Titles	Author(s)	Publisher and Edition with ISBN
1.	Engineering Chemistry	Jain & Jain	Dhanpat Rai Publishing Co.(P) Ltd., New Delhi, 2015, ISBN: 93-521-6000-2
2.	A Textbook of Engineering Chemistry	Dr S. S. Dara & Dr S. S. Umare	S. Chand & Co.(P) Ltd., New Delhi, 2014, ISBN:81-219-0359-9
3.	Textbook of Chemistry for Class XI & XII (Part-I & II)	NCERT	NCERT, New Delhi, 2017-18, Class-XI, ISBN: 81-7450-494-X (part-I), 81-7450-535-O (part-II), Class-XII, ISBN: 81-7450-648-9 (part-I), 81-7450-716-7 (part-II)
4.	Engineering Chemistry	Shikha Agarwal	Cambridge Uni. Press, New Delhi, 2019, ISBN: 978-1-108-72444-9
5.	Understanding Chemistry	C.N.R. Rao	World scientific publishing Co., 2009, ISBN: 9789812836045
6.	Engineering Chemistry	Dr. Vikram, S.	Wiley India Pvt. Ltd., New Delhi, 2013, ISBN: 9788126543342
7.	Applied Chemistry Laboratory Practices, Vol. I & II	Dr. G.H. Hunger & Prof. A.N. Pathak.	NITTTR, Chandigarh, Publication, 2013-14
8.	Chemistry for Engineers	Rajesh Agnihotri	Wiley India Pvt. Ltd., 2014, ISBN: 9788126550784
9.	Fundamental of Electrochemistry	V. S. Bagotsky	Wiley International N. J.,2005, ISBN: 9780471700586
10.	Applied Chemistry with Lab manual	Anju Rawlley Devdatta V. Saraf	Khanna Book Publishing Co. (P) Ltd. New Delhi, 2021, ISBN- 978-93-91505-44-8.

**(b) Online Educational Resources:**

1. [www.chemguide.co.uk/atommenu.html](http://www.chemguide.co.uk/atommenu.html) (Atomic structure and chemical bonding)
2. [www.visionlearning.com](http://www.visionlearning.com) (Atomic structure and chemical bonding)
3. [www.chem1.com](http://www.chem1.com) (Atomic structure and chemical bonding)
4. <https://www.wastewaterelearning.com/elearning/> (Water Treatment)
5. [www.capital-refractories.com](http://www.capital-refractories.com) (Metals, Alloys, Cement, and Refractory Materials)
6. [www.em-ea.org/guide%20books/book-2/2.1%20fuels%20and%20combustion.pdf](http://www.em-ea.org/guide%20books/book-2/2.1%20fuels%20and%20combustion.pdf) (Fuel & Combustion)
7. [www.chemcollective.org](http://www.chemcollective.org) (Metals, Alloys)
8. [www.wqa.org](http://www.wqa.org)(Water Treatment)
9. PhET: Free online physics, chemistry, biology, earth science and math simulations ([colorado.edu](http://colorado.edu))
10. Courses: NPTEL
11. Virtual Labs ([vlab.co.in](http://vlab.co.in))
12. [olabs.edu.in](http://olabs.edu.in)
13. Khan Academy | Free Online Courses, Lessons & Practice

**Note:** Teachers are requested to check the creative commons license status/ financial implications of the suggested, online educational recourses before use by the students.

**(c) Others:**

1. Learning Packages.
2. Lab Manuals.
3. Manufacturers' Manual
4. Users' Guide

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- A) **Course Code** : **2425104 (T2425104/P2425104/S2425104)**  
 B) **Course Title** : Engineering Mechanics  
 (ELX, ELX (R), TE, CE, ME, EE, ME (Auto), MIE, FTS, AE, CRE, CHE, EC, MEVLSI)  
 C) **Pre- requisite Course(s)** :  
 D) **Rationale** :

In day-to-day working we come across different types of structures created for different purposes and functions, while designing the structures, analysis of forces and stresses' is an important and prerequisite step. Correct analysis is possible only when one knows the types and effects of forces acting on the structures. This course provides the scope to understand fundamental concepts of laws of mechanics and their applications to different engineering problems. This course is designed to provide basic understanding about the different types of forces, moments and their effects on structural elements and to analyze different structural systems.

The aim of this course is to help the student to comprehend the importance of applied mechanics and apply the principles of engineering mechanics to solve engineering problems.

- E) **Course Outcomes (COs):** After the completion of the course, teachers are expected to ensure the accomplishment of following course outcomes by the learners. For this, the learners are expected to perform various activities related to three learning domains (Cognitive, Psychomotor and Affective) in classroom/ laboratory/ workshop/ field/ industry.

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

- CO-1** Compute the force to solve the problems  
**CO-2** Analyse various analytical and graphical conditions required for equilibrium of engineering systems.  
**CO-3** Apply the principles of friction in various conditions to solve problems.  
**CO-4** Calculate centroid, center of gravity and moment of Inertia of different geometrical shapes.  
**CO-5** Select the relevant lifting machine(s) for the given purposes.

- F) **Suggested Course Articulation Matrix (CAM):**

Course Outcomes (COs)	Programme Outcomes (POs)							Programme Specific Outcomes* (PSOs)	
	PO-1 Basic and Discipline Specific Knowledge	PO-2 Problem Analysis	PO-3 Design/Development of Solutions	PO-4 Engineering Tools	PO-5 Engineering Practices for Society, Sustainability and Environment	PO-6 Project Management	PO-7 Life Long Learning	PSO-1	PSO-2
CO-1	3	-	-	2	1	-	-		
CO-2	2	3	3	3	2	-	-		
CO-3	3	3	3	2	2	1	1		
CO-4	3	3	3	2	2	1	1		
CO-5	3	2	2	3	3	1	2		

**Legend:** High (3), Medium (2), Low (1) and No mapping (-)

\* PSOs will be developed by respective programme coordinator at institute level. As per latest NBA guidelines, formulating PSOs is optional

## G) Teaching &amp; Learning Scheme:

Board of Study	Course Code	Course Title	Scheme of Study (Hours/Week)					Total Credits (C)
			Classroom Instruction (CI)		Lab Instruction (LI)	Notional Hours (TW+ SL)	Total Hours (CI+LI+TW+SL)	
			L	T				
	<b>2425104</b>	Engineering Mechanics	03	-	04	02	09	06

**Note: Prefix will be added to Course Code if applicable (T for theory Paper, P for Practical Paper and S for Term work)**

## Legend:

CI: Classroom Instruction (Includes different instructional/implementation strategies i.e. Lecture (L), Tutorial (T), Case method, Demonstrations, Video demonstration, Problem based learning etc. to deliver theoretical concepts)

LI: Laboratory Instruction (Includes experiments/practical performances /problem-based experiences in laboratory, workshop, field or other locations using different instructional/Implementation strategies)

Notional Hours: Hours of engagement by learners, other than the contact hours for ensuring learning.

TW: Term Work (includes assignments, seminars, micro projects, industrial visits, any other student activities etc.)

SL: Self Learning, MOOCs, spoken tutorials, online educational resources etc.

C: Credits = (1 x CI hours) + (0.5 x LI hours) + (0.5 x Notional hours)

**Note:** TW and SL have to be planned by the teacher and performed by the learner under the continuous guidance and feedback of teacher to ensure outcome of learning.

## H) Assessment Scheme:

Board of Study	Course Code	Course Title	Assessment Scheme (Marks)						Total Marks (TA+TWA+LA)
			Theory Assessment (TA)		Term Work & Self-Learning Assessment (TWA)		Lab Assessment (LA)		
			Progressive Theory Assessment (PTA)	End Theory Assessment (ETA)	Internal	External	Progressive Lab Assessment (PLA)	End Laboratory Assessment (ELA)	
	<b>2425104</b>	Engineering Mechanics	30	70	20	30	20	30	200

**Note: Prefix will be added to Course Code if applicable (T for theory Paper, P for Practical Paper and S for Term work)**

## Legend:

PTA: Progressive Theory Assessment in class room (includes class test, mid-term test and quiz using online/offline modes)

PLA: Progressive Laboratory Assessment (includes process and product assessment using rating Scales and rubrics)

TWA: Term work & Self Learning Assessment (Includes assessment related to student performance in assignments, seminars, micro projects, industrial visits, self-learning, any other student activities etc.)

## Note:

- Separate passing is must for progressive and end semester assessment for both theory and practical.
- ETA & ELA are to be carried out at the end of the term/ semester.
- Term Work is to be done by the students under the guidance of internal faculty but its assessment will be done **internally (40%)** as well as **externally (60%)**. Assessment related to planning and execution of Term Work activities like assignment, micro project, seminar and self-learning is to be done by internal faculty (Internal Assessment) whereas assessment of output/product/presentation related to these activities will be carried out by external faculty/expert (External Assessment). However, criteria of internal as well as external assessment may vary as per the requirement of respective course. For valid and reliable assessment, the internal faculty should prepare checklist & rubrics for these activities.

I) **Course Curriculum Detailing:** This course curriculum detailing depicts learning outcomes at course level and session level and their attainment by the students through Classroom Instruction (CI), Laboratory Instruction (LI), Term Work (TW) and Self Learning (SL). Students are expected to demonstrate the attainment of Theory Session Outcomes (TSOs) and Lab Session Outcomes (LSOs) leading to attainment of Course Outcomes (COs) upon the completion of the course. While curriculum detailing, NEP 2020 related reforms like Green skills, Sustainability, Multidisciplinary aspects, Society connect, Indian Knowledge System (IKS) and others must be integrated appropriately.

J) **Theory Session Outcomes (TSOs) and Units: T2425104**

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
<p><i>TSO 1a.</i> Explain concepts of the given terms.</p> <p><i>TSO 1b.</i> Use relevant units of various quantities in the given situations.</p> <p><i>TSO 1c.</i> Explain effects of a force on the given object.</p> <p><i>TSO 1d.</i> Resolve the given single force.</p> <p><i>TSO 1e.</i> Calculate the resultant of the given force system.</p> <p><i>TSO 1f.</i> Find the resultant of the given force system using law of parallelogram</p> <p><i>TSO 1g.</i> Determine graphically the resultant of the given force system by triangle law and polygon law.</p>	<p><b>Unit-1.0 Mechanics and Force System</b></p> <p>1.1 Significance and relevance: Mechanics, applied mechanics, statics and dynamics.</p> <p>1.2 Space, time, mass, particle, body, rigid body.</p> <p>1.3 Scalar and vector quantity, Units of measurement (SI units) Fundamental units and derived units.</p> <p>1.4 Force - unit, representation as a vector and by Bow's notation, characteristics and effects of a force, Principle of transmissibility of force. Force system and its classification.</p> <p>1.5 Resolution of a force - Orthogonal and Non-Orthogonal components of a force, moment of a force, Avignon's Theorem.</p> <p>1.6 Composition of forces - Resultant, analytical method of determination of resultant for concurrent, non-concurrent and parallel co-planar force systems -Law of triangle, Law of parallelogram and law of polygon of forces.</p> <p>1.7 Graphic statics, graphical representation of force, Space diagram, force diagram, polar diagram and funicular polygon, Graphical method of determination of resultant for concurrent and parallel co-planar force systems.</p>	CO1, CO2
<p><i>TSO 2a.</i> Draw the free body diagram for the given condition.</p> <p><i>TSO 2b.</i> Determine unknown force in the given situation using Lami's theorem.</p> <p><i>TSO 2c.</i> Identify the types of beams required for the given situation.</p> <p><i>TSO 2d.</i> Determine reactions in the given type of beam analytically.</p> <p><i>TSO 2e.</i> Solve problems using free body diagram and Lami's theorem.</p>	<p><b>Unit-2.0 Static Equilibrium</b></p> <p>2.1 Equilibrium and Equilibrant, Free body and Free body diagram, Analytical and graphical conditions of equilibrium.</p> <p>2.2 Equilibrium of force systems analytically</p> <p>2.3 Lami's Theorem.</p> <p>2.4 Types of beam (determinate and indeterminate), supports (simple, hinged, roller and fixed) and loads acting on beam (vertical and inclined point load, distributed load, load, couple), span of beam.</p> <p>2.5 Beam reaction for cantilever, simply supported beam with or without overhang - subjected to combination of Point load and LTD load or Vertical Point load and couple.</p> <p>2.6 Beam reaction for simply supported beam subjected to vertical loads only.</p>	CO1, CO2

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
<p><i>TSO 3a.</i> Calculate force of friction and coefficient of friction for the given condition or situation</p> <p><i>TSO 3b.</i> Describe the conditions for friction for the given situation.</p> <p><i>TSO 3c.</i> Identify the various forces acting on a ladder for the given conditions using free body diagram.</p> <p><i>TSO 3d.</i> Compare the value of coefficient of friction between different surfaces.</p> <p><i>TSO 3e.</i> Interpret the effect of change of masses, change of angle of inclination or both on the coefficient of friction</p> <p><i>TSO 3f.</i> Calculate forces acting on a body that is moving on a horizontal rough surface</p> <p><i>TSO 3g.</i> Determine the forces acting on a body that is moving on an inclined plane</p>	<p><b>Unit 3.0 Friction</b></p> <p>3.1 Friction and its relevance in engineering, types and laws of friction, limiting equilibrium, limiting friction, co-efficient of friction, angle of friction, angle of repose, relation between co-efficient of friction and angle of friction.</p> <p>3.2 Equilibrium of bodies on level surface subjected to force parallel and</p> <p>3.3 inclined to plane.</p> <p>3.4 Equilibrium of bodies on inclined plane subjected to force parallel to the plane only. FBD of ladder in friction</p>	<p><b>CO3, CO4</b></p>
<p><i>TSO.3a</i> Distinguish between centroid and center of gravity</p> <p><i>TSO.3b</i> Calculate the centroid of geometrical plane figures.</p> <p><i>TSO.3c</i> Calculate centroid of the given composite plane lamina</p> <p><i>TSO.3d</i> Determine centre of gravity of the given simple solid.</p> <p><i>TSO.3e</i> Determine centre of gravity of the given composite solid.</p> <p><i>TSO.3f</i> Calculate Moment of Inertia of different geometric shapes.</p>	<p><b>Unit 4.0 Centroid, Centre of Gravity and Moment of Inertia</b></p> <p>4.1 Introduction to Centroid, Centre of Gravity and Areas</p> <p>4.2 Centroid of geometrical plane figures (square, rectangle, triangle, circle, semi-circle, quarter circle).</p> <p>4.3 Centroid of composite figures composed of not more than three geometrical figures and centroid of perforated section, axis of symmetry</p> <p>4.4 Centre of Gravity of simple solids (Cube, cuboid, cone, cylinder, sphere, hemisphere).</p> <p>4.5 Centre of Gravity of composite solids composed of not more than two simple solids.</p> <p>4.6 Moment of inertia - Introduction, calculation of moment of inertia by integration method, theorem of perpendicular axis, theorem of parallel axis, moment of inertia of a rectangular section, hollow rectangular section, circular section, hollow circular section, triangular section</p>	<p><b>CO4</b></p>
<p><i>TSO.5a</i> Describe the components of the given lifting machine.</p> <p><i>TSO.5b</i> Differentiate the working principle of the given two types of lifting machines.</p> <p><i>TSO.5c</i> Determine velocity ratio, efficiency of the given lifting machine.</p> <p><i>TSO.5d</i> Calculate effort required and load lifted by the given lifting machine.</p> <p><i>TSO.5e</i> Draw the graph with the given data</p> <p><i>TSO.5f</i> Interpret the given graphs</p> <p><i>TSO 5a.</i> Select the relevant lifting machine for the given purpose with justification</p>	<p><b>Unit-5.0 Simple Lifting Machine</b></p> <p>5.1 Simple lifting machine, load, effort, mechanical advantage, Applications and advantages. Velocity ratio, efficiency of machines, Law of machine.</p> <p>5.2 Ideal machine, friction in machine, maximum Mechanical advantage and efficiency, reversible and non-reversible machines, condition for reversibility</p> <p>5.3 Velocity ratios of Simple axle and wheel, Differential axle and wheel, Worm and worm wheel, Single purchase and double purchase</p>	<p><b>CO2, CO5</b></p>

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
	5.4 crab winch, Screw jack, Weston's differential pulley block, geared pulley block. 5.5 Graphs of Load versus Effort, Load versus ideal Effort, Load versus Effort lost in friction, Load versus MA, Load versus Efficiency.	

**Note:** One major TSO may require more than one Theory session/Period.

**K) Suggested Laboratory (Practical) Session Outcomes (LSOs) and List of Practical: P2425104**

Practical/Lab Session Outcomes (LSOs)	S. No.	Laboratory Experiment/Practical Titles	Relevant COs Number(s)
<i>LSO 1.1.</i> Use force polygon table to determine the resultant of concurrent forces	1.	Determine resultant of concurrent coplanar force system using force polygon table.	CO1, CO2
<i>LSOs 2.1</i> Apply Lami's theorem <i>LSOs 2.2</i> Use simply supported beams to find reactions	2.	Determine unknown force in a concurrent balance force system using Lami's Theorem.	CO1, CO2
	3	Find reactions at the supports of a simply supported beam and compare the results with analytical values.	
	4	Determine the support reactions for simply supported beam by <ul style="list-style-type: none"> <li>• Beam reaction apparatus</li> <li>• Circular dial type weight</li> </ul>	
<i>LSO 3.1.</i> Apply law of friction on horizontal plane and inclined plane	5	Determine coefficient of friction on horizontal and inclined plane.	CO2, CO3
<i>LSO 3.2.</i> Coefficient of friction between different materials	6	Determine the coefficient of friction between two surfaces by <ul style="list-style-type: none"> <li>• angle of repose methods</li> <li>• friction plane method</li> </ul>	
<i>LSO 3.3.</i> Coefficient of friction between belt and pulley.	7	Find the coefficient of friction between belt and pulley in a belt friction set up.	
<i>LSO 4.1.</i> Determine the centroid of different geometrical figures.	8	Determine the centroid of geometrical plane figures (squares, rectangle, triangle)	CO4
<i>LSO 4.2.</i> Find moment of inertia	9	Determine the moment of inertia of a fly wheel	
<i>LSOs 5.1</i> Use simple screw jack	10	Find M.A, V.R and efficiency of screw jack.	CO5
<i>LSOs 5.2</i> Use differential axle and wheel			
<i>LSOs 5.3</i> Use single and double purchase crab winch			
<i>LSOs 5.4</i> Use jib crane			
<i>LSOs 5.5</i> Use worm and worm wheel apparatus			
	11	Find M.A, V.R and efficiency of differential wheel and axle	
	12	Calculate the efficiency of single purchase crab winch and double purchase crab winch	
	13	Determine forces in jib crane.	
	14	Determine the efficiency of worm and worm wheel.	

L) **Suggested Term Work and Self Learning: S2425104** Some sample suggested assignments, micro project and other activities are mentioned here for reference.

a. **Assignments:** Questions/Problems/Numerical/Exercises to be provided by the course teacher in line with the targeted COs.

b. **Micro Projects:**

- Visit nearby tool room/industry and collect information regarding lifting machine used with their technical specification and their application and prepare comparison chart.
- prepare model of simple lifting machine.
- Prepare models of beam subject to point load, uniformly distributed loads, simply supported, overhang beam.
- Prepare chart showing real-life examples including various types of forces.

c. **Other Activities:**

1. Seminar Topics:

- Collision of elastic bodies
- Law of conservation of energy
- concept of parallel axis and perpendicular axes theorem

2. Visits: Visit nearby tool room/industry with workshop facilities. Prepare report of visit with special comments of simple lifting machine to be used.

3. Self-learning topics:

- Types of load and beam.
- Various force system.
- Simple lifting machine.
- Centroid of various plane figure

M) **Suggested Course Evaluation Matrix:** The course teacher has to decide and use appropriate assessment strategy and its weightage in theory, laboratory and Term Work for ensuring CO attainment. The response/performance of each student in each of these designed activities is to be used to calculate **CO attainment**.

COs	Course Evaluation Matrix						
	Theory Assessment (TA)**		Term Work Assessment (TWA)			Lab Assessment (LA)#	
	Progressive Theory Assessment (PTA) Class/Mid Sem Test	End Theory Assessment (ETA)	Term Work & Self Learning Assessment			Progressive Lab Assessment (PLA)	End Laboratory Assessment (ELA)
Assignments			Micro Projects	Other Activities*			
CO-1	15%	10%	15%	-	-	20%	20%
CO-2	10%	20%	10%	25%	-	10%	20%
CO-3	15%	20%	15%	25%	33%	15%	20%
CO-4	30%	20%	30%	25%	33%	15%	20%
CO-5	30%	30%	30%	25%	34%	40%	20%
<b>Total Marks</b>	<b>30</b>	<b>70</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>20</b>	<b>30</b>
			<b>50</b>				

Legend:

\*: Other Activities include self- learning, seminar, visits, surveys, product development, software development etc.

\*\* : Mentioned under point- (N)

# : Mentioned under point-(O)

**Note:**

- The percentage given are approximate
- In case of Micro Projects and End Laboratory Assessment (ELA), the achieved marks will be equally divided in all those COs mapped with total experiments.
- For CO attainment calculation indirect assessment tools like course exit survey need to be used which comprises of questions related to achievement of each COs.

**N) Suggested Specification Table for End Semester Theory Assessment:** Specification table represents the reflection of sample representation of assessment of cognitive domain of full course.

Unit Title and Number	Total Classroom Instruction (CI) Hours	Relevant COs Number(s)	Total Marks	ETA (Marks)		
				Remember (R)	Understanding (U)	Application & above (A)
Unit-1.0 Mechanics and force system	14	CO1, CO2	16	3	5	8
Unit-2.0 Static Equilibrium	10	CO1, CO2	14	2	4	8
Unit-3.0 Friction	8	CO2, CO3	14	3	5	6
Unit-4.0 Centroid, Centre of gravity and Moment of Inertia	6	CO4	12	2	2	8
Unit-5.0 Simple lifting machine	10	CO2, CO5	14	4	4	6
<b>Total</b>	<b>48</b>	<b>-</b>	<b>70</b>	<b>14</b>	<b>20</b>	<b>36</b>

**Note:** Similar table can also be used to design class/mid-term/ internal question paper for progressive assessment.

**O) Suggested Assessment Table for Laboratory (Practical):**

SN	Laboratory Practical Titles	Relevant COs Number(s)	PLA/ELA		
			Performance		Viva-Voce (%)
			PRA* (%)	PDA** (%)	
1.	Determine resultant of concurrent coplanar force system using force polygon table.	CO1	40	50	10
2.	Determine unknown force in a concurrent balance force system using Lami's Theorem.	CO2	40	50	10
3.	Find reactions at the supports of a simply supported beam and compare the results with analytical values.	CO2	30	60	10
4.	Determine the support reactions for simply supported beam by <ul style="list-style-type: none"> <li>• Beam reaction apparatus</li> <li>• Circular dial type weight</li> </ul>	CO1, CO2	30	60	10
5.	Determine coefficient of friction on horizontal and inclined plane.	CO2, CO3	40	50	10
6.	Determine the coefficient of friction between two surfaces by <ul style="list-style-type: none"> <li>• Angle of repose method</li> <li>• Friction plane method</li> </ul>	CO2, CO3	40	50	10
7.	Find the coefficient of friction between belt and pulley in a belt friction set up.	CO2, CO3	30	60	10
8.	Determine the centroid of geometrical plane figures (squares, rectangle, triangle)	CO4	40	50	10
9.	Determine the moment of inertia of a fly wheel	CO4	40	50	10



SN	Laboratory Practical Titles	Relevant COs Number(s)	PLA/ELA		
			Performance		Viva-Voce (%)
			PRA* (%)	PDA** (%)	
10.	Find M.A, V.R and efficiency of screw jack.	CO2, CO5	30	60	10
11.	Find M.A, V.R and efficiency of differential wheel and axle	CO2, CO5	30	60	10
12.	Calculate the efficiency of single purchase crab winch and double purchase crab winch	CO2, CO5	30	60	10
13.	Determine forces in jib crane.	CO1, CO2	40	50	10
14.	Determine the efficiency of worm and worm wheel	CO2, CO5	40	50	10

**Legend:**

PRA\* : Process Assessment

PDA\*\* : Product Assessment

**Note:** This table can be used for both end semester as well as progressive assessment of practical. Rubrics need to be prepared by the course teacher for each experiment/practical to assess the student performance.

**P) Suggested Instructional/Implementation Strategies:** Different Instructional/ Implementation Strategies may be appropriately selected, as per the requirement of the content/outcome. Some of them are Improved Lecture, Tutorial, Case Method, Group Discussion, Industrial visits, Industrial Training, Field Trips, Portfolio Based, Learning, Role Play, Live Demonstrations in Classrooms, Lab, Field Information and Communications Technology (ICT)Based Teaching Learning, Blended or flipped mode, Brainstorming, Expert Session, Video Clippings, Use of Open Educational Resources (OER), MOOCs etc.

**Q) List of Major Laboratory Equipment, Tools and Software:**

S. No.	Name of Equipment and Tools	Broad Specifications	Exp. No.
1.	Differential axle and wheel	wall mounted unit with the wheel of 40 cm diameter and axles are insteps of 20 cm and 10 cm reducing diameter	11
2.	Simple screw Jack	Table mounted metallic body, screw with a pitch of 5 mm carrying a double flanged turn table of 20 cm diameter.	10
3.	Worm and worm wheel	wall mounted unit with threaded spindle. load drum. effort wheel: with necessary slotted weights. hanger and thread.	14
4.	Single Purchase Crab winch	Table mounted heavy cast iron body. The wheel is of C.L material of 25 cm diameter mounted on a shaft of about 40mm dia. On the same shaft a geared wheel of 15 cm dia.	12
5.	Double Purchase Crab winch	Having assembly same as above but with double set of gearing arrangement.	11
6.	Weston's Differential pulley block	Consisting of two pulleys; one bigger and other smaller	13
7.	Weston's Differential worm geared pulley block	Consists of a metallic (preferably steel) cogged wheel of about 20 cm along with a protruded load drum of 10 cm dia to suspend the weights of 10 kg, 20 kg-2 weights and a 50 kg weight.	13
8.	Universal Force Table	Consists of a circular 40 cm dia. Aluminum disc. graduated into 360 degrees. with all accessories.	1, 2
9	Beam Reaction apparatus	The apparatus is with two circular dial type 10 kg.	3,4
10.	Friction apparatus for motion along horizontal and	Base to which a sector with graduated arc and vertical scale is provided. The plane may be clamped at any angle up to 45	5,6

S. No.	Name of Equipment and Tools	Broad Specifications	Exp. No.
	inclined plane	degrees_ pan. Two weight boxes (each of 5 gm.10 cm, 2-20 gm. 2-50 gm, 2-100 gm, weight.	
11	Set-up for belt friction apparatus	V and Flat Belt, Cap screw, Spring balance, Belt pulley, Torque cord, Load hanger x2, Weights	7
	Fly wheel apparatus	flywheel, weight hanger with slotted weights, stop clock, metre scale etc	9
12	Jib crane	Jib Apparatus, Weight, Meter Rod, Set Square	13
13	Models of geometrical figures	Models of geometrical figures	8

## R) Suggested Learning Resources:

### (a) Books:

S. No.	Titles	Author(s)	Publisher and Edition with ISBN
1.	Applied Mechanics	R.S. Khurmi	S.Chand &Co. New Delhi 2014 ISBN: 9788121916431
2.	Engineering Mechanics	S. Ramamrutham	S Chand & Co. New Delhi 2008ISBN:9788187433514
3.	Foundations and Applications of Applied Mechanics	H.D. Ram A.K Chauhan	Cambridge University Press. Thomson Press India Ltd., NewDelhi, 2015, ISBN: 9781107499836
4.	Engineering Mechanics- Statics, Vol.1	J.L. Meriam L.G Kraige	Wiley Publication, New Delhi, ISBN: 978-81-265-4396
5.	Applied mechanics	R.K.Rajput	Laxmi publications (p) ltd. ISBN-13: 8105809631
6	Engineering Mechanics	A.R. Basu	TMH Publication, New Delhi
7	Engineering Mechanics	Timosheenko, Young & Rao	TATA McGraw-Hill Education, New Delhi

### (b) Online Educational Resources:

1. <http://www.asnu.com.au>
2. [www.youtube.com](http://www.youtube.com) for videos regarding machines and applications, friction
3. [www.nptel.ac.in](http://www.nptel.ac.in)
4. [www.discoveryforengineers.com](http://www.discoveryforengineers.com)

**Note:** Teachers are requested to check the creative commons license status/ financial implications of the suggested, online educational recourses before use by the students.

\*\*\*\*\*

- A) **Course Code** : **2400105A (T2400105A /S2400105A)**  
 B) **Course Title** : Applied Mathematics- A (ME, ME (Auto), CE, MIE, AE, CHE, FTS, CRE)  
 C) **Pre- requisite Course(s)** : Basic Engineering Mathematics  
 D) **Rationale** :

This course is an extension of the course based on Mathematics of first semester namely Basic Engineering Mathematics. The course is designed to inculcate its application in relevant branch of engineering and technology. With calculus we can find how the changing conditions of a system affect us, we can control a system. Definite integral is a powerful tool helps us realize and model the world around us. Differential equations are widely applied to modern natural phenomenon, engineering systems and many other situations. Numerical methods offer approximate but credible accurate solutions to the problems that are not readily or possibly solved by closed-form solution methods. On the other hand, Numerical integration is a computational (approximate) approach of evaluating definite integrals. It has a lot of applications in engineering such as in the computation of areas, volumes, and surfaces. It also has the advantage of being easily programmable in computer software. Probability distributions are useful for modeling, simulation, analysis, and inference on varieties of natural processes and physical phenomena. A situation in which an experiment is repeated a fixed number of times can be modeled, engineers need to apply existing knowledge of success and failure to a specific analytical scenario.

- E) **Course Outcomes (COs):** After the completion of the course, teachers are expected to ensure the accomplishment of following course outcomes by the learners. For this, the learners are expected to perform various activities related to three learning domains (Cognitive, Psychomotor and Affective) in classroom/ laboratory/ workshop/ field/ industry.

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

- CO-1** Demonstrate the ability to solve engineering related problems based on applications of integration.  
**CO-2** Develop the ability to use differential equations as a tool to solve problems related to engineering.  
**CO-3** Select suitable method to solve nonlinear equations based on engineering applications.  
**CO-4** Measure the area and volume of engineering related problems using the concept of numerical integration.  
**CO-5** Develop the ability to use probability distribution to solve broad based engineering related problems.

- F) **Suggested Course Articulation Matrix (CAM):**

Course Outcomes (COs)	Programme Outcomes (POs)							Programme Specific Outcomes* (PSOs)	
	PO-1 Basic and Discipline Specific Knowledge	PO-2 Problem Analysis	PO-3 Design/ Development of Solutions	PO-4 Engineering Tools	PO-5 Engineering Practices for Society, Sustainability and Environment	PO-6 Project Management	PO-7 Life Long Learning	PSO-1	PSO-2
CO-1	3	1	-	-	-	-	-		
CO-2	3	2	-	-	-	-	-		
CO-3	3	2	1	-	-	-	-		
CO-4	3	3	1	1	-	-	-		
CO-5	3	3	2	2	-	-	1		

Legend: High (3), Medium (2), Low (1) and No mapping (-)

\* PSOs will be developed by respective programme coordinator at institute level. As per latest NBA guidelines, formulating PSOs is optional

## G) Teaching &amp; Learning Scheme:

Board of Study	Course Code	Course Title	Scheme of Study (Hours/Week)					
			Classroom Instruction (CI)		Lab Instruction (LI)	Notional Hours (TW+ SL)	Total Hours (CI+LI+TW+SL)	Total Credits (C)
			L	T				
	<b>2400105A</b>	Applied Mathematics - A	02	01	-	02	05	04

**Note: Prefix will be added to Course Code if applicable (T for theory Paper, P for Practical Paper and S for Term work)**

## Legend:

CI: Classroom Instruction (Includes different instructional/ implement at ion strategies i.e. Lecture (L), Tutorial (T), Case method, Demonstrations, Video demonstration, Problem based learning etc. to deliver theoretical concepts)

LI: Laboratory Instruction (Includes experiments/ practical performances / problem-based experiences in laboratory, workshop, field or other locations using different instructional/ Implementation strategies)

Notional Hours: Hours of engagement by learners, other than the contact hours for ensuring learning.

TW: Term Work (includes assignments, seminars, micro projects, industrial visits, any other student activities etc.)

SL: Self Learning, MOOCs, Spoken Tutorials, online educational resources etc.

C: Credits= (1xCIhours) + (0.5xLIhours) + (0.5xNotionalhours)

**Note:** TW and SL have to be planned by the teacher and performed by the learner under the continuous guidance and feedback of teacher to ensure outcome of learning.

## H) Assessment Scheme:

Board of Study	Course Code	Course Title	Assessment Scheme (Marks)						Total Marks (TA+TWA+LA)
			Theory Assessment (TA)		Term Work & Self-Learning Assessment (TWA)		Lab Assessment (LA)		
			Progressive Theory Assessment (PTA)	End Theory Assessment (ETA)	Internal	External	Progressive Lab Assessment (PLA)	End Laboratory Assessment (ELA)	
	<b>2400105A</b>	Applied Mathematics - A	30	70	20	30	-	-	150

**Note: Prefix will be added to Course Code if applicable (T for theory Paper, P for Practical Paper and S for Term work)**

## Legend:

PTA: Progressive Theory Assessment in class room (includes class test, mid-term test and quiz using online/offline modes)

PLA: Progressive Laboratory Assessment (includes process and product assessment using rating Scales and rubrics)

TWA: Term work & Self Learning Assessment (Includes assessment related to student performance in assignments, seminars, micro projects, industrial visits, self-learning, any other student activities etc.)

## Note:

- Separate passing is must for progressive and end semester assessment for both theory and practical.
- ETA & ELA are to be carried out at the end of the term/ semester.
- Term Work is to be done by the students under the guidance of internal faculty but its assessment will be done **internally (40%)** as well as **externally (60%)**. Assessment related to planning and execution of Term Work activities like assignment, micro project, and seminar and self-learning is to be done by internal faculty (Internal Assessment) whereas assessment of output/product/ presentation related to these activities will be carried out by external faculty/expert (External Assessment). However, criteria of internal as well as external assessment may vary as per the requirement of respective course. For valid and reliable assessment, the internal faculty should prepare checklist & rubrics for these activities.

I) **Course Curriculum Detailing:** This course curriculum detailing depicts learning outcomes at course level and session level and their attainment by the students through Classroom Instruction (CI), Laboratory Instruction (LI), Term Work (TW) and Self Learning (SL). Students are expected to demonstrate the attainment of Theory Session Outcomes (TSOs) and Lab Session Outcomes (LSOs) leading to attainment of Course Outcomes (COs) upon the completion of the course. While curriculum detailing, NEP 2020 related reforms like Green skills, Sustainability, Multidisciplinary aspects, Society connect, Indian Knowledge System (IKS) and others must be integrated appropriately.

J) **Theory Session Outcomes (TSOs) and Units: T2400105A**

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
<p><i>TSO 1a.</i> Use standard forms of integration to find the integral of given simple functions.</p> <p><i>TSO 1b.</i> Apply suitable Trigonometric transformation to solve given Integration problem.</p> <p><i>TSO 1c.</i> Solve given problems using the properties of definite integral.</p> <p><i>TSO 1d.</i> Invoke the concept of Integration to solve the problems based on area and volume of irregular shapes.</p>	<p><b>Unit-1.0 Integral Calculus and its Applications</b></p> <p>1.1 Concept and Definition of Integration.</p> <p>1.2 Working rules and Integral of standard Functions.</p> <p>1.3 Method of Substitution, Trigonometric transformation, Integration by parts and Partial fraction.</p> <p>1.4 Applications: Area and volume</p>	CO1
<p><i>TSO 2a.</i> Find the order and degree of given differential equations.</p> <p><i>TSO 2b.</i> Solve differential equations using variable separable method.</p> <p><i>TSO 2c.</i> Obtain the solution of given homogeneous differential equation.</p> <p><i>TSO 2d.</i> Solve the given linear differential equation based on engineering application.</p> <p><i>TSO 2e.</i> Solve the given Bernoulli differential equation.</p> <p><i>TSO 2f.</i> Solve the homogeneous linear differential equations of second order with constant coefficient.</p>	<p><b>Unit-2.0 Differential Equations</b></p> <p>2.1 Concept and Definition, Order and Degree of Differential equation.</p> <p>2.2 Differential equation of first order and first degree, variable separable Method.</p> <p>2.3 Homogeneous, linear Differential equation and Bernoulli equation.</p> <p>2.4 Homogeneous linear differential equations of second order with constant coefficient.</p>	CO2
<p><i>TSO 3a.</i> Find the root of given equation using iterative methods up to desired accuracy.</p> <p><i>TSO 3b.</i> Calculate the root of given equations using Newton-Raphson Method.</p> <p><i>TSO 3c.</i> Apply Newton-Raphson Method for engineering applications.</p>	<p><b>Unit-3.0 Numerical Solution of Nonlinear Equations</b></p> <p>3.1 Algebraic and Transcendental equations.</p> <p>3.2 Iteration Methods.</p> <p>3.3 Newton-Raphson Method.</p>	CO3
<p><i>TSO 4a.</i> Apply the concept of Numerical integration to find area from given data by Trapezoidal rule, also use any open source software to find the same.</p> <p><i>TSO 4b.</i> Apply the concept of Numerical integration to find area from given data by Simpson's one third rule, also use any open source software to find the same by comparing the findings.</p> <p><i>TSO 4c.</i> Apply the concept of Numerical integration to find area from given data by Simpson's three eighth rules, compare the obtained result with result found by analytical</p>	<p><b>Unit-4.0 Numerical Integration</b></p> <p>4.1 Trapezoidal rule</p> <p>4.2 Simpson's one third rule</p> <p>4.3 Simpson's three eighth rule</p>	CO4

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
method.		
<p><i>TSO 5a.</i> Select discrete and continuous probability distribution for given data.</p> <p><i>TSO 5b.</i> Solve given problems based on repeated trials using binomial distribution.</p> <p><i>TSO 5c.</i> Use suitable distribution to solve the given problems when numbers of trials are large and probability is very small.</p> <p><i>TSO 5d.</i> Utilize the concept of normal distribution to solve broad based engineering related problems.</p>	<p><b>Unit-5.0 Probability distribution</b></p> <p>5.1 Discrete and continuous probability distribution.</p> <p>5.2 Binomial distribution.</p> <p>5.3 Poisson's distribution.</p> <p>5.4 Normal distribution.</p>	CO5

**Note:** One major TSO may require more than one Theory session/Period.

### K) Suggested Laboratory (Practical) / Tutorials and Outcomes:

Outcomes	S. No.	Laboratory (Practical)/ Tutorials Titles	Relevant COs Number(s)
<p><i>LSO 1.1.</i> Calculate the area of hexagon using integration.</p> <p><i>LSO 1.2.</i> Calculate the average temperature of a city over a certain period of time.</p> <p><i>LSO 1.3.</i> Calculate the total force on the bottom of the tank due to the water.</p> <p><i>LSO 1.4.</i> Estimate the amount of force required to move a component.</p> <p><i>LSO 1.5.</i> Apply the concept of definite integration to find volume.</p>	1.	<ul style="list-style-type: none"> <li>Area of irregular shape using integration.</li> <li>Average value of a function using integration.</li> <li>Calculation of force using integration.</li> <li>Volume of an irregular shape using integration.</li> </ul>	CO1
<p><i>LSO 2.1.</i> Solve population dynamics using first-order ODEs.</p> <p><i>LSO 2.2.</i> Calculate the vibration of a Mechanical system using differential equations.</p> <p><i>LSO 2.3.</i> Calculate the concentration of a reactant in a chemical reaction over time.</p> <p><i>LSO 2.4.</i> Calculate mechanical vibrations using second-order ODEs.</p>	2.	<ul style="list-style-type: none"> <li>Analysis of a population model through differential equations.</li> <li>Response of vibration of Mechanical system through differential equations.</li> <li>Analysis of chemical system using ODEs</li> <li>Vibrations of a mass-spring system.</li> </ul>	CO2
<p><i>LSO 3.1.</i> Use Newton's method to find the roots of a non-linear equation in one variable.</p> <p><i>LSO 3.2.</i> Use the concept of Newton's method to solve financial modeling related problems based on Black-Scholes model.</p> <p><i>LSO 3.3.</i> Calculate the electric field (that satisfies Maxwell's equations) around a wire with a given shape and current, using Newton Raphson's method.</p>	3.	<ul style="list-style-type: none"> <li>Applications of iterative techniques.</li> <li>Application of Newton Raphson's method.</li> <li>Iterative scheme using Newton's method.</li> </ul>	CO3

Outcomes	S. No.	Laboratory (Practical)/ Tutorials Titles	Relevant COs Number(s)
<p><i>LSO 4.1.</i> Use Numerical integration to determine total quantity of Heat of given a material.</p> <p><i>LSO 4.2.</i> Use Simpson's 1/3 rd rule to find effective force on the mast of a racing sailboat.</p> <p><i>LSO 4.3.</i> Apply Numerical integration to calculate work done for given engineering problem.</p>	4.	<ul style="list-style-type: none"> <li>• Calculation of Heat (Chemical/Bio Engineering based problem).</li> <li>• Calculation of effective force (Civil/Environment engineering).</li> <li>• Calculation of work done (Mechanical/Aerospace engineering-based problems).</li> </ul>	CO4
<p><i>LSO 5.1.</i> Use Binomial distribution to solve the problems when the trials are repeated.</p> <p><i>LSO 5.2.</i> Use Poisson's distribution to solve the problems when number of trials is large and probability is very small.</p> <p><i>LSO 5.3.</i> The birth weight follows the normal distribution curve, justify through an example.</p>	5.	<ul style="list-style-type: none"> <li>• Applications of Binomial distribution.</li> <li>• Applications of Poisson's distribution.</li> <li>• Applications of Normal distribution.</li> </ul>	CO5

**L) Suggested Term Work and Self Learning: S2400105A**

**a. Assignments:** Questions/Problems/Numerical/Exercises to be provided by the course teacher in line with the targeted COs.

1. Calculate the flow rate of a fluid through a pipe with a given velocity profile using integration through open source software.
2. Given the plan view of a concrete structure and the desired thickness of the concrete, calculate the area between the curves to determine the surface area of the formwork required.
3. A beam is subjected to a distributed load. The beam has a length  $L$  and a flexural rigidity  $EI$ , where  $E$  is the Young's modulus and  $I$  is the moment of Inertia of the beam cross-section. Write down the differential equations that describes the deflection of the beam and solve it to find the deflection equation.
4. Use open source software to plot the family of curves and compute its differential equations.
5. Write down a program to compute the root of nonlinear equation by Newton-Raphson method.
6. Write down a program to find the root of transcendental equation by iterative method correct upto 4 decimal places.
7. Implement Simpson's rule to approximate the definite integral of the function. Choose an appropriate number of sub intervals and calculate the approximate value of the Integral using open source software.
8. Use Trapezoidal rule to estimate the Integration for given function using open source software.
9. Use Binomial Distribution in decision-making related to Quality control and process improvement in manufacturing process.
10. Use Poisson distribution to calculate the number of websites visitors per hour.

**b. Micro Projects:**

1. Prepare charts displaying various standard integration formulas.
2. Explore the use of Integral calculus to calculate the velocity and acceleration of a particle.
3. Prepare charts showing area and volume of various geometrical shapes using Integral calculus.
4. Prepare a model showing the applications of differential equations for rate of decay of radioactive materials.
5. Prepare model showing the applications of differential equation for Newton's law of cooling.
6. Prepare a simulating environment to study the motion of a particle under the influence of gravity.
7. Prepare a comparative chart showing convergence of various iterative techniques.
8. Prepare a chart consisting of 8-10 nonlinear equations made of real-world problems.



9. Download 5-7 videos based on applications of numerical integration in mechanical, civil, auto engineering branches, watch them and write a report to detail out the mathematical steps involved.
10. Make a short video of duration 5-7 minutes for the applications of numerical integration in Chemical, Agriculture, Ceramic engineering branches.
11. Download 5-7 videos based on engineering applications of Binomial and Poisson's distribution, watch them and write a report to detail out the mathematical steps involved.
12. Make a short video of duration 10-15 minutes on at least 7-8 engineering applications of Normal distribution.

**c. Other Activities:**

1. Seminar Topics:

- Applications of Integral calculus in control systems, dynamics and vibrations.
- Applications of Integral calculus in production and cost analysis.
- Applications of Integral calculus in algorithms and optimization.
- Applications of Integral calculus in population dynamics and bio-mathematics.
- Applications of Integral calculus in filtering and feature extraction.
- Solving Differential Equations through SCILAB.
- Applications of Differential Equations in population dynamics and epidemiology.
- Differential Equations with discontinues input via Laplace Transform: Techniques and Applications.
- Applications of Numerical Methods for engineers.
- Numerical Solution of Nonlinear Equations using Root-Finding Algorithms: Techniques and Applications.
- Numerical integration and its engineering applications.
- Engineering applications of Binomial and Poisson's distribution.
- Real life examples of Normal Distribution.
- Probability distribution and its engineering applications.

2. Visits: Visiting following places would provide students an opportunity to see the application of various branches of mathematics in different fields. This will also help students to comprehend the career opportunities available in the field of mathematics.

- Visit to a Science museum.
- Visit to a mathematics research institute.
- Visit to a Data Science Center.
- Visit to a mathematics department of a college or university.
- Visit to a software company.
- Visit to a Space Agency.
- Visit to a Gaming Studio.
- Participation in mathematics competition.

3. Self-learning topics:

- Participate in MOOCs on Integration Techniques and Applications.
- Participate in MOOCs on Ordinary Differential Equations: Methods and Applications.
- Participate in Open course ware of MIT on the Newton-Raphson Method: rate of convergence.
- Watching videos on numerical integration: Concepts and Applications.
- Watching video on Probability distribution and its engineering applications.

**M) Suggested Course Evaluation Matrix:** The course teacher has to decide and use appropriate assessment strategy and its weightage in theory, laboratory and Term Work for ensuring CO attainment. The response/performance of each student in each of these designed activities is to be used to calculate **CO attainment**.

COs	Course Evaluation Matrix						
	Theory Assessment (TA)**		Term Work Assessment (TWA)			Lab Assessment (LA)#	
	Progressive Theory Assessment (PTA) Class/Mid Sem Test	End Theory Assessment (ETA)	Term Work & Self Learning Assessment			Progressive Lab Assessment (PLA)	End Laboratory Assessment (ELA)
Assignments			Micro Projects	Other Activities*			
CO-1	15%	15%	15%	20%	15%	-	-
CO-2	25%	25%	25%	20%	25%	-	-
CO-3	10%	10%	10%	20%	10%	-	-
CO-4	20%	20%	20%	20%	20%	-	-
CO-5	30%	30%	30%	20%	30%	-	-
<b>Total Marks</b>	<b>30</b>	<b>70</b>	<b>20</b>	<b>20</b>	<b>10</b>	-	-
			<b>50</b>				

**Legend:**

\*: Other Activities include self- learning, seminar, visits, surveys, product development, software development etc.

\*\* : Mentioned under point- (N)

# : Mentioned under point-(O)

**Note:**

- The percentage given are approximate
- In case of Micro Projects and End Laboratory Assessment (ELA), the achieved marks will be equally divided in all those COs mapped with total experiments.
- For CO attainment calculation indirect assessment tools like course exit survey need to be used which comprises of questions related to achievement of each COs.

**N) Suggested Specification Table for End Semester Theory Assessment:** Specification table represents the reflection of sample representation of assessment of cognitive domain of full course.

Unit Title and Number	Total Classroom Instruction (CI) Hours	Relevant COs Number(s)	Total Marks	ETA (Marks)		
				Remember (R)	Understanding (U)	Application & above (A)
Unit-1.0 Integral Calculus and its Applications	10	CO1	11	4	4	3
Unit-2.0 Differential Equation	12	CO2	16	4	6	6
Unit-3.0 Numerical Solution of Nonlinear Equations	8	CO3	10	3	4	3
Unit-4.0 Numerical integration	8	CO4	12	4	6	2
Unit-5.0 Probability distribution	10	CO5	21	5	8	8
<b>Total</b>	<b>48</b>	-	<b>70</b>	<b>20</b>	<b>28</b>	<b>22</b>

**Note:** Similar table can also be used to design class/mid-term/ internal question paper for progressive assessment.

**O) Suggested Assessment Table for Laboratory (Practical): (Not Applicable)**

**P) Suggested Instructional/Implementation Strategies:** Different Instructional/ Implementation Strategies may be appropriately selected, as per the requirement of the content/outcome. Some of them are Improved Lecture, Tutorial, Case Method, Group Discussion, Industrial visits, Industrial Training, Field Trips, Portfolio Based, Learning, Role Play, Live Demonstrations in Classrooms, Lab, Field Information and Communications Technology (ICT)Based Teaching Learning, Blended or flipped mode, Brainstorming, Expert Session, Video Clippings, Use of Open Educational Resources (OER), MOOCs etc.

**Q) List of Major Laboratory Equipment, Tools and Software:**

S. No.	Name of Equipment, Tools and Software	Broad Specifications	Relevant Experiment/Practical Number
1.	High end computers	Processor Intel Core i7 with Compilers and Programming Languages; RAM 32 GB, DDR3/DDR4, HDD 500 GB, OS Windows 10.	All
2.	Software	Scientific Calculators, Graphing Calculator, SCILAB, GraphEq^2.13, Micro soft Mathematics, GeoGebra, Math3D	1,2,3,4,5
3.	Printer	High Speed Duplex Printer	
4.	Scanner	Handheld 3D scanner, Accuracy up to 0.1 mm, Resolution up to 0.2 mm, Wireless technology with an inbuilt touch screen and battery, Extended field of view for capturing both large and small objects.	

**R) Suggested Learning Resources:****(a) Books:**

S. No.	Titles	Author(s)	Publisher and Edition with ISBN
1.	Elementary Engineering Mathematics	B. S. Grewal	Khanna Publishers,15th Edition. ISBN: 978-81-7409-257-1
2.	Engineering Mathematics (Third edition)	Croft, Anthony	Pearson Education, New Delhi, 2014. ISBN 978-81-317-2605-1
3.	Calculus and Its Applications	Marvin L. Bittinger David J. Ellenbogen Scott A. Sargent	Addison-Wesley 10th Edition ISBN-13: 978-0-321-69433-1
4.	Calculus and Analytic Geometry	G. B. Thomas, R. L. Finney	Addison Wesley, 9th Edition, 1995. ISBN 978-8174906168
5.	Understanding Engineering Mathematics	John Bird	Routledge; First Edition ISBN 978-0415662840
6.	Advanced Engineering Mathematics	Krezig, Ervin	Wiley Publ., New Delhi,2014, ISBN: 978-0-470-45836-5
7.	Mathematics-I	Deepak Singh	Khanna Book Publishing Co. (P) Ltd. ISBN: 978-93-91505-42-4
8.	Mathematics-II	Garima Singh	Khanna Book Publishing Co. (P) Ltd. ISBN: 978-93-91505-52-3

**(b) Online Educational Resources:**

1. <https://ocw.mit.edu/>
2. <https://tutorial.math.lamar.edu/>
3. <https://www.khanacademy.org/>
4. <https://www.feynmanlectures.caltech.edu/>
5. <https://www.wolframalpha.com/>
6. <https://www.dplot.com/>
7. <https://www.geogebra.org/>
8. <https://www.easycalculation.com/>
9. <https://www.scilab.org/>
10. <https://www.desmos.com/>
11. <https://nptel.ac.in/>
12. <https://swayam.gov.in/>
13. <https://ndl.iitkgp.ac.in/>
14. <https://parakh.aicte-india.org/>
15. <https://ekumbh.aicte-india.org/>
16. <https://learnegg.com/LE/Index>
17. <https://ncert.nic.in/textbook.php>
18. [https://nios.ac.in/online-course-material/sr-secondary-courses/mathematics-\(311\).aspx](https://nios.ac.in/online-course-material/sr-secondary-courses/mathematics-(311).aspx)

**Note:** Teachers are requested to check the creative commons license status/ financial implications of the suggested, online educational recourses before use by the students.

**(c) Others:**

1. Online Mathematics Courses.
2. Mathematics Communities and Forums.
3. Mathematics Journals.
4. Mathematics Podcast.
5. Mathematics Tutorials.
6. Mathematics Quizzes.
7. Mathematics Animation.
8. Mathematics Simulations.
9. Mathematics Games.
10. Mathematics Puzzles.
11. Mathematics Brain Teasers.
12. Mathematics Apps.
13. Mathematics Blog.
14. Mathematics Challenges.

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- A) **Course Code** : **2400006(T2400006/P2400006/S2400006)**  
 B) **Course Title** : Environmental Education and Sustainable Development  
 (Common for all Programmes)  
 C) **Pre- requisite Course(s)** :  
 D) **Rationale** :

Every creature depends on nature for their survival. It is therefore, not only essential but also moral responsibility of all of us to keep our environment clean & in a good condition. The global environmental issues such as clean water and sanitation, affordable & clean energy, sustainable cities & communities, etc. are best addresses through sustainable development goals. Environmental education is one of the primary activities to spread the concept of sustainability on a broader scope. In India, environmental education is considered as mandatory for all segment of education including technical education. Every creature depends on nature for their survival. It is therefore, not only essential but also moral responsibility of all of us to keep our environment clean & in a good condition. The concept of sustainable development is closely associated with environmental education to promote developments. Considering importance of environmental education and sustainable development, it became necessary to provide basics of these areas to the engineering graduates. The knowledge gained through this course will help the diploma students to take engineering decisions aligned to ensure sustainability of environment for next generations through proper protection of environment.

- E) **Course Outcomes (COs):** After the completion of the course, teachers are expected to ensure the accomplishment of following course outcomes by the learners. For this, the learners are expected to perform various activities related to three learning domains (Cognitive, Psychomotor and Affective) in classroom/ laboratory/ workshop/ field/ industry.

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

- CO-1** Explain the importance of ecosystem for the protection of environment  
**CO-2** Use relevant air & water pollution control methods to solve pollution related issues  
**CO-3** Recognize relevant energy sources required for domestic & industrial application  
**CO-4** Analyze the issues of climate change and its impact on sustainability  
**CO-5** Apply engineering solutions/methods/legislations to reduce the activities that are harming the environment.

- F) **Suggested Course Articulation Matrix (CAM):**

Course Outcomes (COs)	Programme Outcomes(POs)							Programme Specific Outcomes* (PSOs)	
	PO-1 Basic and Discipline Specific Knowledge	PO-2 Problem Analysis	PO-3 Design/ Development of Solutions	PO-4 Engineering Tools	PO-5 Engineering Practices for Society, Sustainability and Environment	PO-6 Project Management	PO-7 Life Long Learning	PSO-1	PSO-2
CO-1	3	-	-	-	2	-	2		
CO-2	3	2	2	2	2	-	2		
CO-3	3	-	-	-	3	-	2		
CO-4	3	3	-	2	2	-	2		
CO-5	3	-	3	3	2	2	2		

**Note: Prefix will be added to Course Code if applicable (T for theory Paper, P for Practical Paper and S for Term work)**

**Legend:** High (3), Medium (2), Low (1) and No mapping (-)\*

PSOs will be developed by respective programme coordinator at institute level. As per latest NBA guidelines, formulating PSOs is optional

### G) Teaching & Learning Scheme:

Board of Study	Course Code	Course Title	Scheme of Study (Hours/Week)					Total Credits (C)
			Classroom Instruction (CI)		Lab Instruction (LI)	Notional Hours (TW+ SL)	Total Hours (CI+LI+TW+SL)	
			L	T				
-----	<b>2400006</b>	Environmental Education and Sustainable Development	01	-	01	01	03	02

**Note: Prefix will be added to Course Code if applicable (T for theory Paper, P for Practical Paper and S for Term work)**

**Legend:**

CI: Classroom Instruction (Includes different instructional/implementation strategies i.e. Lecture (L), Tutorial (T), Case method, Demonstrations, Video demonstration, Problem based learning etc. to deliver theoretical concepts)

LI: Laboratory Instruction (Includes experiments/practical performances /problem-based experiences in laboratory, workshop, field or other locations using different instructional/Implementation strategies)

Notional Hours: Hours of engagement by learners, other than the contact hours for ensuring learning.

TW: Term Work (includes assignments, seminars, micro projects, industrial visits, any other student activities etc.)

SL: Self Learning, MOOCs, spoken tutorials, online educational resources etc.

C: Credits = (1 x CI hours) + (0.5 x LI hours) + (0.5 x Notional hours)

**Note:** TW and SL have to be planned by the teacher and performed by the learner under the continuous guidance and feedback of teacher to ensure outcome of learning.

### H) Assessment Scheme:

Board of Study	Course Code	Course Title	Assessment Scheme (Marks)						Total Marks (TA+TWA+LA)
			Theory Assessment (TA)		Term Work & Self-Learning Assessment (TWA)		Lab Assessment (LA)		
			Progressive Theory Assessment (PTA)	End Theory Assessment (ETA)	Internal	External	Progressive Lab Assessment (PLA)	End Laboratory Assessment (ELA)	
-----	<b>2400006</b>	Environmental Education and Sustainable Development	15	-	10	-	10	15	50

**Legend:**

PTA: Progressive Theory Assessment in class room (includes class test, mid-term test and quiz using online/offline modes)

PLA: Progressive Laboratory Assessment (includes process and product assessment using rating Scales and rubrics)

TWA: Term work & Self Learning Assessment (Includes assessment related to student performance in assignments, seminars, micro projects, industrial visits, self-learning, any other student activities etc.)

**Note:**

- Separate passing is must for progressive and end semester assessment for both theory and practical.
- ETA & ELA are to be carried out at the end of the term/ semester.
- Term Work is to be done by the students under the guidance of internal faculty but its assessment will be done **internally (40%)** as well as **externally (60%)**. Assessment related to planning and execution of Term Work activities like assignment, micro project, seminar and self-learning is to be done by internal faculty (Internal Assessment) whereas assessment of output/product/presentation related to these activities will be carried out by external faculty/expert (External Assessment). However, criteria of internal as well as external assessment may vary as per the requirement of respective course. For valid and reliable assessment, the internal faculty should prepare checklist & rubrics for these activities.

I) **Course Curriculum Detailing:** This course curriculum detailing depicts learning outcomes at course level and session level and their attainment by the students through Classroom Instruction (CI), Laboratory Instruction (LI), Term Work (TW) and Self Learning (SL). Students are expected to demonstrate the attainment of Theory Session Outcomes (TSOs) and Lab Session Outcomes (LSOs) leading to attainment of Course Outcomes (COs) upon the completion of the course. While curriculum detailing, NEP 2020 related reforms like Green skills, Sustainability, Multidisciplinary aspects, Society connect, Indian Knowledge System (IKS) and others must be integrated appropriately.

J) **Theory Session Outcomes (TSOs) and Units: T2400006**

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
<p><i>TSO 1a.</i> Differentiate aquatic &amp; terrestrial ecosystem</p> <p><i>TSO 1b.</i> Explain structure of ecosystem</p> <p><i>TSO 1c.</i> Compare food chain &amp; web chain</p> <p><i>TSO 1d.</i> Describe carbon, nitrogen, Sulphur &amp; phosphorus cycle</p> <p><i>TSO 1e.</i> Explain causes &amp; effect of global warming</p>	<p><b>Unit-1.0 Ecosystem</b></p> <p>1.1 Aquatic &amp; Terrestrial ecosystem</p> <p>1.2 Structure of ecosystem</p> <p>1.3 Food chain &amp; Food web</p> <p>1.4 Carbon, Nitrogen, Sulphur &amp; Phosphorous Cycle</p> <p>1.5 Global warming – Causes &amp; Effects</p>	<b>CO1</b>
<p><i>TSO 2a.</i> Explain environmental pollution &amp; its sources.</p> <p><i>TSO 2b.</i> Assess the causes of water &amp; air pollution in a given area</p> <p><i>TSO 2c.</i> Explain the effects of water &amp; air pollution on human, plant &amp; animal</p> <p><i>TSO 2d.</i> Take appropriate measures to prevent the pollution problems at city /municipal areas</p> <p><i>TSO 2e.</i> Determine the pollution level in the environment at different seasons.</p>	<p><b>Unit-2.0 Air &amp; Water Pollution</b></p> <p>2.1 Traditional pollution issues- Air, Water, Noise</p> <p>2.2 Water pollution</p> <p>2.2.1 Sources of water pollution</p> <p>2.2.2 Effects of water pollution</p> <p>2.2.3 Control of water pollution</p> <p>2.2.4 Physical &amp; chemical standard of domestic water as per Indian Standard</p> <p>2.3 Air pollution</p> <p>2.3.1 Sources of air pollution</p> <p>2.3.2 Air pollutants</p> <p>2.3.3 Effects of air pollution on human, plant &amp; animal</p> <p>2.3.4 Air monitoring system</p> <p>2.3.5 Air pollution control</p>	<b>CO2</b>
<p><i>TSO 3a.</i> Describe various types renewable sources of energy</p> <p><i>TSO 3b.</i> Explain solar energy &amp; methods of harnessing</p> <p><i>TSO 3c.</i> Explain wind energy and its impact on environment</p>	<p><b>Unit-3.0 Sustainability &amp; Renewable Sources of Energy</b></p> <p>3.1 Concept of sustainable</p>	<b>CO3</b>



Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
<p><i>TSO 3d.</i> Discuss characteristics of biomass &amp; its digestion process</p> <p><i>TSO 3e.</i> Describe new energy sources &amp; their application</p>	<p>development</p> <p>3.2 Renewable sources of energy for sustainable development</p> <p>3.3 Solar Energy</p> <p>3.3.1 Features of solar thermal &amp; PV system</p> <p>3.3.2 Solar pond, Solar water heater, Solar dryer and Solar stills</p> <p>3.4 Wind Energy</p> <p>3.4.1 Current status &amp; future prospects of wind energy</p> <p>3.4.2 Wind energy in India- Advantages and challenges of harnessing wind energy</p> <p>3.4.3 Environmental benefits &amp; limitations</p> <p>3.5 Biomass</p> <p>3.5.1 Types of Biomass energy sources</p> <p>3.5.2 Energy content in Biomass of different types</p> <p>3.5.3 Biogas production</p> <p>3.6 Concept and advantages of hydroponics or aquaponics system to demonstrate soil less cultivation and integration of fish and plant cultivation.</p> <p>3.7 Water conservation and sustainable development</p> <p>3.8 New Energy Sources: Hydrogen energy, Ocean energy &amp; Tidal energy</p>	
<p><i>TSO 4a.</i> Describe impact of climate change on human life</p> <p><i>TSO 4b.</i> Identify the factors contributing to climate change</p> <p><i>TSO 4c.</i> Explain sustainable development goals to transform the world</p> <p><i>TSO 4d.</i> Develop implementation strategies for action plan on climate change</p>	<p><b>Unit-4.0 Climate Change and Sustainable Development</b></p> <p>4.1 Impact of Climate change</p> <p>4.2 Factor contributing to climate change</p> <p>4.3 Sustainable development Goals (SDGs)</p> <p>4.4 Action Plan on Climate Change- India</p>	<b>CO4</b>
<p><i>TSO 5a.</i> Identify the elements of a successful management system</p> <p><i>TSO 5b.</i> Explain green building concept &amp; its benefits</p> <p><i>TSO 5c.</i> Apply 5R concept in a given building construction</p>	<p><b>Unit-5.0 Environmental legislation and Sustainable Building Practices</b></p> <p>5.1 Environment management system and Planning</p> <p>5.2 Green Building concept</p>	<b>CO5</b>

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
project <i>TSO 5d.</i> Explain various environment protection laws <i>TSO 5e.</i> Explain carbon foot-print & carbon credit	5.3 Green and sustainable building materials -5R concept 5.4 Environment protection acts, legislation and Laws 5.5 Zero carbon foot-print building for sustainable construction.	

**Note:** One major TSO may require more than one Theory session/Period.

**K) Suggested Laboratory (Practical) Session Outcomes (LSOs) and List of Practical: P2400006**

Practical/Lab Session Outcomes (LSOs)	S. No.	Laboratory Experiment/Practical Titles	Relevant COs Number(s)
<i>LSO 1.1.</i> Use of Air pollutant analyzer to determine the air pollution level <i>LSO 1.2.</i> Collect air samples for pollution level detection	1.	Determination of air pollutants harming local environment	CO2
<i>LSO 2.1</i> Use of Water pollutant analyzer to determine the water pollution <i>LSO 2.2</i> Collect water samples for pollution level detection	2	Determine the water pollutants harming local environment	CO2
<i>LSO 3.1</i> Prepare report on EIA of a given context and area. <i>LSO 3.2</i> Collection of stakeholders view on effect on environment about a particular project/activity.	3.	Carry out the Environmental Impact Assessment (EIA) for a given project /activity of development	CO1 CO3
<i>LSO 4.1</i> Predict of possible factors causing effects of climate change <i>LSO 4.2</i> Effect of Ice melting on sea water	4.	Assessment of the impact of climate change on local environment	CO1 CO4
<i>LSO 5.1</i> Elaborate the uses of sustainable building materials, the considering 3R <i>LSO 5.2</i> Trace of Carbon foot print due to construction of a small building	5.	Demonstration of sustainable building materials in lab/workshop	CO2 CO5
<i>LSO 6.1</i> Set up sample recycling bins in the laboratory <i>LSO 6.2</i> Appreciate the importance of recycling and environmental benefits <i>LSO 6.3</i> Explain the importance of 3 R	6.	Demonstration of the recycling process for the different materials such as paper, plastic etc. for waste management	CO3
<i>LSO 7.1</i> Explain the process of composting <i>LSO 7.2</i> disseminate the use of composting process to near and dear for soil health and fertility for generating organic food	7	Setting up composting bins in the laboratory to demonstrate the process of composting organic waste	CO3
<i>LSO 8.1</i> Calculate own water footprint for daily activities <i>LSO 8.2</i> Explain the importance of reducing water consumption and conserve water resources.	8	Calculation of personal water footprint for daily water usage for activities like bathing, cooking and laundry.	CO3

Practical/Lab Session Outcomes (LSOs)	S. No.	Laboratory Experiment/Practical Titles	Relevant COs Number(s)
LSO 9.1 Explore the alternative / renewable sources of energy in day to day life	9.	Develop bio mass energy in the laboratory	CO3 CO4
LSO 10.1 Explore the alternative / renewable sources of energy in day to day life	10.	Develop solar model in the laboratory	CO3
LSO 11.1 Explore the alternative / renewable sources of energy in day to day life	11.	Develop wind turbine model in the laboratory	CO4

L) **Suggested Term Work and Self Learning: P2400006** Some sample suggested assignments, micro project and other activities are mentioned here for reference.

a. **Assignments:** Questions/Problems- Real life problem /Numerical/Exercises to be provided by the course teacher in line with the targeted COs.

1. Conduct a waste audit in your polytechnic. Categorize waste into different types such as plastic, paper, organic. Quantify the amount of each waste.

b. **Micro Projects:**

- Conduct of EIA of a project/activity such as construction of roads in the local area. Prepare a report on:
  - (a) Environmental issues in your city
  - (b) SDGs and environment related acts/laws applicable in your state and in India.
  - (c) Current-status & future-prospects of Wind Energy
  - (d) New energy sources
- Prepare a model of rain water harvesting system to demonstrate how rainwater can be collected and stored for various purposes such as irrigation and toilet flushing.
- Students may be asked in group to set up a small solar panel to compare the energy output under different lighting condition and angles to understand the concept of solar energy and its potential applications.

c. **Other Activities:**

1. Seminar Topics:

- Climate change issue and problems
- Sustainable development- Global practices
- Factor affecting sustainability in India

2. Visits:

Visit Pollution control Board of your city. Prepare report of visit with special comments of initiatives taken for protecting environment and ensuring sustainable development of the city.

Organize a field trip to a nearby park for the students. Students can be observed different species of the plants, animals and insects. They may be asked to prepare report on importance of biodiversity conservation.

## 3. Self-learning topics:

- Sustainable Development Goals
- Climate change.
- Pollution issues
- Laws and legislation of environmental protection

**M) Suggested Course Evaluation Matrix:** The course teacher has to decide and use appropriate assessment strategy and its weightage in theory, laboratory and Term Work for ensuring CO attainment. The response/performance of each student in each of these designed activities is to be used to calculate **CO attainment**.

COs	Course Evaluation Matrix						
	Theory Assessment (TA)**		Term Work Assessment (TWA)			Lab Assessment (LA)#	
	Progressive Theory Assessment (PTA) Class/Mid Sem Test	End Theory Assessment (ETA)	Term Work & Self Learning Assessment			Progressive Lab Assessment (PLA)	End Laboratory Assessment (ELA)
			Assignments	Micro Projects	Other Activities*		
CO-1	-	-	15%	-	-	20%	20%
CO-2	-	-	10%	25%	-	10%	20%
CO-3	-	-	15%	25%	33%	15%	20%
CO-4	-	-	30%	25%	33%	15%	20%
CO-5	-	-	30%	-	-	40%	20%
<b>Total Marks</b>	-	-	<b>10</b>	<b>10</b>	<b>05</b>	<b>10</b>	<b>15</b>
			<b>25</b>				

**Legend:**

\*: Other Activities include self- learning, seminar, visits, surveys, product development, software development etc.

\*\* : Mentioned under point- (N)

#: Mentioned under point-(O)

**Note:**

- The percentage given are approximate
- In case of Micro Projects and End Laboratory Assessment (ELA), the achieved marks will be equally divided in all those COs mapped with total experiments.
- For CO attainment calculation indirect assessment tools like course exit survey need to be used which comprises of questions related to achievement of each COs.

**N) Suggested Specification Table for End Semester Theory Assessment: (Not Applicable)**

**O) Suggested Assessment Table for Laboratory (Practical):**

S. No.	Laboratory Practical Titles	Relevant COs Number(s)	PLA/ELA		
			Performance		Viva-Voce (%)
			PRA* (%)	PDA** (%)	
1.	Determine the Air and water pollutants harming local environment	CO1	30	60	10
2.	Determine the water pollutants harming local environment	CO1	40	50	10
3.	Carry out the Assessment of Environmental Impact (EIA) for a given project /activity of development	CO1 CO3	30	60	10
4.	Assess the impact of climate change on local environment	CO1 CO4	30	60	10
5.	Demonstrate sustainable building materials in lab/workshop	CO2 CO5	30	60	10

S. No.	Laboratory Practical Titles	Relevant COs Number(s)	PLA/ELA		
			Performance		Viva-Voce (%)
			PRA* (%)	PDA** (%)	
6.	Demonstrate the recycling process for the different materials such as paper, plastic etc. for waste management	CO3	50	40	10
7.	Setting up composting bins in the laboratory to demonstrate the process of composting organic waste	CO3	50	40	10
8.	Calculation of personal water footprint for daily water usage for activities like bathing, cooking and laundry.	CO3	50	40	10
9.	Develop bio mass energy in the laboratory	CO3 CO4	30	60	10
10.	Develop solar model in the laboratory	CO3	30	60	10
11.	Develop Wind turbine model in the laboratory	CO4	40	50	10

**Legend:**

PRA\* : Process Assessment

PDA\*\* : Product Assessment

**Note:** This table can be used for both end semester as well as progressive assessment of practical. Rubrics need to be prepared by the course teacher for each experiment/practical to assess the student performance.

**P) Suggested Instructional/Implementation Strategies:** Different Instructional/ Implementation Strategies may be appropriately selected, as per the requirement of the content/outcome. Some of them are Improved Lecture, Tutorial, Case Method, Group Discussion, Industrial visits, Industrial Training, Field Trips, Portfolio Based, Learning, Role Play, Live Demonstrations in Classrooms, Lab, Field Information and Communications Technology (ICT)Based Teaching Learning, Blended or flipped mode, Brainstorming, Expert Session, Video Clippings, Use of Open Educational Resources (OER), MOOCs etc.

**Q) List of Major Laboratory Equipment, Tools and Software:**

S. No.	Name of Equipment, Tools and Software	Broad Specifications	Relevant Experiment/Practical Number
1.	Air analyzer	Air Quality Meter Product Type: Measuring Instrument Analysis Time: 2 sec to 8-hour 59 min. 59 sec Automation Grade: Automatic	1
2.	Water Analyzer	Multi-Parameter Water Testing Meter Digital LCD Multi-Function Water Quality Monitor PH/EC/TDS/Salt/S. G/CF/ORP	2
3.	Sustainable Building Materials	As per availability in the market	2,5
4.	Solar energy Panel – KT	Solar Panel Kit 5 LEDs, 2 ON/Off Switch, Wire, 2 Crocodile Clip	7
5.	Bio mass/energy installation -kit	The Bio-energy Science Kit is a great way to find out how a direct ethanol fuel cell works.	6
6.	Wind power energy -Kit	4M wind turbine kit, to demonstrate power of wind and convert it into electricity by building your own turbine.	8
7.	Ice melting demo kit	Simple bowls of different sizes	--

**R) Suggested Learning Resources:****(a) Books:**

S. No.	Titles	Author(s)	Publisher and Edition with ISBN
1.	Ecology and Control of the Natural Environment	Izrael, Y.A.	Kluwer Academic Publisher eBook ISBN: 978-94-011-3390-6
2.	Renewable Energy Sources and Emerging Technologies	Kothari, D.P. Singal, K.C., Ranjan, Rakesh	PHI Learning, New Delhi, 2009 ISBN-13 - 978-8120344709
3.	Green Technologies and Environmental Sustainability	Singh, Ritu, Kumar, Sanjeev	Springer International Publishing, 2017 eBook ISBN 978-3-319-50654-8
4.	Coping with Natural Hazards: Indian Context	K. S. Valadia	Orient Longman ISBN-10: 8125027351 ISBN-13: 978-8125027355
5.	Introduction to Engineering and Environment	Edward S. Rubin	Mc Graw Hill Publications ISBN-10: 0071181857 ISBN-13: 978-0071181853
6.	Environmental Science	Subrat Roy	Khanna Book Publishing Co. (P) Ltd. ISBN-978: 93-91505-65-3

**(b) Online Educational Resources:**

1. [http://www1.eere.energy.gov/wind/wind\\_animation.html](http://www1.eere.energy.gov/wind/wind_animation.html)
2. [http://www.nrel.gov/learning/re\\_solar.html](http://www.nrel.gov/learning/re_solar.html)
3. [http://www.nrel.gov/learning/re\\_biomass.html](http://www.nrel.gov/learning/re_biomass.html)
4. <http://www.mnre.gov.in/schemes/grid-connected/biomass-powercogen/>
5. <http://www.epa.gov/climatestudents/>
6. <http://www.climatecentral.org>
7. <http://www.envis.nic.in/>
8. <https://www.overshootday.org/>
9. <http://www.footprintcalculator.org/>
10. <https://www.carbonfootprint.com/calculator.aspx>

**Note:** Teachers are requested to check the creative commons license status/ financial implications of the suggested, online educational resources before use by the students.

**(c) Others:**

- a) [www.nptel.iitm.ac.in](http://www.nptel.iitm.ac.in)
- b) [www.khanacademy](http://www.khanacademy)

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- A) **Course Code** : **2400207 (T2400207, S2400207)**  
 B) **Course Title** : Indian Constitution (Common for all Programmes)  
 C) **Pre- requisite Course(s)** :  
 D) **Rationale** :

This course will focus on the basic structure and operative dimensions of Indian Constitution. It will explore various aspects of the Indian political and legal system from a historical perspective highlighting the various events that led to the making of the Indian Constitution. The Constitution of India is the supreme law of India. The document lays down the framework demarcating the fundamental political code, structure, procedures, powers, and sets out fundamental rights, directive principles, and the duties of citizens. The course on constitution of India highlights key features of Indian Constitution that makes the students a responsible citizen. In this online course, we shall make an effort to understand the history of our constitution, the Constituent Assembly, the drafting of the constitution, the preamble of the constitution that defines the destination that we want to reach through our constitution, the fundamental right constitution guarantees through the great rights revolution, the relationship between fundamental rights and fundamental duties, the futurist goals of the constitution as incorporated in directive principles and the relationship between fundamental rights and directive principles.

- E) **Course Outcomes (COs):** After the completion of the course, teachers are expected to ensure the accomplishment of following course out comes by the learners. For this, the learners are expected to perform various activities related to three learning domains (Cognitive, Psychomotor and Affective) in classroom/laboratory/workshop/field/ industry.

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

- CO-1** List salient features and characteristics of the constitution of India.  
**CO-2** Follow fundamental rights and duties as responsible citizen and engineer of the country.  
**CO-3** Analyze major constitutional amendments in the constitution.

- F) **Suggested Course Articulation Matrix (CAM):**

Course Outcomes (COs)	Programme Outcomes (POs)							Programme Specific Outcomes* (PSOs)	
	PO-1 Basic and Discipline Specific Knowledge	PO-2 Problem Analysis	PO-3 Design/Development of Solutions	PO-4 Engineering Tools	PO-5 Engineering Practices for Society, Sustainability and Environment	PO-6 Project Management	PO-7 Life Long Learning	PSO-1	PSO-2
CO-1	1	-	-	-	2	-	-		
CO-2	1	-	-	-	2	-	-		
CO-3	1	2	-	-	2	-	1		

**Legend:** High (3), Medium (2), Low (1) and No mapping (-)

\* PSOs will be developed by respective programme coordinator at institute level. As per latest NBA guidelines, formulating PSOs is optional



## G) Teaching &amp; Learning Scheme:

Board of Study	Course Code	Course Title	Scheme of Study (Hours/Week)					
			Classroom Instruction (CI)		Lab Instruction (LI)	Notional Hours (TW+ SL)	Total Hours (CI+LI+TW+SL)	Total Credits (C)
			L	T				
	2400207	Indian Constitution	01	-	-	01	01	01

**Note: Prefix will be added to Course Code if applicable (T for theory Paper, P for Practical Paper and S for Term work)**

## Legend:

CI: Classroom Instruction (Includes different instructional/implementation strategies i.e. Lecture(L), Tutorial(T), Case method, Demonstrations, Video demonstration, Problem based learning etc. to deliver theoretical concepts)

LI: Laboratory Instruction (Includes experiments/practical performances /problem-based experiences in laboratory, workshop, field or other locations using different instructional/Implementation strategies)

Notional Hours: Hours of engagement by learners, other than the contact hours for ensuring learning.

TW: Term Work (includes assignments, seminars, micro projects, industrial visits, any other student activities etc.)

SL: Self Learning, MOOCs, spoken tutorials, online educational resources etc.

C: Credits= (1 x CI hours) + (0.5 x LI hours) + (0.5 x Notional hours)

## Note:

TW and SL have to be planned by the teacher and performed by the learner under the continuous guidance and feedback of teacher to ensure outcome of learning.

## H) Assessment Scheme:

Board of Study	Course Code	Course Title	Assessment Scheme (Marks)						Total Marks (TA+TWA+LA)
			Theory Assessment (TA)		Term Work & Self-Learning Assessment (TWA)		Lab Assessment (LA)		
			Progressive Theory Assessment (PTA)	End Theory Assessment (ETA)	Internal	External	Progressive Lab Assessment (PLA)	End Laboratory Assessment (ELA)	
	2400207	Indian Constitution	25	-	25	-	-	-	50

**Note: Prefix will be added to Course Code if applicable (T for theory Paper, P for Practical Paper and S for Term work)**

## Legend:

PTA: Progressive Theory Assessment in class room (includes class test, mid-term test and quiz using online/offline modes)

PLA: Progressive Laboratory Assessment (includes process and product assessment using rating Scales and rubrics)

TWA: Term work & Self Learning Assessment (Includes assessment related to student performance in assignments, seminars, micro projects, industrial visits, self-learning, any other student activities etc.)

**Note:**

- Separate passing is must for progressive and end semester assessment for both theory and practical.
- ETA & ELA are to be carried out at the end of the term/ semester.
- Term Work is to be done by the students under the guidance of internal faculty but its assessment will be done **internally (40%)** as well as **externally (60%)**. Assessment related to planning and execution of Term Work activities like assignment, micro project, seminar and self-learning is to be done by internal faculty (Internal Assessment) whereas assessment of output/product/ presentation related to these activities will be carried out by external faculty/expert (External Assessment). However, criteria of internal as well as external assessment may vary as per the requirement of respective course. For valid and reliable assessment, the internal faculty should prepare checklist & rubrics for these activities.

**I) Course Curriculum Detailing:** This course curriculum detailing depicts learning outcomes at course level and session level and their attainment by the students through Classroom Instruction (CI), Laboratory Instruction (LI), Term Work (TW) and Self Learning (SL). Students are expected to demonstrate the attainment of Theory Session Outcomes (TSOs) and Lab Session Outcomes (LSOs) leading to attainment of Course Outcomes (COs) upon the completion of the course. While curriculum detailing, NEP 2020 related reforms like Green skills, Sustainability, Multidisciplinary aspects, Society connect, Indian Knowledge System (IKS) and others must be integrated appropriately.

**J) Theory Session Outcomes (TSOs) and Units: T2400007**

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
TSO 1a. Explain the meaning of preamble of the constitution. TSO 1b. List the salient features of constitution. TSO 1c. List the characteristics of constitution.	<b>Unit-1.0 Constitution and Preamble</b>  1.1 Meaning of the constitution of India.  1.2 Historical perspective of the Constitution of India.  1.3 Salient features and characteristics of the Constitution of India.  1.4 Preamble to the Constitution of India.	<b>CO1</b>
TSO 2a. Enlist the fundamental rights. TSO 2b. Identify fundamental duties in general and in particular with engineering field. TSO 2c. identify situations where directive principles prevail over fundamental rights.	<b>Unit-2.0 Fundamental Rights and Directive Principles</b>  2.1 Fundamental Rights under Part-III.  2.2 Fundamental duties and their significance.  2.3 Relevance of Directive Principles of State Policy under part-IV.	<b>CO2</b>
TSO 3a. Enlist the constitutional amendments. TSO 3b. Analyze the purposes of various amendments.	<b>Unit-3.0 Governance and Amendments</b>  3.1 Amendment of the Constitutional Powers and Procedure  3.2 Major Constitutional Amendment procedure - 42nd, 44th, 74th, 76th, 86th and 91 <sup>st</sup>	<b>CO3</b>

**Note:** One major TSO may require more than one Theory session/Period.

**K) Suggested Laboratory (Practical) Session Outcomes (LSOs) and List of Practical: (Not Applicable)**

L) **Suggested Term Work and Self Learning: S2400207** Some sample suggested assignments, micro project and other activities are mentioned here for reference.

a. **Assignments:** Questions/Problems/Numerical/Exercises to be provided by the course teacher in line with the targeted COs.

b. **Micro Projects:**

1. Role of Media in Spreading Awareness regarding Fundamental Rights
2. Analysis of Situations where directive principle of State policy has prevailed over Fundamental rights
3. Analyze 42nd and 97th Amendment of Indian Constitution

c. **Other Activities:**

1. Seminar Topics:
  - Democracy and Political Participation in India
  - Situations where directive principles prevail over fundamental rights.
2. Visits:
  - Arrange Mock Parliament.
3. Design games and simulation on emergencies declared in last thirty years.
4. Group discussions on current print articles.
  - Adoption of Article 365 in India.
  - Need of amendments in the constitution.
5. Prepare collage/posters on current constitutional issues.
  - Emergencies declared in India
  - Seven fundamental rights
6. Cases: Suggestive cases for usage in teaching:

Case	Relevance
A.K. Gopalan Case (1950)	SC contended that there was no violation of Fundamental Rights enshrined in Articles 13, 19, 21 and 22 under the provisions of the Preventive Detention Act, if the detention was as per the procedure established by law. Here, the SC took a narrow view of Article 21.
Shankari Prasad Case (1951)	This case dealt with the amendability of Fundamental Rights (the First Amendment's validity was challenged). The SC contended that the Parliament's power to amend under Article 368 also includes the power to amend the Fundamental Rights guaranteed in Part III of the Constitution.
Minerva Mills case (1980)	This case again strengthens the Basic Structure doctrine. The judgement struck down 2 changes made to the Constitution by the 42nd Amendment Act 1976, declaring them to violate the basic structure. The judgement makes it clear that the Constitution, and not the Parliament is supreme.
Maneka Gandhi case (1978)	A main issue in this case was whether the right to go abroad is a part of the Right to Personal Liberty under Article 21. The SC held that it is included in the Right to Personal Liberty. The SC also ruled that the mere existence of an enabling law was not enough to restrain personal liberty. Such a law must also be "just, fair and reasonable."

**7. Self-learning topics:**

- Parts of the constitution and a brief discussion of each part.
- Right to education.
- Right to equality.

**M) Suggested Course Evaluation Matrix:** The course teacher has to decide and use appropriate assessment strategy and its weightage in theory, laboratory and Term Work for ensuring CO attainment. The response/performance of each student in each of these designed activities is to be used to calculate **CO attainment**.

COs	Course Evaluation Matrix						
	Theory Assessment (TA)**		Term Work Assessment (TWA)			Lab Assessment (LA)#	
	Progressive Theory Assessment (PTA) Class/Mid Sem Test	End Theory Assessment (ETA)	Term Work & Self Learning Assessment			Progressive Lab Assessment (PLA)	End Laboratory Assessment (ELA)
Assignments			Micro Projects	Other Activities*			
CO-1	30%	-	30%	-	-	-	-
CO-2	40%	-	40%	50%	50%	-	-
CO-3	30%	-	30%	50%	50%	-	-
Total Marks	25	-	5	10	10	-	-
			25				

**Legend:**

- \*: Other Activities include self- learning, seminar, visits, surveys, product development, software development etc.  
 \*\*: Mentioned under point- (N)  
 #: Mentioned under point-(O)

**Note:**

- The percentage given are approximate
- In case of Micro Projects and End Laboratory Assessment (ELA), the achieved marks will be equally divided in all those COs mapped with total experiments.
- For CO attainment calculation indirect assessment tools like course exit survey need to be used which comprises of questions related to achievement of each COs.

**N) Suggested Specification Table for End Semester Theory Assessment: (Not Applicable)**

**O) Suggested Assessment Table for Laboratory (Practical): (Not Applicable)**

**P) Suggested Instructional/Implementation Strategies:** Different Instructional/ Implementation Strategies may be appropriately selected, as per the requirement of the content/outcome. Some of them are Improved Lecture, Tutorial, Case Method, Group Discussion, Industrial visits, Industrial Training, Field Trips, Portfolio Based, Learning, Role Play, Live Demonstrations in Classrooms, Lab, Field Information and Communications Technology (ICT)Based Teaching Learning, Blended or flipped mode, Brainstorming, Expert Session, Video Clippings, Use of Open Educational Resources (OER), MOOCs etc.

**Q) List of Major Laboratory Equipment, Tools and Software: (Not Applicable)**

**R) Suggested Learning Resources:****(a) Books:**

S. No.	Titles	Author(s)	Publisher and Edition with ISBN
1.	The Constitution of India	P.M.Bakshi	Universal Law Publishing, New Delhi 15th edition, 2018, ISBN: 9386515105
2.	Introduction to Indian Constitution	D.D.Basu	Lexis Nexis Publisher, New Delhi, 2015, ISBN:935143446X
3.	Introduction to Constitution of India	B. K. Sharma	PHI, New Delhi, 6th edition, 2011, ISBN:8120344197
4.	The Constitution of India	B.L. Fadia	Sahitya Bhawan, Agra, 2017, ISBN:8193413768
5.	The Constitutional Law of India	Durga Das Basu	LexisNexis Butterworths Wadhwa, Nagpur 978-81-8038-426-4

**(b) Online Educational Resources:**

1. <https://www.coursera.org/learn/principles-of-management>
2. <http://www.legislative.gov.in/constitution-of-india>
3. [https://en.wikipedia.org/wiki/Constitution\\_of\\_India](https://en.wikipedia.org/wiki/Constitution_of_India)
4. <https://www.india.gov.in/my-government/constitution-india>
5. <https://eci.gov.in/about/about-eci/the-setup-r1/>
6. <https://www.toppr.com/guides/civics/the-indian-constitution/the-constitution-of-india/>
7. <https://main.sci.gov.in/constitution>
8. <https://nios.ac.in/media/documents/srsec317newE/317EL8.pdf>
9. <https://legallaffairs.gov.in/sites/default/files/chapter%203.pdf>
10. [https://www.concourt.am/armenian/legal\\_resources/world\\_constitutions/constit/india/india-e.htm](https://www.concourt.am/armenian/legal_resources/world_constitutions/constit/india/india-e.htm)
11. <https://constitutionnet.org/vl/item/basic-structure-indian-constitution>

**Note:** Teachers are requested to check the creative commons license status/ financial implications of the suggested, online educational resources before use by the students.

**(c) Others:**

\*\*\*\*\*

- A) **Course Code** : **2418107 (P2418107/S2418107)**  
 B) **Course Title** : ICT Tools  
 (CE, ME, ME (Auto), FTS, CSE, AIML, MIE, CRE, CHE, FPP, TE, CACDDM, GT, AI)  
 C) **Pre-requisite Course(s)** :  
 D) **Rationale** :

Besides working in technical environment in their profession, diploma pass outs may also get involved in routine office task related to creating business documents, perform data analysis and its graphical representations, making presentations. In order to carry-out these works, the students need to learn various desk-top based and internet-based software tools such as- office automation applications like word processing, spreadsheets and presentation tools. They also need to use these tools for making their project reports and presentations during their graduation Programme. The objective of this course is to develop the basic competency in students for using these office automation tools to accomplish the job.

- E) **Course Outcomes (Cos):** After the completion of the course, teachers are expected to ensure the accomplishment of following course outcomes by the learners. For this, the learners are expected to perform various activities related to three learning domains (Cognitive, Psychomotor and Affective) in classroom/ laboratory/ workshop/ field/ industry.

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

- CO-1 Prepare business document using word processing tool.  
 CO-2 Manipulate data and represent it graphically using spreadsheet.  
 CO-3 Prepare professional slide-based presentations.  
 CO-4 Work effectively with Internet and basic web services

- F) **Suggested Course Articulation Matrix (CAM):**

Course Outcomes (COs)	Programme Outcomes (POs)							Programme Specific Outcomes* (PSOs)	
	PO-1 Basic and Discipline Specific Knowledge	PO-2 Problem Analysis	PO-3 Design/ Development of Solutions	PO-4 Engineering Tools	PO-5 Engineering Practices for Society, Sustainability and Environment	PO-6 Project Management	PO-7 Life Long Learning	PSO-1	PSO-2
CO-1	1	2	2	2	-	2	-		
CO-2	2	2	2	2	-	1	-		
CO-3	1	2	2	2	-	-	-		
CO-4	1	2	2	2	3	1	2		

**Legend:** High (3), Medium (2), Low (1) and No mapping (-)

\* PSOs will be developed by respective programme coordinator at institute level. As per latest NBA guidelines, formulating PSOs is optional

## G) Teaching and Learning Scheme:

Board of Study	Course Code	Course Title	Scheme of Study (Hours/Week)					
			Classroom Instruction (CI)		Lab Instruction (LI)	Notional Hours (TW+ SL)	Total Hours (CI+LI+TW+SL)	Total Credits (C)
			L	T				
Artificial Intelligence and Machine Learning	2418107	ICT Tools	-	-	04	02	06	03

**Note: Prefix will be added to Course Code if applicable (T for theory Paper, P for Practical Paper and S for Term work)**

## Legend:

CI: Classroom Instruction (Includes different instructional/implementation strategies i.e. Lecture (L), Tutorial (T), Case method, Demonstrations, Video demonstration, Problem based learning etc. to deliver theoretical concepts)

LI: Laboratory Instruction (Includes experiments/practical performances /problem-based experiences in laboratory, workshop, field or other locations using different instructional/Implementation strategies)

Notional Hours: Hours of engagement by learners, other than the contact hours for ensuring learning.

TW: Term Work (includes assignments, seminars, micro projects, industrial visits, any other student activities etc.)

SL: Self Learning, MOOCs, spoken tutorials, online educational resources etc.

C: Credits = (1 x CI hours) + (0.5 x LI hours) + (0.5 x Notional hours)

**Note:** TW and SL have to be planned by the teacher and performed by the learner under the continuous guidance and feedback of teacher to ensure outcome of learning.

## H) Assessment Scheme:

Board of Study	Course Code	Course Title	Assessment Scheme (Marks)						Total Marks (TA+TWA+LA)
			Theory Assessment (TA)		Term Work & Self Learning Assessment (TWA)		Lab Assessment (LA)		
			Progressive Theory Assessment (PTA)	End Theory Assessment (ETA)	Internal	External	Progressive Lab Assessment (PLA)	End Laboratory Assessment (ELA)	
Artificial Intelligence and Machine Learning		ICT Tools	-	-	20	30	20	30	100

**Note: Prefix will be added to Course Code if applicable (T for theory Paper, P for Practical Paper and S for Term work)**

## Legend:

PTA: Progressive Theory Assessment in class room (includes class test, mid-term test and quiz using online/offline modes)

PLA: Progressive Laboratory Assessment (includes process and product assessment using rating Scales and rubrics)

TWA: Term work & Self Learning Assessment (Includes assessment related to student performance in assignments, seminars, micro projects, industrial visits, self-learning, any other student activities etc.)

**Note:**

- Separate passing is must for progressive and end semester assessment for both theory and practical.
- ETA & ELA are to be carried out at the end of the term/ semester.
- Term Work is to be done by the students under the guidance of internal faculty but its assessment will be done **internally (40%)** as well as **externally (60%)**. Assessment related to planning and execution of Term Work activities like assignment, micro project, seminar and self-learning is to be done by internal faculty (Internal Assessment) whereas assessment of output/product/ presentation related to these activities will be carried out by external faculty/expert (External Assessment). However, criteria of internal as well as external assessment may vary as per the requirement of respective course. For valid and reliable assessment, the internal faculty should prepare checklist & rubrics for these activities.

I) **Course Curriculum Detailing:** This course curriculum detailing depicts learning outcomes at course level and session level and their attainment by the students through Classroom Instruction (CI), Laboratory Instruction (LI), Term Work (TW) and Self Learning (SL). Students are expected to demonstrate the attainment of Theory Session Outcomes (TSOs) and Lab Session Outcomes (LSOs) leading to attainment of Course Outcomes (COs) upon the completion of the course. While curriculum detailing, NEP 2020 related reforms like Green skills, Sustainability, Multidisciplinary aspects, Society connect, Indian Knowledge System (IKS) and others must be integrated appropriately.

J) **Theory Session Outcomes (TSOs) and Units:**

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
-	<p><b>Unit-1.0</b> <b>Word Processing</b></p> <p><b>1.0 Word Processing:</b> Overview of Word processor Basics of Font type, size, colour, Effects like Bold, italic, underline, Subscript and superscript, Case changing options, previewing a document, saving a document, closing a document and exiting application.</p> <p><b>1.1 Editing a Document:</b> Navigate through a document, Scroll through text, Insert and delete text, Select text, Undo and redo commands, Use drag and drop to move text, Copy, cut and paste, Use the clipboard, Clear formatting, Format and align text, Formatting Paragraphs, Line and paragraph spacing, using FIND and REPLACE, Setting line spacing, add bullet and numbers in lists, add borders and shading, document views, Page settings and margins, Spelling and Grammatical checks</p> <p><b>1.2 Changing the Layout of a Document:</b> Adjust page margins, change page orientation, Create headers and footers, Set and change indentations, Insert and clear tabs.</p> <p><b>1.3 Inserting Elements to Word Documents:</b> Insert and delete a page break, Insert page numbers, Insert the date and time, Insert special characters (symbols), Insert a picture from a file, Resize and reposition a picture</p> <p><b>1.4 Working with Tables:</b> Insert a table, Convert a table to text, Navigate and select text in a table, Resize table cells, Align text in a table, Format a table, Insert and delete columns and rows, Borders and shading, Repeat table headings on subsequent pages, Merge and split cells.</p> <p><b>1.5 Working with Columned Layouts and Section Breaks:</b> a Columns, Section breaks, Creating columns, Newsletter style columns, Changing part of a document layout or formatting, Remove section break, Add columns to remainder of a document, Column widths, Adjust column spacing, Insert manual column breaks.</p>	CO-1



Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
-	<p><b>Unit-2.0 Spreadsheets</b></p> <p><b>2.1 Working with Spreadsheets:</b> Overview of workbook and worksheet, Create Worksheet Entering data, Save, Copy Worksheet, Delete Worksheet, Close and open Workbook.</p> <p><b>2.2 Editing Worksheet:</b> Insert data, adjust row height and column width, delete, move data, insert new rows and columns, Copy and Paste content, Find and Replace, Spell Check, sheet view Zoom In-Out, insert Special Symbols, Insert Comments, Add Text Box, Undo-redo Changes, - Freeze Panes, hiding/unhiding rows and columns.</p> <p><b>2.3 Formatting Cells and sheet:</b> Setting Cell Type, Setting Fonts, Text options, Rotate Cells, Setting Colors, Text Alignments, Merge and Wrap, apply Borders and Shades, Sheet Options, Adjust Margins, Page Orientation, insert Header and Footer, Insert Page Breaks, Set Background.</p> <p><b>2.4 Working with Formula:</b> Creating Formula, absolute and relative cell references, Copying and pasting Formula, Common spreadsheet Functions such as sum, average, min, max, date, In, And, or, mathematical functions such as sqrt, power, statistical functions, applying conditions using IF.</p> <p><b>2.5 Working with Charts:</b> Introduction to charts, overview of different types of charts, Bar, Pie, Line charts, creating and editing charts. Using different chart options: chart title, axis title, legend, data labels, Axes, grid lines, moving chart in a separate sheet.</p> <p><b>2.6 Advanced Operations:</b> Applying Conditional Formatting, Data Filtering, Data Sorting, Using Ranges, Data Validation, Adding Graphics, Printing Worksheets, print area, margins, header, footer and other page setup options.</p>	CO-2
-	<p><b>Unit-3.0 Presentation Tool</b></p> <p><b>3.1 Creating a Presentation:</b> Outline of an effective presentation, Identify the elements of the User Interface, Starting a New Presentation Files, Creating a Basic Presentation, Working with textboxes, Apply Character Formats, Format Paragraphs, View a Presentation, Saving work, creating new Slides, Changing a slide Layout, Applying a theme, Changing Colours, fonts and effects, apply custom Colour and font theme, changing the background, Arrange Slide sequence,</p> <p><b>3.2 Inserting Media elements:</b> Adding and Modifying Graphical Objects to a Presentation - Insert Images into a Presentation, insert audio clips, video/animation, Add Shapes, Add Visual Styles to Text in a Presentation, Edit Graphical Objects on a Slide, Format Graphical Objects on a Slide, Group Graphical Objects on a Slide, Apply an Animation Effect to a Graphical Object, Add Transitions, Add Speaker Notes, Print a Presentation.</p> <p><b>3.3 Working with Tables:</b> Insert a Table in a Slide, Format Tables, and Import Tables from Other Office Applications.</p> <p><b>3.4 Working with Charts:</b> Insert Charts in a Slide, modify a Chart, Import Charts from Other Office Applications.</p>	CO-3

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
–	<p><b>Unit-4.0 Basics of Internet</b></p> <p><b>4.1 World Wide Web:</b> Introduction, Internet, Intranet, URL, web servers, basic settings of web browsers- history, extension, default page, default search engine, privacy and security, creating and retrieving bookmarks, use search engines effectively for searching the content.</p> <p><b>4.2 Web Services:</b> Cloud- software as service (SAS), Google docs, slides, sheets, Form, Web Sites, web pages, e-Mail, Chat, Video Conferencing, e-learning, e-shopping, e-Reservation, e-Groups, Social Networking</p>	CO-4

**Note:** One major TSO may require more than one Theory session/Period.

**K) Suggested Laboratory (Practical) Session Outcomes (LSOs) and List of Practical: P2418107**

Practical/Lab Session Outcomes (LSOs)	S. No.	Laboratory Experiment/Practical Titles	Relevant Cos Number(s)
LSO 1.1. Perform fundamental word processing operations to create a document	1.	a) Create, edit and save document: apply formatting features on the text – line, paragraph b) Use bullets, numbering, page formatting, header, footer, margin, layout	CO-1
LSO 2.1. Work with images/shapes in a document	2.	Insert and edit images and shapes, resizing, cropping, colour, background, group/ungroup	CO-1
LSO 3.1. Organize data in tabular form in a document	3.	Insert table and apply various table formatting features on it.	CO-1
LSO 4.1. Perform Document proofing operations in a document	4.	Review features such as Spelling, grammar, Thesaurus, translate, language, word count, comments	CO-1
LSO 5.1. Organize and print Document	5.	Apply page layout features i. Print layout, web layout, show ruler, gridline, page zoom, split ii. Themes, page background, paragraph, page setup iii. Create multicolumn page iv. Use different options to print the documents	CO-1
LSO 6.1. Create batch of documents with tailored variable information using mail merge	6.	Use mail merge operation with options.	CO-1
<b>Spreadsheets</b>			
LSO 7.1. Create a worksheet LSO 7.2. Format sheet/cell	7.	Create, open and edit worksheet i. Enter data and format it, adjust row height and column width ii. Insert and delete cells, rows and columns.	CO-2

		iii. Apply Format cell, wrap text, number format, orientation feature on cell.	
<i>LSO 8.1.</i> Perform fundamental calculation operations in a worksheet	8.	Insert formulas, absolute and relative cell reference, "IF" conditions, built-in functions and named ranges in worksheet.	CO-2
<i>LSO 9.1.</i> Filter the given data set <i>LSO 9.2.</i> Validate data based on criteria <i>LSO 9.3.</i> Sort the data in given order	9.	Apply conditional formatting, data Sorting, Data Filter and Data Validation features.	CO-2
<i>LSO 10.1.</i> Create various types of charts to represent data in graphical form	10.	Create different charts, apply various chart options.	CO-2
<i>LSO 11.1.</i> Print worksheet as per given layout	11.	Apply Page setup and print options on worksheet to print the worksheet.	CO-2
<b>Presentation Tools</b>			
<i>LSO 12.1.</i> Create electronic slide show containing text, image, shape, table, charts objects	12.	Create slide presentation i. Apply design themes to the given presentation ii. Add new slides and insert text, pictures/images, shapes iii. Add tables and charts in the slides	CO-3
<i>LSO 13.1.</i> Run slide presentation in different modes <i>LSO 13.2.</i> Print slide presentation	13.	i. Run slide presentation in customize form/modes ii. Print slide presentation as sheet, handouts using various print options	CO-3
<i>LSO 16.1.</i> Apply given animation effects to the text and slides.	14.	Apply different animation effects to the text and slides with given options.	CO-3
<i>LSO 15.1.</i> Add audio and video files in the presentation	15.	Add some sample audio and video files in the presentation and format the same with various options available.	CO-3
<b>Internet Basics</b>			
<i>LSO 16.1.</i> Configure internet and browser setting	16.	a) Configure Internet connection b) Configure browser settings and use browsers	CO-4
<i>LSO 17.1.</i> Use different internet services	17.	a) Use internet for different web services, such as, chat, email, video conferencing, etc.	CO-4
<i>LSO 18.1.</i> Work with Google Doc	18.	Work with Google Doc for creating collaborative documents on cloud	CO-4
<i>LSO 19.1.</i> Work with google sheet	19.	Work with google sheet for creating collaborative spreadsheets on cloud	CO-4
<i>LSO 20.1.</i> Work with google slides	20.	Work with google slides for creating collaborative slide presentation on cloud	CO-4
<i>LSO 21.1.</i> Create google form	21.	a) Create google form for a sample survey b) Through google forms collect user's response, download it in csv format, analyze it and represent data/trend through graphs and present it. c)	CO-4, CO3

- L) **Suggested Term Work and Self Learning: S2418107** Some sample suggested assignments, micro project and other activities are mentioned here for reference.
- a. **Assignments:** Questions/Problems/Numerical/Exercises to be provided by the course teacher in line with the targeted COs.
  - b. **Micro Projects:**
    - I. **Word documents:** prepare documents such as Time Table, Application, Notes, Reports. (Subject teacher shall assign a document to be prepared by each student)
    - II. **Slide Presentations:** Prepare slides with all Presentation features such as: content presentation, presentation about department, presentation of reports. (Subject teacher shall assign a presentation to be prepared by each student).
    - III. **Spreadsheets:** Prepare statements such as Pay bills, tax statement, student's assessment record using spreadsheet- perform statistical analysis, sorting and filtering operations, represent data through various types of charts. (Teacher shall assign a spreadsheet to be prepared by each student).
  - c. **Other Activities: ---**
- M) **Suggested Course Evaluation Matrix:** The course teacher has to decide and use appropriate assessment strategy and its weightage in theory, laboratory and sessional work for ensuring CO attainment. The response/performance of each student in each of these designed activities is to be used to calculate **CO attainment**.

COs	Course Evaluation Matrix						
	Theory Assessment (TA)**		Term Work Assessment (TWA)			Lab Assessment (LA)#	
	Progressive Theory Assessment (PTA) Class/Mid Sem Test	End Theory Assessment (ETA)	Term Work & Self Learning Assessment			Progressive Lab Assessment (PLA)	End Laboratory Assessment (ELA)
Assignments			Micro Projects	Other Activities*			
CO-1	-	-	15%	-	-	20%	20%
CO-2	-	-	10%	25%	-	10%	20%
CO-3	-	-	15%	25%	33%	15%	20%
CO-4	-	-	30%	25%	33%	15%	20%
CO-5	-	-	30%	25%	34%	40%	20%
<b>Total Marks</b>	-	-	<b>20</b>	<b>20</b>	<b>10</b>	<b>20</b>	<b>30</b>
			<b>50</b>				

**Legend:**

\*: Other Activities include self- learning, seminar, visits, surveys, product development, software development etc.

\*\* : Mentioned under point- (N)

# : Mentioned under point-(O)

**Note:**

- The percentage given are approximate
- In case of Micro Projects and End Laboratory Assessment (ELA), the achieved marks will be equally divided in all those COs mapped with total experiments.
- For CO attainment calculation indirect assessment tools like course exit survey need to be used which comprises of questions related to achievement of each COs.

## N) Suggested Specification Table for End Semester Theory Assessment: (Not Applicable)

## O) Suggested Assessment Table for Laboratory (Practical):

S. No.	Laboratory Practical Titles	Relevant COs Number(s)	PLA/ELA		
			Performance		Viva-Voce (%)
			PRA* (%)	PDA** (%)	
1.	a) Create, edit and save document: apply formatting features on the text - line, paragraph b) Use bullets, numbering, page formatting, header, footer, margin, layout	CO-1	60	30	10
2.	Insert and edit images and shapes, resizing, cropping, colour, background, group/ungroup	CO-1	60	30	10
3.	Insert table and apply various table formatting features on it.	CO-1	60	30	10
4.	Review features such as Spelling, grammar, Thesaurus, translate, language, word count, comments	CO-1	70	20	10
5.	Apply page layout features i. Print layout, web layout, show ruler, gridline, page zoom, split ii. Themes, page background, paragraph, page setup iii. Create multicolumn page iv. Use different options to print the documents	CO-1	60	30	10
6.	Use mail merge operation with options.	CO-1	60	30	10
7.	Create, open and edit worksheet i. Enter data and format it, adjust row height and column width ii. Insert and delete cells, rows and columns. iii. Apply Format cell, wrap text, number format, orientation feature on cell.	CO-2	60	30	10
8.	Insert formulas, absolute and relative cell reference, "IF" conditions, built-in functions and named ranges in worksheet.	CO-2	60	30	10
9.	Apply conditional formatting, data Sorting, Data Filter and Data Validation features.	CO-2	60	30	10
10.	Create different charts, apply various chart options.	CO-2	30	60	10
11.	Apply Page setup and print options on worksheet to print the worksheet.	CO-2	30	60	10
12.	Create slide presentation i. Apply design themes to the given presentation ii. Add new slides and insert text, pictures/images, shapes iii. Add tables and charts in the slides	CO-3	40	50	10
13.	i. Run slide presentation in customize form/modes ii. Print slide presentation as sheet, handouts using various print options	CO-3	30	60	10
14.	Apply different animation effects to the text and slides with given options.	CO-3	60	30	10
15.	Add some sample audio and video files in the presentation and format the same with various options available.	CO-3	60	30	10
16.	a) Configure Internet connection b) Configure browser settings and use browsers	CO-4	70	20	10
17.	Use internet for different web services, such as, chat, email, video conferencing, etc.	CO-4	70	20	10

S. No.	Laboratory Practical Titles	Relevant COs Number(s)	PLA/ELA		
			Performance		Viva-Voce (%)
			PRA* (%)	PDA** (%)	
18.	Work with Google Doc for creating collaborative documents on cloud	CO-4	60	30	10
19.	Work with google sheet for creating collaborative spreadsheets on cloud	CO-4	60	30	10
20.	Work with google slides for creating collaborative slide presentation on cloud	CO-4	60	30	10
21.	i. Create google form for a sample survey ii. Through google forms collect user's response, analyze it and represent data/trend through graphs and present it.	CO-4, CO-3	60	30	10

**Legend:**

PRA : Process Assessment

PDA\*\* : Product Assessment

**Note:** This table can be used for both end semester as well as progressive assessment of practical. Rubrics need to be prepared by the course teacher for each experiment/practical to assess the student performance.

**P) Suggested Instructional/Implementation Strategies:** Different Instructional/ Implementation Strategies may be appropriately selected, as per the requirement of the content/outcome. Some of them are Improved Lecture, Tutorial, Case Method, Group Discussion, Industrial visits, Industrial Training, Portfolio Based Learning, Role Play, Live Demonstrations in Classrooms, Lab, Field, Information and Communications Technology (ICT) Based Teaching Learning, Blended or flipped mode, Brainstorming, Expert Sessions, Video Clippings, Use of Open Educational Resources (OER), MOOCs etc.

**Q) List of Major Laboratory Equipment, Tools and Software:**

S. No.	Name of Equipment, Tools and Software	Broad Specifications	Relevant Experiment/Practical Number
1.	Computer system with internet connection	(Any computer system with basic configuration)	All
2.	Office application	Such as- Microsoft Office 365/ Microsoft Office 2019 or latest	All

**R) Suggested Learning Resources:****(a) Books:**

S. No.	Titles	Author(s)	Publisher and Edition with ISBN
1.	Microsoft Office 2019 For Dummies Paperback – 1 January 2018	Wallace Wang	Wiley (1 January 2018), ISBN-10: 8126578556 ISBN-13: 978-8126578559
2.	Office 2019 In Easy Steps	Michael Price	BPB Publications; First edition (1 January 2019) ISBN-10: 938851114X ISBN-13: 978-9388511148
3.	MS OFFICE 2016 ADVANCED LEVEL Basic Computer Concept In Hindi A Complete Book For MS OFFICE 2016 IN Hindi Language	Rakesh Sangwan	ASCENT PRIME PUBLICATION; 2022nd edition (1 January 2021)

**(b) Online Educational Resources:**

1. Gain essential skills in Office 2019 and 365: (<https://edu.gcfglobal.org/en/topics/office/>)
2. Microsoft 365 basics video training: (<https://support.microsoft.com/en-us/office/microsoft-365-basics-video-training-396b8d9e-e118-42d0-8a0d-87d1f2f055fb>)

**Note:** Teachers are requested to check the creative commons license status/ financial implications of the suggested, online educational resources before use by the students.

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- A) **Course Code** : **T2400108**
- B) **Course Title** : **Essence of Indian Knowledge System and Tradition**  
(Common for all Programmes)
- C) **Pre- requisite Course(s)** :
- D) **Rationale** :

This course will survey the basic structure and operative dimensions of Indian knowledge system. With the new education policy-NEP 2020 focusing on Indian Knowledge Systems (IKS) and Traditions of India. This course introduces the learners to the rich and varied knowledge traditions of India from antiquity to the present. This also helps the learner to know and understand their own systems and traditions which are imperative for any real development and progress. Also, it helps the learner to think independently and originally adopting Indian frameworks and models for solving the problems related to world of work where the student is supposed to perform.

- E) **Course Outcomes (COs):** After the completion of the course, teachers are expected to ensure the accomplishment of following course out comes by the learners. For this, the learners are expected to perform various activities related to three learning domains (Cognitive, Psychomotor and Affective) in classroom/laboratory/workshop/field/ industry.

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

**CO-1** Identify the rich heritage and legacy residing in our Indian Knowledge systems.

**CO-2** Correlate the technological & philosophical concepts of IKS with engineering domain specific problems and local problems for finding out possible solutions.

- F) **Suggested Course Articulation Matrix (CAM):**

Course Outcomes (COs)	Programme Outcomes (POs)							Programme Specific Outcomes* (PSOs)	
	PO-1 Basic and Discipline Specific Knowledge	PO-2 Problem Analysis	PO-3 Design/Development of Solutions	PO-4 Engineering Tools	PO-5 Engineering Practices for Society, Sustainability and Environment	PO-6 Project Management	PO-7 Life Long Learning	PSO-1	PSO-2
CO-1	2	-	-	-	1	1	1		
CO-2	1	2	2	-	3	1	1		

**Legend:** High (3), Medium (2), Low (1) and No mapping (-)

\* PSOs will be developed by respective programme coordinator at institute level. As per latest NBA guidelines, formulating PSOs is optional



## G) Teaching &amp; Learning Scheme:

Board of Study	Course Code	Course Title	Scheme of Study (Hours/Week)					
			Classroom Instruction (CI)		Lab Instruction (LI)	Notional Hours (TW+ SL)	Total Hours (CI+LI+TW+SL)	Total Credits (C)
			L	T				
	<b>T2400108</b>	Essence of Indian Knowledge System and Tradition	01	-	-	01	01	01

**Note: Prefix will be added to Course Code if applicable (T for theory Paper, P for Practical Paper and S for Term work)**

## Legend:

- CI: Classroom Instruction (Includes different instructional/implementation strategies i.e. Lecture(L), Tutorial(T), Case method, Demonstrations, Video demonstration, Problem based learning etc. to deliver theoretical concepts)
- LI: Laboratory Instruction (Includes experiments/practical performances /problem-based experiences in laboratory, workshop, field or other locations using different instructional/Implementation strategies)
- Notional Hours: Hours of engagement by learners, other than the contact hours for ensuring learning.
- TW: Term Work (includes assignments, seminars, micro projects, industrial visits, any other student activities etc.)
- SL: Self Learning, MOOCs, spoken tutorials, online educational resources etc.
- C: Credits= (1 x CI hours) + (0.5 x LI hours) + (0.5 x Notional hours)

**Note:** TW and SL have to be planned by the teacher and performed by the learner under the continuous guidance and feedback of teacher to ensure outcome of learning.

## H) Assessment Scheme:

Board of Study	Course Code	Course Title	Assessment Scheme (Marks)						Total Marks (TA+TWA+LA)
			Theory Assessment (TA)		Term Work & Self-Learning Assessment (TWA)		Lab Assessment (LA)		
			Progressive Theory Assessment (PTA)	End Theory Assessment (ETA)	Internal	External	Progressive Lab Assessment (PLA)	End Laboratory Assessment (ELA)	
	<b>T2400108</b>	Essence of Indian Knowledge System and Tradition	25	-	-	-	-	-	25

**Note: Prefix will be added to Course Code if applicable (T for theory Paper, P for Practical Paper and S for Term work)**

## Legend:

- PTA: Progressive Theory Assessment in class room (includes class test, mid-term test and quiz using online/offline modes)
- PLA: Progressive Laboratory Assessment (includes process and product assessment using rating Scales and rubrics)
- TWA: Term work & Self Learning Assessment (Includes assessment related to student performance in assignments, seminars, micro projects, industrial visits, self-learning, any other student activities etc.)

## Note:

- Separate passing is must for progressive and end semester assessment for both theory and practical.
- ETA & ELA are to be carried out at the end of the term/ semester.
- Term Work is to be done by the students under the guidance of internal faculty but its assessment will be done **internally (40%)** as well as **externally (60%)**. Assessment related to planning and execution of Term Work activities like assignment, micro project, seminar and self-learning is to be done by internal faculty (Internal Assessment) whereas assessment of output/product/presentation related to these activities will be carried out by external faculty/expert (External Assessment). However, criteria of internal as well as external assessment may vary as per the requirement of respective course. For valid and reliable assessment, the internal faculty should prepare checklist & rubrics for these activities.

I) **Course Curriculum Detailing:** This course curriculum detailing depicts learning outcomes at course level and session level and their attainment by the students through Classroom Instruction (CI), Laboratory Instruction (LI), Term Work (TW) and Self Learning (SL). Students are expected to demonstrate the attainment of Theory Session Outcomes (TSOs) and Lab Session Outcomes (LSOs) leading to attainment of Course Outcomes (COs) upon the completion of the course. While curriculum detailing, NEP 2020 related reforms like Green skills, Sustainability, Multidisciplinary aspects, Society connect, Indian Knowledge System (IKS) and others must be integrated appropriately.

J) **Theory Session Outcomes (TSOs) and Units: T2400108**

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
<p><i>TSO 1a.</i> Explain the architecture of the Ancient Indian Knowledge Systems.</p> <p><i>TSO 1b.</i> List the salient features of IKS.</p> <p><i>TSO 1c.</i> Comprehend the given IKS model.</p> <p><i>TSO 1d.</i> Identify the role and relevance of the given IKS model in contemporary society.</p>	<p><b>Unit-1.0 Introduction to Indian Knowledge Systems</b></p> <p>1.1 Overview of IKS</p> <p>1.2 Organization of IKS – चतुर्दश-विद्यास्थानं</p> <p>1.3 Conception and Constitution of Knowledge in Indian Tradition</p> <p>1.4 The Oral Tradition</p> <p>1.5 Models and Strategies of IKS</p>	CO1
<p><i>TSO 2a.</i> Enlist the importance of Veda, Vedanga, Visaya, Siksaka.</p> <p><i>TSO 2b.</i> Describe the given IKS domain.</p> <p><i>TSO 2c.</i> Identify elements of mentioned IKS domains that are relevant to Technical Education System.</p> <p><i>TSO 2d.</i> Correlate the elements of mentioned IKS domains with given engineering domain.</p>	<p><b>Unit-2.0 Overview of IKS Domains and Relevance in Current Technical Education System.</b></p> <p>2.1 The Vedas as the basis of IKS</p> <p>2.2 Overview of all the six Vedāᅅgas</p> <p>2.3 Relevance of following IKS domains in present Technical Education System:</p> <ul style="list-style-type: none"> <li>• Arthashastra (Indian economics and political systems)</li> <li>• Ganita and Jyamiti (Indian Mathematics, Astronomy and Geometry)</li> <li>• Rasayana (Indian Chemical Sciences)</li> <li>• Ayurveda (Indian Biological Sciences / Diet &amp; Nutrition)</li> <li>• Jyotish Vidya (Observational astronomy and calendar systems)</li> <li>• Prakriti Vidya (Indian system of Terrestrial/ Material Sciences/ Ecology and Atmospheric Sciences)</li> <li>• Vastu Vidya (Indian system of Aesthetics- Iconography and built-environment /Architecture)</li> <li>• Nyaya Shastra (Indian systems of Social Ethics, Logic and Law)</li> <li>• Shilpa and Natya Shastra (Indian Classical Arts: Performing and Fine Arts)</li> <li>• Sankhya and Yoga Darshna (Indian psychology, Yoga and consciousness studies)</li> <li>• Vrikshayurveda (Plant Science / Sustainable agriculture/food preservation methods)</li> </ul>	CO1, CO2

**Note:** One major TSO may require more than one Theory session/Period.

**K) Suggested Laboratory (Practical) Session Outcomes (LSOs) and List of Practical: (Not Applicable)**

**L) Suggested Term Work and Self Learning:** Some sample suggested assignments, micro project and other activities are mentioned here for reference.

**a. Assignments:** Questions/Problems/Numerical/Exercises to be provided by the course teacher in line with the targeted COs.

**b. Micro Projects:**

1. Write a report on any IKS domain highlighting the correlation with one domain specific engineering course.

**c. Other Activities:**

1. Seminar Topics: discuss any one IKS domain in details a highlighting the eminent works in the area.

2. Visits:

- Visit any nearby ancient temple and correlate the geometical, Shilpa and Vaastu on IKS dimensions specified in each domain.

3. Self-learning topics:

- Sustainable practices adopted in ancient India that can be applied for current engineering situations.

**M) Suggested Course Evaluation Matrix:** The course teacher has to decide and use appropriate assessment strategy and its weightage in theory, laboratory and Term Work for ensuring CO attainment. The response/performance of each student in each of these designed activities is to be used to calculate **CO attainment**.

COs	Course Evaluation Matrix						
	Theory Assessment (TA)**		Term Work Assessment (TWA)			Lab Assessment (LA)#	
	Progressive Theory Assessment (PTA) Class/Mid Sem Test	End Theory Assessment (ETA)	Term Work & Self Learning Assessment			Progressive Lab Assessment (PLA)	End Laboratory Assessment (ELA)
Assignments			Micro Projects	Other Activities*			
CO-1	-	-	-	-	-	-	-
CO-2	100%	-	100%	100%	100%	-	-
Total Marks	25	-	5	10	10	-	-
			25				

**Legend:**

\*: Other Activities include self- learning, seminar, visits, surveys, product development, software development etc.

\*\* : Mentioned under point- (N)

# : Mentioned under point-(O)

**Note:**

- The percentage given are approximate
- In case of Micro Projects and End Laboratory Assessment (ELA), the achieved marks will be equally divided in all those COs mapped with total experiments.
- For CO attainment calculation indirect assessment tools like course exit survey need to be used which comprises of questions related to achievement of each COs.

**N) Suggested Specification Table for End Semester Theory Assessment: (Not Applicable)**

**O) Suggested Assessment Table for Laboratory (Practical): (Not Applicable)**

**P) Suggested Instructional/Implementation Strategies:** Different Instructional/ Implementation Strategies may be appropriately selected, as per the requirement of the content/outcome. Some of them are Improved Lecture, Tutorial, Case Method, Group Discussion, Industrial visits, Industrial Training, Field Trips, Portfolio Based, Learning, Role Play, Live Demonstrations in Classrooms, Lab, Field Information and Communications Technology (ICT)Based Teaching Learning, Blended or flipped mode, Brainstorming, Expert Session, Video Clippings, Use of Open Educational Resources (OER), MOOCs etc.

**Q) List of Major Laboratory Equipment, Tools and Software: (Not Applicable)**

**R) Suggested Learning Resources:**

**(a) Books:**

S. No.	Titles	Author(s)	Publisher and Edition with ISBN
1.	Introduction to Indian Knowledge System: Concepts and Applications	Archak, K.B. (2012).	Kaveri Books, New Delhi
2.	Introduction to Indian Knowledge System: Concepts and Applications	Mahadevan, B. Bhat, Vinayak Rajat Nagendra Pavana R.N.	PHI, ISBN: 9789391818203
3.	Glimpse into Kautilya's Arthashastra	Ramachandrudu P. (2010)	Sanskrit Academy, Hyderabad
4.	"Introduction" in Studies in Epics and Purāṇas, (Eds.)	KM Munshi and N Chandrashekara Aiyer	Bhartiya Vidya Bhavan

**(b) Online Educational Resources:**

1. <http://bhavana.org.in>
2. [www.academia.edu/23254393/Science\\_in\\_Ancient\\_India\\_-\\_an\\_educational\\_module](http://www.academia.edu/23254393/Science_in_Ancient_India_-_an_educational_module)
3. [www.academia.edu/23305766/Technology\\_in\\_Ancient\\_India\\_-\\_Michel\\_Danino](http://www.academia.edu/23305766/Technology_in_Ancient_India_-_Michel_Danino)
4. [www.hamsi.org.nz/http://insaindia.res.in/journals/ijhs.php](http://www.hamsi.org.nz/http://insaindia.res.in/journals/ijhs.php)
5. [www.niscair.res.in/sciencecommunication/ResearchJournals/rejour/ijtk/ijtk0.asp](http://www.niscair.res.in/sciencecommunication/ResearchJournals/rejour/ijtk/ijtk0.asp)
6. [www-history.mcs.st-andrews.ac.uk/Indexes/Indians.html](http://www-history.mcs.st-andrews.ac.uk/Indexes/Indians.html)

**Note:** Teachers are requested to check the creative commons license status/ financial implications of the suggested, online educational resources before use by the students.

**(c) Others:**

1. Swami Harshananda. "A bird's eye view of vedas". R K Math. Bangalore.,<http://rkmathbangalore.org/Books/ABirdsEyeViewOfTheVedas.pdf>.
2. Sanskrit Prosody, [https://en.wikipedia.org/wiki/Sanskrit\\_prosody](https://en.wikipedia.org/wiki/Sanskrit_prosody).
3. Vartak, P.V. (1995). "Veda and Jyotish," Part II, Chapter 2, in Issues in Veda and Astrology, H Pandya (Ed.), pp 65 – 73.
4. Sundaram, A.V. (1995). "Astrology: Its usefulness and Limitations in ModernTimes", Part II, Chapter 9, in Issues in Veda and Astrology, H Pandya (Ed.), pp 129 – 135.
5. Archak, K.B. (2012), "The Vedāṅga Literature", Chapter VIII in Essentials of Vedic Literature, Kaveri Books, New Delhi, pp 330 – 391.
6. Vasant Lad (1996), "Ayurveda: A Brief Introduction and Guide", (whole article).

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- A) **Course Code** : **T2400111**  
 B) **Course Title** : Principles of Management (Non-Exam Course)  
 (CE, AIML, AE, CHE, CSE, ME, ME (Auto), FTS, MIE)  
 C) **Pre- requisite Course(s)** :  
 D) **Rationale** :

The course is designed to provide students with an overview of the management functions and its role in organizations and society. The course aims to provide students with the basic managerial knowledge necessary for engineering students in the world of work. The course focuses on providing students with analytical, developmental, managerial, and technical skills that relate to managerial positions in organizations. This course is an introduction to the critical management skills involved in planning, organizing, controlling, leading and decision making in an organization. It provides a framework for understanding issues involved in both managing and being managed, and it will help you to be a more effective contributor to organizations that you join.

- E) **Course Outcomes (COs):** After the completion of the course, teachers are expected to ensure the accomplishment of following course out comes by the learners. For this, the learners are expected to perform various activities related to three learning domains (Cognitive, Psychomotor and Affective) in classroom/laboratory/workshop/field/ industry.

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

- CO-1** Design strategic plan for various types of organizations.  
**CO-2** Take decisions to handle world of work situations.  
**CO-3** Formulate organizational hierarchy for different situations.  
**CO-4** Identify various leadership styles.

- F) **Suggested Course Articulation Matrix (CAM):**

Course Outcomes (COs)	Programme Outcomes (POs)							Programme Specific Outcomes* (PSOs)	
	PO-1 Basic and Discipline Specific Knowledge	PO-2 Problem Analysis	PO-3 Design/Development of Solutions	PO-4 Engineering Tools	PO-5 Engineering Practices for Society, Sustainability and Environment	PO-6 Project Management	PO-7 Life Long Learning	PSO-1	PSO-2
CO-1	1	-	-	-	-	3	1		
CO-2	1	2	2	-	-	3	1		
CO-3	1	-	3	-	-	3	1		
CO-4	1	2	-	-	1	3	1		

**Legend:** High (3), Medium (2), Low (1) and No mapping (-)

\* PSOs will be developed by respective programme coordinator at institute level. As per latest NBA guidelines, formulating PSOs is optional

## G) Teaching &amp; Learning Scheme:

Course Title	Scheme of Study (Hours/Week)				
	Classroom Instruction (CI)		Notional Hours (TW/ Activities+ SL)	Total Hours (CI+TW/ Activities)	Total Credits (C)
	L	T			
Principles of Management	01	-	-	01	01

Note: Prefix will be added to Course Code if applicable (T for theory Paper, P for Practical Paper and S for Term work)

## Legend:

CI: Classroom Instruction (Includes different instructional/implementation strategies i.e. Lecture(L), Tutorial(T), Case method, Demonstrations, Video demonstration, Problem based learning etc. to deliver theoretical concepts)

LI: Laboratory Instruction (Includes experiments/practical performances /problem-based experiences in laboratory, workshop, field or other locations using different instructional/Implementation strategies)

Notional Hours: Hours of engagement by learners, other than the contact hours for ensuring learning.

TW: Term Work (includes assignments, seminars, micro projects, industrial visits, any other student activities etc.)

SL: Self Learning, MOOCs, spoken tutorials, online educational resources etc.

C: Credits= (1 x CI hours) + (0.5 x LI hours) + (0.5 x Notional hours)

Note: TW and SL have to be planned by the teacher and performed by the learner under the continuous guidance and feedback of teacher to ensure outcome of learning.

H) **Course Curriculum Detailing:** This course curriculum detailing depicts learning outcomes at course level and session level and their attainment by the students through Classroom Instruction (CI), Laboratory Instruction (LI), Term Work (TW) and Self Learning (SL). Students are expected to demonstrate the attainment of Theory Session Outcomes (TSOs) and Lab Session Outcomes (LSOs) leading to attainment of Course Outcomes (COs) upon the completion of the course. While curriculum detailing, NEP 2020 related reforms like Green skills, Sustainability, Multidisciplinary aspects, Society connect, Indian Knowledge System (IKS) and others must be integrated appropriately.

I) **Theory Session Outcomes (TSOs) and Units: T2400111**

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
<p><i>TSO 1a.</i> Explain the nature of management</p> <p><i>TSO 1b.</i> List the steps of evolution of management.</p> <p><i>TSO 1c.</i> Differentiate between different plans.</p> <p><i>TSO 1d.</i> Design Strategic plan for the given world of work situation.</p> <p><i>TSO 1e.</i> Take decisions in the given situation with justification.</p>	<p><b>Unit-1.0 Introduction to Management and Planning</b></p> <p>1.1 Nature and Purpose.</p> <p>1.2 Evolution of Management Thoughts.</p> <p>1.3 System approach to Management Process.</p> <p>1.4 Types of Plans: Missions or Purpose, Objective or Goals, Strategies, Policies, Procedures.</p> <p>1.5 Decision Making.</p>	CO1, CO2
<p><i>TSO 2a.</i> Differentiate formal and informal organizations.</p> <p><i>TSO 2b.</i> Identify the levels of hierarchy in the given organization.</p> <p><i>TSO 2c.</i> List the staffing principles.</p>	<p><b>Unit-2.0 Organizing and Staffing</b></p> <p>2.1 Nature of Organizing</p> <p>2.2 Formal and Informal Organization</p> <p>2.3 Principles of Organizing, Organizational Hierarchy, Authority, and Power.</p> <p>2.4 Staffing, Recruitment, Selection, Performance Appraisal.</p>	CO3

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
<p><i>TSO 3a.</i> Explain the theories of motivation</p> <p><i>TSO 3b.</i> Differentiate between leadership styles</p>	<p><b>Unit-3.0 Motivation and Leadership</b></p> <p>3.1 Motivation</p> <p>3.2 McGregor Theory of X and Y</p> <p>3.3 Maslow Hierarchy of Needs Theory</p> <p>3.4 Herzberg's Motivation- Hygiene Theory</p> <p>3.5 Leadership: Definition, Ingredients, Styles, theories</p>	<p><b>CO4</b></p>

**Note:** One major TSO may require more than one Theory session/Period.

**J) Suggested Term Work and Self Learning:** Some sample suggested assignments, micro project and other activities are mentioned here for reference.

**a. Assignments:** Questions/Problems/Numerical/Exercises to be provided by the course teacher in line with the targeted COs.

- Describe about adopting the systems approach in any organization.
- Write in brief about grapevine communication.
- Compare the traits Theory of X and Y as proposed by McGregor

**b. Micro Projects:**

- Apply Maslow's need hierarchy theory in workplace.

**c. Other Activities:**

1. Seminar Topics:

- Importance of management theories in the corporates.
- The hierarchy levels create smoothness in functioning of any organization.
- Leadership practices that are popular in current scenario.

2. Visits:

- Visit nearby corporate setup and report
- Interview leaders in the organization and identify leadership style'

3. Self-learning topics:

- Herzberg's Motivation- Hygiene Theory
- Leadership theories
- Motivation for efficient productivity

**K) Suggested Instructional/Implementation Strategies:** Different Instructional/ Implementation Strategies may be appropriately selected, as per the requirement of the content/outcome. Some of them are Improved Lecture, Tutorial, Case Method, Group Discussion, Industrial visits, Industrial Training, Field Trips, Portfolio Based, Learning, Role Play, Live Demonstrations in Classrooms, Lab, Field Information and Communications Technology (ICT)Based Teaching Learning, Blended or flipped mode, Brainstorming, Expert Session, Video Clippings, Use of Open Educational Resources (OER), MOOCs etc.

**L) List of Major Laboratory Equipment, Tools and Software: (Not Applicable)****M) Suggested Learning Resources:****(a) Books:**

S. No.	Titles	Author(s)	Publisher and Edition with ISBN
1.	Fundamentals of Management: Essential Concepts and Applications	Robbins S.P. and DeCenzo David A	Pearson Education
2.	Koontz Essentials of Management	Koontz	Tata McGraw Hill Latest Edition
4.	Principles and Practices of Management	Shejwalkar and Ghanekar	Tata McGraw Hill Latest Edition
5.	Fundamentals of Management	Robbins and Dinzo	2002, Pearson India.
6.	Organization Theory, Structure, Design and Application	Stephen P. Robbins	PHI, New Delhi, 2005

**(b) Online Educational Resources:**

1. <https://www.coursera.org/learn/principles-of-management>
2. <https://alison.com/course/an-introduction-to-the-principles-of-management>
3. <https://www.udemy.com/course/principles-of-management-j/>
4. <https://lumenlearning.com/courses/principles-of-management/>
5. <https://www.mygreatlearning.com/academy/learn-for-free/courses/principles-of-management>
6. <https://onlineprogrammes.insead.edu/leadership-programme-for-senior-executives>
7. [implilearn.com/general-management-certification-training-course?utm\\_source=google&utm\\_medium=cpc&utm\\_term](http://implilearn.com/general-management-certification-training-course?utm_source=google&utm_medium=cpc&utm_term)
8. <https://discovery.ucl.ac.uk/id/eprint/10115948/1/Educational-Resource-Management.pdf>
9. <https://libraries.etsu.edu/research/guides/management/oer>
10. <https://www.cmu.edu/teaching/designteach/syllabus/checklist/learningresources.html>

**Note:** Teachers are requested to check the creative commons license status/ financial implications of the suggested, online educational resources before use by the students.

**(c) Others:**

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