Curriculum of Diploma Programme

in

Food Processing & Preservation

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

State Board of Technical Education (SBTE), Bihar

Semester – VI
Teaching & Learning Scheme

Course Codes	Category of course	CourseTitles	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				
2449601	**PCC**	**Food Quality and Regulations**	03	-	04	02	09	06
2449602	**PCC**	**Recent Treads in Food Technology.**	03	-	-	02	05	04
2449603	**PEC**	**Programme Electives*** -Any One	03	-	04	02	09	06
2400604	**OEC**	**Open Electives**/ COE** (Advanced -Any One)	03	-	04	02	09	06
2449605	**PSI**	**Major Project** (Common for all programmes)	-	-	08	04	12	06
2400408	**NRC**	**Employability Skills Development** (Common for all programmes)	01	-	-	-	01	01
2400110	**NRC**	**Community/ Society Development** (AIML, AE, CSE, ELX (R), CHE, EE, ME, ME (Auto), MIE, FTS, CACDDM, FPP)	01	-	-	-	01	01
Total			**14**	**-**	**20**	**12**	**46**	**30**

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)

*: Food Extrusion Technology/ Processing of spices and Plantation Crops/ Beverage Technology/ Detection of Food Adulteration

**: Artificial Intelligence/ Internet of Things/ Drone Technology/ Robotics/Transformer Manufacturing and Repairing/Optical Fiber and 5G Communication

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 - VI
Assessment Scheme

Course Codes	Category of course	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 (PTA)	End Theory Assessment (ETA)	Internal	External	Progressive Lab Assessment (PLA)	End Laboratory Assessment (ELA)	
2449601	**PCC**	**Food Quality and Regulations**	30	70	20	30	20	30	200
2449602	**PCC**	**Recent Treads in Food Technology.**	30	70	20	30	-	-	150
2449603	**PEC**	**Programme Electives*** -Any One	30	70	20	30	20	30	200
2400604	**OEC**	**Open Electives**/ COE** (Advanced -Any One)	30	70	20	30	20	30	200
2449605	**PSI**	**Major Project** (Common for all programmes)	-	-	20	30	50	100	200
2400408	**NRC**	**Employability Skills Development** (Common for all programmes)	25	-	-	-	-	-	25
2400110	**NRC**	**Community/ Society Development** (AIML, AE, CSE, ELX (R), CHE, EE, ME, ME (Auto), MIE, FTS, CACDDM, FPP)	25	-	-	-	-	-	25
Total			**170**	**280**	**100**	**150**	**110**	**190**	**1000**

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.

*: Food Extrusion Technology/ Processing of spices and Plantation Crops/ Beverage Technology/ Detection of Food Adulteration

**: Artificial Intelligence/ Drone Technology/ Internet of Things/ Robotics/Transformer Manufacturing and Repairing/Optical Fiber and 5G Communication

Note: 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 : **2449601(T2449601/P2449601/S2449601)**

B) Course Title : Food Quality & Regulation

C) Pre- requisite Course(s) :

D) Rationale :

Color, Texture, Taste, flavor are main quality attributes of food. These attributes plays an important role in judging and maintaining the quality of food. These attributes are generally measured by using objective methods and subjective method. Sensory evaluation as subjective method is prominently used in food industry for evaluating the quality of food. Apart from quality, safety of food is equally important for any food industry. The safety systems like HACCP, FSMS/ISO22000 helps in ensuring safety of food. Even governments regulatory authorities like FSSAI also plays their part in ensuring the safety of food. This course will help student in acquiring the skills needed for ensuring quality and safety of food.

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 Measure quality attributes of food
CO-2 Evaluate quality of food using sensory evaluation
CO-3 Implement food safety systems in Food Industry
CO-4 Check compliance with food regulations in India
CO-5 Identify FSSAI standards for different foods

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/ Developmentof 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	-	3	2	2	-	2		
CO-2	3	2	2	-	-	-	2		
CO-3	3	3	2	-	3	3	2		
CO-4	3	3	3	-	2	1	-		
CO-5	3	3	3	-	-	2	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 & Learning Scheme:

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				
2449601	Food Quality & Regulation	03	-	04	02	09	06

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)

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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:

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)	
2449601	Food Quality & regulation	30	70	20	30	20	30	200

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:

- 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: T2449601

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
TSO 1a. Describe quality attributes of food *TSO 1b.* Explain working of various instruments used for color measurement of food. *TSO 1c.* Explain working of Texture analyzer *TSO 1d.* Explain working of various instruments used to measure viscosity & consistency of food.	**Unit-1.0 Quality Attributes of Food** 1.1 Terms related to quality, Functions of quality control department in food industry, Quality attributes of food 1.2 Measurement of colour- Hunter L,a,b system, and Munsell color system, Lovibond tintometer 1.3 Measurement of Texture- Physical characteristics of food, Penetrometer, Food Texture analyzer- Construction working and application , Force deformation curve. 1.4 Measurement of viscosity & consistency- Construction, working and application of Brookfield Viscometer, Bostwick Consistometer and Adams Consistometer	**CO1**
TSO 2a. Describe sensory qualities of food *TSO 2b.* Give requirements of sensory evaluation lab *TSO 2c.* Describe types of sensory panels, their selection criteria and application. *TSO 2d.* Explain different sensory evaluation tests with respect to their evaluation card, test procedure and application.	**Unit-2.0 Sensory Evaluation** 2.1 Definition of sensory evaluation, Sensory qualities of food, Perception of taste 2.2 Requirements of sensory evaluation lab 2.3 Panel selection and training for sensory evaluation 2.4 Sensory evaluation test and their application- Difference tests (Paired comparison, Duo-trio, Triangle test), Ranking test, Hedonic rating test	**CO1, CO2**
TSO 3a. Explain Hazard analysis *TSO 3b.* Explain twelve steps of HACCP implementation *TSO 3c.* Explain CCP decision tree *TSO 3d.* Explain PDCA cycle used for implementation of ISO 22000. *TSO 3e.* State requirements of ISO 22000 *TSO 3f.* State GMPS and GHPs to be followed by FBOs as per FSSAI.	**Unit-3.0 Food Safety Systems** 3.1 Terms related to HACCP- Food Safety, HACCP, HACCP plan, Hazard, Hazard Analysis, CCP, GMP, GHP, Control measure, Corrective action, Critical Limit, Verification and Validation 3.2 Types of hazards, Hazard analysis, CCP decision tree, Seven principles of hazards, twelve steps of HACCP implementation 3.3 Terms related to FSMS/ISO 22000- PRPs, OPRPs, Risk, Risk Assessment, Control measure, Conformity, Non-conformity 3.4 General requirement of ISO 22000, PDCA cycle 3.5 General hygiene & sanitary practices to be followed by all food business operators	**CO3, CO4**

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
	{Shedule-4, FSSR (Licensing & registration), 2011}	
TSO 4a. State functions of **Codex, FSSAI, BIS, AGMARK, APEDA** and **EIC.** *TSO 4b.* Explain the importance of different regulation under FSSAI *TSO 4c.* Explain licensing procedure under FSSAI & powers & duties of FSO *TSO 4d.* Explain the general labeling requirements and claims approved under FSSAI.	**Unit-4.0 Food Regulations** 4.1 Functions of **Codex, FSSAI, BIS, AGMARK, APEDA, Legal Metrology, Consumer protection, IP India** and **EIC.** 4.2 List of regulations under FSS Act, 2006 and their importance 4.3 Licensing procedure under FSSAI, Powers and Duties of FSO, Food Recall Procedure 4.4 General labelling requirement as per FSSAI, Claims approved under FSSAI, 4.5 Conditions of using Fortified food, Organic food, Vegan food logo**.**	**CO3, CO4**
TSO 5a. Explain legal definitions of different foods as per FSSAI *TSO 5b.* Explain food categorization system under FSSAI. *TSO 5c.* Explain importance of Appendix A, B & C in identifying food standards for particular food. *TSO 5d.* Identify standard packaging material for food product.	**Unit-5.0 Food Standards as per FSSAI** 5.1 Legal definitions of Proprietary foods, novel foods, foods for special dietary uses, foods for special medical purposes, functional foods, nutraceuticals, health supplements as per FSSAI. 5.2 Food Categorization system, Procedure to find FSSAI standards for foods, List of FSSAI regulations containing Horizontal and vertical standards 5.3 Importance of Appendix A, B and C under FSS (Food Product Standard & Food Additives) Regulation, 2011, Definition GMP in relation to food additive, Carry-Over of Food Additives into Foods 5.4 Permissible Overages for micronutrients as per FSSAI 5.5 Safety Database required for approval of Novel Foods under FSSAI	**CO4, CO5**

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

K) Suggested Laboratory (Practical) Session Outcomes (LSOs) and List of Practical: P2449601

Practical/Lab Session Outcomes (LSOs)	S. No.	Laboratory Experiment/Practical Titles	Relevant COs Number(s)
LSO 1.1. Measure color of given food sample	1.	Measure color of given food sample using Hunter Lab / Munsell color meter	CO1
LSO 2.1. Measure texture (Hardness) of given food sample	2.	Measure texture (Hardness) of given food sample using texture analyzer.	CO1
LSO 3.1. Determine the viscosity of given food sample	3.	Determine the viscosity of given food sample using Brookfield viscometer/ Bostwick Consistometer	CO1
LSO 4.1. Evaluate the quality of given food sample using difference tests	4.	Evaluate the quality of given food sample using difference tests (Paired comparison/Duo-Trio/Triangle)	CO1, CO2
LSO 5.1. Evaluate the quality of given food sample using Hedonic rating test	5.	Evaluate the quality of given food sample using Hedonic rating test	CO1, CO2

Practical/Lab Session Outcomes (LSOs)	S. No.	Laboratory Experiment/Practical Titles	Relevant COs Number(s)
LSO 6.1. Conduct Hazard analysis	6.	Conduct Hazard analysis in given food industry (milk processing plant) and suggest Control measures. (Assume suitable data)	CO3
LSO 7.1. Determine CCPs	7.	Determine CCPs in flow diagram of given food industry. (Assume suitable data)	CO3
LSO 8.1. Audit food industry for GHPs & GMPs as per FSSAI.	8.	Prepare check list for inspecting General hygiene & sanitary practices to be followed by all food business operators {Shedule-4, FSSR (Licensing & registration), 2011.	CO4
LSO 9.1. Prepare application to obtain FSSAI license	9.	Demonstrate procedure to obtain FSSAI license.	CO4
LSO 10.1. Check the compliance food label with FSSAI regulation	10.	Check the compliance of given food label as per labelling requirements under FSSAI	CO4
LSO 11.1. Identify FSSAI standard for any food product	11.	Identify the FSSAI product standards (Horizontal & vertical) applicable to given food products.	CO5

L) Suggested Term Work and Self Learning: S2449601 Some sample suggested assignments, micro project and other activities are mentioned here for reference.

a. Assignments: Q1. Explain quality attributes of food Q2. Explain working of various viscometers Q3. Explain various sensory evaluation techniques Q4. Explain procedure to implement HACCP in food industry Q5. State general labelling requirements as per FSSAI. Q5 List the safety database required to obtain product approval for novel foods. Q5. State conditions for using vegan logo, fortified logo and organic logo.

b. Micro Projects:

1. Evaluate the quality of given food product available in local market using sensory evaluation.
2. Measure the viscosity of given food products and compare.
3. Prepare HACCP plan for any food industry.
4. Prepare food recall plan for any food industry.

c. Other Activities:

1. Seminar Topics:
   - Equipment's used for color measurement and their application in food industry
   - Sensory evaluation techniques for quality analysis
   - Implementation of HACCP in food industry and certification procedure
   - Implementation of ISO 22000/FSMS in food industry and certification procedure
   - Labelling requirements under FSSAI
   - Product Approval for Novel foods under FSSAI

2. Visits: Visit nearby food industry with ISO 22000 certification. Prepare report of visit with special comments HACCP, PRPs and OPRPs, CCPs.

3. Self-Learning Topics:
   - Licensing procedure under FSSAI
   - Ranking test of sensory evaluation
   - PDCA cycle
   - Functions of IP India, Consumer protection
   - GMP in relation to food additive,

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%	-	30%	20%
CO-2	10%	10%	10%	20%	-	20%	20%
CO-3	30%	30%	30%	20%	33%	20%	20%
CO-4	30%	30%	30%	20%	33%	20%	20%
CO-5	15%	15%	15%	20%	34%	10%	20%
Total Marks	**30**	**70**	**20**	**20**	**10**	**20**	**30**
			50				

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 (Cl) Hours	Relevant COs Number(s)	Total Marks	ETA (Marks)		
				Remember (R)	Understanding (U)	Application & above (A)
Unit-1.0 Quality Attributes of Food	8	CO1	10	3	3	4
Unit-2.0 Sensory Evaluation	8	CO1, CO2	10	3	2	5
Unit-3.0 Food Safety Systems	12	CO3, CO4	20	6	6	8
Unit-4.0 Food Regulations	12	CO3, CO4	20	6	8	6
Unit-5.0 Food Standards as per FSSAI	8	CO4, CO5	10	2	4	4
Total	**48**	**-**	**70**	**20**	**23**	**27**

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.	Measure color of given food sample using Hunter Lab / Munsell color meter	CO1	30	60	10
2.	Measure texture (Hardness) of given food sample using texture analyzer.	CO1	40	50	10
3.	Determine the viscosity of given food sample using Brookfield viscometer/ Bostwick Consistometer	CO1	30	60	10
4.	Evaluate the quality of given food sample using difference tests (Paired comparison/Duo-Trio/Triangle)	CO1, CO2	60	30	10
5.	Evaluate the quality of given food sample using Hedonic rating test	CO1, CO2	60	30	10
6.	Conduct Hazard analysis in given food industry (milk processing plant) and suggest Control measures. (Assume suitable data)	CO3	60	30	10
7.	Determine CCPs in flow diagram of given food industry. (Assume suitable data)	CO3	60	30	10
8.	Prepare check list for inspecting General hygiene & sanitary practices to be followed by all food business operators {Shedule-4, FSSR (Licensing & registration), 2011.	CO4	60	30	10
9.	Demonstrate procedure to obtain FSSAI license.	CO4	40	50	10
10.	Check the compliance of given food label as per labelling requirements under FSSAI	CO4	40	50	10
11.	Identify the FSSAI product standards (Horizontal & vertical) applicable to given food products.	CO5	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, 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.	Hunter color lab/ Munsell color meter	Standard specification	1
2.	Universal Texture analyzer	Standard specification	2
3.	Brookfield viscometer	Standard specification	3

S. No.	Name of Equipment, Tools and Software	Broad Specifications	Relevant Experiment/Practical Number
4.	Bostwick consistometer	Standard specification	3
5.	Computer with internet connection	Standard specification	4,5,6, 7, 8, 9, 10,11

R) Suggested Learning Resources:

(a) Books:

S. No.	Titles	Author(s)	Publisher and Edition with ISBN
1.	Handbook of Quality Analysis and Quality Control of Fruit & Vegetable Products	Ranganna	Tata McGraw Hill Publishing Co. Ltd., New Delhi ISBN-10 : 9780074518519 ISBN-13 : 978-0074518519
2.	Food Safety Management	Yasmine Motarjemi	Academic Press (Elsevier) 32 Jamestown, Road, London NW1 7BY, UK, SBN: 978-0-12-381504-0
3.	FSSAI Regulations	Government of India	www.fssai.gov.in
4.	Quality Control for the Food Industry: Fundamentals(V1)	Amihud Kramer	Avi Publishing Company ISBN-10 : 0870550721 ISBN-13 : 978-0870550720
5.	ISO 22000:2018 Document on Food safety management systems	ISO	www.iso.org

(b) Online Educational Resources:

1. https://apeda.gov.in/apedawebsite/ (APEDA)
2. https://www.youtube.com/watch?v=JjTjNioCaaA (Quality atributes)
3. https://www.youtube.com/watch?v=bAs9W8hS0_k (Brookfield viscometer)
4. https://www.youtube.com/watch?v=Kh4uc6AB94A (Hunterlab)
5. https://www.youtube.com/watch?v=MWbQirKEdUU (Munsell color system)
6. https://www.youtube.com/watch?v=DDyfzUb3Np4 (Sensory evaluation)
7. https://www.youtube.com/watch?v=VwYuTYIpmNg (FSSAI licensing procedure

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. www.fssai.gov.in (FSSAI Regulations)
2. https://www.iso.org/iso-22000-food-safety-management.html (ISO 22000)
3. https://bis.gov.in/ (BIS)

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A) Course Code : 2449602(T2449602/S2449602)

B) Course Title : Recent Trends in Food Technology

C) Pre- requisite Course(s) :

D) Rationale :

This course is designed to provide students with a comprehensive understanding of cutting-edge technologies influencing the food industry. Covering Pulsed Electric Fields (PEF), Ultrasound, High-Pressure Processing (HPP), Radio Frequency (RF), Cold Plasma, Irradiation, Active and Smart Packaging, Artificial Intelligence (AI), Blockchain, Internet of Things (IoT), and Image Processing, the curriculum explores the principles and applications of each technology. At the end of course, students will be well-versed in the latest trends in food technology, empowering them to navigate and contribute to the evolving landscape of the food industry.

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.** Outline Novel Non-thermal methods of food processing.
- **CO- 2.** Compare advantages and disadvantages of Novel technologies
- **CO- 3.** Select advance packaging techniques for suitable food industry application
- **CO- 4.** Suggest Smart technologies for suitable food industry application

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/ Developmentof 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	-	-	-	3	1	3		
CO-2	3	-	-	-	3	1	3		
CO-3	3	2	2	-	3	2	3		
CO-4	2	2	2	-	3	2	3		

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:

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				
2449602	Recent Trends in Food Technology	03	-	-	02	05	04

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:

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)	
2449602	Recent Trends in Food Technology	30	70	20	30	-	-	150

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:

- 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: T2449602

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
TSO 1a. Explain the principle of Ultrasound Technology *TSO 1b.* Give applications ultrasound technology in food processing *TSO 1c.* Describe effect of ultrasound on quality of food. *TSO 1d.* Explain the principle and factors affecting PEF. *TSO 1e.* Describe applications of PEF	**Unit-1.0 Ultrasound & Pulsated Electric Field (PEF)** 1.1 Basic principle of Ultrasound technology and equipment used 1.2 Mechanism of microbial inactivation 1.3 Application of Ultra sound in food processing- Ultra sound assisted -Extraction, Fermentation, Filtration, Emulsification, Drying, Freezing and crystallization 1.4 Effect of Ultra sound on physiochemical and sensory qualities of food. 1.5 PEF system, Principle of PEF, Electroporation 1.6 Factors affecting PEF, Advantages & disadvantages of PEF 1.7 Application of PEF in Drying, Food preservation, Extraction. 1.8 Effect of PEF on quality of food.	**CO1, CO2**
TSO 2a. Explain mechanism of microbial inactivation of irradiation *TSO 2b.* Describe application of irradiation *TSO 2c.* Explain factors affecting irradiation *TSO 2d.* Explain principle of working of HPP *TSO 2e.* Explain critical processing parameters of HPP *TSO 2f.* Explain importance of packaging in HPP	**Unit-2.0 Irradiation and HPP** 2.1 Sources, dose and packaging material for irradiation 2.2 Mechanism of microbial inactivation 2.3 Application of irradiation for-Sanitation, Decontamination, sprout inhibition, insect and pest control, ripening delay, FSSAI Standards 2.4 Factors affecting irradiation 2.5 Advantages and disadvantages of irradiation 2.6 Principle of HPP 2.7 Typical HPP equipment design 2.8 Effect of HPP on nutritional and sensory qualities, advantages and disadvantages 2.9 Critical Processing parameters of HPP 2.10 Importance of Packaging in HPP	**CO1. CO2**
TSO 3a. Explain the mechanism of applications of cold plasma *TSO 3b.* Explain principle of RF technology *TSO 3c.* Describe applications of RF technology *TSO 3d.* Effect of RF on quality of food	**Unit-3.0 Cold plasma and Radio Frequency Technology** 3.1 Principle and methods of plasma generation, Mechanism of microbial inactivation of Cold plasm 3.2 Mechanism of Enzyme inactivation of Cold plasm, Cold plasma for food packaging	**CO1**

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
	3.3 Principle of RF technology, equipment design 3.4 RF Vs Microwave heating 3.5 Application of RF for drying, baking, sterilization & pasteurization, Roasting, Blanching, thawing, Inhibition of anti-nutritional factors 3.6 Effect of RF on microbial and nutritional quality of food.	
TSO 4a. Describe applications of components of active packaging *TSO 4b.* Explain mechanism of anti-microbial packaging *TSO 4c.* Describe types of anti-microbial packaging *TSO 4d.* Describe application of smart packaging components.	**Unit-4.0 Advance Packaging Techniques** 4.1 Components of active packaging -Oxygen scavengers, Corbon dioxide absorbers/emitters, Ethylene scavengers, Flavor/odour absorber emitters, Humidity control 4.2 Anti-microbial packaging-Composition, mechanism of antimicrobial agents. 4.3 Types of Anti-microbial packaging-Antimicrobial Agent sachet/pads inserted into packages, Anti-microbial agents directly added to polymers, antimicrobial coating/adsorbing agents 4.4 Application of active packaging in food industry 4.5 Safety issue in active packaging 4.6 Smart packaging- External indicators, internal indicators, freshness indicators, indicators of microbial quality	**CO2, CO3**
TSO 5a. Enlist applications of image processing in food processing. *TSO 5b.* Enlist the applications of AI in food processing *TSO 5c.* Enlist the applications of blockchain technology in food traceability. *TSO 5d.* Enlist the applications of IoT in food processing and supply chain management.	**Unit-5.0 Smart Technologies for Food Industry** 5.1 Application of Image processing in- sorting and grading of fruits & vegetables, defect detection in fruits and vegetable, cereal and grain assessment, processed foods 5.2 Internal quality assessment using using MRI, X-ray and CT. 5.3 Application of Artificial intelligence in food processing-Sorting and grading, quality Assessment using integrated computer vision and AI system, flavor identification, food safety compliance, efficient supply chain management, developing new product. 5.4 Application of blockchain technology in food traceability 5.5 Applications of internet of things (IoT) in food processing, monitoring quality and safety of food, improving supply chain.	**CO2, CO4**

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

K) **Suggested Term Work and Self Learning: S2449602** 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.

1. Outline applications of PEF and Ultrasound technology in food processing
2. Enlist applications of HHP and Irradiation in food.
3. Explain mechanism of inactivation of microorganism by cold plasm and RF.
4. State examples of active packaging and smart packaging
5. Enlist application of IoT and Blockchain technology in food.

b. Micro Projects:

1. Prepare model depicting working of HPP.
2. Prepare review report on novel non-thermal technologies
3. Identify applications of smart technologies in food industry.
4. Prepare model of active packaging

c. Other Activities:

1. Seminar Topics:
   - Advantages and disadvantages of non-thermal techniques for food preservation.
   - Cold plasm a novel method of food preservation
   - Application of smart packaging techniques in food
   - Application of IoT in food industry

2. Visits: Visit nearby industry with advance food processing facilities. Prepare report of visit with special comments of smart technique used, Processing method used, type of packaging used.

3. Self-Learning Topics:
   - Working of Blockchain technology
   - Working of AI
   - Applications of IoT

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	25%	30%	25%	25%	25%	-	-
CO-2	25%	30%	25%	25%	25%	-	-
CO-3	25%	20%	25%	25%	25%	-	-
CO-4	25%	20%	25%	25%	25%	-	-
Total Marks	**30**	**70**	**20**	**20**	**10**	**-**	**-**
			50				

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 (Cl) Hours	Relevant COs Number(s)	Total Marks	ETA (Marks)		
				Remember (R)	Understanding (U)	Application & above (A)
Unit-1.0 Ultrasound & Pulsated Electric Field (PEF)	8	CO1, CO2	20	6	6	8
Unit-2.0 Irradiation and HPP	8	CO1, CO2	20	6	6	8
Unit-3.0 Cold plasma and Radio Frequency Technology	8	CO2, CO3	10	2	6	2
Unit-4.0 Advance Packaging Techniques	12	CO2, CO4	10	2	2	6
Unit-5.0 Smart Technologies for food Industry	12	CO4, CO5	10	4	2	4
Total	**48**	**-**	**70**	**20**	**22**	**28**

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

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.

R) Suggested Learning Resources:

(a) Books:

S. No.	Titles	Author(s)	Publisher and Edition with ISBN
1.	Novel Technologies in Food Science	Navnidhi Chhikara, Anil Panghal, Guarav Choudhary	John Wiley & Sons, Inc., 111 River Street, Hoboken, NJ 07030, USA ISBN 9781119775577
2.	Food Science and Technology – Trends & Future Prospectus	Oluwatosin Ademola Ijabadeniyl	De Gruyter ISBN 9783110667462
3.	Sustainable Production technology in food	Fransisco J. Barba	Elsevier science ISBN 9780128232200
4.	Food Technology Disruptions	Charis Galanakis	Elsevier science ISBN 9780128214749

(b) Online Educational Resources:

1. https://www.youtube.com/watch?v=xxJycePSNUw
2. https://www.youtube.com/watch?v=ybdlcyANS9Y
3. https://www.youtube.com/watch?v=ItG7LoF7ki0
4. https://www.youtube.com/watch?v=j4VefRuC4bE
5. https://www.youtube.com/watch?v=XLY4M0mm05A
6. https://www.youtube.com/watch?v=UAkTaOXO6Go

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

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A) Course Code : 2449603A(T2449603A/P2449603A/S2449603A)

B) Course Title : Beverage Technology

C) Pre- requisite Course(s) :

D) Rationale :

This course offers comprehensive insights into the production processes of liquid food products commonly utilized in the food industry, including packaged drinking water, soft drinks, fruit beverages and concentrates, alcoholic beverages, and other beverages. This course will help students start entrepreneurship in beverage processing or job opportunities in beverage processing Industries.

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** Outline the production process of Packaged Drinking Water Technology as per BIS standards
- **CO-2** Prepare the synthetic and natural carbonated soft drinks as per FSSAI standards.
- **CO-3** Prepare the different fruit base beverages and concentrate fruit juice as per FSSAI standards
- **CO-4** Prepare the different types of wine and beer as per FSSAI standards.
- **CO-5** Describe the manufacturing process of tea, coffee and cocoa processing.

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/ Developmentof 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	-	2		
CO-2	3	2	-	2	-	-	2		
CO-3	3	2	-	2	-	-	2		
CO-4	3	2	-	2	3	-	2		
CO-5	3	-	3	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 & Learning Scheme:

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				
2449603A	Beverage Technology	03	-	04	02	09	06

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:

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)	
2449603A	Beverage Technology	30	70	20	30	20	30	200

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:

- 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: T2449603A

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
TSO 1a. Define the terms in packaged drinking water processing. TSO 1b. Draw the water treatment process flow sheet in Packaged Drinking Water Industry. TSO 1c. Describe the construction and working of different filters used in water treatment. TSO 1d. Enlist the packaging materials and its properties required for Packaged Drinking Water Processing. TSO 1e. List the equipment's used in Packaged Drinking Water processing Industry. TSO 1f. State the Plant facility requirement's as per BIS standards.	**Unit-1.0 Packaged Drinking Water Technology** 1.1 **Introduction:** Define Drinking water and Packaged Natural Mineral Water and Packaged Drinking Water, Sources and quality of water with respect to organoleptic and physical- Total Dissolved Solids (TDS), pH, Turbidity, Colour. 1.**2 Water Treatment**- Water treatment process flow sheet, Construction and working of storage tank, Sand filter, Carbon filter , Membrane filters, Chlorination, Polish filter, UV treatment, Ozonation and De-areation process. 1.3 **Packaging and transportation**- Types of packaging material and its manufacturing process. Transportation system, Typical cleaning and washing for reused Jars. 1.4 **BIS standards:** Packaged drinking water, Mineral water, and Plant facility requirements.	**CO1**
TSO 2a. Name the raw materials requirement and its role in soft drink processing industry. *TSO 2b.* State the physical properties of water used for soft drink processing. *TSO 2c.* Give the names of Acidulants, Flavourings, Colours, Preservatives used in soft drink processing. *TSO 2d.* Describe the sugar formulation process used in soft drink processing. *TSO 2e.* State the basic considerations in Carbonation of soft drink processing. *TSO 2f.* Describe the packaging material and machines used in soft drink processing.	**Unit-2.0 Soft Drink Technology.** 2.1 **Ingredient's and Formulation**: Name of ingredient's and its role, typical ingredient's level use, formulation process. 2.2 **Water**- Requirement, Quality of fresh water, Water hardness, Water treatment, Water impurities and their effect 2.3 **Other Ingredient's**- Bulk sweeteners, Intense sweeteners, Carbon dioxide, Acidulants, Flavourings, Colours, Preservatives and More functional ingredients. 2.4 **Syrup Preparation**: Syrup composition, Syrup rooms and proportioning systems, Sugar dissolving, Liquid sugar storage, Pre-mixes and Pasteurization of syrup. 2.5 **Carbonation Process**: Basic considerations in Carbonation, Carbonation measurement, De-aeration role, Carbonation systems- Refrigerated carbonation and in-line carbonator system 2.6 **Packaging and products standards** - Filling principles- Gravity filling and Counter-pressure filler, FSSAI standards for ingredient's and additives in soft drink. 2.7 **Soda Water:** Principle and production process flow sheet of soda water.	**CO1, CO2**

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
TSO 3a. Classify the Fruit Drink beverages. *TSO 3b.* Name the raw materials requirement and its role in fruit Drink beverages. *TSO 3c.* Describe the production process flow sheet of fruit Drink beverages. *TSO 3d.* State the application of fruit juice concentrate. *TSO 3e.* Describe the fruit juice clarification different process. *TSO 3f.* Describe the aseptic processing of fruit puree processing technology with flow sheet process.	**Unit-3.0 - Fruit Beverages and Concentrates.** 3.1 **Fruit Drink Categories**- Juices and fruit musts, Fruit nectars, and Soft drinks with fruit content. 3.2 **Role of Ingredients -**Fruit, Sugar, Acid, Preservatives and food additives. 3.3 **Production of filtered and cloudy fruit juice**-Process Flow sheet, fruit preprocessing, and Juice extraction equipment's and Juice clarification process. 3.4 **Production of concentrated juice**-Production process flow sheet, Concentration by freezing and evaporation, and storage. 3.5 **Production of fruit juice with fibers**- Coarse Chopping, Preheating, Sieving, Color Stabilization, Homogenization, Deaeration and Packaging. 3.6 **Aseptic Processing -** Fruit Puree, Juices with 100% Fruit Content and Fruit Nectars- Processing, Preservation, and Storage, 3.7 Production process flow sheet of- Ready-To-Serve (RTS), Squash, Syrup, and Cordial	**CO3**
TSO 4a. Classify the wines and beers. *TSO 4b.* Give the FSSAI standards for table wine and sparkling wine. *TSO 4c.* Compare the red and white wine. *TSO 4d.* Describe the manufacturing process of red wine with flow sheet. *TSO 4e.* Name the raw materials in brewing and state its role. *TSO 4f.* Describe the manufacturing process of lager beer with flow sheet.	**Unit-4.0 Alcoholic Beverages.** 4.1 **Wine production**: Definition, Classification of wine, Process technology of white wine, Red and Rose, fortified and sparkling wine. Quality control of during wine production, processing equipment's and Packaging system. 4.2 **Brewing:** Raw materials and its role, Types of beer, Process of Malting of barley, Production process of beer-Mashing, brew kettle boiling, brewing, carbonation, packaging, Pasteurization, and quality control of during production.	**CO1, CO2, CO3, CO4**
TSO 5a. Name the types of tea and Coffee. *TSO 5b.* Describe the manufacturing process of different types of tea. *TSO 5c.* Describe the manufacturing process of Instant coffee. *TSO 5d.* Draw the manufacturing process flow sheet of Probiotic, functional and Spice extracts beverages	**Unit-5.0- Other Beverages** 5.1- **Tea**-Types of tea, Manufacturing process green, black and Instant tea. 5.2 **Coffee-** Coffee production process and its flow sheet. 5.3 **Cocoa-** Production process of cocoa mass, Processing equipment's and production process flow sheet. 5.4 **Other Beverages**-Production process flow sheet of Probiotic, functional, Spice extracts. Grains malt, vegetable (tomato), herbs & medicinal plants beverages.	**CO5**

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

K) Suggested Laboratory (Practical) Session Outcomes (LSOs) and List of Practical: P2449603A

Practical/Lab Session Outcomes (LSOs)	S. No.	Laboratory Experiment/Practical Titles	Relevant COs Number(s)
LSO 1.1. Use analytical instruments LSO 1.2. Analyze the quality of raw water.	1.	Analysis the organoleptic and physical properties of raw water. (Total Dissolved Solids (TDS), pH, Turbidity, Colour)	CO1
LSO 2.1. Visit to packaged drinking water plant. LSO 2.2. Prepare the report on the basis of labeling information of samples.	2.	Prepare a report on production process flow sheet, equipment's, layout, facility requirements as per BIS norms by visit to nearest Packaged Drinking Water plant.	CO1
LSO 3.1. Formulation of syrup raw materials. LSO 3.2. Preparation of sugar syrup.	3.	Prepare the sugar syrup of 60 and 75 brix with other additives for soft drink.	CO1, CO2
LSO 4.1. Use carbonation machine. LSO 4.2. Prepare the carbonated soft drink.	4.	Prepare and pack synthetic beverages such as soft drink by using appropriate machines.	CO1, CO2
LSO 5.1. Use fruit juice extraction machine. LSO 5.2. Prepare the natural fruit juice carbonated soft drink.	5.	Prepare the natural fruit juice carbonated soft drink as per FSSAI standards.	CO3
LSO 6.1. Use fruit juice processing machine. LSO 6.2. Prepare and packed the natural fruit juice.	6.	Prepare the natural fruit juice with fibers as per FSSAI standards.	CO3
LSO 7.1. Use fruit juice processing machine. LSO 7.2. Prepare and packed the fruit syrup.	7.	Prepare fruit syrup as per FSSAI standards (Kokam/ Mango/Orange etc)	CO3
LSO 8.1. Use fruit juice processing machine. LSO 8.2. Prepare and packed the fruit RTS beverage.	8.	Prepare fruit juice Ready-To-Serve (RTS) beverages and packaging as per FSSAI standards. (Amla /Ornage/Mango/Jackfruit etc)	CO3
LSO 9.1. Use fruit processing and fermentation machines. LSO 9.2. Prepare fruit wine as per FSSAI standers.	9.	Prepare fruit juice wine and packaging as per FSSAI standards. (Mango /Grape /Pineapple /fruit waste etc)	CO3, CO4
LSO 10.1. Use fruit processing and fermentation machines. LSO 10.2. Prepare red wine as per FSSAI standers.	10.	Prepare the red wine as per FSSAI standards.	CO3, CO4
LSO 11.1. Select the appropriate ingredients and additives. *LSO 11.2.* Prepare the one probiotic/spice extract beverage.	11.	Prepare one Probiotic/Spice extract beverage.	CO5
LSO 12.1 Select the appropriate ingredients and additives. LSO 12.2Prepare the one Grains malt/ Vegetable beverage.	12.	Prepare one Grains malt/ Vegetable beverage.	CO5

L) Suggested Term Work and Self Learning: S2449603A 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. Prepared the wine form different fruit waste and studies its shelf life.
2. Compare the different types of fruit beverages in market with respect to nutritive value, compositions and FSSAI specifications.
3. Studies on natural fruit juice beverages processing technology.
4. Data collection with respect to wine processing equipment's, layout, FSSAI standards and costing required to startup small scale wine processing plant.
5. Data collection with respect to carbonated beverage processing equipment's, layout, and FSSAI standards and plant costing, required to startup small scale wine processing plant.

c. Other Activities:

1. Seminar Topics:
    - BIS standards for Mineral Water.
    - Fruit Juice processing equipment's.
    - Aseptic fruit juice technology.
    - Probiotic and Functional beverages.
    - Instant tea, coffee and cocoa beverages.

2. Visits: Visit nearby fruit juice processing /Wine /Brewing/ Soft drink/ packaged drinking water industry.

3. Self-Learning Topics:
    - https://onlinecourses.nptel.ac.in/noc23_ag19/preview
    - nptel.ac.in/noc.
    - https://www.fssai.gov.in/

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%	20%	-	-	20%	20%
CO-2	20%	20%	20%	25%	-	20%	20%
CO-3	20%	20%	15%	25%	33%	20%	20%
CO-4	20%	20%	30%	25%	33%	20%	20%
CO-5	20%	20%	15%	25%	34%	20%	20%
Total Marks	**30**	**70**	**20**	**20**	**10**	**20**	**30**
			50				

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 Packaged Drinking Water Technology.	10	CO1	14	4	4	6
Unit-2.0 Soft Drink Technology.	10	CO1	14	4	6	4
Unit-3.0 Fruit Beverages and Concentrates.	12	CO1, CO2	16	4	6	6
Unit-4.0 Alcoholic Beverages.	08	CO1, CO2	14	4	4	6
Unit-5.0 Other Beverages.	08	CO3	12	4	4	4
Total	**48**	**-**	**70**	**20**	**24**	**26**

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.	Analysis the organoleptic and physical properties of raw water. (Total Dissolved Solids (TDS), pH, Turbidity, Colour)	CO1	30	60	10
2.	Prepare a report on production process flow sheet, equipment's, layout, facility requirements as per BIS norms by visit to nearest Packaged Drinking Water plant.	CO1	30	60	10
3.	Prepare the sugar syrup of 60 and 75 brix with other additives for soft drink.	CO1, CO2	30	60	10
4.	Prepare and pack synthetic beverages such as soft drink by using appropriate machines.	CO1, CO2	30	60	10
5.	Prepare the natural fruit juice carbonated soft drink as per FSSAI standards.	CO3	30	60	10
6.	Prepare the natural fruit juice with fibers as per FSSAI standards.	CO3	40	50	10
7.	Prepare fruit syrup as per FSSAI standards. (Kokam /Mango /Orange etc)	CO3	40	50	10
8.	Prepare fruit juice Ready-To-Serve (RTS) beverages and packaging as per FSSAI standards. (Amla/ Ornage/ Mango/ Jackfruit etc)	CO3	40	50	10
9.	Prepare fruit juice wine and packaging as per FSSAI standards. (Mango/ Grape/ Pineapple/ fruit waste etc)	CO3, CO4	40	50	10

S. No.	Laboratory Practical Titles	Relevant COs Number(s)	PLA/ELA		
			Performance		Viva-Voce (%)
			PRA* (%)	PDA** (%)	
10.	Prepare the red wine as per FSSAI standards.	CO3, CO4	40	50	10
11.	Prepare one Probiotic/Spice extract beverage.	CO5	40	50	10
12.	Prepare one Grains malt/ Vegetable beverage.	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, Tools and Software	Broad Specifications	Relevant Experiment/Practical Number
1.	Weighing Machines	Digital weight balance up to 20kg	All
2.	Analytical Weight Balance	Capacity: 500grm, Accuracy: .01 grm Calibration inernle calibrated, Type Of Weighing Scale: electronic balance, Material to be measured Chemicals, Balance Type electronic type	All
3.	Carbonator Machine	Semi-Automatic with Standard Specifications	5
4.	Fruit and Vegetable crusher	Capaciaty-50kg /hr with Standard Specifications	5,6,7,8,9
5.	Fruit Juicer Machine	Capacity: 25-30 Kg/hr, Connection: Single Phase, Type of Product: Orange Juice Machine, Material: Stainless Steel	5,6,8,9
6.	Cold Press Juicer	Power: 240W, Voltage: 220-240V/50Hz Rated Working Time: 4 Hours, Rated Interval Time: 30 min, Dimensions (WxDxH): 250 x 160 x 470 mm	3,4
	Fruit Pulper Machine	Electricity Phase- Single Phase, Motor-1.5 HP and SS body	5,6,7,8,9
7.	Double Door Refrigerator	Net Total (Liter) 300 ℓ, Gross Total (Liter) 324 ℓ, Energy Rating: 3 Star with Toughened Glass, Special Features: Touch UI Inside Refrigerator, Get Ice In Up 85 Minutes, 40% Faster Bottle Cooling, Anti-Odour Action, Coldest Freezer As -24C, 99.9% Bacterial Growth Prevention, UI Inside Refrigerator and 2 Warranty	All
8	Cooking Kettle with Mixer	Gas Operated - Capacity-50-liter, Inner layer and contact parts SS 304, With Jet Burner, Source of Fuel: LPG gas, With High Quality Insulation, tilting type, Unloading facility with all accessories. Frame made of SS 202, With Jet Burner	5,6,7,8,9,11,12

S. No.	Name of Equipment, Tools and Software	Broad Specifications	Relevant Experiment/Practical Number
9	SS Deep Freezer	Capacity 300L, Type Top Open, Temperature Range -30~ - 35degree C, Door Type Top Open Door, Body Material Stainless Steel, Doors 2 Doors, Condensor Fan Yes, Evaporator Fan No, Power Source Electric	All
10	Fermenter	Capacity-50 Litre/Hour, Material-Stainless Steel with Standard Specifications	9,10

R) Suggested Learning Resources:

(a) Books:

S. No.	Titles	Author(s)	Publisher and Edition with ISBN
1.	BEVERAGES technology, chemistry and microbiology	Alan H. Vamam	Jane P. Sutherland Head of Food and Beverage Microbiology Section Institute of Food Research Reading Laboratory Reading UKISBN 978-0-412-45720-3
2.	Carbonated Soft Drinks: Formulation and Manufacture	David P. Steen and Philip R. Ashurst	Blackwell Publishing Ltd, 9600 Garsington Road, Oxford OX4 2DQ, UKISBN-13: 978-14051-3435-4 ISBN-10: 1-4051-3435-6
3.	Handbook of Fruits and Fruit Processing	Nirmal K. Sinha Jiwan S. Sidhu Jozsef Barta ´ James S. B. Wu M. Pilar Cano	Wiley's global Scientific, Technical and Medical business with Blackwell Publishing.ISBN-13: 978-0-8138-0894-9/2012.
4.	Technology Of Water And Packaged Drinking Water	Eiri Board	Engineers India Research Institute (1 January 2012) ISBN-10 : 9380772114, ISBN-13 : 978-9380772110
5	Principles of Fermentation Technology - 2nd Edition	P. F. Stanbury & A.Whitaker & S. J. Hall	B.H.Publisher , ISBN-10: 0750645016
6	Microbiology of Fermented Foods	Wood, Brian J.B.	Springer US, ISBN 978-1-4613-0309-1
7	BEVERAGES: PROCESSING AND TECHNOLOGY	Deepak Mudgil & Sheweta Mudgil	ImprintScientific Publishers, ISBN9789387869363

(b) Online Educational Resources:

1) http://ecoursesonline.iasri.res.in/mod/resource/view.php?id=147627 -**FRUIT BEVERAGES AND DRINKS**
2) https://bis.gov.in/qazwsx/cmd/water_manual.pdf -**BUREAU OF INDIAN STANDARDS**
3) Fruit juice technology.pdf-**JUICE AND BEVERAGES**
4) Packaging_Labelling_Regulations.pdf
5) https://youtu.be/vdPJi-KdWwg **EPG Pataskala - Physical, Chemical and Biological Characteristics of Water**

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) Others: -

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A) Course Code **: 2449603B(T2449603B/P2449603B/S2449603B)**

B) Course Title **:** Detection of Food Adulteration

C) Pre- requisite Course(s) **:**

D) Rationale **:**

This is a fundamental course in food technology aimed at equipping students with the skills and knowledge necessary to identify various types of food adulterants and employ detection tests to ensure food safety. The course covers a comprehensive range of adulterants found in different food products and uses both physical and chemical methods for their detection. This knowledge shall be used for selecting high-quality raw materials and implementing efficient control measures to mitigate food hazards in various food industries.

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 Outline the detection procedure of adulteration in milk and milk products.
CO-2 Detect adulteration in oil and fats
CO-3 Evaluate the adulteration in in Spice, Tea and Coffee
CO-4 Detect adulteration in food grains and other foods.

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/ Developmentof 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	3	-	2		
CO-2	3	2	-	2	3	-	2		
CO-3	3	2	-	2	3	-	2		
CO-4	3	2	-	2	3	-	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 & Learning Scheme:

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				
2449603B	Detection of food Adulteration	03	-	04	02	09	06

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:

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)	
2449603B	Detection of food Adulteration	30	70	20	30	20	30	200

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:

- 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: T2449603B

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
TSO 1a. Describe the types ofadulteration in food and its possible hazards. *TSO 1b.* Explain the detection of adulteration procedure in Market milk. *TSO 1c.* List the products added as adulterated in milk products.	**Unit – 1.0 Adulteration in Milk and Milk Products.** 1.1 Introduction: Definition, types of Adulteration,Causes and methods of food adulteration and general Impact on human health. 1.2 Milk- Procedure for adulterant detection test –Water, Starch, Sucrose, Maltrodextin, Salt, Urea, Vanaspati, Detergents and preservatives in Milk. 1.3 Milk Products- Procedure for adulterant detection test - vanaspati, Starch, Blotting paper,Mashed potato, Coal tar dye in dairy Products. Detection of adulteration in Ice-cream, paneer, 1.4 basundi, khoa and Peda.	**CO1**
TSO 2a. Explain the types of adulteration in butter and ghee. *TSO 2b.* Outline the procedure of adulterant detection in vegetable oil.	**Unit-2.0 Adulteration in Oil and Fats.** 2.1 Butter/Ghee- Procedure for adulterant detection test - Starch, Mashed Potato, Vanaspati and coconut oil. 2.2 Vegetable Oil- Procedure for adulterant detection test- Castrol oil, argemone oil, cottonseed oil, mineral oil and detection of adulteration in coconut oil.	**CO2**
TSO 3a. Evaluate the adulterantin whole spices. *TSO 3b.* Outline the procedure of adulterant detection in turmeric powder, chilli powder, and ground spices. *TSO 3c.* Describe the procedureof adulterant detection test for Tea and coffee.	**Unit-3.0 Adulteration in Spice, Tea and Coffee.** 3.1 Whole Spices- Procedure for adulterant detection test in Black pepper, Cloves, Mustard seed, Cinnamon, Cumin seed, Asafetida etc. 3.2 Spices powder- Procedure for adulterant detection test in Turmeric powder, chilli powder andready-mix masala. 3.3 Detection of adulteration in tea and Coffee. -Iron filling, exhausted tea, coal tar color, other seed powder and chicory powder.	**CO3**
TSO 4a. Enlist the names of adulterant added in food grainand its products. *TSO 4b.* Describe the procedureof adulterant detection test in wheat flour, Besan and Suji.	**Unit-4.0 Adulteration in Foodgrains and other foods.** 4.1 Food Grains- Procedure for adulterant detectiontest -Extraneous matter, Dhatura in grains, Excess bran, boric acid, kesari dalin dal, turmeric in sella rice, rhodamin bin in ragi etc 4.2 Besan, Atta/Maida/Suji- Procedure for	**CO4**

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
TSO 4c. Describe the procedure of adulterant detection test in silver leaves, Vinegar, Honey andSugar/Jagari. *TSO 4d.* Describe the procedureof adulterant detection test in Salt and Iodized salt, Green Vegetables and Saffron.	adulterant detection test -Sand, soil, Insect, webs. Iron filling, colour and other flour etc. 4.3 Procedure for detection of adulteration in - Silver leaves, Vinegar, Honey and Sugar/Jagari. 4.4 Procedure for detection of adulteration in Common Salt and Iodized salt, Green Vegetables and Saffron	

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

K) Suggested Laboratory (Practical) Session Outcomes (LSOs) and List of Practical: P2449603B

Practical/Lab Session Outcomes (LSOs)	S. No.	Laboratory Experiment/Practical Titles	Relevant COs Number(s)
LSO 1.1. Detect water adulterant inmilk by lactometer reading.	1	Detect water adulteration in given milk sample.	CO1
LSO 1.2. Detect the starch adulterantin milk by observe color change.	2	Detect starch adulteration in given milk sample.	CO1
LSO 3.1. Detect the Maltrodextrin/dextrin adulterant inmilk by chemical test.	3.	Detect Maltodextrin/dextrin adulterationin given Milk sample.	CO1
LSO 4.1. Detect the urea adulterant inmilk by chemical test.	4.	Detect urea adulteration in given milk sample.	CO1
LSO 5.1. Detect the detergent adulterant in milk by chemical test.	5.	Detect detergent adulteration in given Milk sample.	CO1
LSO 6.1. Detect the starch, colour, vegetable fat adulterant in milk by chemical test.	6.	Detect the adulteration in Panner,khoya and Peda.	CO1
LSO 7.1. Detect the preservatives adulterant in milk by chemical test.	7.	Detect Preservatives adulteration given Milk sample (Hydrogen peroxide/Boric acid)	CO1
LSO 8.1. Detect vanaspati fat adulterant in ghee by chemical test.	8	Detect vanaspati fat adulteration in given gheesample.	CO2
LSO 9.1. Check the compliance food label with FSSAI regulation	9.	*Detect Argemone oil/ mineral oil adulterationin given oil sample.	CO2
LSO 10.1. Detect the argemone oiladulterant in oil by chemical test.	10.	Detect the adulteration in given coconut oil sample.	CO2
LSO 10.2. Test and observe the chemical changes in given sample.	11	Detect Metanil yellow and other powder adulteration in Turmeric Powder sample.	CO3
LSO 10.3. Test and observe the chemical changes in the sample.	12	Detect starch, brick powder and colour adulteration in given powdered spices sample.	CO3
LSO 10.4. Physical test and identifythe adulteration in whole spices.	13	Detect adulteration in Black Pepper, Coriander, Asafetida, Cloves and Cinnamon sample.	CO3
LSO 10.5. Test and observe thechemical changes in sample.	14	Detect metanil yellow adulteration given pulses and sella rice sample.	CO4
LSO 10.6. Detect the adulteration in maida and rice sample.	15	Detect boric acid adulteration in given maida and rice flour sample.	CO4
LSO 10.7. Test and observe thechanges in sample.	16	Detect artificial Invert syrup/water adulteration in given Honey sample.	CO4
LSO 10.8. Test the sample by physicaland chemical method.	17	Detect Iron filling, color, and exhausted tea adulteration in tea leaves sample.	CO3

Practical/Lab Session Outcomes (LSOs)	S. No.	Laboratory Experiment/Practical Titles	Relevant COs Number(s)
LSO 10.9. Detect the adulteration ofvinegar sample.	18	Detect mineral acid adulteration in vinegar sample.	CO4
LSO 10.10. Detect the adulteration insalt.	19	Detect the adulteration in given iodized salt sample.	CO4
LSO 10.11. Detect the adulteration ingiven fruit product.	20	Detect the adulteration in tomatoketchup/ fruit juice/ fruit syrup.	CO4

L) Suggested Term Work and Self Learning: S2449603B Some sample suggested assignments, micro project and other activities are mentioned here for reference.

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

1. Prepare a chart of food adulterants and detection test.
2. Prepare the chart of procedure adulterant detection tests for common adulterants.
3. Collect the FSSAI specification for Tea, Coffee, Honey, Vinegar, and saffron

b. Micro Projects:

1. Collect the milk sample from the local market and detect the four adulteration tests.
2. Collect four milk product samples from a local market and detect the adulteration test.
3. Collect the food grain samples from the market and detect the adulteration test.
4. Prepare the chart of FSSAI standards for cereal grains and its products (Any eight)
5. Compare the quality of four food grain flour quality in the available local market.
6. Detect the adulteration test for tea, coffee, salt, and spices by collecting in the local market.
7. Detect the adulteration test for fruits and vegetable products by collecting them in the local market

c. Other Activities:

1. Seminar Topics:
   - Equipment's used for detection of adulteration for few samples.
   - Sensory evaluation techniques for quality analysis
   - Implementation of HACCP in food industry and certification procedure
   - Manual of FSSAI
   - Product Approval for Novel foods under FSSAI

2. Visits: Visit nearby food industry /NABL accredited Food laboratory, FSSAI approved Laboratory Prepare report of visit.

3. Self-Learning Topics:
   - https://fssaivideolibrary.fssai.gov.in/login?themeId=5-FSSAI VIDEO LIBRARY
   - Food Adulteration and Some Methods of Detection, Review -International Journal of Research Studies inScience, Engineering and Technology V7 ? I4 ? 2020
   - goo.gl/Y8Lzbu - www.youtube.com/@fssai_india DART - Detect Adulteration through Rapid Testing-FoodSafety and Standards Authority of India-1 / 57

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%	30%	25%	25%	25%	25%	25%
CO-2	20%	20%	25%	25%	25%	25%	25%
CO-3	30%	30%	25%	25%	25%	25%	25%
CO-4	30%	20%	25%	25%	25%	25%	25%
Total Marks	30	70	20	20	10	20	30
			50				

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 (Cl) Hours	Relevant COs Number(s)	Total Marks	ETA (Marks)		
				Remember (R)	Understanding (U)	Application & above (A)
Unit-1.0 Adulteration in Milk and Mlk Products.	14	CO1	20	6	6	8
Unit-2.0 Adulteration in Oil and Fats.	10	CO2	15	4	4	7
Unit-3.0 Adulteration in Spice, Teaand Coffee.	14	CO3	20	6	8	6
Unit-4.0 Adulteration in Food grains and other Foods.	10	CO4	15	4	4	7
Total	**48**	**-**	**70**	**20**	**22**	**28**

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.	Detect water adulteration in given milksample.	CO1	30	60	10
2.	Detect starch adulteration in given milksample.	CO1	40	50	10
3.	Detect Maltodextrin/dextrin adulterationin given Milk sample.	CO1	30	60	10
4.	Detect urea adulteration in given milk sample.	CO1	60	30	10
5.	Detect detergent adulteration in given Milksample.	CO1	60	30	10
6.	Detect the adulteration in Panner,khoya andPeda.	CO1	60	30	10
7.	Detect Preservatives adulteration given Milksample (Hydrogen peroxide/Boric acid)	CO1	60	30	10
8.	Detect vanaspati fat adulteration in given gheesample.	CO2	60	30	10
9.	*Detect Argemone oil/ mineral oil adulterationin given oil sample.	CO2	40	50	10
10.	Detect the adulteration in given coconut oilsample.	CO2	40	50	10
11.	Detect Metanil yellow and other powderadulteration in Turmeric Powder sample.	CO3	60	30	10
12.	Detect starch, brick powder and colour adulteration in given powdered spices sample.	CO3	60	30	10
13.	Detect adulteration in Black Pepper, Coriander, Asafetida, Cloves and Cinnamonsample.	CO3	60	30	10
14.	Detect metanil yellow adulteration givenpulses and sella rice sample.	CO4	60	30	10
15.	Detect boric acid adulteration in given maidaand rice flour sample.	CO4	60	30	10
16.	Detect artificial Invert syrup/wateradulteration in given Honey sample.	CO4	60	30	10
17.	Detect Iron filling, color, and exhausted tea adulteration in tea leaves sample.	CO3	40	50	10
18.	Detect mineral acid adulteration in vinegarsample.	CO4	40	50	10
19.	Detect the adulteration in given iodized saltsample.	CO4	60	30	10
20.	Detect the adulteration in tomatoketchup/ fruit juice/ fruit syrup.	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.	Digital Rectangular Water Bath-Power: 1 kW, Capacity: 8 L, Dimension: Inner: 300 x 250 x100 mm, Shape: RectangularWall Type: Double, WallTemperature controller: DigitalInner Material: Stainless Steel	Standard specification	2,3,4,5,6
2.	laboratory Glassware -Test tubes (15 ml capacity), Measuring Cylinders (10 ml, 50ml 100ml), Beakers (50, 100, 250 ml), Burette (50ml, L.C.: 0.1 ml), Conical Flasks (100 ml, 250 ml), Volumetric flask (100, 250, 500 ml), Pipette (10 ml, 25 ml) Glass rod (6 mm/10 mm) etc.	Standard specification	All
3.	Weighing Balance (Digital Display, 300 g, Sensitivity. 0.01 g)	Standard specification	All
4.	Laboratory Refrigerator-Capacity: 400 L	Standard specification	All
5.	Computer with internet connection	Standard specification	All

R) Suggested Learning Resources:

(a) Books:

S. No.	Titles	Author(s)	Publisher and Edition with ISBN
1.	Food Safety and Standards Authorityof India	Dart: Detect Adulteration with rapidtest	Ministry of Health & Family Welfare, Government ofIndia.
2.	Dr. Sitaram DixitChairman - CGSI	Food Adulteration Testing Manual	Consumer Guidance Society of India (CGSI)
3.	Food Safety and Standards Authorityof India	Manual of Simple methods for testing of common adulterants infood	Ministry of Health & Family Welfare, Government ofIndia
4.	Jesse P. Battershall	Food Adulteration and its Detection	New York: e. & f. n. spon, 35, murry street-ND 125,Strand, London. 1887.
5	Aditi Negi, P. Lakshmi, K. Praba, R. Meenatchi, Akash Pare	Detection of Food Adulterants in Different Foodstuff	First published:17 December 2021 Print ISBN:9781119791614 |Online ISBN:9781119792130 |DOI:10.1002/9781119792130 © 2022 Scrivener, Publishing LLC

(b) Online Educational Resources:

1. https://youtu.be/l0BthUI_MMA EPG Pataskala Food Adulteration
2. https://fssai.gov.in/ FSSAI manual Detection of adulteration

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. www.fssai.gov.in (FSSAI Regulations)
2. https://www.iso.org/iso-22000-food-safety-management.html (ISO 22000)
3. https://bis.gov.in/ (BIS)

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A) Course Code : 2449603C(T2449603C/P2449603C/S2449603C)

B) Course Title : Food Extrusion Technology

C) Pre- requisite Course(s) :

D) Rationale :

Food extrusion technology is a widely used processing method in the food industry that involves forcing raw ingredients through a specific die to produce a desired shape or form. This process is used to manufacture a variety of food products such as snacks, cereals, pasta, pet foods, and more. This technology has become integral in food processing due to its efficiency, cost-effectiveness, and the ability to produce a wide range of products**.**

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 Define extrusion process, dough rheology, extruder parts.
CO-2 Design and operation of extruders for different food Applications.
CO-3 Role of ingredients in extrusion products.
CO-4 Prepare breakfast and cereal extrusion products.
CO-5 Prepare snack food extrusion products.

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/ Developmentof 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	2	-	3	2	3	2	3		
CO-3	3	-	-	-	1	2	3		
CO-4	3	2	2	1	2	2	2		
CO-5	3	2	2	1	2	2	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 & Learning Scheme:

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				
2449603C	Food Extrusion Technology	03	-	04	02	09	06

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:

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)	
2449603C	Food Extrusion Technology	30	70	20	30	20	30	200

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:

- 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: T2449603C

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
TSO 1a. Define extrusion technology. *TSO 1b.* Enlist the parts of extruders. *TSO 1c.* Explain crew and shaft cone. *TSO 1d.* Describe components of extruder. *TSO 1e.* Uses of extruders in food Industry	**Unit-1.0 Introduction to Extrusion Technology** 1.1 Define extrusion, principles and types of extruders. Function of an extruder, advantages of extrusion. 1.2 Nomenclature of extruder parts- Barrel opening, Flight height, Root diameter, Screw clearance, lead, helix angle, channel, flight width. 1.3 Extruders Die Parts- Screw and shaft cone, die cone entrance, Die assembly. 1.4 Components of extruder design- five basic design elements, Extrusion cooking, Dough rheology. 1.5 Uses of extruders in the food industry.	**CO1**
TSO 2a. Explain mechanism single screw extruder *TSO 2b.* Describe twin screw extruser *TSO 2c.* Enlist the types of food extruder. *TSO 2d.* Outline the operation condition on extruder performance.	**Unit-2.0 Design and operation for different food Application** 2.1 Single screw Extruder- solid conveying sections, plasticating/melting section, melt conveying section. 2.2 Twin screw Extrusion-Die forming , mixing, pressure development , energy consumption, advantages of twin screw extruders. 2.3 Food extruder selection and design –Extruder type, Extruder diameter, Screw design 2.4 Influence of design and operating condition on the extruder performance – Die design, barrel temperature, screw speed, feed rate, moisture content, fat content, sugar content , fiber concentration, protein concentration , salt concentration.	**CO1, CO2**
TSO 3a. Explain the structure forming raw material *TSO 3b.* Enlist raw material as a fillers *TSO 3c.* Outline the raw material as a Pasticisers and lubricants. *TSO 3d.* Describe raw material as a gas bubble formation. *TSO 3e.* Enlist raw material as flavours.	**Unit-3.0 Raw Material for Extrusion Cooking** 3.1 Structure forming raw material- based on starch, protein rich raw material. 3.2 Raw material acting as fillers in the extrudates – Proteins, starches, Fibrous materials. 3.3 Raw materials as plasticisers and lubricants- water, oils and fats, emulsifiers.	**CO1, CO4, CO5**

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
	3.4 Raw materials acting as nucleants for gas bubble formation. 3.5 Raw material acting as flavours.	
TSO 4a. Define breakfast cereal and breakfast process. *TSO 4b.* Describe the breakfast cereals process.	**Unit-4.0 Breakfast and Cereal Extrusion Technology.** 4.1 Define breakfast cereal, breakfast cereal process, principles of cooking, Classification of breakfast cereals. 4.2 Breakfast cereal processes- traditional and extrusion method –flaked cereals, Extrusion puffed breakfast cereals, and oven puffed cereals, and Gun puffed cereals, shredded products, pre-cooked hot cereals, Ready to eat breakfast cereals by extrusion cooking.	**CO1, CO3, CO4**
TSO 5a. Enlist direct expand process. *TSO 5b.* Explain co-extruded process. *TSO 5c.* Describe indirect expand products.	**Unit-5.0 Snack Food Extrusion** 5.1 Direct expand product – Process, fried collets, and baked collets. 5.2 Co-extruded snacks – process, formulation, miscellaneous. 5.3 Indirect expand products- pellets, fabricated chips. 5.4 Process and quality testing of vermicelli and spaghetti. 5.5 Process and quality testing of pasta and macronic products.	**CO1, CO3, CO4**

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

K) Suggested Laboratory (Practical) Session Outcomes (LSOs) and List of Practical: P2449603C

Practical/Lab Session Outcomes (LSOs)	S. No.	Laboratory Experiment/Practical Titles	Relevant COs Number(s)
LSO 1.1. Use of oven, weighing balance *LSO 1.2.* Calculate the density, water absorption index.	1.	Physical properties of extruded foods (expansion, density, water absorption index, etc)	CO1
LSO 1.3. Use of glassware, oven, *LSO 2.1.* Compare the standard chart protein.	2.	Determine Physicochemical properties of proteins	CO1
LSO 3.1. Use of centrifuge	3.	Prepare of protein isolate and concentrate	CO2
LSO 4.1. Use of extruder, dough mixer.	4.	Prepare noodles/ vermicelli with assessment of its quality and sensory	CO5
LSO 5.1. Use of extruder, dough mixer.	5.	Prepare of spaghetti with assessment of its quality and sensory	CO5
LSO 6.1. Use Extruder, mixer.	6.	Prepare of weaning foods with assessment of its quality and sensory	CO5
LSO 7.1. Use of viscometer, texture analyzer.	7.	Studies on properties of texturized vegetable protein	CO4

Practical/Lab Session Outcomes (LSOs)	S. No.	Laboratory Experiment/Practical Titles	Relevant COs Number(s)
LSO 7.2. Use of soxhlet apparatus.	8.	Determine of oil absorption capacity of extruded products	CO2
LSO 7.3. Use of glassware, oven	9.	Determine of water absorption capacity of noodles	CO4
LSO 10.1. Use of oven, burner.	10.	Cooking quality of TVP	CO4
LSO 11.1. Use of texture analyzer	11.	Studies on Textural Profile Analysis of extruded products	CO2
LSO 11.2. Check the properties of extrusion cooking.	12.	Effect of extrusion cooking on ant nutritional factor	CO2
LSO 11.3. Visit to extrusion industry.	13.	Visit to extrusion industry	CO1, CO2, CO3, CO4, CO5

L) Suggested Term Work and Self Learning: S2449603C 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.

1. Outline the process of extrusion.
2. Enlist various extrusion products available in India
3. Explain the process breakfast and cereal extrusion technology.
4. Describe the indirect expand products.
5. Explain the role of ingredients in extrusion products.

b. Micro Projects:

1. Collect the information of extrusion product available in local market
2. Prepare breakfast and cereal extrusion products.
3. Prepare snack food products.
4. Design the extrusion model.

c. Other Activities:

1. Seminar Topics:
    - Advantages and disadvantages of traditional and extrusion products.
    - Single and twin extruder machine.
    - Extrusion process.

2. Visits: Visit nearby industry with advance food processing facilities. Prepare report of visit with special comments of smart technique used, Processing method used, type of packaging used.

3. Self-Learning Topics:
    - Single extrusion process
    - Twin extrusion process.

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%	25%	20%	10%	20%	20%	**20%**
CO-2	20%	30%	20%	20%	20%	20%	20%
CO-3	20%	15%	20%	20%	20%	20%	20%
CO-4	20%	15%	20%	25%	20%	20%	20%
CO-5	20%	15%	20%	25%	20%	20%	20%
Total Marks	**30**	**70**	**20**	**20**	**10**	20	**30**
			50				

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 (Cl) Hours	Relevant COs Number(s)	Total Marks	ETA (Marks)		
				Remember (R)	Understanding (U)	Application & above (A)
Unit-1.0 Introduction to Extrusion Technology	8	CO1	16	4	4	8
Unit-2.0 Design and Operation for Different Food Application	12	CO2	18	6	6	6
Unit-3.0 Raw Material for Extrusion Cooking	8	CO1, CO3	12	4	6	2
Unit-4.0 Breakfast and Cereal Extrusion Technology.	10	CO3, CO4	12	3	4	5
Unit-5.0 Snack Food Extrusion	10	CO3, CO5	12	3	4	5
Total	**48**	**-**	**70**	**20**	**24**	**26**

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.	Physical properties of extruded foods (expansion, density, water absorption index, etc)	CO1	30	60	10
2.	Determine Physicochemical properties of proteins	CO1	30	60	10
3.	Prepare of protein isolate and concentrate	CO2	30	60	10
4.	Prepare noodles/ vermicelli with assessment of its quality and sensory	CO5	30	60	10
5.	Prepare of spaghetti with assessment of its quality and sensory	CO5	30	60	10
6.	Prepare of weaning foods with assessment of its quality and sensory	CO5	40	50	10
7.	Studies on properties of texturized vegetable protein	CO4	40	50	10
8.	Determine of oil absorption capacity of extruded products	CO2	40	50	10
9.	Determine of water absorption capacity of noodles	CO4	40	50	10
10.	Cooking quality of TVP	CO4	40	50	10
11.	Studies on Textural Profile Analysis of extruded products	CO2	40	50	10
12.	Effect of extrusion cooking on ant nutritional factor	CO2	40	50	10
13.	Visit to extrusion industry	CO1, CO2, CO3, CO4, CO5	40	50	10

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.

R) Suggested Learning Resources:

(a) Books:

S. No.	Titles	Author(s)	Publisher and Edition with ISBN
1.	Advances in Food Extrusion Technology	Maskan and Altan	CRC Press, 2000
2.	Extrusion of Foods	Harper JM	CRC Press, 1981
3.	Food Process Engineering and Technology	Berk Z.	Academic Press, 2013
4.	Extruded foods	Matza S.	Springer, 2000

S. No.	Titles	Author(s)	Publisher and Edition with ISBN
5.	Technology of Extrusion Cooking	N.D. Frame	Springer, 2012
6.	Extruders in Food Application	Riaz M.N.	CRC Press, 2000

(b) Online Educational Resources:

1. https://www.youtube.com/watch?v=xxJycePSNUw
2. https://www.youtube.com/watch?v=ybdlcyANS9Y
3. https://www.youtube.com/watch?v=ItG7LoF7ki0
4. https://www.youtube.com/watch?v=j4VefRuC4bE
5. https://www.youtube.com/watch?v=XLY4M0mm05A
6. https://www.youtube.com/watch?v=UAkTaOXO6Go

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 : 2449603D(T2449603D/P2449603D/S2449603D)

B) Course Title : Processing of Spices and Plantation Crops

C) Pre- requisite Course(s) :

D) Rationale :

Processing of spices and plantation crops is a crucial aspect of the agricultural value chain that adds value to raw produce, enhances shelf life, and makes products suitable for consumption. The processing of spices and plantation crops is essential for maximizing the economic potential of these agricultural products, meeting market demands, and ensuring sustainable practices throughout the supply chain. It plays a pivotal role in transforming raw agricultural commodities into value-added, market-ready goods.

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 Scope and importance of spices.
CO-2 Outline the Processed product of major spices.
CO-3 Outline the Processed product of minor spices.
CO-4 Describe process of technology of cocoa and its utilization.

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/ Developmentof 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	-	2	2	-	2		
CO-2	3	2	2	-	3	2	3		
CO-3	3	2	2	-	3	2	3		
CO-4	2	-	-	2	2	-	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 & Learning Scheme:

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				
2449603D	Processing of Spices and Plantation Crops	03	-	04	02	09	06

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:

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)	
2449603D	Processing of Spices and Plantation Crops	30	70	20	30	20	30	200

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:

- 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: T2449603D

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
TSO 1a. Scope and importance of spices. *TSO 1b.* Current scenario of spice in India. *TSO 1c.* Classify the spice and condiments.	**Unit-1.0 Introduction to Spices** 1.1 Production and processing scenario of spice, flavor & plantation, 1.2 Scope and Importance of spice, Main uses of herbs and spices. 1.3 Definition of spices and condiments, Classification of spices (based on economic importance, Based on origin & flavor, climatic requirement). 1.4 Essential oil and oleoresins: Definition of essential oil & oleoresins, Production process of Essential oils and oleoresins.	**CO1, CO2, CO3**
TSO 2a. Describe post-harvest technology *TSO 2b.* Describe the processed product of spices – Ginger, chilli, Turmeric, Onion, Garlic, Pepper, and Cardamom. *TSO 2c.* Outline the production process of major spices.	**Unit-2.0 Major spices** 2.1 Post-harvest technology, composition and cryogenic grinding. 2.2 Processed product of spices: Ginger- introduction, harvesting, post-harvest technology, treatments, processing into marketable products and adulteration. 2.3 Chilli- introduction, harvesting, post-harvest technology, treatments, processing into marketable products and adulteration. 2.4 Turmeric- introduction, harvesting, post-harvest technology, treatments, processing into marketable products and adulteration. 2.5 Onion- introduction, harvesting, post-harvest technology, treatments, processing into marketable products and adulteration. 2.6 Garlic- introduction, harvesting, post-harvest technology, treatments, processing into marketable products and adulteration, 2.7 Pepper- introduction, harvesting, post-harvest technology, treatments, processing into marketable products and adulteration,	**CO1, CO2**

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
	2.8 Cardamom- introduction, harvesting, post-harvest technology, treatments, processing into marketable products and adulteration.	
TSO 3a. Utilization of Minor spices *TSO 3b.* Post harvesting technology of minor spices *TSO 3c.* Outline the production process of minor spices.	**Unit-3.0 Minor Spices - herbs, leaves and processing and utilization** 3.1 All spice, annie seed, sweet basil - introduction, harvesting, post-harvest technology, treatments, processing into marketable products and adulteration 3.2 Caraway seed, cassia and cinnamon - introduction, harvesting, post-harvest technology, treatments, processing into marketable products and adulteration 3.3 Clove and coriander - introduction, harvesting, post-harvest technology, treatments, processing into marketable products and adulteration 3.4 Cumin and dill seed - introduction, harvesting, post-harvest technology, treatments, processing into marketable products and adulteration 3.5 Nutmeg, mace and fennel seed - introduction, harvesting, post-harvest technology, treatments, processing into marketable products and adulteration. 3.6 Mint, marjoram and rosemary - introduction, harvesting, post-harvest technology, treatments, processing into marketable products and adulteration 3.7 Saffron, sage and savoury - introduction, harvesting, post-harvest technology, treatments, processing into marketable products and adulteration 3.8 Thyme, ajowan and curry leaves - introduction, harvesting, post-harvest technology, treatments, processing into marketable products and adulteration 3.9 Asafetida - introduction, harvesting, post-harvest technology, treatments, processing into marketable products and adulteration	**CO1, CO2, CO3**
TSO 4a. Enlist the types of tea. *TSO 4b.* Describe Post harvest technology of coffee. *TSO 4c.* Describe process of technology of cocoa and its utilization.	**Unit-4.0 Tea, Coffee & Cocoa Processing** 4.1 Tea – introduction, harvesting, composition, types, fermentation processing and adulteration. 4.2 Coffee – introduction, harvesting, post-harvest technology, marketable products and adulteration. 4.3 Cocoa – introduction, harvesting, post-harvest technology, marketable products and adulteration.	**CO4**

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

K) Suggested Laboratory (Practical) Session Outcomes (LSOs) and List of Practical: P2449603D

Practical/Lab Session Outcomes (LSOs)	S. No.	Laboratory Experiment/Practical Titles	Relevant COs Number(s)
LSO 1.1. Use of oven, weighing balance. Muffle Furness.	1.	Physicochemical properties of different spices	CO1, CO2, CO3
LSO 2.1. Use of various spices. *LSO 2.2.* Compare the standard spice chart.	2.	Study of standard specification of spices	CO2, CO3
LSO 3.1. Use of dryer, chemicals.	3.	Study on Curing of ginger	CO2
LSO 4.1. Use of various chemicals, glass ware.	4.	Detection of adulteration in spices	CO2, CO3, CO4
LSO 5.1. Use of Spectrophotometer, glassware.	5.	Determine of piperine content of black pepper	CO2
LSO 6.1. Use Test tubes, Measuring cylinder, and dropper.	6.	Test for presence of chromate	CO2, CO3
LSO 7.1. Use of chemicals, glass ware., Extraction Flask.	7.	Demonstrate the extraction of oleoresins from spices	CO1, CO2, CO3
LSO 7.2. Prepare value added chart.	8.	Prepare chart of value-added products of spices	CO2, CO3
LSO 7.3. Use of steam, Extraction Flask.	9.	Demonstrate the extraction of essential oils from spices	CO1, CO2, CO3
LSO 10.1. Use of Spectrophotometer *LSO 10.2.* Use of Extraction Flask, Volumetric Flasks.	10.	Determine of curcumin content in turmeric	CO2
LSO 11.1. Use of grinder, sieve.	11.	Prepare of curry powder	CO2, CO3
LSO 11.2. Use of grinder, sieve	12.	Prepare Indian *Masala* for different foods	CO2, CO3
LSO 11.3. Visit to spice industry.	13.	Visit to Spice industry	CO1, CO2, CO3

L) Suggested Term Work and Self Learning: S2449603D 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.

1. Outline the process of extraction of essential oil
2. Outline the process of extraction of oleoresins.
3. Explain utilization of spices
4. Describe the major and minor spices in India

b. Micro Projects:

1. Collect the information of various spices available in local market.
2. Prepare curry masala/biryani masala/Garam masala.
3. Extraction of essential oil/ oleoresins from different spices.
4. Prepare cocoa chocolate.

c. Other Activities:

1. Seminar Topics:
   - Cocoa processing.
   - Post-harvest technology of spices.
   - Tea/ coffee processing.

2. Visits: Visit nearby spices industry with advance food processing facilities. Prepare report of visit with special comments of smart technique used, Processing method used, type of packaging used.

3. Self-Learning Topics:
   - Processing equipment available in Spices Industry.
   - Types of Tea.

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%	25%	20%	25%	20%	**20%**
CO-2	30%	30%	25%	30%	25%	30%	30%
CO-3	30%	30%	25%	30%	25%	30%	30%
CO-4	20%	20%	25%	20%	25%	20%	20%
Total Marks	**30**	**70**	**20**	**20**	**10**	20	**30**
			50				

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 (Cl) Hours	Relevant COs Number(s)	Total Marks	ETA (Marks)		
				Remember (R)	Understanding (U)	Application & above (A)
Unit-1.0 Introduction to Spices	12	CO1, CO2, CO3	14	4	4	6
Unit-2.0 Major Spices	14	CO1. CO2	20	6	8	6
Unit-3.0 Minor Spices - herbs, leaves and processing and utilization	14	CO1, CO2, CO3	20	6	6	8
Unit-4.0 Tea, Coffee & Cocoa Processing	12	CO4	16	4	6	6
Total	**48**	-	**70**	**20**	**24**	**26**

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.	Physicochemical properties of different spices	CO1, CO2, CO3	30	60	10
2.	Study of standard specification of spices	CO2, CO3	30	60	10
3.	Study on Curing of ginger	CO2	30	60	10
4.	Detection of adulteration in spices	CO2, CO3, CO4	30	60	10
5.	Determine of piperine content of black pepper	CO2	30	60	10
6.	Test for presence of chromate	CO2, CO3	40	50	10
7.	Demonstrate the extraction of oleoresins from spices	CO1, CO2, CO3	40	50	10
8.	Prepare chart of value-added products of spices	CO2, CO3	40	50	10
9.	Demonstrate the extraction of essential oils from spices	CO1, CO2, CO3	40	50	10
10.	Determine of curcumin content in turmeric	CO2	40	50	10
11.	Prepare of curry powder	CO2, CO3	40	50	10
12.	Prepare Indian *Masala* for different foods	CO2, CO3	40	50	10
13.	Visit to Spice industry	CO1, CO2, CO3	40	50	10

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.

R) Suggested Learning Resources:

(a) Books:

S. No.	Titles	Author(s)	Publisher and Edition with ISBN
1.	Handbook of Herbs and spices	Peter VK	Woodhead Publishing 2012
2.	The Book of Spices	Rosengarten F.	Pyramid Books, 1973
3.	Spices and Herbs for the Food Industry	Lewis YS	Food Trade Press, 1984
4.	Food Flavourings	P.R. Ashust	Springer, 2012
5.	Spices and Seasonings: A Food Technology Handbook	Tainter DR and Grenis AT	John Wiley and Sons, 2001
6.	Spices and Plantation Crops	K.G. Shanmugavelu	Agrotech Publication, Delhi

(b) Online Educational Resources:

1. https://www.youtube.com/watch?v=DNtIooNU3Cc
2. https://www.youtube.com/watch?v=hxUJr2fxfnI
3. https://www.youtube.com/watch?v=LgGbN3BGvb0

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 : 2400604B(T2400604B/P2400604B/S2400604B)

B) Course Title : Artificial Intelligence (Advanced)

C) Pre- requisite Course(s) : Artificial Intelligence (Basic)

D) Rationale :

In Artificial Intelligence (Basic) course, students have learned the basics for Artificial Intelligence problem solving techniques, data analytics and articulates the different dimensions of these areas. This Artificial Intelligence (Advance) course offers the students the comprehension of Machine learning which is a subset of artificial intelligence in the field of computer. The course also exposes students to Tens or flow a Python-based open source library for numerical computation used in machine learning and developing neural networks. After completing the course students will be able to implement various techniques used in machine learning and neural networks using open source tools.

E) Course Outcomes (COs): After the completion of the course, teachers are expected to ensure the accomplishment of following course outcomes by the learners.
and methods.

F) CO-3 Illustrate Artificial neural networks and its applications. 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 Elaborate the use of Machine learning in Artificial Intelligence.

CO-2 Implement various supervised and unsupervised learning models

CO-4 Implement various Neural network models and Learning Methods.

CO-5 Solve machine learning and artificial neural network problems using Tens or flow.

G) 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, Sustainabilityand Environment	**PO-6** Project Management	**PO-7** Life Long Learning	**PSO-1**	**PSO-2**
CO-1	-	2	2	-	-	-	1		
CO-2	3	3	3	3	-	-	2		
CO-3	-	3	3	3	-	-	2		
CO-4	3	1	3	3	-	-	2		
CO-5	3	3	3	3	-	-	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

H) Teaching & Learning Scheme:

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 Credit (C)
		L	T				
2400604B	Artificial intelligence (Advanced)	03	-	04	02	09	06

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.

I) Assessment Scheme:

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)	
2400604B	Artificial Intelligence (Advanced)	30	70	20	30	20	30	200

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:

- 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.

J) 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.

K) Theory Session Outcomes (TSOs) and Units: T2400604B

Major Theory Session Outcomes (TSOs)	Units	Relevant Cos Number (s)
TSO 1a. Describe the basic terminology of Machine learning TSO 1b. Explain the concept of dataset and ways to handle them TSO 1c. illustrate the process of dataset division TSO 1d. Explain process involved in machine learning	**Unit – 1.0: Introduction to machine learning** Concept of Machine Learning, Define Learning, Learn the Network, Evaluate the Network, datasets and ways to handle them, Feature sets, Dataset division: test, train and validation sets, cross validation. Applications of Machine Learning, processes involved in Machine Learning	**CO-1**
TSO 2a. Identify the category or class of a particular dataset using KNN algorithm TSO 2b. Use Linear regression for predictive analysis TSO 2c. Predict the categorical dependent variable using Logistic Regression TSO 2d. Use SVM for classification problems in Machine Learning TSO 2e. determine the performance of the classification models TSO 2f. evaluate the performance of the classification model using ROC-curve TSO 2g Explain characteristics of Unsupervised learning. TSO 2h. Explain different clustering methods TSO 2i. Implement K-means clustering algorithm to group the unlabeled dataset	**Unit 2.0: Supervised and unsupervised learning** **Supervised learning:** Introduction to Supervised Learning, K-Nearest Neighbor, Linear Regression, Logistic Regression, Support Vector Machine (SVM), Evaluation Measures: confusion matrix, precision, precision and recall, ROC-Curve (Receiver Operating Characteristic curve) **Unsupervised learning:** Introduction to Unsupervised Learning, Introduction to clustering, Types of Clustering: Hierarchical, Agglomerative Clustering and Divisive clustering; Partitional Clustering - K-means clustering. Expectation-Maximization (EM) Algorithm	**CO-2**
TSO 3a. Explain Structure and working of Biological Neural Network. TSO 3b. differentiate between Artificial Neural Network and Biological Neural Network TSO 3c. State key historical points in development of ANN TSO 3d. Explain the architecture of an artificial neural network	**Unit 3.0: Introduction to neural networks** Structure and working of Biological Neural Network, Fundamentals of Artificial Neural Networks & Applications, Characteristics of Artificial Neural Networks, History of neural network research, characteristics of neural networks terminology.	**CO-3**
TSO 4a. Use neuron McCulloch – Pitts model in designing logical operations TSO 4b. Apply Rosenblatt's Perceptron to solve linear classification problems TSO 4c. Implement Adaptive Linear Neuron (Adaline) training algorithm in neural network TSO 4d. Use Backpropagation neural training	**Unit 4.0: Neural networks models and Learning Methods** Models of neuron McCulloch – Pitts model, Rosenblatt's Perceptron, Adaline model, Basic learning laws, Topology of neural network architecture, Multilayer Neural Networks,	**CO-4**

Major Theory Session Outcomes (TSOs)	Units	Relevant Cos Number (s)
algorithm TSO 4e. Use ART (Adaptive Resonance Theory) learning model TSO 4f: Implement Bidirectional Associative Memory (BAM) model in Artificial Neural Network	Learning Methods, Backpropagation, Counter propagation, Adaptive Resonance Theory (ART), Associative memories, BAM.	
TSO 5a. Illustrate the features of Tens or flow TSO 5b. Manipulate tensors TSO 5c. Explain features of Tens or Board visualization TSO 5d Explain the concept and features of Tens or flow playground	**Unit-5.0 Tensor flow** features of TensorFlow, Tensor Data structure- Rank, shape, type, one dimension and two-dimension tensor, Tensor handling and manipulations, Tensor board visualization- symbols Tensors, Variables, Automatic differentiation, Graphs and tf.function, modules layers and models, training loops, features of Tens or flow playground- data ,the ration of train and test data, features, hidden layers, Epoch, learning rate, activation function, regularization, problem type	**CO-5**

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

L) Suggested Laboratory (Practical) Session Outcomes (LSOs) and List of Practical: P2400604B

Practical/Lab SessionOutcomes (LSOs)	S. No.	Laboratory Experiment/Practical Titles	Relevant COs Number(s)
LSO 1.1 Implement data classification algorithms	1	Write a program to implement k-Nearest Neighbour algorithm to classify the iris data set. Print both correct and wrong predictions. Python ML library classes can be used for this problem.	CO-2
LSO 2.1 Implement Machine learning algorithms LSO 2.2 Evaluate the performance of classification model	2	(a) Implement SVM for Iris Dataset- download the dataset from (https://gist.github.com/netj/8836201) (b) Find confusion matrix and evaluation matrix for SVM Hint: SVM model can be constructed using sklearn command, import pandas as pd from sklearn.svm import SVC from sklearn.model_selection import train_test_split from sklearn.metrics import confusion_matrix from sklearn.metrics import classification_report from sklearn.metrics import accuracy_score 1. Read the csv Iris dataset file 2. Condition the data 3. Condition the training and Testing data 4. Construct the Linear model 5. Test the model with Linear kernel 6. Prepare confusion matrix 7. prepare Classification Report	CO-2

Practical/Lab SessionOutcomes (LSOs)	S. No.	Laboratory Experiment/Practical Titles	Relevant COs Number(s)
LSO 3.1 Perform clustering operations using k-means algorithm	3	a) Explore k-means algorithm for the small sample dataset. b) Explore k-means algorithm for Iris Dataset	CO-2
LSO 4.1 Perform clustering operations using EM algorithm	4	Apply EM algorithm to cluster a set of data stored in a .CSV file. Use the same data set for clustering using k-Means algorithm. Compare the results of these two algorithms and comment on the quality of clustering. You can add Python ML library classes/API in the program.	CO-2
LSO 5.1 Build artificial neural network LSO 5.2 Test artificial neural network	5	Build an Artificial Neural Network by implementing the Backpropagation algorithm and test the same using appropriate data sets.	CO-4
LSO 6.1 Detect features or business intelligence in the input data using perceptron	6	Implement the perceptron algorithm from scratch in python.	CO-4
LSO 7.1 Use Tensors for given problems	7	Write a programme to implement two dimension and three-dimension Tensor.	CO5
LSO 8.1 Use basic features for tensor handling and manipulations	8	Write a programme to add and multiply two 4x4 matrix, you can Import “tens or flow” and “numpy”.	CO5
LSO 9.1 Test artificial intelligence (AI) algorithms through the use of Google's TensorFlow machine learning libraries.	9	Solve a classification problem on the Tens or flow playground. Hint: refer https://www.educba.com/tensorflow-playground/	CO5
LSO 10.1 Implement artificial intelligence (AI) algorithms through the use of Google's TensorFlow machine learning libraries LSO 10.2 perform predictive analysis using linear regression	10	Implement algorithm for linear regression in tens or flow	CO5, CO2

M) Suggested Term Work and Self Learning: S2400604B 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:

Use python programming for the solutions of Microproject problems

1. (a) Create a Bar plot to get the frequency of the three species of the Iris data.
   (b) Create a Pie plot to get the frequency of the three species of the Iris data.
   (c) Write a Python program to create a graph to find relationship between the sepal length and width.

2. (a) Write a Python program to split the iris dataset into its attributes (X) and labels (y). The X variable contains the first four columns (i.e. attributes) and y contains the labels of the dataset.
   (b) Write a Python program using Scikit-learn to split the iris dataset into 70% train data and 30% test data. Out of total 150 records, the training set will contain 120 records and the test set contains 30 of those records. Print both datasets.

3. Conduct performance analysis of Classification Algorithms (any 2) on a specific dataset.

N) 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 the student in each of these designed activities is to be assessed 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%	15%	30%	20%	30%	--	--
CO-2	10%	25%	20%	20%	20%	30%	33%
CO-3	30%	25%	30%	20%	20%	--	--
CO-4	20%	20%	20%	20%	30%	30%	33%
CO-5	20%	15%	10%	20%	--	40%	34%
Total Marks	**30**	**70**	**20**	**20**	**10**	**20**	**30**
			50				

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.

O) 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 (Cl) Hours	Relevant COs Number (s)	Total Marks	ETA (Marks)		
				Remember (R)	Understanding (U)	Application & above (A)
Unit-1.0. Introduction to machine learning	08	CO1	11	5	4	2
Unit-2.0. Supervised and unsupervised learning	10	CO2	18	5	6	7
Unit-3.0. Introduction to neural networks	10	CO3	17	5	7	5
Unit-4.0. Neural networks models and Learning Methods	10	CO4	14	3	3	8
Unit-5.0. Tensor flow	10	CO5	10	2	6	2
Total Marks	**48**		**70**	**20**	**26**	**24**

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

P) Suggested Assessment Table for Laboratory (Practical):

S. No.	Laboratory Practical Titles	Relevant COs Number(s)	PLA/ELA		
			Performance		Viva-Voce (%)
			PRA* (%)	PDA** (%)	
1.	Write a program to implement k-Nearest Neighbor algorithm to classify the iris data set. Print both correct and wrong predictions. Python ML library classes can be used for this problem.	CO-2	-	90	10
2.	(a) Implement SVM for Iris Dataset- download the dataset from (https://gist.github.com/netj/8836201) (b) Find confusion matrix and evaluation matrix for SVM	CO-2	-	90	10
3.	a) Explore k-means algorithm for the small sample dataset. b) Explore k-means algorithm for Iris Dataset	CO-2	20	70	10
4.	Apply EM algorithm to cluster a set of data stored in a .CSV file. Use the same data set for clustering using k-Means algorithm. Compare the results of these two algorithms and comment on the quality of clustering. You can add Python ML library classes/API in the program.	CO-2	-	90	10
5.	Build an Artificial Neural Network by implementing the Backpropagation algorithm and test the same using appropriate data sets.	CO-4	10	80	10
6.	Implement the perceptron algorithm from scratch in python.	CO-4	10	80	10
7.	Write a programme to implement two dimension and three-dimension Tensor.	CO-5	-	90	10
8.	Write a programme to add and multiply two 4x4 matrix, you can Import “tens or flow” and “numpy”.	CO-5	-	90	10
9.	Solve a classification problem on the Tens or flow playground.	CO-5	20	70	10
10.	Implement algorithm for linear regression in tens or flow	CO-2, CO-5	10	80	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 beprepared by the course teacher for each experiment/practical to assess the student performance.

Q) Suggested Instructional/Implementation Strategies: Different Instructional/ ImplementationStrategies may be appropriately selected, as per the requirement of the content/outcome. Some of them are Improved Lecture, Tutorial, Group Discussion, Portfolio Based Learning, Live Demonstrations in Classrooms, Lab, 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.

R) List of Major Laboratory Equipment, Tools and Software:

S. No.	Name of Equipment, Tools and Software	Broad Specifications	Relevant Experiment/Practical Number
1.	Computer Systems	Desktop Computers with i3 processor, 16 GB RAM, 512 GBHDD	S. No. 1 to 10
2.	Online Python IDE	https://www.online-python.com/	S. No. 1 to 10
3.	Jupyter Notebook	Download from https://jupyter.org/	S. No. 1 to 10
4.	Pip Python package manager	Download Pip 22.3 From https://pypi.org/project/pip/	S. No. 1 to 10
5.	Google colab	https://colab.research.google.com/github/tensorflow/docs/blob/master/site/en/tutorials/quickstart/beginner.ipynb#scrollTo=DUNzJc4jTj6G	S. No. 1 to 10
6.	Various modules, Libraries and Packages	Tens or flow, NumPy, Pandas, package	S. No. 1 to 10

S) Suggested Learning Resources:

(a) Books:

S. No.	Titles	Author(s)	Publisher and Edition with ISBN
1.	Machine Learning using Python	Manaranjan Pradhan, U Dinesh Kumar	Wiley, ISBN-10: 8126579900 ISBN-13: 978-8126579907
2.	Introduction to Machine Learning	Jeeva Jose	Khanna Book Publishing Co. (P) ltd, 2020. ISBN-10: 9389139066 ISBN-13: 978-9389139068
3.	Machine Learning for Dummies	John Paul Mueller and Luca Massaron, For Dummies,	For Dummies; 2nd edition, ISBN-10: 1119724015 ISBN-13: 978-1119724018
4.	Machine Learning	Rajeev Chopra	Khanna Book Publishing Co., 2021 ISBN-10: 9789386173423 ISBN-13: 978-9386173423
6.	Learn TensorFlow 2.0: Implement Machine Learning and Deep Learning Models with Python	Pramod Singh, Avinash manure	Apress, 978-1484255605 ISBN-10: 1484255607 ISBN-13: 978-1484255605

(b) Online Educational Resources:

1. NPTEL Course: Introduction to Machine Learning, Prof. Balaraman Ravindran, IIT Madras
2. https://www.tensorflow.org/resources/learn-ml
3. https://www.tutorialspoint.com/tensorflow/index.htm
4. . https://www.javatpoint.com/tensorflow
5. https://developers.google.com/machine-learning/crash-course/exercises

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

(c) Others:

- **Data Source:**
  - https://archive.ics.uci.edu/ml/machine-learning-databases/auto-mpg/
  - https://archive.ics.uci.edu/ml/machine-learning-databases/iris/iris.data
  - https://www.kaggle.com/arshid/iris-flower-dataset
  - https://www.kaggle.com/rohankayan/years-of-experience-and-salary-dataset

******

A) Course Code : 2400604C(T2400604C/P2400604CS2400604C)

B) Course Title : Internet of Things (Advanced)

C) Pre- requisite Course(s) : IoT (Basics), Computer Networks

D) Rationale :

The rise and rise of IoT technologies is redefining business opportunities and process. This has led to a growing need to learn advance skills to remain competitive in the market. Put together, these are a potent combination of technologies that will dictate how our future is written, which is a strong indicator of rewarding job opportunities in those domains. Introduction of the Advanced IoT follows a rigorous curriculum which blends the academic excellence and industry-relevant applications.

This course will be exposed to a breadth of skills which will help students to become multi-faceted software engineers with a deeper understanding of these modern technologies, their applications, and interdependence.

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 basic Python features in Programming.

CO-2 Use advance Python features in Programming.

CO-3 Explain features of Cloud and IoT data storage on it.

CO-4 Explain IoT Networking and its application.

CO-5 Develop IoT App for the given problem

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	3	2	2	-	2	-		
CO-2	3	3	2	2	-	2	-		
CO-3	1	-	3	2	2	2	2		
CO-4	1	-	2	3	-	2	2		
CO-5	3	3	3	2	2	3	3		

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:

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				
2400604C	IoT (Advanced)	03	-	04	02	09	06

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:

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)	
2400604C	IoT (Advanced)	30	70	20	30	20	30	200

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:

- 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: T2400604C

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
TSO.1. a. Write the steps to install Python. TSO.1. b. Explain given types of variables in python. TSO.1. c Explain use and importance of Tuple, Dictionary, operators in python TSO.1. d. Explain use of array in python. TSO.1. e. Explain use of 2-Dimensional Array in python TSO.1. f Explain uses of given type of Conditional statement in python.	**Unit-1.0 Python Basics: -** 1.1 Installation of Python 1.2 Variables, Print () function, Escape character sequence and run python Program 1.3 Python Tuple, Dictionary, operators 1.4 Python arrays, create, reverse and append data into it. 1.5 Python 2 Dimensional arrays. 1.6 Python Conditional statement.	**CO-1 and CO-5**
TSO.2. a. Explain uses of given type of do & while loops in python TSO.2. b. Explain working of break, continue and pass statement in python TSO.2. c. Write the benefits of using OOP methodology in python. TSO.2. d. Explain given type of string operation related to python. TSO.2. e. Explain given function in python TSO.2. f Explain use of Lambda function in python.	**Unit 2. Python Advance: -** 2.1 Python Do & while loops 2.2 Python break, continue, pass statements 2.2 Python OOPs Class, Object, Inheritance and Constructor 2.4 Python Strings Replace, Join, Split, Reverse, Uppercase, Lowercase, count, find, split and length 2.5 Python Functions, Built-in functions and user defined functions 2.6 Lambda function and uses	**CO-1 and C05**
TSO.3. a. Differentiate between Cloud and IoT cloud. TSO.3. b. Explain features of Cloud in IoT environment TSO.3. c. List features of various types of Cloud TSO.3. d. List features of cloud services like SaaS, PaaS and IaaS TSO.3. f List advantages of cloud data storage. TSO.3. g Explain Arduino architecture and its applications. TSO.3.h Explain Raspberry pi architecture and its applications.	**Unit-3.0 Cloud Features: -** 3.1 Cloud computing and IoT cloud 3.2 Benefits of cloud in IoT 3.3 Types of Cloud public, private and hybrid 3.4 Cloud services like SaaS, PaaS and IaaS 3.5 Cloud connectivity and Data storage on Cloud. 3.6 Arduino: Architecture, Programming, and Applications 3.7 Raspberry Pi Architecture, Programming, and Application basic level for IoT applications	**CO-1, CO-2 and CO-5**
TSO.4. a. Explain wired network TSO.4. b. Explain short range wireless network TSO.4. c. Explain M2M communication TSO.4. d. Explain various generation of wireless network TSO.4. e. Explain the importance of LWPAN in IoT TSO.4. f Differentiate between SigFox & LoRaWAN TSO.4. g Explain use of NB-IOT (Narrow Band IOT) TSO.4.h Create heterogenous network using RFID.	**Unit.4 IoT Networking and Application: -** 4.1 Wired and short-range wireless network 4.2 M2M – 2G, 3G, 4G & 5G networks 4.3 LPWAN – Low Power Wide Area Networks 4.4 SigFox & LoRaWAN. 4.5 NB-IOT (Narrow Band IOT) 4.6 RFID and Bar code basics- Components of an RFID system-Data -Tags-Antennas- Connectors-Cables- Readers- encoder/ printers for smart labels- Controllers software 4.7 RFID advantages over Bar codes.	**CO-1 and CO-4**
TSO.5. a. Identify suitable framework for IoT app development TSO.5. b. Identify various stages of selected app TSO.5. c. Develop the app. TSO.5. d. Implement and deploy the app	**Unit. 5 IoT App Development**: - 5.1 Framework selection for IoT app development 5.2 Identify stages of app to be developed. 5.3 Develop, Implement, and Deploy the App 5.4 Testing and Integration 5.5 Maintain and improve	**CO-4 and CO-5**

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
TSO.5. e Maintain and improve the app based on the feedback		

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

K) Suggested Laboratory (Practical) Session Outcomes (LSOs) and List of Practical: P2400604C

Practical/Lab Session Outcomes (LSOs)	S. No.	Laboratory Experiment/Practical Titles	Relevant COs Number(s)
LSO 1.1 Python installation LSO 1.2 Prepare and run python program on given problem LSO 1.3 Prepare python program on Dictionary, Tuple and operators. LSO 1.4 Prepare program on arrays LSO 1.5 Prepare a program on 2-dimensional array LSO 1.6 Create program on conditional statement	1.	1.1 Install given version of Python on the computer system. 1.2 Prepare a python program using print() function and run it. 1.3 Access given value from the tuple 1.4 Print the given value of key from the dict. 1.5 Write a Python program to create an array of 5 integers and display the array items. Access individual element through indexes 1.6 Write a Python program which takes two digits m (row) and n (column) as input and generates a two-dimensional array. 1.7 Write a python program to check whether person is eligible for voting or not. (accept age from the user) 1.8 Write a python program to check whether the entered number is even or odd. 1.9 Write a python program to check whether entered number is divisible by another entered number. 1.10 Write a python program to display “Yes” is entered number is divisible by 5 otherwise display “No”	CO-1
LSO 2.1 Prepare python program on Do & while loops LSO 2.2 Prepare python program on break and continue statement. LSO 2.3 Prepare Python program using break and continue statements LSO 2.4 prepare python program using OOP LSO 2.5 Prepare Python program using functions	2.	2.1 Prepare a python program which can print first 10 even and odd numbers using while statement 2.2 Write a python program which can print first 10 integers and its square using while/for loop. 2.3 Write a python program which can print sum of first 10 natural numbers using while/for loop. 2.4 Write a python program which can identify the prime number between the range given using while/for loop. 2.5 Consider a situation where you want to iterate over a string and want to print all the characters until a letter ‘e’ or ‘s’ is encountered. It is specified that you have to do this using loop and only one loop is allowed to use. 2.6 Consider the situation when you need to write a program which prints the number from 1 to 10 and but not 6. It	CO-2

Practical/Lab Session Outcomes (LSOs)	S. No.	Laboratory Experiment/Practical Titles	Relevant COs Number(s)
		is specified that you have to do this using loop and only one loop is allowed to use. 2.7 Create a Class with instance attributes 2.8 Create a Vehicle class without any variables and methods 2.9 Write a Python function to find the Max of three numbers. 2.10 Write a Python program to reverse a string.	
LSO 3.1 Signup for free cloud storage LSO 3.2 Store data into cloud and retrieve it.	3.	3.1 Create a free cloud account 3.2 Store data on cloud and retrieve it	CO-3
LSO 4.1 Design various types of network cables LSO 4.2 Connect computer in LAN. LSO 4.3 Connect devices using wireless network LSO 4.4 Connect machine with machine LSO 4.5 Connect devices using IEEE 802 LSO 4.6 Connect devices using LPWAN LSO 4.7 Connect devices using RFID	4	4.1 Study of different types of Network cables and Practically implement the cross-wired cable and straight through cable using clamping tool. 4.2 Connect the computers in Local Area Network 4.3 Connect 2 or more devices using Bluetooth 4.4 Connect 2 or more devices using infrared 4.5 Connect 2 more machine using m2m 4.6 Connect 2 or more different devices using access point 4.7 Connect 2 devices using LPWAN (Smart Meter) 4.8 Connect 2 or more devices using RFID	CO-4
LSO 5.1 Develop a IoT app LSO 5.2 Develop IoT applications using smartphones.	5.	5.1 Identify a problem and develop an app 5.2 Building a temperature monitoring system using sensors and Smartphone	CO-5

L) Suggested Term Work and Self Learning: S2400604C 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. Prepare a report on Python programming language.
2. Develop a small software in python to solve a IoT data analysis.
3. Create a id on free cloud storage and share data on it for others.
4. Create a heterogenous network and connect different dives.
5. Create a an IoT app for the identified problem

c. Other Activities:

1. Seminar Topics: - “Future of wireless network.”
2. “Smart electricity billing “, “Cloud computing and IoT”
3. Visit to industry for IoT implementation in industrial process.
4. Reading RFID cards using 8051- RFID in the supply chain- Vehicles parking using RFID- library management system- electronic toll payment- smart shipping containers fleet monitoring and management.

5. Building IoT Applications like pressure, air quality, temperature and motion detector using Arduino and raspberry-pi Universal boards.
6. Surveys of market for availability of various types of network devices and its pricing.
7. Product Development: Development of projects for real life problem solution app.
8. Software Development: Using Python

d. Self-Learning Topics:

1. Deeper knowledge in Python features
2. Network devices and its capabilities
3. Advantages of IoT implementations

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%	20%	--	33%	10%	20%
CO-2	15%	10%	20%	--	33%	15%	20%
CO-3	30%	30%	20%	--	34%	15%	20%
CO-4	20%	30%	20%	50%	--	30%	20%
CO-5	25%	20%	20%	50%	--	30%	20%
Total Marks	**30**	**70**	**20**	**20**	**10**	**20**	**30**
			50				

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 Python basics	5	CO1	7	2	2	3
Unit-2.0 Python Advance	5	Co1, CO2	7	2	2	3
Unit-3.0 Cloud features	14	CO3	21	8	8	5
Unit-4.0 Networking and Application	14	CO4, C03	21	5	7	9
Unit-5.0 IoT Applications	10	CO5, CO3 and CO4	14	3	6	5
Total Marks	**48**		**70**	**20**	**25**	**25**

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.	Install given version of Python the computer system.	CO-1	70	20	10
2.	Prepare a python program using print() function and run it.	CO-1	60	30	10
3.	Access given value from the tuple	CO-1	60	30	10
4.	Print the given value of key from the dict.	CO-1	60	30	10
5.	Write a Python program to create an array of 5 integers and display the array items. Access individual element through indexes	CO-1	60	30	10
6.	Write a Python program which takes two digits m (row) and n (column) as input and generates a two-dimensional array.	CO-1	60	30	10
7.	Write a python program to check whether person is eligible for voting or not. (accept age from the user)	CO-1	60	30	10
8.	Write a python program to check whether the entered number is even or odd.	CO-1	60	30	10
9.	Write a python program to check whether entered number is divisible by another entered number.	CO-1	60	30	10
10.	Write a python program to display “Yes” is entered number is divisible by 5 otherwise display “No”	CO-1	60	30	10
11.	Prepare a python program which can print first 10 even and odd numbers using while statement	CO-2	60	30	10
12.	Write a python program which can print first 10 integers and its square using while/for loop.	CO-2	60	30	10

S. No.	Laboratory Practical Titles	Relevant COs Number(s)	PLA /ELA		
			Performance		Viva-Voce (%)
			PRA* (%)	PDA** (%)	
13.	Write a python program which can print sum of first 10 natural numbers using while/for loop.	CO-2	60	30	10
14.	Write a python program which can identify the prime number between the range given using while/for loop.	CO-2	60	30	10
15.	Consider a situation where you want to iterate over a string and want to print all the characters until a letter 'e' or 's' is encountered. It is specified that you have to do this using loop and only one loop is allowed to use.	CO-2	60	30	10
16.	Consider the situation when you need to write a program which prints the number from 1 to 10 and but not 6. It is specified that you have to do this using loop and only one loop is allowed to use.	CO-2	60	30	10
17.	Create a Class with instance attributes	CO-2	60	30	10
18.	Create a Vehicle class without any variables and methods	CO-2	60	30	10
19.	Write a Python function to find the Max of three numbers.	CO-2	60	30	10
20.	Write a Python program to reverse a string.	CO-2	60	30	10
21.	Create a free cloud account	CO-3	70	20	10
22.	Store data on cloud and retrieve it.	CO-3	60	30	10
23.	Study of different types of Network cables and Practically implement the cross-wired cable and straight through cable using clamping tool.	CO-4	70	20	10
24.	Connect the computers in Local Area Network	CO-4	70	20	10
25.	Connect 2 or more devices using Bluetooth	CO-4	70	20	10
26.	Connect 2 or more devices using infrared	CO-4	70	20	10
27.	Connect 2 more machine using m2m	CO-4	70	20	10
28.	Connect 2 or more different devices using access point	CO-4	70	20	10
29.	Connect 2 devices suing LPWAN (Smart Meter)	CO-4	70	20	10
30.	Connect 2 or more devices using RFID	CO-4	70	20	10
31.	Identify a problem and develop an app	CO-5	70	20	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	Python software	Openly available as per instruction	As mentioned above list
2	Cables connecters and crimping tools	Cat 6e cable, RJ-45 connectors and Crimping Tool	
3	Bluetooth and infrared devices	Any mobile and wireless keyboard and mouse	
4	IoT free cloud	Free available	
5	Smart devices	Like meters, bulbs etc.	
6	Wireless access point	Wireless router or access point	-
8	Arduino development board	Arduino Uno and Arduino Nano.	-
6	Raspberry Pi	Raspberry Pi 4/ Raspberry Pi 3/ Raspberry Pi 2	-

R) Suggested Learning Resources:

(a) Books:

S. No.	Titles	Author(s)	Publisher and Edition with ISBN
1	Let Us Python	Kanetkar Yashavant	BPB Publications ISBN: 9789388511568, 9789388511568
2	IOT (Internet of things) and Its Application	P K Pandey	T Balaji Publication (1 January 2020) ISBN-10: 8194136385 ISBN-13: 978-8194136385
3	Raspberry Pi Cookbook: Software and Hardware Problems and Solutions	Simon Monk	Shroff/O'Reilly; Third edition (4 October 2019), ISBN-10: 9352139267 ISBN-13: 978-9352139262
4	Raspberry Pi Cookbook: Software and Hardware Problems and Solutions,	Simon Monk	Shroff/O'Reilly; Third edition (4 October 2019), ISBN-10: 9352139267 ISBN-13: 978-9352139262
5	Cloud Computing: Concepts, Technology & Architecture	Erl	Pearson Education India; 1st edition (1 January 2014) ISBN-10: 9332535922 ISBN-13: 978-9332535923

(b) Online Educational Resources:

1. nptel.iitm.ac.in/courses/.../IIT.../lecture%2023%20and%2024.htm
2. en.wikipedia.org/wiki/Shear_and_moment_diagram
3. www.freestudy.co.uk/mech%20prin%20h2/stress.pdf
4. www.engineerstudent.co.uk/stress_and_strain.html
5. https://www.iit.edu/arc/workshops/pdfs/Moment_Inertia.pdf
6. https://www.veritis.com/blog/aws-vs-azure-vs-gcp-the-cloud-platform-of-your-choice/
7. https://wiki.python.org/moin/TimeComplexity
8. www.engineerstudent.co.uk/stress_and_strain.html
9. https://www.iit.edu/arc/workshops/pdfs/Moment_Inertia.pdf

Amini, P. (2014). Sulley: Pure Python fully automated and unattended fuzzing frame- work. https://github.com/OpenRCE/sulley

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

(c) Others:

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

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A) Course Code : **2400604D(T2400604D/P2400604D/S2400604D)**

B) Course Title : Drone Technology (Advanced)

C) Pre- requisite Course(s) : Drone Technology (Basics)

D) Rationale :

In previous semester, a course in drone technology broadly discussed about basic principles, functions and interface of different components and design simple drone structure. In order to understand the successive development of drones / UAVs in terms of their geometric structure, working methodology and navigation control etc., so it is important to study the advanced course on Drone Technology. This course includes the study of Static and dynamic force analysis on drone, advance flying features, navigation control, maintenance and advance applications of different types of drone.

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 Apply the concept of engineering mechanics for stability of drone.

CO-2 Design the structure of drone using GPS module and thermal Image camera.

CO-3 Operate drone using advance flight controller board.

CO-4 Perform drone maintenance and assembly.

CO-5 Use drone in advance applications like precision agriculture, security, IoT, etc.

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	-	-	-	-	-	-		
CO-2	2	2	-	3	3	-	-		
CO-3	2	2	3	3	-	-	-		
CO-4	3	-	-	3	-	-	-		
CO-5	-	2	2	-	-	3	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 & Learning Scheme:

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				
2400604D	Drone Technology (Advanced)	03	-	04	02	09	06

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:

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)	
2400604D	Drone Technology (Advanced)	30	70	20	30	20	30	200

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:

- 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 (SW) 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: T2400604D

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number (s)
TSO 1a. Draw free body diagram of quadcopter drone. TSO 1b. Determine centroid of given drone structure. TSO 1c. Determine center of gravity of different drone structure. TSO 1d. Analyze different types of force acting drone system. TSO 1e. Differentiate between static and dynamic force analysis. TSO 1f. Explain how gyroscopic motion keeps drone balanced and hovering.	**Unit-1.0 Engineering mechanics for Drone Technology** 1.1 Drone Mechanics • Free body diagram of drone • Method of finding resultant of force system • Equilibrium of coplanar force system 1.2 Center of Gravity • Centroid of plane figure • Center of gravity of solid bodies 1.3 Force analysis in drone • Force analysis in drone • Forces of flight • Principle axes and rotation of aerial systems 1.4 Dynamics of machine • Static and dynamic force analysis • Gyroscopic motions	**CO-1**
TSO 2a. Describe properties and application of smart materials use in UAV frame. TSO 2b. Calculate the diameter of the propeller for given drone frame size. TSO 2c. Determine size of quadcopter frame and diameter of propeller of drone TSO 2d. Describe working of GPS and its hardware interfacing. TSO 2e. Write steps to interface GPS module for drone navigation. TSO 2f. Describe different RF blocks and antennas used in RF transmitter and receiver.	**Unit-2.0 Drone Frame and Components** 2.1 Drone frame design • Calculation principle for drome frame sizes • Quadcopter frame design • Smart materials for UAV frame • Green material uses in drone 2.2 Advance Drones component • GPS, Interfacing of GPS hardware • Thermal and chemical sensor • Tilt and LiDAR sensor 2.3 RF transmitter and receiver • RF blocks • RF antennas 2.4 Micro-electromechanical systems (MEMS) based sensor 2.5 HD and thermal Image camera	**CO-2**
TSO 3a. Identify features and specifications of FCB use in different application TSO 3b. Explain ports of any given advance flight controller board.	**Unit-3.0 Advance flight controller Board (FCB)** 3.1 Specification and ports of FCB 3.2 Software for FCB • Software installation	**CO-3**

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number (s)
TSO 3c. Write steps of software installation of flight controller board. TSO 3d. Describe installation and calibration steps of radio telemetry with FCB. TSO 3e. Write steps of calibration of accelerometer and ESC with FCB. TSO 3f. Describe interfacing of GPS with FCB.	3.3 Radio Communication with FCB • Installation of Radio Telemetry • Radio Calibration with FCB 3.4 Calibration of accelerometer 3.5 Calibration of ESC 3.6 Interface of motor with FCB using ESC 3.7 GPS interface with FCB 3.8 Safety features of advance FCB	
TSO 4a. Describe challenges comes in drone maintenance. TSO 4b. Describe measuring devices and instrument use in drone maintenance. TSO 4c. Describe measuring instrument used to measure electrical parameters in drone. TSO 4d. Write sequence of steps use in assembling of drone.	**Unit-4.0 Maintenance and assembling of Drone** 4.1 Need and scope of drone maintenance 4.2 Types of maintenance 4.3 Routine drone maintenance and its checklist • Recording basic details • Structural inspection • Battery check • Software/firmware 4.4 Types of measuring instrument use in drone maintenance 4.5 Measurement of different electrical parameters related with drone hardware 4.6 Assembly of drones • Concept of interchangeability • Principle of gauging and their applicability in drone assembly • Parameters and profile measurements of standard propellers • Concepts of drone assembly using 3D modeling	**CO-4**
TSO 5a. Describe function of autonomous drone using AI. TSO 5b. Describe IoT enable UAV for surveillance and data gathering. TSO 5c. Explain drone applications based on cost saving, enhanced efficiency and profitability aspects.	**Unit-5.0 Advance Drone Application** 5.1 Application of AI in Drone Technology 5.2 IoT and Computer vision integrated Drone 5.3 Drone interface with smart-phone 5.4 Drone Applications in • Military • Precision Agriculture	**CO-5**

Note: One major TSO may require more than one theory session/period.

K) Suggested Laboratory (Practical) Session Outcomes (LSOs) and List of Practical: P2400604D

Practical/Lab Session Outcomes (LSOs)	S. No.	Laboratory Experiment/Practical Titles	Relevant COs Number(s)
LSO 1.1 Use the force of gravity to compute the centre of gravity for a given drone structure.	1.	Determine Centre of gravity of different done structure.	CO-1
LSO 2.1 Develop skills of observation and interpreting phenomenal changes on Drone model for stability and hovering.	2.	Demonstrate gyroscopic effect on a drone model	CO-1
LSO 3.1 Draw various frame to be required in designing drone structure. LSO 3.2 Use Measuring instrument in designing drone frame. LSO 3.3 Choose suitable materials for making drone frame	3.	Compare different types of airframe structure like quadcopter frame (plus shape, cross shape and H-shape), hexacopter frame (hexa + and hexa S).	CO-2, CO-4
LSO 4.1 Identify and measure the condition of sensors. LSO 4.2 Interface Tilt and LiDAR sensors in drone.	4.	Test Tilt and LiDAR sensors and their characteristics with Microcontroller based Flight controller board.	CO-2
LSO 5.1 Identify different component of GPS module LSO 5.2Measure and use signals from GPS module to determine latitude & longitude. LSO 5.3 Diagnose problems using appropriate instruments/tools related to GPS navigation.	5.	Demonstrate the interfacing of GPS module to drone navigation.	CO-2, CO-3
LSO 6.1 Measure characteristics of HD and thermal Image camera. LSO 6.2 Diagnose common problems related to HD and thermal Image camera.	6.	Test HD and thermal Image camera and their characteristics.	CO-2
LSO 7.1 Identify the characteristics of RF circuit blocks like amplifier, and filters. LSO 7.2 Identity different antennas used. LSO 7.3 Operate drone using RC transmitter and receiver.	7.	Identify, configure and operate 433MHz and 2.4 GHz RC transmitter and receiver.	CO-2
LSO 8.1 Test the different peripheral interconnections with FCB LSO 8.2 Troubleshoot advance Flight control board (FCB)	8.	Programming and configure of parameters in flight control board (FCB).	CO-3
LSO 9.1 Configure radio communication device to control drones. LSO 9.2 Operate drone using RC transmitter and receiver.	9.	Test and perform communication of advance Flight control board with RF transceiver.	CO-3, CO-2
LSO 10.1 Measure various parameters of GPS system LSO 10.2 Interface GPS system with flight controller board.	10.	Test and perform communication of Flight control board (FCB) with GPS	CO-3, CO-2
LSO 11.1 Configure HD and thermal image camera with drone. LSO 11.2 Demonstrate use of HD and thermal image camera with FCB	11.	Test and troubleshoot HD and thermal image camera with advance FCB in drone.	CO-3, CO-2
LSO 12.1 Measure voltage, current frequency using Digital Multimeter LSO 12.2 Measure peak to peak voltage, time period, and duty cycle using DSO and waveform generator. LSO 12.3 Measure unknown frequency and its level using spectrum analyzer.	12.	Measure various electric parameters in drone hardware	CO-4

Practical/Lab Session Outcomes (LSOs)	S. No.	Laboratory Experiment/Practical Titles	Relevant COs Number(s)
LSO 13.1 Inspect drone as per the given checklist LSO 13.2 Diagnose drone problems after flying of 50 and 100hrs	13.	Perform preventive maintenance of drone components	CO-4
LSO 14.1 Perform dismantle process of drone. LSO 14.2 perform services need for operation LSO 14.3 Check and Install different parts of the drone system. LSO 14.4 Assemble drone component.	14.	Dismantle and service of different parts of drone system	CO-4

L) Suggested Term Work and Self Learning: S2400604D 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. Prepare maintenance report for small UAV.
2. Survey nearby electronics shop and Prepare report on types of drone frames and drone sensors available and its specification.
3. Prepare report of surveying & mapping of our institute using drone with HD and thermal image camera.
4. Prepare report on land and crops quality of nearby agriculture field using drone.
5. Prepare report on Identify and select different application drones like agriculture, Surveillance, Inspections and gathering Information for disaster management.
6. Download 5 videos on advance FCB of drone design. Watch them and write report on it.
7. Market survey on different types of FCB, its specification and specific application and prepare report.
8. Develop mission completion drone with the help of GPS based Advance FCB.

c. Other Activities:

1. Seminar Topics-Drone stability using gyroscopic motion, Quadcopter frame, Green material use in drone design, GPS based drones, types of HD and thermal Image camera, Safety features in advance drone, Drone Assembling, Military drone.
2. Visits: Visit nearby small industry, Drone institute facilities. Prepare report of visit with special comments of advance drone technology used, material used, cost of printed component.
3. Surveys: Survey nearby electronics shop and Prepare report of list of advance drone components and its specification.
4. Product Development
5. Software Development

d. Self-Learning Topics:

1. Different types Drones frame
2. Overview of GPS technology
3. Different types of HD and thermal Image camera
4. Safety features in Drone
5. Advance drone application

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%	20%	20%	20%	25%	25%
CO-2	20%	20%	20%	20%	20%	25%	25%
CO-3	25%	25%	20%	20%	20%	25%	25%
CO-4	25%	25%	20%	20%	20%	25%	25%
CO-5	15%	15%	20%	20%	20%	-	-
Total Marks	**30**	**70**	**20**	**20**	**10**	**20**	**30**
			50				

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 Engineering mechanics for Drone Technology	8	CO-1	12	04	04	04
Unit 2.0 Drone frame and components	10	CO-2	14	04	04	06
Unit 3.0 Advance Flight Controller Board	12	CO-3	16	04	06	06
Unit 4.0 Maintenance and assembling of drone	10	CO-4	16	04	06	06
Unit 5.0 Advance Drone Application	8	CO-5	12	04	04	04
Total Marks	48		70	20	24	26

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.	Determine Centre of gravity of different done structure.	CO-1	50	40	10
2.	Demonstrate gyroscopic effect on a drone model	CO-1	40	50	10
3.	Compare different types of airframe structure like quadcopter frame (plus shape, cross shape and H-shape), hexacopter frame (hexa + and hexa S).	CO-2	50	40	10
4.	Test Tilt and LiDAR sensors and their characteristics with Microcontroller based Flight controller board.	CO-2	50	40	10
5.	Demonstrate the interfacing of GPS module to drone navigation.	CO-2, CO-3	50	40	10
6.	Test HD and thermal Image camera and their characteristics.	CO-2	50	40	10
7.	Identify, configure and operate 433MHz and 2.4 GHz RC transmitter and receiver.	CO-2	60	30	10
8.	Programming and configuration of parameters in flight control board (FCB).	CO-3	60	30	10
9.	Test and perform communication of advance Flight control board with RF transceiver.	CO-3, CO-2	60	30	10
10.	Test and perform communication of Flight control board (FCB) with GPS	CO-3, CO-2	60	30	10
11.	Test and troubleshoot HD and thermal image camera with advance FCB in drone.	CO-3, CO-2	60	30	10
12.	Measure various electric parameters in drone hardware	CO-4	40	50	10
13.	Perform preventive maintenance of drone components	CO-4	60	30	10
14.	Dismantle and service of different parts of drone system	CO-4	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.	Drone Frame	Tricopter/Quadcopter/Hexacopter	1-15
2.	Propellers	15 X 5.5 CW/Others	1-15
3.	GPS module	M8N Series	1-15
4.	Drone Camera	15-20 Megapixel	1-15
5.	Camera Gimble	3 Axis feature, 360 Degree movement	1-15
6.	Tilt Sensor	8-30 volt	1-15
7.	LiDER sensor	Range 75m to 200m	1-15
8.	Battery	Lithium Polymer Battery,8000 to 10000 mAh	1-15
9.	Motor	BLDC, 370kv	1-15
10.	Electronic speed Controller (ESC)	40 Amp	1-15
11.	Flight Controller Board	CC3D/Pixhawk/Others	1-15
12.	Transmitter and Receiver for radio signal	10 Channels and more, 2.4 GHz & 5.8 GHz	1-15
13.	Embedded system for AI application on UAV	Open Source Jetson Baseboard /Others	1-15

R) Suggested Learning Resources:

(a) Books:

S. No.	Titles	Author (s)	Publisher and Edition with ISBN
1.	Make: DIY Drone and Quadcopter Projects: A Collection of Drone-Based Essays, Tutorials, and Projects	Editors of Make	Shroff/Maker Media, First edition 2016, ISBN-978-9352133994
2.	Make: Getting Started with Drones: Build and Customize Your Own Quadcopter	Terry Kilby & Belinda Kilby	Shroff/Maker Media, First edition 2016, ISBN-978-9352133147
3.	Agricultural Drones: A Peaceful Pursuit	K R Krishna	Apple Academic Press,1st edition 2018, ISBN-978-1771885959
4.	Building Multicopter Video Drones: Build and fly multicopter drones to gather breathtaking video footage	Ty Audronis	Packt Publishing Limited; Illustrated edition,2014, ISBN-978-1782175438
5.	The Complete Guide to Drones	Adam Juniper	Ilex Press, Extended 2nd Edition,2018 ISBN-9781781575383
6.	Unmanned Aircraft Systems - UAVS Design, Development and Deployment (Aerospace Series)	R Austin	John Wiley & Sons Inc, 1st edition, 2010, ISBN-978-0470058190

(b) Online Educational Resources:

1. https://archive.nptel.ac.in/courses/101/104/101104083/
2. https://onlinecourses.nptel.ac.in/noc21_ae14/preview
3. https://en.wikipedia.org/wiki/Unmanned_aerial_vehicle
4. https://fusion.engineering/
5. https://robocraze.com/blogs/post/best-flight-controller-for-drone
6. https://www.youtube.com/watch?v=lrkFG7GilPQ
7. https://www.youtube.com/watch?v=KjG6FKCNCbM
8. https://ardupilot.org/
9. https://px4.io/

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. Development of an Autonomous IoT-Based Drone for Campus Security, Abdelrahman Mahmoud Gaber, Rozeha A. Rashid, Nazri Nasir, Ruzairi Abdul Rahim, M. Adib Sarijari, A. Shahidan Abdullah, Omar A. Aziz, Siti Zaleha A. Hamid, Samura Ali,2021
2. IoT based UAV platform for emergency services; S. K. Datta, J. L. Dugelay, & C. Bonnet, 2018
3. Development of an Autonomous Drone for Surveillance Application; M. A. Dinesh, S. Santhosh Kumar, J. Sanath, K. N. Akarsh & K. M. Manoj Gowda,2018
4. Autonomous cloud-based drone system for disaster response and mitigation; C. Alex & A. Vijaychandra,2016
5. https://www.geeetech.com/Documents/CC3D%20flight%20control%20board.pdf
6. https://www.bhphotovideo.com/lit_files/201146.pdf
7. http://tricopter.hu/docs/cc3d_manual.pdf

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A) Course Code : **2400604E(T2400604E/P2400604E/S2400604E)**

B) Course Title : 3D Printing and Design (Advanced)

C) Pre- requisite Course(s) : 3D Printing and Design (Basic)

D) Rationale :

This advanced course on 3D Printing tries to develop understanding of the process of making real complex objects from digital models in the students using various 3D printing processes and materials (Plastics, Ceramics and Metals). It also covers the post processing required and details about various printing process and parameters to make a quality 3D printed component. This course can only be taken up after completing 3D Printing and Design (Basic) course offered in previous semester.

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 Select newer 3D Printing material for various applications.
CO-2 Use solid based 3D Printing processes to develop products.
CO-3 Use liquid-based 3D Printing processes to develop products.
CO-4 Use powder-based 3D Printing processes to develop products.
CO-5 Apply post processing techniques and quality checks on 3D printed components.

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		
CO-3	3	-	2	2	-	-	2		
CO-4	3	-	2	2	-	-	2		
CO-5	3	2	-	3	2	-	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 & Learning Scheme:

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				
2400604E	3D Printing and Design (Advanced)	03	-	04	02	09	06

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:

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)	
2400604E	3D Printing and Design(Advanced)	30	70	20	30	20	30	200

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:

- 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: T2400604E

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
TSO 1a. Explain various forms of 3D printing raw material. *TSO 1b.* Select material for the given popular 3D printing processes with justification. *TSO 1c.* Select various Polymer based 3D printing raw materials with justification. *TSO 1d.* Explain procedure of Powder preparation for the given 3D printing material. *TSO 1e.* Explain properties of the given Metal/Ceramics 3D printing material. *TSO 1f.* Choose suitable 3D printing material on the basis of Performance Requirements and Material Properties.	**Unit-1.0 3D Printing Materials** 1.1 Various forms of 3D printing raw material- Liquid, Solid, Wire, Powder. 1.2 Popular FDM, SLA, SLS, Binder Jetting, Material Jetting and Direct Energy deposition 3D printing materials. 1.3 Polymers, Metals, Non-Metals, Ceramics. 1.4 Polymers and their properties. 1.5 Powder Preparation and their desired properties. 1.6 Choosing the Right 3D Printing Material on the basis of Performance Requirements and Material Properties.	**CO1**
TSO 2a. Explain working of a typical FDM based 3D Printer. *TSO 2b.* Justify use of FDM based 3D printing process and material for the given component. *TSO 2c.* Explain the Laminated Object Manufacturing process. *TSO 2d.* Estimate the cost and time of the given FDM based 3D printed component.	**Unit-2.0 Solid based 3D Printing Processes** 2.1 Basic principle and working of fused deposition modeling (FDM) process. 2.2 Liquefaction, solidification and bonding. 2.3 Laminated Object Manufacturing process. 2.4 Cost estimation of FDM 3D printed component.	**CO1, CO2**
TSO 3a. Explain the phenomenon of Photo Polymerization. *TSO 3b.* Explain the working of a typical Stereo Lithography based 3D Printer. *TSO 3c.* Explain procedure of 3D Scanning of the given component. *TSO 3d.* Justify use of SLA based 3D printing process and material for the given component. *TSO 3e.* Estimate the cost and time of the given SLA based 3D printed component. *TSO 3f.* Apply Curing process to SLA based 3D printed component.	**Unit-3.0 Liquid based 3D Printing Processes** 3.1 Photo polymerization. 3.2 Principle and working of stereo lithography apparatus. 3.3 SLA based 3D printing processes. 3.4 SLA based 3D printing process materials. 3.5 Scanning techniques. 3.6 Curing processes. 3.7 Cost estimation of SLA 3D printed component.	**CO1, CO3**
TSO 4a. Explain powder fusion mechanism. *TSO 4b.* Explain working of a typical SLA based 3D Printer. *TSO 4c.* Justify use of SLA based 3D printing process and material for the given component. *TSO 4d.* Explain Net shape process. *TSO 4e.* Explain Binder Jet 3D printing process. *TSO 4f.* Justify use of Binder Jet 3D printing process and material for the given component. *TSO 4g.* Estimate the cost and time of the given SLS based 3D printed component.	**Unit-4.0 Powder based 3D Printing Processes** 4.1 Powder fusion mechanism. 4.2 Principle and working of Selective Laser Sintering (SLS) process. 4.3 SLS based 3D printers. 4.4 Laser Engineering Net Shaping process. 4.5 Electron Beam Melting. 4.6 Binder Jet 3D Printing. 4.7 Materials and Process parameters for SLS based 3D printing processes. 4.8 Cost estimation of SLS based 3D printed component.	**CO1, CO4**

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
TSO 5a. Justify the need of post processing in the given 3D printed component. *TSO 5b.* List the various post processing techniques. *TSO 5c.* List the steps to perform post processing. *TSO 5d.* Explain the given Cleaning related post processing approach for 3D printed component. *TSO 5e.* Explain the given Surface finishing related post processing approach for 3D printed component. *TSO 5f.* Apply simple inspection and testing techniques on the given 3D printed component. *TSO 5g.* Identify the type of defect(s) in the given 3D printed component.	**Unit-5.0 Post Processing and Quality** 5.1 Need of post processing: Functional and Aesthetic reasons. 5.2 Steps of Post Processing: Cleaning/Support removal, Fixing, Curing or hardening, Surface finishing, Colouring. 5.3 Cleaning: Support Removal (FDM and Material Jetting); Powder Removal (SLS and Powder Bed Fusion); Washing (SLA and Photo polymerisation). 5.4 Fixing: Filling, Gluing, Welding. 5.5 Surface finishing: Sanding, Polishing, Tumbling, Hydro dipping, Epoxy coating, Electro Plating, Vapour smoothing-Acetone treatment. 5.6 Colouring, Coating, Priming and Painting. 5.7 Inspection and testing: Digital, Visual, Physical. 5.8 Defects and their causes.	**CO1, CO2, CO3, CO4, CO5**

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

K) Suggested Laboratory (Practical) Session Outcomes (LSOs) and List of Practical: P2400604E

Practical/Lab Session Outcomes (LSOs)	S. No.	Laboratory Experiment/Practical Titles	Relevant COs Number(s)
LSO 1.1. Use the available 3D printing software. *LSO 1.2.* Select printing process parameters based on the type/make of Printer and raw material *LSO 1.3.* Set printing process parameters. *LSO 1.4.* Produce a complex component using available FDM Printer.	1.	Develop the assigned digital single complex component using FDM based 3D Printer and available material.	CO1, CO2
LSO 2.1. Use the available 3D printing software. *LSO 2.2.* Select printing process parameters based on the type/make of Printer and raw material *LSO 2.3.* Set printing process parameters. *LSO 2.4.* Produce a complex component using available SLA Printer. *LSO 2.5.* Perform curing of the SLA based 3D printed component.	2.	Develop the assigned digital single complex component using SLA based 3D Printer and available material.	CO1, CO3
LSO 3.1. Use the available 3D printing software. *LSO 3.2.* Select printing process parameters based on the type/make of Printer and raw material *LSO 3.3.* Set printing process parameters. *LSO 3.4.* Produce a complex component using available SLS Printer.	3.	Develop the assigned digital single complex component using SLS based 3D Printer and available material.	CO1, CO4

Practical/Lab Session Outcomes (LSOs)	S. No.	Laboratory Experiment/Practical Titles	Relevant COs Number(s)
LSO 4.1. Use the available 3D printing software. *LSO 4.2.* Select printing process parameters based on the type/make of Printer and raw material *LSO 4.3.* Set printing process parameters. *LSO 4.4.* Produce a complex component using available FDM, SLA and SLS Printer. *LSO 4.5.* Perform Cost, Time, Surface finish and Strength estimations related to 3D printed components.	4.	Develop same digital single complex component using FDM, SLA and SLS based 3D Printers and compare the printed components on the basis of Cost, Time, Surface finish, Strength.	CO1, CO2, CO3, CO4
LSO 5.1. Use the available 3D printing software. *LSO 5.2.* Select printing process parameters based on the type/make of Printer and raw material *LSO 5.3.* Select appropriate tolerance, fit and printing process parameters. *LSO 5.4.* Produce an assembly using available SLA/SLS Printer.	5.	Print one digital assembly on SLA/SLS based 3D Printer.	CO2/CO3/ CO4
LSO 6.1. Use of available 3D scanner. *LSO 6.2.* Develop 3D digital model using scanning approach. *LSO 6.3.* Use the available 3D printing software. *LSO 6.4.* Produce a complex component using available SLA Printer.	6.	Scan the given real complex component and print it using FDM/SLA/SLS based 3D Printer.	CO2, CO3, CO4
LSO 7.1. Identify tools/devices/chemicals for post processing *LSO 7.2.* Perform post processing operations on printed component.	7.	Apply post processing techniques on the 3D printed component of experiment number 1 and/or 2 and/or 3.	CO5
LSO 8.1. Identify tools/devices/techniques for inspection and testing. *LSO 8.2.* Identify the defects in 3D printed components *LSO 8.3.* Apply remedial measures to bring soundness in the defective 3D printed component.	8.	Check the soundness of the 3D printed component of experiment number 1 and/or 2 and/or 3 using available devices/techniques.	CO5

L) Suggested Term Work and Self Learning: S2400604E 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. Prepare a list of solid, liquid and powder form 3D printing raw materials stating their cost, colour opacity, flexibility and weight per unit volume.
2. Download 5 videos of 3D printing of different components using FDM, SLA and SLS each. Watch them and write a report to detail out the steps involved, 3D Printer used, 3D Printing software used, material used, complexity involved, printing time, post processing steps used.

3. Prepare a report on post processing steps and techniques used for 3D printed components using FDM, SLA, SLS.
4. Prepare a report to compare FDM, SLA, SLS based 3D printing process on the basis of cost, surface finish, printer setting time, printing time and post processing time and cost involved.
5. Download 5 videos of 3D printing processes **other than** FDM, SLA and SLS. Watch them and write a report to detail out the steps involved, 3D Printer used, 3D Printing software used, material used, complexity involved, printing time, post processing steps used.
6. Download 1 video related to inspection and testing of 3D printed components using different techniques like Visual inspection, Scanning Electron Microscopy (SEM), CT system, X-ray, Penetration testing, Infrared thermography, Leak or pressure testing for complex structures, Eddy current, Mechanical property inspection to measure tensile, yield, shear, fatigue, hardness, density, impact strength, Metallography (Microstructure testing). Watch them and write a report to detail out the steps involved and equipment used.

c. Other Activities:

1. Seminar Topics:
   - Newer 3D printing raw materials
   - Direct energy 3D printing process
   - Material jetting 3D printing process
   - Micro 3D printing process
   - Metal and Ceramic 3D printing
   - 3D printing of Jewelry
   - 3D printing of Bio implants
   - Printing of flexible plastic components

2. Visits: Visit nearby tool room/industry with 3D Printing facilities. Prepare report of visit with special comments of 3D printing technique used, material used, single component/batch production/mass production and cost of printed component.

3. Self-Learning Topics:
   - 3D printing of transparent, soft and flexible plastic components
   - 3D printing of metal components
   - 3D printing of ceramic components
   - 3D scanning process.
   - Chemical post processing techniques

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%	-	-	10%	20%
CO-2	20%	20%	20%	25%	25%	25%	20%
CO-3	20%	20%	20%	25%	25%	25%	20%
CO-4	20%	20%	20%	25%	25%	25%	20%
CO-5	25%	25%	25%	25%	25%	15%	20%
Total Marks	**30**	**70**	**20**	**20**	**10**	**20**	**30**
			50				

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 3D Printing Materials	6	CO1	10	3	2	5
Unit-2.0 Solid based 3D Printing Processes	10	CO1, CO2	14	4	5	5
Unit-3.0 Liquid based 3D Printing Processes	10	CO1, CO3	14	4	5	5
Unit-4.0 Powder based 3D Printing Processes	10	CO1, CO4	14	4	5	5
Unit-5.0 Post Processing and Quality	12	CO1, CO2, CO3, CO4, CO5	18	5	5	8
Total	**48**	**-**	**70**	**20**	**22**	**28**

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.	Develop the assigned digital single complex component using FDM based 3D Printer and available material.	CO1, CO2	30	60	10
2.	Develop the assigned digital single complex component using SLA based 3D Printer and available material.	CO1, CO3	30	60	10
3.	Develop the assigned digital single complex component using SLS based 3D Printer and available material.	CO1, CO4	30	60	10
4.	Develop same digital single complex component using FDM, SLA and SLS based 3D Printers and compare the printed components on the basis of Cost, Time, Surface finish, Strength.	CO1, CO2, CO3, CO4	30	60	10
5.	Print one assembly on SLA/SLS based 3D Printer.	CO2/CO3/ CO4	30	60	10
6.	Scan the given real complex component and print it using FDM/SLA/SLS based 3D Printer.	CO2, CO3, CO4	40	50	10
7.	Apply post processing techniques on the 3D printed component of experiment number 1 and/or 2 and/or 3.	CO5	40	50	10

S. No.	Laboratory Practical Titles	Relevant COs Number(s)	PLA/ELA		
			Performance		Viva-Voce (%)
			PRA* (%)	PDA** (%)	
8.	Check the soundness of the 3D printed component of experiment number 1 and/or 2 and/or 3 using available devices/techniques.	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, Tools and Software	Broad Specifications	Relevant Experiment/Practical Number
1.	High end computers	Processor Intel Core i7 with Open GL Graphics Card, RAM 32 GB, DDR3/DDR4, HDD 500 GB, Graphics Card NVIDIA OpenGL 4 GB, OS Windows 10	All
2.	Parametric Computer Aided Design software	CATIA/Solid works/NX/Creo **OR** Available with CoE	1 to 5
3.	FDM based 3D printer	Fused Deposition Modelling system with complete accessories; Build Volume-300 x 300 x 300mm or Higher; Layer Thickness-0.1 – 0.4 **OR** Available with CoE	1,4,5,6
4.	SLA based 3D printer	Printing Technology: SLA, 145 x 145 x 175mm build volume, Common layer thickness 25–100 µm, Dimensional Accuracy ± 0.5% (lower limit: ±0.10 mm), cure time of only 1-3s per layer, Material type: UV-sensitive liquid resin, Curing unit.	2,4,5,6
5.	SLS based 3D printer	Printing Technology: SLS., Build Volume: 130 x 130 x 180 mm, Recommended min. wall thickness: 0.8 mm, Powder Diameter: 60 Microns, Material Type: Nylon, TPU, Light Source: Laser Diode	3,4,5,6
6.	3D Printing Material	ABS/PLA, Resin based Photosensitive material, Polymer/metal/ceramic powder **OR** Available with CoE	1,2,3,4,5,6
7.	3D Printing software	Latest version of software like: Cura/PrusaSlicer/ideaMaker/Meshmixer/MeshLab **OR** Available with CoE	1 to 6
8.	3D Scanner and Processing software	Handheld 3D scanner, Accuracy up to 0.1 mm, Resolution up to 0.2 mm, Real time onscreen 3D model projection and processing, Wireless technology with an inbuilt touch screen and battery, Extended field of view for capturing both large and small objects, Processing Software **OR** Available with CoE	6
9.	Post processing equipments and tools	Deburring tools (tool handle & deburring blades), Electronic Digital Caliper, Cleaning Needles, Art knife set, Long nose pliers, Flush cutters, Wire brush, Nozzle cleaning kit, Tube cutter, Print removal spatula, Needle file, Cutting mat, Glue stick, Wire stripper, Chemicals, Etching agents etc.	7

10.	Inspection and Testing devices	• Visual inspection, Devices related to: • Scanning electron microscopy (SEM), CT system, X-ray, • Penetration testing, • Infrared thermography, • Leak or pressure testing for complex structures, • Eddy current, • Mechanical property inspection to measure tensile, yield, shear, fatigue, hardness, density, impact strenght • Metallography (Microstructure testing)	8

R) Suggested Learning Resources:

(a) Books:

S. No.	Titles	Author(s)	Publisher and Edition with ISBN
1.	Additive Manufacturing Technologies: Rapid Prototyping to Direct Digital Manufacturing	Lan Gibson, David W. Rosen, Brent Stucker	Springer, 2010 ISBN: 9781493921133
2.	Understanding Additive Manufacturing: Rapid Prototyping, Rapid Tooling, Rapid Manufacturing	Andreas Gebhardt,	Hanser Publisher, 2011 ISBN: 156990507X, 9781569905074
3.	3D Printing and Design	Sabrie Soloman	Khanna Publishing House, Delhi ISBN: 9789386173768
4.	3D Printing and Rapid Prototyping- Principles and Applications	C.K. Chua, Kah Fai Leong	World Scientific, 2017 ISBN: 9789813146754
5.	Getting Started with 3D Printing: A Hands-on Guide to the Hardware, Software, and Services Behind the New Manufacturing Revolution	Liza Wallach Kloski, Nick Kloski	Make Community, LLC; 2nd edition, 2021 ISBN: 9781680450200
6.	Laser-Induced Materials and Processes for Rapid Prototyping	L. Lu, J. Fuh, Y.S. Wong	Kulwer Academic Press, 2001 ISBN: 9781461514695

(b) Online Educational Resources:

1. https://onlinecourses.nptel.ac.in/noc21_me115/preview
2. https://archive.nptel.ac.in/courses/112/104/112104265/
3. https://bigrep.com/post-processing/
4. https://www.mdpi.com/2227-7080/9/3/61
5. https://all3dp.com/2/best-3d-printing-books/
6. https://www.youtube.com/watch?v=TQY2lF-sFaI
7. https://www.youtube.com/watch?v=Oz0PoS5LPxg
8. https://www.youtube.com/watch?v=6ejjh0GdyDc

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. 3D Printing Projects DK Children; Illustrated edition, 2017
2. The 3D Printing Handbook: Technologies, design and applications Ben Redwood, Filemon Schöffer, Brian Garret, 3D Hubs; 1st edition, 2017
3. https://www.improprecision.com/inspection-method-for-3d-printed-parts/
4. 3D Printer Users' Guide
5. 3D Printer Material Handbook
6. Lab Manuals

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A) Course Code : **2400604F(T2400604F/P2400604F/S2400604F)**

B) Course Title : Industrial Automation (Advanced)

C) Pre- requisite Course(s) : Industrial automation (Basic), Digital Electronics and Basic programming skills

D) Rationale :

This course on Advanced industrial automation offers students a hands-on approach to implement industrial control using modern controllers like Programmable Logic Controller (PLC), Distributed Control System (DCS)Supervisory Control and Data Acquisition (SCADA). Students will learn to identify and connect field inputs and outputs; communicate with, and program microprocessor-based controllers. Students will also connect, communicate with, and develop displays for computer-based operator interfaces. Process manufacturers typically employ Distributed Control System (DCS) Supervisory Control and Data Acquisition (SCADA) technologies to monitor and control the operations in their facilities. DCS and SCADA systems are now doing much more than simply monitoring and controlling. The course will enable the students to use of basic instructions and addressing, advanced PLC instructions in Ladder Logic and to identify and troubleshoot the faults in PLC system and do PLC maintenance. This course also introduces the students to industrial automation communications, PLC maintenance and troubleshooting also to become a successful automation engineer.

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. Apply the principles of communication for industrial automation.

CO-2. Test the output of the PLC ladder logic programs for the given application

CO-3. Maintain PLC systems

CO-4. Use SCADA for supervisory control and for acquiring data from the field.

CO-5. Develop simple automation systems

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/ Developmen tof Solutions	**PO-4** EngineeringTools	**PO-5** Engineering Practices for Society, Sustainability and Environment	**PO-6** Project Managem ent	**PO-7** Life Long Learning	**PSO-1**	**PSO-2**
CO-1	3	2	2	2	2	-	2		
CO-2	3	3	3	3	-	-	2		
CO-3	3	3	3	3	2	2	2		
CO-4	3	2	2	2	2	2	2		
CO-5	3	2	2	3	2	2	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 & Learning Scheme:

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				
2400604F	Industrial Automation (Advanced)	03	-	04	02	09	06

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:

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)	
2400604F	Industrial Automation (Advanced)	30	70	20	30	20	30	200

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:

- 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: T2400604F

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
TSO.1a Describe how does a PLC communicate? TSO.1b Differentiate between parallel and series communication TSO.1c Describe the data transfer mechanism for the given communication protocols. TSO.1d Describe the given communication protocol used in PLC communication. TSO.1e Summarize PLC to PLC communication procedure TSO.1f Describe the common procedure to interface the PLC with other given hardware.	**Unit-1.0 Industrial automation communication and Interfacing** 1.1 Analog and Digital Communications on Plant Floors 1.2 Introduction to Industrial Networking 1.3 RS232-422-485 standards for data communication 1.4 Industrial Ethernet 1.5 Concept of Fieldbus 1.6 MODBUS protocol 1.7 Highway Addressable Remote Transducer (HART) Protocol 1.8 Interfacing of Programmable Logic Controller with other hardware	**CO-1**
TSO.2a Specify the proper I/O addressing format of the given PLC. TSO.2b Explain the use of different relay type instructions for the given operation. TSO.2c Describe how a program is executed with the help of Program Scan cycle TSO.2d Develop ladder logic program using arithmetic functions to perform the given operation. TSO.2e Develop ladder logic programs using logical and comparison instructions to perform the given operation TSO.2f Develop ladder logic programs using on delay, off delay and reset/retentive timer in a given PLC to create a delay in operation. TSO.2g Develop ladder logic programs using Up, Down and UP-down counter in a given PLC to count the number of products	**Unit-2.0 PLC Programming** 2.1 PLC I/O addressing in ladder logic 2.2 PLC programming instructions using ladder logic and relay type instructions 2.3 Program Scan cycle 2.4 PLC arithmetic functions - Addition, subtraction, multiplication, division instructions, increment decrement, trigonometric 2.5 PLC logical functions - AND, OR, XOR, NOT functions, PLC compare and convert functions. 2.6 Programming Timer –Addressing a timer block, status bits, On delay, Off Delay and reset/retentive timer 2.7 Programming Counter- Addressing a counter block, status bits, Up and Down counter, up-down counter, counter examples, register basics 2.8 Develop ladder logic for various simple applications	**CO-2**
TSO.3a Describe Requirements for PLC enclosure. TSO.3b Describe Proper grounding techniques. TSO.3c Describe noise reduction Techniques. TSO.3d Explain preventive maintenance procedure associated with PLC	**Unit-3.0 Installation and maintenance of PLC systems** 3.1 PLC enclosure, grounding requirements, noise generating inductive devices, leaky inputs and outputs, techniques to reduce electrical noise and leakage. 3.2 Introduction to PLC Trouble shooting and maintenance, trouble shooting of hardware and software. 3.3 Diagnostic LED Indicators in PLCs	**CO-3**

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
system to reduce environmental impact TSO.3e Identify faults in the given PLC system TSO.3f Explain the procedure for Troubleshooting PLC system TSO.3g Prepare preventive maintenance plan for the PLC system TSO.3h Use safety equipment's. TSO.3i Follow safe practices	3.4 Common problems • Internal problems – Check for PLC Power Supply, Emergency Push Button, Power Supply Failure, Battery Failure, Electrical Noise Interference, Verify the PLC Program with the Master Program, Corrupted PLC Memory • External problems - Power failure, faulty grounding and electrical noise interference (RFI or EMI), Status of the Output Modules and their associated Circuitry, Status of the Input Modules and their associated Circuitry, Field Input and Output Devices, Communication Issues. • Environmental Conditions. Check for humidity, temperature, vibration, and noise-level limits specified by its manufacturer 3.5 Troubleshooting of Specific Components of the PLC System • Power Supply Troubleshooting • I/O Modules Troubleshooting • Troubleshooting PLC Program Errors • Troubleshooting the Working Environment of a PLC • Replacement of CPU 3.6 PLC trouble shooting flowchart 3.7 PLC maintenance – PLC maintenance checklist, preventive maintenance procedure, maintenance plan for the PLC system. 3.8 Safety procedure and safety equipment's.	
TSO.4.a Describe the function of given element of a SCADA system. TSO.4.b Interface the given PLC with SCADA system using the given Open Platform Communications (OPC). TSO.4.c Describe the steps to develop a simple SCADA screen for the given industrial application. TSO.4.d Describe the procedure to maintain the SCADA based PLC system for the given application.	**Unit-4.0 SCADA and DCS** 4.1 Introduction, need, benefits and typical applications of SCADA and DCS 4.2 SCADA Architecture - Remote Terminal Units (RTUs), Master Terminal Units, Various SCADA editors, Communication protocols for SCADA 4.3 Comparison of SCADA with DCS 4.4 Interfacing SCADA system with PLC- Typical connection diagram, Object Linking and Embedding for Process Control (OPC) architecture 4.5 Creating SCADA Screen HMI for simple object, Steps for linking SCADA object (defining Tags and items, creating trends etc.,) with PLC ladder program using OPC, configuring simple applications using SCADA: Traffic light control, water distribution, pipeline control, Power generation, transmission and distribution etc. 4.6 Procedure to maintain the SCADA based PLC system.	**CO-3**
TSO.5a Identify different components used for automation in the given system TSO.5b Select automation components for a given situation TSO.5c In the given manufacturing or service industry Identify the areas where automation is possible. TSO.5d Prepare plan for sustainable automation as per the requirement.	**Unit-5.0 Applications of Industrial Automation** 5.1 **Manufacturing-** Industrial Robots- welding robots, pick and place robots, Cabot's, Machine monitoring system, supply chain, Automated assembly system, Flexible Automation and programmable Automation. 5.2 **Health Care-** microscopic robots for medical diagnosis, automated medication dispensing devices, AESOP, ZEUS, RP_7(remote presence 7th generation), DaVinci	**CO-5**

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
	5.3 **Defense- guided rockets and missiles,** counter measures, UAV drones, launcher, radar antenna, engagement control system 5.4 **Automobile –B**reak monitoring system, Vehicle tracking system, Rear-view alarm to detect obstacles behind, Four-wheel drive, Traction control system, Dynamic steering response, Anti-lock braking system (ABS) Adaptive cruise control, Adaptive headlamps, Intelligent Parking Assist System, Driverless/Autonomous Cars 5.5 **Agriculture-** harvesters, irrigation systems, plowing machines, self-driving tractors, grain yield sensor **5.6 Mining-** Mine planning system, mine picture compilation, mine control system, seismic imagining, laser imaging, Rig control system, automated drilling, automated exploration, automated truck	

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

K) Suggested Laboratory (Practical) Session Outcomes (LSOs) and List of Practical: P2400604F

Practical/Lab Session Outcomes (LSOs)		S. No.	Laboratory Experiment/Practical Titles	Relevant COs Number(s)
LSO 1.1	Data communication from PLC to PC and vice versa	1.	Transfer the control data from PLC to PC and vice versa	CO1
LSO 1.2	Establish Communication channels between PLC s.	2.	Transfer the control data from PLC to PLC	CO1
LSO 1.3	Transfer data from sensors to PLC and from PLC to PC.	3.	Transfer the sensor data from sensor to PLC to PLC and PC	CO1
LSO 1.4	Interface the given PLC with a PC or a Laptop	4.	Interface the given PLC with a PC or a Laptop	CO1
LSO 2.1	Identify Different parts and front panel indicators of a PLC	5.	Identify the various parts and front panel status indicators of the given PLC.	CO2
LSO 2.2	Develop Ladder logic program for different arithmetic operations	6.	Develop/Execute ladder logic program for different arithmetic operations such as Addition, subtraction, multiplication, division increment, decrement, trigonometric in a given PLC	CO2
LSO 2.3	Develop Ladder logic program for different logical operations	7.	Develop/Execute ladder logic program for logical operations such as AND, OR, NOT, NAND, NOR, X-OR, X-NOR gate along with truth table	CO2
LSO 2.4	Program Latch and Unlatch circuit in a PLC for motor operation	8.	Program the given PLC to start run and stop the given motor using latch circuit	CO2
LSO 2.5	Create delay in operation using on delay, off delay and retentive timer function in a given PLC.	9.	Test the functionality of on delay, off delay and retentive timer for its correct operation in a given PLC.	CO2
LSO 2.6	Count the number of objects/events using Up counter, Down counter and UP/Down counter in a PLC	10.	Test the functionality of Up, Down and Up-down counter for its correct operation in a given PLC.	CO2
LSO 2.7	Program PLC using ladder logic to control a LED/Lamp	11.	Develop/Execute a ladder logic program to put LED/lamp in the blinking mode	CO2
LSO 2.8	Program PLC using ladder logic to control a simple traffic light system	12.	Develop/Execute a ladder logic program to control a simple traffic light control system using PLC	CO2

Practical/Lab Session Outcomes (LSOs)	S. No.	Laboratory Experiment/Practical Titles	Relevant COs Number(s)
LSO 3.1 Use hygrometer to measure the humidity inside the panel *LSO 3.2* Use thermometer to measure ambient temperature inside the panel *LSO 3.3* Use tester to determine the voltage fluctuation at the power supply terminals is within specifications *LSO 3.4* Test the ground connections of the given PLC. *LSO 3.5* A given PLC is not working as per the logic instructions investigate the PLC to identify the cause of failure to show the desired output *LSO 3.6* Investigate the cause of Noise in the given PLC *LSO 3.7* PLC goes on blackout out by losing its operating power. Troubleshoot the cause of failure. *LSO 3.8* Troubleshoot the corrupted PLC memory. *LSO 3.9* Replace CPU and power supply fuses in a given PLC system.	13.	Troubleshooting of PLC system	CO3
LSO 4.1 Download any open source SCADA software and install the same. *LSO 4.2* Interpret the available components in symbol factory of SCADA software *LSO 4.3* Create simple SCADA HMI applications and apply dynamic properties. (Select any Three from the given list) i. Turn on and off a tube light using a Switch ii. Apply filling and object size properties to a rectangle, square and round object iii. Move the object, fill the object using slider and meter reading. iv. Apply orientation property to a fan and control its direction using a slider. v. Move a square object horizontally first, then vertically and again horizontally by applying visibility property. *LSO 4.4* Create historical and real time trends for the given automation	14.	Develop simple SCADA HMI applications using any one open source SCADA software and apply dynamic properties	CO4
LSO 5.1 Develop a smart irrigation device to detect the change in moisture level in the soil and controls the flow of water accordingly with a DC pump. *LSO 5.2* Build an electronic device that can remotely control home appliances with your Bluetooth-enabled smartphone and a special Android application *LSO 5.3* Develop a PLC program to control the robot in such a way that the robot can automatically pick and	15.	Develop simple automation systems for the given requirement (Select any Three from the given list)	CO5

Practical/Lab Session Outcomes (LSOs)	S. No.	Laboratory Experiment/Practical Titles	Relevant COs Number(s)
place components and works in sync with the conveyor belt system. *LSO 5.4* Develop a Automation system to Open and close the door in the shop *LSO 5.5* Develop a line following robot with RFID sensor for supplying materials and automating workflow. *LSO 5.6* Develop smart street light controlling mechanism which will Switch on/off the lights automatically depending on the intensity of the sunlight at that particular time of the day. *LSO 5.7* Develop smart automated railway crossing system to detect train arrival and departure and send appropriate signals to the microcontroller.			

L) Suggested Term Work and Self Learning: S2400604F 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.

i. State three advantages of using programmed PLC timer over mechanical timing relay.
ii. It is required to have a pilot light glow, meeting all of the circuit requirements given below:
   - All four circuit pressure Switches must be closed.
   - At least two out of three circuit limit Switches must be closed.
   - The reset Switch must not be closed.
iii. Using AND, OR, and NOT gates, design a logic circuit that will solve this hypothetical problem
iv. Prepare a comparison chart of different types of PLC
v. Prepare a maintenance plan for a given PLC system.

b. Micro Projects:

1. Troubleshoot the faulty equipment/kit available in automation laboratory
2. Select one industry and analyze the process and propose the automation strategies' that can be used for automation.
3. Develop a working model of a given application using given actuators and valves.
4. Develop a smart irrigation device to detect the change in moisture level in the soil and controls the flow of water accordingly with a DC pump.
5. Build an electronic device that can remotely control home appliances with your Bluetooth-enabled smartphone and a special Android application
6. Develop a PLC program to control the robot in such a way that the robot can automatically pick and place components and works in sync with the conveyor belt system.

c. Other Activities:

1. Seminar Topics- PLC instructions, Timers and Counters used in a given PLC
2. Seminar Topics- Industrial Applications of PLC and SCADA, AGV, Application of automation in different area, trouble shooting of different types of PLC
3. Visits – Visit any industry with full or semi automation and prepare a report on industrial automation used by the industry in the given section, components used, power requirement, output achieved and maintenance activities required.
4. Surveys- Carry out a market/internet survey of PLC and prepare the comparative technical specifications of any one type of PLC (Micro or Mini) of different manufacturer.
5. Product Development- Develop a prototype automatic railway crossing system

a. Software Development- Download any open source software for PLC and install on your laptop/PC and carry out basic PLC programming

6. Also download any open source software for SCADA and install on your laptop/PC and carry out basic SCADA HMI programming
7. Surveys – Carry out a internet based survey to compare SCADA and DCS

d. Self-Learning Topics:

- Basic concepts of working of robot
- Automated material handling.
- Instrumentation systems for inspection and testing for quality of the product
- Use of robots in different applications
- Intelligent Transportation Systems
- Communication standards and protocols used in PLC
- Use of PLC for different industrial applications
- Use of SCADA for different industrial applications
- Interfacing of PLC

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%	20%	20%	--	33%	10%	20%
CO-2	15%	25%	20%	--	33%	15%	20%
CO-3	15%	20%	20%	--	34%	15%	20%
CO-4	30%	20%	20%	50%	--	30%	20%
CO-5	30%	15%	20%	50%	--	30%	20%
Total Marks	**30**	**70**	**20**	**20**	**10**	**20**	**30**
			50				

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 (Cl) Hours	Relevant COs Number (s)	Total Marks	ETA (Marks)		
				Remember (R)	Understanding (U)	Application & above (A)
Unit-.1.0 Industrial automation Communication and Interfacing	9	CO1	14	5	4	5
Unit-.2.0 PLC Programming	12	CO2	17	5	6	6
Unit-.3.0 Installation and maintenance of PLC systems	10	CO3	14	4	5	5
Unit-.4.0 SCADA and DCS	9	CO4	14	4	5	5
Unit-.5.0 Applications of Industrial Automation	8	CO5	11	2	4	5
Total Marks	48		70	20	24	26

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.	Transfer the control data from PLC to PC and vice versa	CO1	50	40	10
2.	Transfer the control data from PLC to PLC	CO1	50	40	10
3.	Transfer the sensor data from sensor to PLC to PLC and PC	CO1	50	40	10
4.	Interface the given PLC with a PC or a Laptop	CO1	50	40	10
5.	Identify Different parts and front panel indicators of a PLC	CO2	50	40	10
6.	Develop Ladder logic program for different arithmetic operations	CO2	50	40	10
7.	Develop Ladder logic program for different logical operations	CO2	50	40	10
8.	Program Latch and Unlatch circuit in a PLC for motor operation	CO2	50	40	10
9.	Create delay in operation using on delay, off delay and retentive timer function in a given PLC	CO2	50	40	10
10.	Count the number of objects/events using Up counter, Down counter and UP/Down counter in a PLC	CO2	50	40	10
11.	Program PLC using ladder logic to control a LED/Lamp	CO2	50	40	10
12.	Program PLC using ladder logic to control a simple traffic light system	CO2	50	40	10

S. No.	Laboratory Practical Titles	Relevant COs Number(s)	PLA/ELA		
			Performance		Viva - Voce (%)
			PRA* (%)	PDA** (%)	
13.	Use hygrometer to measure the humidity inside the panel	CO3	50	40	10
14.	Use thermometer to measure ambient temperature inside the panel	CO3	50	40	10
15.	Use tester to determine the voltage fluctuation at the power supply terminals is within specifications	CO3	50	40	10
16.	A given PLC is not working as per the logic instructions investigate the PLC to identify the cause of failure to show the desired output	CO3	50	40	10
17.	Investigate the cause of Noise in the given PLC	CO3	50	40	10
18.	PLC goes on blackout out by losing its operating power. Troubleshoot the cause of failure.	CO3	50	40	10
19.	Troubleshoot the corrupted PLC memory.	CO3	50	40	10
20.	Replace CPU and power supply fuses in a given PLC system	CO3	50	40	10
21.	Download any open source SCADA software and install the same.	CO4	50	40	10
22.	Interpret the available components in symbol factory in SCADA software	CO4	50	40	10
23.	Create simple SCADA HMI applications and apply dynamic properties (Any Three). i. Turn on and off a tube light using a Switch ii. Apply filling and object size properties to a rectangle, square and round object iii. Move the object, fill the object using slider and meter reading. iv. Apply orientation property to a fan and control its direction using a slider. v. Move a square object horizontally first, then vertically and again horizontally by applying visibility property.	CO4	50	40	10
24.	Create historical and real time trends for the given automation	CO4	50	40	10
24	Select any three of the following: - i. Develop a smart irrigation device to detect the change in moisture level in the soil and controls the flow of water accordingly with a DC pump. ii. Build an electronic device that can remotely control home appliances with your Bluetooth-enabled smartphone and a special Android application iii. Develop a PLC program to control the robot in such a way that the robot can automatically pick and place components and works in sync with the conveyor belt system. iv. Develop a Automation system to Open and close the door in the shop v. Develop a line following robot with RFID sensor for supplying materials and automating workflow. vi. Develop smart street light controlling mechanism which will Switch on/off the lights automatically depending on	CO5	60	30	10

S. No.	Laboratory Practical Titles	Relevant COs Number(s)	PLA/ELA		
			Performance		Viva - Voce (%)
			PRA* (%)	PDA** (%)	
	the intensity of the sunlight at that particular time of the day. vii. Develop smart automated railway crossing system to detect train arrival and departure and send appropriate signals to the microcontroller.				

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.	SCADA software (reputed make like Allen Bradley, Siemens etc.,)	Ready-to-use symbol library, React and respond in real-time, Real time monitoring, Friendly, manageable, secure, extensible, Easy-to-use, easy to implement, Easy configuration, simplified maintenance, Communication with PLC, easy and flexible alarm definition, data collection and analysis for new and existing systems, easy-to-use for report generation, open access to historical data, different packages available with input/output structure. Open source software SCADA software: like Ellipse/FTVSE/Wonderware/ open SCADA can also be used	14
2.	Universal PLC Training System with HMI (Of reputed make such as Allen bradely, Siemens, etc.,) Compatible with SCADA software	Human Machine Interface (HMI) display, PLC with 16 digital inputs, 16 digital outputs with RS232 communication facility. Open platform to explore wide PLC and HMI applications. Industrial look & feel. Toggle Switches, push to ON Switch, proximity sensor, visual indicator, audio indicator, and DC motor. Experiments configurable through patch board. Powerful instruction sets. Several sample ladder and HMI programs. PC based ladder and HMI programming. Extremely easy and student friendly software to develop different programs. Easy downloading of programs. Practice troubleshooting skills. Compact tabletop ergonomic design. Robust construction. PLC gateway for cloud connectivity. Open source software like Ladder logic simulator, Pico soft Simulator, Logixpro simulator, Simple EDA tools can also be used	1 to 12
3.	Safety gears	Gloves, Safety goggles, Ear protection, Dust masks and respirators.	13
4.	Power tools	Power drills, Orbital sanders, Circular saws, Impact wrenches.	13
5.	Hand tools	Screwdrivers, Hammers, Hand saws, Hex Key Allen Wrench Set Inch and Metric, relay puller, Multi-Tool Wire Stripper/Crimper/Cutter	13

S. No.	Name of Equipment, Tools and Software	Broad Specifications	Relevant Experiment/Practical Number
6.	Electrical tools	Wire and cable strippers, Multimeters- Volts, Ohms, and Amps, Crimpers- Side Cutter Crimping, Wire Crimp Connector Kit, Digital Multimeter Clamp Meter with Amp, Volt, and Ohm, Non-Contact Voltage Tester	13
7.	Spare parts	PLC Programming Cables, SD Card Reader Compact flash, Wire Nut Set, Fuses- Class J 30, 35, 60, and 100-amp fuses, Class CC 2, 3, 5, 10 ,15, 20, and 30-amp fuses, 5mm x 20mm 0.032 (for 4-20mA circuits), 0.5, 1, 2, 5, 10, and 15 amps, Cube Relays, Resistor Kit, batteries, LED Indicators PLC Processor (CPU), Input/ output module	13
8.	Thermo-hygrometer	Measuring range Temp.: -30 ... 60°C / -22 ... 140°F Measuring range rel. Humidity: 0 ... 100% rh, Measurement protocol as PDF, Data export possible as CSV, Readable without software, data sets of measured values can be stored.	13
9.	Digital Hygrometer	maximum humidity measurement- 100%RH, temperature measurement resolution -0.1egree centigrade, humidity measurement resolution -0.1%RH, minimum operating temperature - -10 to -20-degree centigrade, Maximum operating temperature +45 to +50 degree centigrade	13

R) Suggested Learning Resources:

(a) Books:

S. No.	Titles	Author(s)	Publisher and Edition with ISBN
1.	Introduction to Programmable Logic Controllers	Dunning, G.	Thomson /Delmar learning, New Delhi, 2005, ISBN 13: 9781401884260
2.	Programmable Logic Controllers	Petruzella, F.D.	McGraw Hill India, New Delhi, 2010, ISBN: 9780071067386
3.	Programmable Logic Controllers	Hackworth, John; Hackworth, Federic	PHI Learning, New Delhi, 2003, ISBN: 9780130607188
4.	Industrial automation and Process control	Stenerson Jon	PHI Learning, New Delhi, 2003, ISBN: 9780130618900
5.	Programmable Logic Controller	Jadhav, V. R.	Khanna publishers, New Delhi, 2017, ISBN: 9788174092281
6.	Programmable Logic Controllers and Industrial Automation - An introduction,	Mitra, Madhuchandra; Sengupta, Samarjit,	Penram International Publication, 2015, ISBN: 9788187972174
7.	Control System	Nagrath & Gopal	New Age International Pvt Ltd, ISBN: 9789386070111, 9789386070111
8.	Linear Control Systems with MATLAB Applications, Publisher:	Manke, B. S.	Khanna Publishers, ISBN: 9788174093103, 9788174093103
9.	Supervisory Control and Data Acquisition	Boyar, S. A.	ISA Publication, USA, ISBN: 978-1936007097
10.	Practical SCADA for industry,	Bailey David; Wright Edwin	Newnes (an imprint of Elsevier), UK 2003, ISBN:0750658053

(b) Online Educational Resources:

1. Software: - www.fossee.com
2. Software: - www.logixpro.com
3. Software: - www.plctutor.com
4. Software; - www.ellipse.com
5. PLC lecture: - https://www.youtube.com/watch?v=pPiXEfBO2qo
6. PLC tutorial: http://users.isr.ist.utl.pt/~jag/aulas/apil3/docs/API_I_C3_3_ST.pdf
7. https://www.youtube.com/watch?v=277wwYWolpw-PLC system troubleshooting and repair. Industrial control panel. PLC system repair.
8. https://www.youtube.com/watch?v=5Jmtvrch5Jg
9. https://www.youtube.com/watch?v=peyV9bwEaLY
10. https://www.youtube.com/watch?v=QdJhRmtKpxk&list=RDCMUCke36Liq-w5fboMHkq1APZw&index=3
11. https://www.youtube.com/watch?v=ygrrRwaJz3M

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

(c) Others:

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

*****

A) Course Code **: 2400604G(T2400604G/P2400604G/S2400604G)**

B) Course Title **:** Electric Vehicle (Advanced)

C) Prerequisite Course(s) **:** Electric Vehicle (Basics)

D) Rationale **:**

The automobile manufacturing sector in India is rapidly switching over to electric vehicles used for the public as well as private transport. The Govt. of India has launched the FAME-II Scheme (Faster Adoption and Manufacturing of Hybrid & Plug-in Electric Vehicles) to encourage the progressive induction of reliable, affordable and efficient electric and hybrid vehicles and to create demand for Electric Vehicles in the country. The technology is being evolved to enhance the vehicle's efficiency and running mileage by controlling the manufacturing, maintenance and recurring costs of such vehicles. Due to the rapid increase in EV demand, industries will also require skilled manpower in this area. This advanced course on electric vehicles is included as an open elective for all the diploma programmes to provide a sound knowledge of EVs to engineering diploma students and develop skills related to testing and maintenance of various electrical, electronic and mechanical systems in EVs.

E) Course Outcomes (COs): After the completion of the course, teachers are expected to ensure the learners' accomplishment of the following course outcomes. 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 student will be able to-

CO-1 Compute various parameters affecting Vehicle movement.

CO-2 Test the operation of the different elements of the Automobile System.

CO-3 Test the battery and motor used for Power Transmission in EVs.

CO-4 Test electronic control unit system of EVs.

CO-5 Interpret the impact of Grid to Vehicle (G2V) and Vehicle to Grid (V2G) during the charging cycle.

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	2	-	-	1		
CO-2	3	2	2	3	1	-	-		
CO-3	2	2	2	3	3	1	3		
CO-4	2	3	-	2	2	-	2		
CO-5	3	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 & Learning Scheme:

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				
2400604G	Electric Vehicle (Advanced)	03	-	04	02	09	06

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:

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)	
2400604G	Electric Vehicle (Advanced)	30	70	20	30	20	30	200

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:

- 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 the course level and session level and their attainment by the students through Classroom Instruction (CI), Laboratory Instruction (LI), Term Work (SW) and Self Learning (SL). Students are expected to demonstrate the attainment of Theory Session Outcomes (TSOs) and Lab Session Outcomes (LSOs) leading to the 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: T2400604G

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
TSO 1a. Explain the vehicle movement process TSO 1b. Derive various equations for the movement of Vehicles TSO 1c. Compute different resistances affecting Vehicle movement. TSO 1d. Explain the dynamics of the given type of EV system.	**Unit-1.0 Vehicle Dynamics** 1.1 Vehicle Movement 1.2 Rolling Resistance: Equation, Coefficient, factor affecting rolling resistance, typical values of rolling resistance 1.3 Grading resistance 1.4 Road resistance 1.5 Acceleration resistance 1.6 Total driving resistance 1.7 Aerodynamic drag: Equation, typical values of the drag coefficient. 1.8 Vehicle dynamics • Hybrid and Electric Vehicles • DC Motor Dynamics and Control • AC Motor Dynamics and Control	CO1
TSO 2 a. Identify the given elements of Automobile Systems. TSO 2 b. Describe the functions of the given elements of Automobile Systems. TSO 2 c. Explain the dynamic characteristics of the Disc Braking System for the given braking steps. TSO 2 d. Describe the Procedure for testing the given AC/DC motors. TSO 2 e. Describe the Procedure of Installation and Testing of the given EV Charging Stations. TSO 2 f. Describe the Procedure for Commissioning EV Charging Stations. TSO 2 g. Explain the functions of the EV Control Unit.	**Unit-2.0 Elements of Automobile** 2.1 Suspension and Damping systems 2.2 Brake system: Half-step braking, Full step Braking 2.3 Transaxle 2.4 Elements of Noise Vibration and Harshness Control 2.5 Body balancing 2.6 Tyre Technology 2.7 AC/DC motor 2.8 Air-conditioning and Heating System 2.9 Lighting System 2.10 Automotive wiring system 2.11 Earthing and Insulation 2.12 Charging stations – Installation and Commissioning 2.13 Vehicle control unit	CO2
TSO 3a. Compare different power transmission systems in EVs. TSO 3b. List the main Components of the EV Power Train. TSO 3c. Explain the functions of the given EV Power Train component. TSO 3d. Describe the testing procedure of the given EV Power Train component. TSO 3e. Explain the regenerative braking operation in the given EV motor. TSO 3f. Describe the speed control mechanism of the given motor. TSO 3g. Explain various parameters of the given battery. TSO 3h. Select the suitable battery for the given EV application. TSO 3i. Describe the assembling and dismantling procedure of the given battery.	**Unit-3.0 EV Power Transmission System** **3.1 Transmission System**: Single and Multi-transmission system **3.2 EV Power Train** **3.3 EV Power Train Components**: Battery Pack, DC-AC Converter, Electric Motor, On-Board Charger. **3.4 Battery Parameters**: Voltage, Current, Charging rate, efficiency, energy density, power density, State of Charge (SoC), Depth of Discharge (DoD), State of Health (SoH), Operating Temperature, specific energy, specific power, life cycle and cost. **3.5** Battery Assembly and Dismantling. **3.6** Gear and Differential Assembly **3.7** Safe disposal of used battery	CO3

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
TSO 3j. Describe the Mechanism of Gear and Differential Assembly.		
TSO 4a. Describe the Vehicle Control Unit (VCU). TSO 4b. Describe the functions of the given component of the Electronic Control Unit. TSO 4c. Describe the connections of the given control unit with the EV sub-system. TSO 4d. Explain the Interaction of Controller Area Network Communication with VCU. TSO 4e. Describe the Troubleshooting and Assessment procedure of VCU.	**Unit- 4.0 Vehicle Control Unit (VCU)** 4.1 **Electronic Control Unit**: Battery Management System, DC-DC Converter, Thermal Management System and Body Control Module. 4.2 Predefined functions 4.3 Connections with EV subsystem 4.4 Controller Area Network (CAN) communication 4.5 Interaction of CAN Communication with VCU. 4.6 Troubleshooting and Assessment 4.7 Dynamometers: Introduction 4.8 Environmental Chambers	CO4
TSO 5a. Explain the Classification of Charging Technologies. TSO 5b. Explain the impact of the Grid on Vehicle Charging and Vehicle Charging on the Grid. TSO 5c. Describe the testing procedure of the given Bi-directional charging systems. TSO 5d. Explain the Energy Management Strategies in the EV. TSO 5e. Explain the Wireless Power Transfer (WPT) technique for EV Charging.	**Unit- 5.0 EV Charging Technologies** 5.1 Charging Technology: Classification 5.2 Grid-to-Vehicle (G2V) 5.3 Vehicle to Grid (V2G) or Vehicle to Buildings (V2B) or Vehicle to Home(V2H). 5.4 Bi-directional EV Charging Systems. 5.5 Energy Management Strategies. 5.6 Wireless Power Transfer (WPT) technique for EV Charging.	CO5

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

K) Suggested Laboratory (Practical) Session Outcomes (LSOs) and List of Practical: P2400604G

Practical/Lab Session Outcomes (LSOs)	S. No.	Laboratory Experiment/Practical Titles	Relevant COs Number(s)
LSO 2.1 Test the operation of the Control Disc Braking system and control the regenerative braking system using a test rig. LSO 2.2 Test the performance (Speed v/s Braking Torque) of the Disc Braking System in Half step and Full step braking modes.	1.	• Testing of Control Disc Braking system and Control Regenerative Braking system.	CO2
LSO 2.3 Test the performance of different types of propulsion motors.	2.	• Testing of Motors	
LSO 2.4 Test the continuity of the automotive wiring system in the EV	3.	• Testing of the automotive wiring system.	
LSO 3.1 Test the performance of a new set of batteries and aged batteries. LSO 3.2 Compare the performance of the battery and find the Fuel Gauge after discharging the battery. a. 0% - 100% b. 30% - 100% c. 50% - 100% LSO 3.3 Evaluate the following parameters of the given EV battery. a. Specific power	4.	• Testing of Batteries used in EVs	CO2, CO3

Practical/Lab Session Outcomes (LSOs)	S. No.	Laboratory Experiment/Practical Titles	Relevant COs Number(s)
b. Specific energy c. Life span and d. Cost parameters LSO 3.4 Evaluate the State of Health (SoH) of the given EV Battery after several charge/discharge cycles.			
LSO 3.5 Test the dynamic performance of the given motor; a) Speed and torque spectrum. b) Speed and torque oscillation c) Friction torque friction spectrum. LSO 3.6 Test the following speed-controlled performance characteristics of the given motor; a. Motor voltage over time b. Motor current over time. c. Speed and torque over time. d. Torque over speed. e. Current over speed. f. Electrical input power and the mechanical input power over speed	5.	• Speed control of Electrical Motors	
LSO 4.1 Connect the components of the EC Units with EV subsystems. LSO 4.2 Troubleshoot basic faults in the electronic control unit of EV.	6.	• Connection of Electronic Control Unit components • Troubleshooting of electronic control unit	CO4
LSO 5.1 Evaluate the impact of the Grid on Vehicle Charging and Vehicle Charging on the Grid.	7.	• Impacts of G2V and V2G	CO5
LSO 5.2 Prepare a layout of a charging station	8.	• Demonstration of Charging stations	

L) Suggested Term Work and Self-Learning: S**2400604G** Some sample suggested assignments, micro projects 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. Design and build a physical model of an EV motor and powertrain components from scratch.
2. Build and simulate communication systems of EVs using some software tools.
3. Prepare a report on "the way carbon credit works and companies utilize it to reduce their emission values".
4. Develop an EV prototype power train using locally procured hardware components.

c. Other Activities:

1. **Seminar Topics**:
   - Safe disposal process of Used Batteries.
   - Charging Technologies used for charging the EV.
   - EV power transmission systems.

2. **Surveys** – Visit an electric vehicle manufacturing plant and prepare report on HVAC system used in EV.

3. **Self-Learning Topics:**
   - Impact of fleet charging of EVs on Power Systems.
   - Energy Management in EV.
   - Fuel Cell powered bus.
   - EV Battery disposal and recycling.
   - Mobility and connectors.

M) Suggested Course Evaluation Matrix: The course teacher has to decide and use the appropriate assessment strategy and its weightage, in theory, laboratory and Term Work for ensuring CO attainment. The response/performance of the 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%	15%	20%	--	--	--	--
CO-2	20%	20%	20%	--	--	35%	25%
CO-3	20%	30%	20%	70%	40%	40%	25%
CO-4	20%	25%	20%	30%	20%	10%	25%
CO-5	20%	10%	20%	--	40%	15%	25%
Total Marks	**30**	**70**	**20**	**20**	**10**	**20**	**30**
			50				

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 the cognitive domain of the full course.

Unit Title and Number	Total Classroom Instruction (Cl) Hours	Relevant COs Number (s)	Total Marks	ETA (Marks)		
				Remember (R)	Understanding (U)	Application & above (A)
Unit-1.0 Vehicle Dynamics	8	CO1	12	4	5	3
Unit-2.0 Elements of Automobile.	10	CO2	15	5	6	4
Unit-3.0 EV Power Transmission System.	14	CO3	20	4	10	6
Unit-4.0 Vehicle Control Unit (VCU)	10	CO4	15	4	6	5
Unit-5.0 Charging Technologies	6	CO5	8	3	3	2
Total Marks	**48**		**70**	**20**	**30**	**20**

Note: Similar table can also be used to design class/mid-term/ internal question papers 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	Testing of Control Disc Braking system and Control Regenerative Braking system.	CO2	60	30	10
2	Testing of Motors.				
3.	Testing of automotive wiring system.				
4.	Testing of Batteries used in EVs	CO2, CO3	60	30	10
5.	Speed control of Electrical Motors		60	30	10
6.	Connection of Electronic Control Unit components	CO4	60	30	10
7.	Troubleshooting of electronic control unit				
8.	Impacts of G2V and V2G	CO 5	30	60	10
9.	Demonstration of Charging stations		70	20	10

Legend:
PRA*: Process Assessment
PDA**: Product Assessment

Note: This table can be used for both the end semester as well as progressive assessment of practicals. Rubrics need to be prepared by the course teacher for each experiment/practical to assess the student's 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.	Disc Braking and Regenerative braking system test rig	Test rig equipment for Demonstration of Disc Braking and Regenerative Braking system operation.	1
2.	Disc Braking System	Test rig / Software for testing the performance of the disc braking system in Half step and Full step braking mode.	1
3.	Induction motor	Induction motor For EV applications with testing kit	2,5
4.	Switched reluctance motor	Switched reluctance motor for EV applications with testing kit	2,5
5.	Permanent magnet (PM) DC motors	Permanent magnet (PM) DC motors for EV applications with testing kit	2,5
6.	Automotive wiring system	Testing facility of automotive wiring system using software /actual EV systems	3
7.	Lithium Ion and Lead-acid Batteries	12V, 7Ah with testing setup.	4
8.	Nickel-based batteries (metal hydride and cadmium battery).	12V, 7Ah with testing setup.	4
9.	Battery tester	For testing battery parameters	4
10.	Battery charger	Battery charger for EV	4
11.	Battery Management System	Training kit or simulation for BMS	4
12.	DC-DC Converter	48V to 12V bidirectional DC-DC Converter	4
13.	Power Analyser	To observe the impacts of G2V and V2G	5
14.	BMS setup	For Demonstration & training	4
15.	DC power supply	0-32V	5
16.	Charging Station Simulator	For Demonstration & training purposes.	5
17.	EC Unit with EV subsystems	Electronic Control Unit Hardware parts/ software for demonstrating the Connection of Electronic Control Unit components with EV subsystems.	6,7
18.	Facility to demonstrate the impact of the Grid on Vehicle Charging and Vehicle Charging on the Grid.	-	7

R) Suggested Learning Resources:

(a) Books:

S. No.	Titles	Author(s)	Publisher and Edition with ISBN
1.	Electric Vehicles: And the End of the ICE age	Anupam Singh	Kindle Edition ASIN: B07R3WFR28
2.	Wireless Power Transfer Technologies for Electric Vehicles (Key Technologies on New Energy Vehicles)	Xi Zhang, Chong Zhu, Haitao Song	Springer Verlag, Singapore; 1st ed. 2022 edition (23 January 2022) ISBN-13: 978-9811683473
3.	Modern Electric, Hybrid Electric, and Fuel Cell Vehicles	EHSANI	CRC Press; Third edition (1 January 2019) ISBN-13: 978-0367137465
4.	Electric Powertrain: Energy Systems, Power Electronics and Drives for Hybrid, Electric and Fuel Cell Vehicles	John G. Hayes, G. Abas Goodarzi	Wiley; 1st edition (26 January 2018) ISBN-13: 978-1119063643
5.	New Perspectives on Electric Vehicles	Marian Găiceanu (Editor)	IntechOpen (30 March 2022) ISBN-13: 978-1839696145
6.	Electric and Hybrid Vehicles,	Tom Denton, Taylor & Francis	2nd Edition (2020) ISBN- 9780429296109
7.	Hybrid Electric Vehicles: Energy Management Strategies	S. Onori, L. Serrao and G. Rizzoni	Springer (2016) ISBN: 978-1-4471-6781-5
8.	Electric & Hybrid Vehicles	A.K. Babu	Khanna Publishing House, New Delhi, 1st Edition (2018) ISBN: 9789386173713, 9386173719
9.	Power Electronics: Circuits, Devices and Applications,	Rashid, M. H.	Pearson, 3rd edition, (2013) ASIN: B07HB3BM1W

(b) Online Educational Resources:

1. https://www.energy.gov/eere/fuelcells/fuel-cell-systems
2. https://powermin.gov.in/en/content/electric-vehicle
3. https://www.iea.org/reports/electric-vehicles
4. https://www.oercommons.org/search?f.search=Electric+Vehicles
5. https://fame2.heavyindustries.gov.in/Index.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. Learning Packages on EV
2. EV Users' Guide
3. EV Manufacturers' Manual
4. EV Lab Manuals

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A) Course Code : 2400604H(T2400604H/P2400604H/S2400604H)

B) Course Title : Robotics (Advanced)

C) Pre- requisite Course(s) : Robotics (Basic)

D) Rationale :

Efficiency and quality are the demands of industry 4.0. Robotics is a constituent of Industry 4.0 which not only provides the former two but also is beneficial for hazardous and similar challenging situations. The use of robotic technology is developing at a very fast rate in all types of industries whether manufacturing, service or tertiary. Engineers should be competent to use the robotic technology for industry and society advantage. This course aims for the diploma engineers to have advanced skills in robotic applications and use in digital manufacturing.

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 Plan the use of robots in engineering applications.

CO-2 Elucidate the conceptual place of the robotic components for engineering processes.

CO-3 Use robots for small automatic robotic applications.

CO-4 Compute the economics associated with use of robots in industries.

CO-5 Select appropriate robot for industrial requirements and other applications.

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	-	2	3	2	-	-	-		
CO-3	3	2	3	-	-	-	2		
CO-4	3	-	-	2	-	-	-		
CO-5	3	2	-	-	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 & Learning Scheme:

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				
2400604H	Robotics (Advanced)	03	-	04	02	09	06

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:

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)	
2400604H	Robotics (Advanced)	30	70	20	30	20	30	200

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:

- 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: T2400604H

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
TSO 1a. Define the need and scope of industrial robots. TSO 1b. Describe the concept of robot dynamics with regards to methods for orientation and location of objects. TSO 1c. Analyse robot direct kinematics for the given 2 DOF planar manipulator. TSO 1d. List types of robots TSO 1e. List safety steps while handling the given robot. TSO 1f. Interface robots with the given welding machine. TSO 1g. Interface robots with the given painting machine. TSO 1h. Interface robots with the given assembly machine.	**Unit-1.0 Robot Kinematics, Dynamics and Industrial Applications** 1.1 Definition need and scope of Industrial robots 1.2 Robot dynamics – Methods for orientation and location of objects 1.3 Planar Robot Kinematics – Direct and inverse kinematics for 2 Degrees of Freedom. 1.4 Safety while operating and handling robot 1.5 Robot Industrial applications: • Welding Robots-Welding Guns, Welding Electrodes, Welding Power Sources, shielding gases, Robot interfacing • Spray painting Robots, assembly operation, cleaning.	**CO2, CO3**
TSO 2a. Explain the techniques to control robot motion. TSO 2b. Describe the given robot drive system. TSO 2c. Describe the types of grippers. TSO 2d. Design grippers for specific application. TSO 2e. Test the designed gripper for the application. TSO 2f. Use Bar code technology for robotic applications. TSO 2g. Integrate radio frequency identification technology in robotic applications. TSO 2h. Assemble an automated guided vehicle for the given situation using standard components. TSO 2i. Assemble a simple automated storage and retrieval systems (ASRS) for the given situation using standard components.	**Unit– 2.0 Robot Drives, Control and** Material **Handling** 2.1 Controlling the Robot motion. 2.2 Position and velocity sensing devices. 2.3 Drive systems – Hydraulic and Pneumatic drives 2.4 Linear and rotary actuators and control valves 2.5 Electro hydraulic servo valves, electric drives, motors 2.6 End effectors – Vacuum, magnetic and air operated grippers 2.7 Material Handling; automated guided vehicle systems, automated storage and retrieval systems (ASRS) 2.8 Bar code technology 2.9 Radio frequency identification technology.	**CO2, CO3**
TSO 3a. Differentiate between various work cell layouts. TSO 3b. Select work cell for specific robot with justification. TSO 3c. Analyse robot cycle time. TSO 3d. Explain industrial applications of robotic cell. TSO 3e. Follow safety procedures in robotic cell.	**Unit– 3.0 Robot Cell Design and Application** 3.1 Robot work cell design, control and safety 3.2 Robot cell layouts 3.3 Multiple Robots and machine interference 3.4 Robot cycle time analysis 3.5 Industrial application of robotic cells	**CO3**
TSO 4a. List different programming languages for the robots	**Unit– 4.0 Robot Programming and Economics of Robotization**	**CO1, CO4, CO5**

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
TSO 4b. Describe artificial intelligence TSO 4c. Write a programme in the required language to operate a robot for the given task. TSO 4d. Optimise robot programming parameters. TSO 4e. Select a robot on the basis of cycle time analysis. TSO 4f. Conduct an economic analysis for use of robots. TSO 4g. Follow testing methods and acceptance rules for industrial robots.	4.1 Characteristics of task level languages through programming methods 4.2 Motion interpolation 4.3 Artificial intelligence: Goals of artificial intelligence, AI techniques, problem representation in AI 4.4 Problem reduction and solution techniques. 4.5 Application of AI and KBES in Robots 4.6 Selection of Robots; Factors influencing the choice of a robot, selection of robot components, robot performance testing, work cycle time analysis 4.7 Economics analysis for robotics, cost data required for the analysis 4.8 Methods of economic analysis; Pay back method, equivalent uniform annual cost method, return on investment method. 4.9 Testing methods and acceptance rules for industrial robots	
TSO 5a. Describe applications of robots in healthcare and medicine. TSO 5b. Describe applications of robots in Construction industry. TSO 5c. Describe applications of robots in Underground coal mining. TSO 5d. Describe applications of robots in uutilities, military & firefighting operations. TSO 5e. Describe applications of robots in undersea and space TSO 5f. Describe applications of robots in brief in logistics, retail and hospitality, and smart cities. TSO 5g. Describe applications of robots in farming and agriculture in brief explain in brief the use of microrobots, nano robots, soft robots, humanoid robots	**Unit–5.0 Applications in Non-manufacturing Environments** 5.1 Applications of Robots in • Healthcare and medicine • Construction industry • Underground coal mines • Utilities, military & firefighting operations • Undersea • Space • Logistics, • Retail and Hospitality • Smart Cities • Farming and Agriculture 5.2 Overview of Microrobots, nano robots, soft robots, humanoid robots	**CO5**

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

K) Suggested Laboratory (Practical) Session Outcomes (LSOs) and List of Practical: P2400604H

Practical/Lab Session Outcomes (LSOs)	S. No.	Laboratory Experiment/Practical Titles	Relevant COs Number(s)
LSO 1.1 Identify Wireless Sensor Network. LSO 1.2 Use wireless sensor Network for different robotic applications	1.	Identify different wireless sensor network in robotics viz. ZigBee, LoRa.	CO1, CO3
LSO 2.1 Identify different Radio Frequency (RF) Controlled Wireless LSO 2.2 Use Radio Frequency (RF) Controlled Wireless for different robotic applications.	2.	Use different Radio Frequency (RF) Controlled Wireless Robots.	CO1, CO2
LSO 3.1 Identify the different Voice operated robot with speaker identification technology LSO 3.2 Use different Voice operated robot with speaker identification technology for different robotic applications.	3.	Examine different voice operated robot with speaker identification technology.	CO1, CO3
LSO 4.1 Identify the components required for a computer-controlled pick and place robot (wireless). LSO 4.2 Integrate the components for the required application.	4.	Design a computer-controlled pick and place robot (wireless)	CO1
LSO 5.1 Identify the components required for a Zigbee controlled Boat with wireless video and voice transmission. LSO 5.2 Integrate the components for the required application.	5.	Design a Zigbee controlled Boat with wireless video and voice transmission.	CO2, CO3
LSO 6.1 Identify the components required for a PC controlled wireless Multipurpose robot for engineering applications. LSO 6.2 Integrate the components for the required application.	6.	Design a PC controlled wireless Multipurpose robot for simple engineering applications.	CO2, CO4, CO5
LSO 7.1 Identify the components required for an unmanned arial photography LSO 7.2 Integrate the components for the required application.	7.	Design an unmanned arial photography system.	CO3, CO5
LSO 8.1 Develop a program LSO 8.2 Simulate palletizing and depalletizing operations through robots.	8.	Develop program for real time (online TPP) Palletizing and Depalletizing operations through robots.	CO5
LSO 9.1 Develop a program LSO 9.2 Simulate direction control and step control logic for robotization	9.	Develop TPP / Offline program for vision-based inspection for robots.	CO4, CO5
LSO 10.1 Develop a program LSO 10.2 Simulate robotising an inspection and part assembly.	10.	Program and simulate coordinated identification, inspection and part assembly for robots.	CO1, CO5
LSO 11.1 Develop a program. LSO 11.2 Simulate obstacle avoidance of robots.	11.	Develop obstacle avoidance robot Programming	CO1, CO5
LSO 12.1 PLC programming. LSO 12.2 Simulate robotising of welding operation.	12.	Program and simulate welding operation using robot simulation software.	CO1, CO5
LSO 13.1 Simulate robotising of drilling operation.	13.	TPP / Offline program for drilling operation.	CO1, CO5
LSO 14.1 Develop a program for an industrial application. LSO 14.2 Execute the robot programme.	14.	Program to execute an industrial robot application using a given configuration.	CO1, CO5

Practical/Lab Session Outcomes (LSOs)	S. No.	Laboratory Experiment/Practical Titles	Relevant COs Number(s)
LSO 15.1 Use robot simulation software for Direct Kinematic analysis upto 4-axis robots LSO 15.2 Correlate the simulated results with respective mathematical calculations.	15.	Analyse Direct Kinematics of 4-axis robot using available software.	CO2

L) Suggested Term Work and Self Learning: S2400604H 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:** A suggestive list of micro-projects is given here. Similar micro-projects that match the COs could be added by the concerned course teacher. The student should strive to identify eco-friendly or recycled material prior to selection for robotic applications.

1. Develop coin separating robot.
2. Develop robot using radio frequency sensors for material handling.
3. Develop robot for land mine detection.
4. Develop a robot for car washing.

c. Other Activities:

1. Seminar Topics: Recent developments in the industrial applications of robotics
2. Visits: Visit a robotic exhibition.
3. Case Study: Identify a robotic application in automobiles and present a case study
4. Download videos related to simple robotic applications in domestic and industrial purposes.
5. Self-Learning Topics:
   - Robotic component manufacturers

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	25%	23%	20%	10%	25%	10%	20%
CO-2	20 %	23%	20%	10%	25%	20%	20%
CO-3	15%	17%	20%	25%	25%	20%	20%
CO-4	20%	20%	20%	15%	25%	20%	20%
CO-5	20%	17%	20%	40%	--	30%	20%
Total Marks	**30**	**70**	**20**	**20**	**10**	**20**	**30**
			50				

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 Number and Title	Total Classroom Instruction (Cl) Hours	Relevant COs Number (s)	Total Marks	ETA (Marks)		
				Remember (R)	Understanding (U)	Application & above (A)
Unit-1.0 Robot Kinematics, Dynamics and Industrial Applications	12	CO2, CO3	16	6	5	5
Unit– 2.0 Robot Drives, Control and Material Handling	10	CO2, CO3	16	4	8	4
Unit– 3.0 Robot Cell Design and Application	8	CO3	12	2	4	6
Unit– 4.0 Robot Programming and Economics of Robotization	10	CO1, CO4, CO5	14	4	4	6
Unit– 5.0 Applications in Non-manufacturing Environments	8	CO5	12	4	4	4
Total Marks	**48**		**70**	**20**	**25**	**25**

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.	Identify different wireless sensor network in robotics viz. ZigBee, LoRa.	CO1, CO3	40	50	10
2.	Use different Radio Frequency (RF) Controlled Wireless Robots.	CO1, CO2	40	50	10
3.	Examine different voice operated robot with speaker identification technology.	CO1, CO3	40	50	10
4.	Design a computer-controlled pick and place robot (wireless)	CO1, CO4	40	50	10
5.	Design a Zigbee controlled Boat with wireless video and voice transmission.	CO2, CO3	40	50	10

S. No.	Laboratory Practical Titles	Relevant COs Number(s)	PLA/ELA		
			Performance		Viva-Voce (%)
			PRA* (%)	PDA** (%)	
6.	Design a PC controlled wireless Multipurpose robot for simple engineering applications.	CO3, CO4	40	50	10
7.	Design an unmanned arial photography system.	CO3, CO5	40	50	10
8.	Develop program for real time (online TPP) Palletizing and Depalletizing operations through robots.	CO5	40	50	10
9.	Develop TPP / Offline program for vision-based inspection for robots.	CO4, CO5	40	50	10
10.	Program and simulate coordinated identification, inspection and part assembly for robots.	CO1, CO5	40	50	10
11.	Develop Obstacle avoidance robot Programming	CO1, CO5	40	50	10
12.	Program and simulate welding operation using robot simulation software.	CO1, CO5	40	50	10
13.	TPP / Offline program for drilling operation.	CO1, CO5	40	50	10
14.	Program to execute an industrial robot application using a given configuration.	CO1, CO5	40	50	10
15.	Analyse Direct Kinematics of 4-axis robot using available software.	CO2, CO3	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, 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.	6 Axis Articulated Robot (Material Handling)- 1 No	• Articulated Type
		• Controlled axis: 6-axes (J1, J2, J3, J4, J5, J6)
		• Reach: 717 mm
		• Installation Floor, Upside-down (Angle mount)
		• Motion range (Maximum Speed)
		  • J1 Axis Rotation7.85 rad/s
		  • J2 Axis Rotation 6.63 rad/s
		  • J3 Axis Rotation 9.08 rad/s
			1, 2, 3, 12

S. No.	Name of Equipment, Tools and Software	Broad Specifications	Relevant Experiment/ Practical Number
		• J4 Axis Rotation 9.60 rad/s • J5 Axis Rotation 9.51 rad/s • J6 Axis Rotation 17.45ras/s • Max. load capacity Wrist: 4Kg • Allowable Load moment 16.6 N-m at wrist J4 Axis, J5 Axis, J6 Axis • Allowable Load inertia).47 kg-m^2 at wrist J4 Axis J5 Axis, J6 Axis • Repeatability: +/- 0.05mm • Mass: 21 Kg Minimum • Installation environment: Ambient temperature: 0 – 45°C • Ambient humidity: Normally 75%RH or less. No dew, nor frost allowed. • Vibration Acceleration: 4.9 m/s2 (0.5G or less)	
2.	6 Axis Articulated Robot (General Purpose-Welding, Assembly, Drilling) - 1 No	Link 1: 300 mm Link 2: 300 mm Joint actuator: DC Stepper Motor Transmission: Timing Belt Drive Position feedback: Proximity Switch Gripper actuator: Pneumatic Weight of robot: 50 Kg. Accuracy: ±0.3 Repeatability: ±0.2Tip Velocity range: 500 mm / minPay load capacity: 2 kg (including griper) J1 - Waist: ± 140°J2 - Shoulder: - 100 - 60°J3 - Elbow: - 70 + 10°J4 - Wrist rotate: ± 70°J5 - Wrist pitch: ± 35°J6 - Wrist roll: ± 180°External I/O8 Programmable digital inputs8 Programmable digital outputs	8, 9, 14
3.	A mounted vision system with software (Free open source Robot simulation software)	Integrity Serial Bus System, CAN to Build Intelligent Device Network, Open Hardware Platform, Arduino, to control Robot sub-Systems of motor-sensor, movable Omni Wheel of Omni-Directional, Actuator operation control by DC Encoder Motor, DC-Motor control and operation by Accelerometer, Gyro, Ultrasonic and PSD sensor, Androx Studio; brushless ILM 70×10 Robo Drive DC motor; sensor-actuator units of ARMAR-4; SD-25-160-2A-GR-BB Harmonic Drive reduction gear unit high gear ratio of 160: 1; structural parts (white) are made out of high-strength aluminum, Hollow shaft with strain gauges for torque sensing, motor's magnetic incremental encoder (AMS5306), digital buses (SPI or 12C); Motor interface PCB includes a 13-Bit temperature-to-digital converter with a temperature range from −40°C to 125°C (Analog Devices ADT7302)	3, 4, 5, 11
4.	6-axis Robotics Trainer	Programmable robotic arm with an interactive front panel. Software to demonstrates functioning of the trainer as well as allows a user to develop their own programs. NV330; 8 bit microcontroller to ARM processors**;** Record and Play capability**;** Optional interfacing with PL**C;** Touch operated ON/OFF Switch**;** Auto set to home position**;** Applications can be developed**;** Data acquisition using USB	3, 4, 5, 13
5.	E-Yantra Firebird kit	• Fire Bird V 2560 Robot • Spark V Robot • Fire Bird V P89V51RD2 adapter card • Fire Bird V LPC2148 adapter card	1, 3, 5, 6, 7, 10

S. No.	Name of Equipment, Tools and Software	Broad Specifications	Relevant Experiment/ Practical Number
		• LSM303 3 axis digital accelerometer and 3 axes magnetometers • L3G4200 3 axis digital gyroscope • Gyroscope, accelerometer and GPS interfacing module for the robot • GPS receiver • Zigbee Modules 100m range • Zigbee Modules Adapter • Metal-gear Servo Motors • Servo Motor Based Gripper kit for the Fire Bird V robot • Sharp infrared range sensor (10cm to 500cm) • Arduino Uno/Nano • Hexapod • 16 Programming Software (AVR studio, Keil, AVR Boot loader, Flash Magic)	
6.	Robot simulator for Robotics	Educational networking licensed Robotic system with simulation software	2, 8, 10
7.	Assorted sensors	Optical encoders, Acoustic sensors ,IR, Potentiometer, RTD, Thermistor, strain gauge, piezoelectric, etc.	4
8.	Vision equipment	Camera, Imaging Components: Point, Line, Planar and Volume Sensors	1, 4, 10
9.	Raspberry Pi kit	1.2GHz quad-core Broadcom BCM2837 CPU with 1GB DDR2 RAM with in-built Wi-Fi & Bluetooth Video Core IV 3D graphics core 40 pin extended pins - with 27 GPIO pins Micro SD slot Multiple ports: Four USB ports, full sized HDMI, four pole stereo output and composite video port, CSI camera port and DSI display port 10/100 BaseT Ethernet Micro-USB, power source 5V, 2A	7, 9

R) Suggested Learning Resources:

(a) Books:

S. No.	Titles	Author(s)	Publisher and Edition with ISBN
1.	Introduction to Robotics Mechanics and Control	John Craig	Pearson Education 978-9356062191
2.	Robotics and controls	Mittal R.K., Nagrath I.J.	Tata McGraw Hill Education Pvt. Ltd.; 2017; **978**-0070482937
3.	Robotics and Image Processing: An Introduction	Janaki Raman. P. A	Tata McGraw Hill Publishing company Ltd., 1998; 978-0074621677
4.	Industrial Robotics -Technology, Programming and Applications	Nicholas Odrey, Mitchell Weiss, Mikell Groover Roger Nagel, Ashish Dutta	McGraw Hill Education; 2nd Edition; 978 -1259006210
5.	Robotic Engineering: an integrated approach	Richard D. Klafter, Thomas A. Thomas A. Chmielewski, Michael Negin	Prentice Hall of India, N. Delhi, 2009; 978-8120308428
6.	Industrial Robotics Technology, Programming and Applications	Mikell P. Groover, Mitchell Weiss, Roger N. Nagel, Nicholas G. Odrey	McGraw-Hill Education, Second Edition, 978-1259006210

S. No.	Titles	Author(s)	Publisher and Edition with ISBN
7.	Robotics	Appuu Kuttan K. K.	Dreamtech Press, First Edition, 2020, 978-9389583281
8.	Introduction to Robotics: Analysis, Control, Applications	Saeed B. Niku	Wiley; Second Edition, 978-8126533121
9.	Essentials of Robotics Process Automation	S. Mukherjee	Khanna Publication, First Edition, 978-9386173751
10.	Robotics	R R Ghorpade, M M Bhoomkar	Nirali Prakashan 978-9388897020

(b) Online Educational Resources:

1. https://web.iitd.ac.in/~saha/ethiopia/appln.pdf
2. https://nptel.ac.in/courses/112105249
3. https://www.robotsscience.com/industrial/industrial-robots-types-applications-benefits-and-future/
4. https://www.marian.ac.in/public/images/uploads/pdf/online-class/MODULE-6%20ROBOTICS%20INDL_APPLNS-converted.pdf
5. https://forcedesign.biz/blog/5-common-industrial-robot-applications
6. https://www.hitechnectar.com/blogs/top-industrial-robotics-applications-role-of-robots-in-manufacturing/
7. https://en.wikipedia.org/wiki/Industrial_robot
8. https://www.youtube.com/watch?v=fH4VwTgfyrQ
9. https://www.youtube.com/watch?v=aW_BM_S0z4k
10. https://www.automate.org/industry-insights/smarter-robot-grasping-with-sensors-software-the-cloud
11. https://robots.ieee.org/robots/?t=all
12. https://www.youtube.com/watch?v=fc_Cynqr6jM

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

(c) Others:

1. Learning Packages:

- https://www.edx.org/learn/robotics
- https://www.coursera.org/courses?query=robotics
- https://www.udemy.com/topic/robotics/
- https://library.e.abb.com/public/9a0dacfdec8aa03dc12578ca003bfd2a/Learn%20with%20ABB.%20Robotic%20package%20for%20education.pdf

2. Users' Guide:

- https://roboindia.com/store/DIY-do-it-your-self-educational-kits-robotics-embedded-system-electronics
- https://www.robomart.com/diy-robotic-kits
- https://www.scientechworld.com/robotics

3. Lab Manuals:

- http://www-cvr.ai.uiuc.edu/Teaching/ece470/docs/ROS_LabManual.pdf
- https://www.jnec.org/labmanuals/mech/be/sem1/Final%20Year%20B.Tech-ROBOTICS%20LAB%20%20MANUAL.pdf

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A) Course Code : **2400604I(T2400604I/P2400604I/S2400604I)**

B) Course Title : Transformer Manufacturing and Repairing (Advanced)

C) Pre- requisite Course(s) : Transformer Manufacturing and Repairing (Basic)

D) Rationale :

Transformers are an essential component in Power systems. They help transmit electrical energy at various voltage and current levels to minimize losses and achieve other technical objectives. They are rated from a few kVA to large MVA. Power systems are growing to meet the increased demand. Hence, the manufacturing of new transformers and repair of existing transformers are vital. This advanced course will help the students understand the concepts of manufacturing and repair of transformers at par with the industries. The knowledge gained through this course will help the students choose their career in transformer manufacturing and repair.

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 Analyze the materials used in transformer manufacturing.
CO-2 Assemble the transformer based on specific requirements.
CO-3 Design using software based on specific requirements.
CO-4 Analyze the working conditions of transformers.
CO-5 Apply the concepts for practical use.

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	-	3		
CO-2	3	3	2	2	2	-	3		
CO-3	3	2	2	2	-	-	3		
CO-4	3	1	1	1	1	-	3		
CO-5	3	2	3	3	3	1	3		

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:

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				
2400604	Transformer Manufacturing and Repairing (Advanced)	03	-	04	02	09	06

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:

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)	
2400604	Transformer Manufacturing and Repairing (Advanced)	30	70	20	30	20	30	200

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: T2400604I

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
TSO 1a. Explain the use of different materials in transformers. *TSO 1b.* List the various types of materials used in transformers. *TSO 1c.* Explain the insulating materials. *TSO 1d.* Explain the winding material. *TSO 1e.* Explain the magnetic materials.	**Unit-1.0 Transformer Materials** 1.1 Review of basic materials and their processing 1.2 Insulating oil, insulating paper, pressboard, wood 1.3 Insulated copper conductor for windings, crepe paper, sealing materials 1.4 cold–rolled grain oriented electrical steel sheet, structural steel, future trends 1.5 Magnetic Circuit Materials	**CO1**
TSO 2a. Explain the basic concept of transformer design. *TSO 2b.* List the various parameters to be considered during design. *TSO 2c.* Choose the number of turns, the core diameter. *TSO 2d.* Select the winding wires and strips. *TSO 2e.* Choose the size of HV and LV conductors.	**Unit-2.0 Transformer Design** 2.1 Basic Concept of Design. 2.2 Selection of number of turns. 2.3 Selection of core diameter. 2.4 Selection of winding wires and strips. 2.5 Size HV and LV conductors. 2.6 Transposition	**CO1, CO2**
TSO 3a. Explain the concept of computer aided design. *TSO 3b.* Learn the programming skills, *TSO 3c.* Modify the programming considering other aspects. *TSO 3d.* Validate and print the design. *TSO 3e.* Use software to design.	**Unit-3.0 Transformer Design – Using CAD** 3.1 Computer aided design: Basic concept, specification needs. 3.2 Computer programming, variable inputs, program convergence. 3.3 Design output, design modification, other aspects of design. 3.4 Design validation, design package, computer design printout. 3.5 Software application for design.	**CO3, CO4**
TSO 4a. Explain the testing of Transformer oil. *TSO 4b.* Use of Transformer oil. *TSO 4c.* List the causes of oil ageing. *TSO 4d.* List the various tests to monitor the working conditions of a transformer.	**Unit-4.0 Transformer Condition Monitoring** 4.1 Transformer oil testing and Interpretation 4.2 Introduction, mineral insulating oil. 4.3 Four functions of transformer oil. 4.4 Causes of oil ageing. 4.5 Various tests on transformer oil such as power factor, moisture, neutralization number, interfacial tension, relative density, color, visual examination, breakdown voltage, dissolved gas analysis.	**CO3, CO4**
TSO 5a. Apply the concepts for practical use. *TSO 5b.* Design a practical power transformer.	**Unit-5.0 Transformer Design - Practical Applications** 5.1 Design of a 100 KVA transformer. 5.2 Design of 630 KVA transformer. 5.3 Design of 5 MVA, 33/11 KV transformer	**CO4, CO5**

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

K) Suggested Laboratory (Practical) Session Outcomes (LSOs) and List of Practical: P2400604I

Practical/Lab Session Outcomes (LSOs)	S. No.	Laboratory Experiment/Practical Titles	Relevant COs Number(s)
LSO 1.1. Knowledge of knowing the various components of a power transformer. *LSO 1.2.* Explain the use of those components in the power transformer.	1.	Dismantling a power transformer and understanding various components.	**CO1**
LSO 2.1. Design a transformer using computer programming considering various aspects.	2.	Designing a transformer using computer programming.	**CO1**
LSO 3.1. Use of a commercial software to design a transformer.	3.	Application of software for transformer design.	**CO1**
LSO 4.1. Understand the breakdown voltage (BDV) of transformer oil.	4.	Breakdown voltage test of transformer oil.	**CO2**
LSO 5.1. Explain the practical applications of power transformers. *LSO 5.2.* Knowledge of various transformers used in substations.	5.	Substation visit to see the application of power transformers.	**CO3, CO4, CO5**

L) Suggested Term Work and Self Learning: S2400604I 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.

- Explore recent advancements in core material technology.
- Discuss the lifecycle, recycling, and disposal of transformer materials and their environmental footprint.
- Discuss the key parameters and design equations used in transformer design.
- Explore the steps involved in modeling the transformer core using CAD software.
- Use CAD software to simulate different winding configurations and their impact on performance.
- Discuss the advantages of real-time data collection and analysis for proactive maintenance.
- Investigate the different requirements for distribution transformers in urban versus rural settings.

a.

b. Micro Projects:

- Compare the performance of different insulating materials used in transformers (e.g., paper, pressboard, Nomex).
- Study the magnetic properties of different core materials (e.g., silicon steel, amorphous steel).
- Evaluate the environmental impact of transformer materials and their disposal methods.
- Build a small-scale transformer to understand the basics of transformer construction and operation.
- Investigate the impact of different winding techniques on transformer efficiency and performance.
- Compare different core materials to determine their effect on transformer performance.
- Design various core shapes (e.g., E-core, toroidal, C-core) using CAD and analyze their magnetic properties.
- Design and optimize different winding layouts to improve efficiency and reduce losses.
- Design a system to monitor and log the temperature of transformer components.
- Monitor transformer vibrations to detect mechanical issues.
- Design a system to monitor the quality of transformer oil.
- Develop a lightweight, portable transformer for powering equipment at outdoor events.

c. Other Activities:

1. Seminar Topics:
   - Silicon Steel in Transformer Manufacturing.
   - Impact of Environmental Factors on Transformer Design.
   - Introduction to CAD in Transformer Design.
   - Cost Estimation and Analysis in Transformer Design Using CAD.
   - Impact of Environmental Conditions on Transformer Monitoring.
   - Oil Quality Analysis in Transformer Maintenance.
   - Designing Transformers for Industrial Applications.

d.

2. Visits:
   - Visit to nearby transformer manufacturing station. Prepare report of visit with special comments on transformer winding technique, winding material and insulating material used.
   - Visit to nearby transformer manufacturing station. Prepare report of visit with manufacturing process, different stages of production, and the quality control measures and technologies involved in transformer manufacturing.

e.

3. Self-learning topics:
   - Types of insulation materials used in transformers (e.g., paper, pressboard, synthetic materials, and mineral oil)
   - Nanomaterials in Transformer Construction.
   - Thermal management in transformer design.
   - Vibration of transformer.
   - Smart transformer used in smart grid.

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%**	20%
CO-2	10%	10%	10%	25%	-	**10%**	20%
CO-3	15%	15%	15%	25%	33%	**15%**	20%
CO-4	30%	30%	30%	25%	33%	**15%**	20%
CO-5	30%	30%	30%	25%	34%	**40%**	20%
Total Marks	**30**	**70**	**20**	**20**	**10**	**20**	**30**
			50				

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 (Cl) Hours	Relevant COs Number(s)	Total Marks	ETA (Marks)		
				Remember (R)	Understanding (U)	Application & above (A)
Unit-1.0 **Transformer Materials**	8	CO1	10	3	3	4
Unit-2.0 **Transformer Design**	12	CO1, CO2	10	3	2	5
Unit-3.0 **Transformer Design-Using CAD**	12	CO3, CO4	10	5	2	3
Unit-4.0 **Transformer Condition Monitoring**	8	CO3, CO4	20	5	6	9
Unit-5.0 **Transformer Design - Practical Applications**	8	CO4, CO5	20	4	6	10
Total	**48**	**-**	**70**	**20**	**19**	**31**

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.	Dismantling a power transformer and understanding various components.	CO1	30	60	10
2.	Designing a transformer using computer programming.	CO1	40	50	10
3.	Application of software for transformer design.	CO1	30	60	10
4.	Breakdown voltage test of transformer oil.	CO2	30	60	10
5.	Substation visit to see the application of power transformers.	CO3, CO4, CO5	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.	Transformer, Multi-meter, LCR Meter	3 Phase Transformer, Multi-meter, LCR Meter, Tools to dismantle transformer.	Dismantling a power transformer and understanding various components.
2.	MATLAB, PC	MATLAB Software and Desktop PC (As per requirement).	Designing a transformer using computer programming
3.		Machine Design Software and Desktop PC (As per requirement).	Application of software for transformer design.
4.	Transformer Oil Testing Kit	Transformer oil testing kit, transformer oil,	Breakdown voltage test of transformer oil.
5.	Equipment for a prototype substation	Power transformer, circuit breaker, relay, Insulator, Isolator, Bus-bar, capacitor bank, Fuse, current transformer, potential transformer.	Substation visit to see the application of power transformers

R) Suggested Learning Resources:

(a) Books:

S. No.	Titles	Author(s)	Publisher and Edition with ISBN
1.	Transformer Engineering Design and Practice	S.V.Kulkarni, S.A.Khaparde	CBS Publishers, 2004 ISBN: 9780824757281, 0824757289
2.	Design of Transformers	Indrajit Dasgupta	Tata McGraw Hill India, 2002 ISBN: 0071331352, 9780071331357
3	Principles of Electrical Machine Design With Computer Programs	S. K. Sen	Oxford & IBH Publishing Company Pvt. Limited, 2006. ISBN: 9788120415218, 8120415213

(b) Online Educational Resources:

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:

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A) Course Code : 2400604J(T2400604J/P2400604J/S2400604J)

B) Course Title : Optical Fiber and 5G Communication (Advance)

C) Pre- requisite Course(s) : Optical Fiber and 5G Communication (Basics)

D) Rationale :

A course on Optical Fiber and 5G Communication (Advance) is essential to understand the modern high-speed data transmission, which is crucial for supporting the growing demand for fast and reliable internet services. It equips students with the knowledge to design and implement 5G networks, which is going to be an integral part of the wireless communication infrastructures fields, students gain comprehensive insights into how advanced communication systems operate and interact, preparing them for careers in telecommunications and networking.

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-6 Analyze various 5G radio-access technologies.

CO-7 Identify different components of GSM architecture.

CO-8 Describe the channel and channel behavior of the wireless channel.

CO-9 Analyze different mitigation techniques.

CO-10 Summarize different emerging technologies for next generation communication networks.

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	3	-	-	2		
CO-2	3	2	2	2	2	2	-		
CO-3	3	2	2	2	3	2	-		
CO-4	3	3	-	2	-	-	-		
CO-5	3	-	3	3	3	3	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 & Learning Scheme:

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				
2400604J	**Optical Fiber and 5G Communication (Advance)**	03	-	04	02	09	06

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:

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)	
2400604J	Optical Fiber and 5G Communication (Advance)	30	70	20	30	20	30	200

Legend:

PTA: Progressive Theory Assessment in classroom (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.

II) 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: T2400604J

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
TSO 1f. Highlight the need for 5G communication system. *TSO 1g.* Describe the radio spectrum andchannel model with the help of suitable sketch and tables. *TSO 1h.* Describe the working of the 5G physical layer with the help of a suitable sketch. ~~*TSO 1i.*~~ Describe 5G network slicing with an example. *TSO 1j.* Explain the mobility and hands-off management in 5G environment.	**Unit-1.0 5G Radio Access Technology** 1.6 5G Radio Spectrum 1.7 5G Channel Model 1.8 Radio Interface Architecture 1.9 5G Physical Layer 1.10 5G Radio-Access Technologies 1.11 Introduction To 5G Network Slicing 1.12 Mobility and Handoff Management In 5G	**CO1**
TSO 2f. Describe the architecture and key components of basic GSM (Global System for Mobile Communications) networks. *TSO 2g.* List the components of the GSM(LTE) system. *TSO 2h.* Describe the working of the various components and their functions of the given type of wireless communication network *TSO 2i.* Analyze the functions of base station subsystems (BS)	**Unit-2.0 Study of GSM Architecture** 2.7 GSM System Architecture (LTE) 2.8 Explain the different components of Wireless Communication Network 2.9 Operation of base station (BS) subsystems	**CO2**
TSO 3f. Explain different principles and various factors affecting radio wave propagation in different environments. *TSO 3g.* Apply the free space propagation model to estimate signal strength and coverage. *TSO 3h.* Explain how reflection, scattering, and diffraction impact radio wave behaviour and signal quality. *TSO 3i.* Use the given type of path loss models to predict signal degradation over distance. *TSO 3j.* Differentiate between large-scale and small-scale fading and their effects on wireless communication. *TSO 3k.* Analyze the characteristics and behaviour of wireless channels, including their impact on signal transmission. *TSO 3l.* List the noise sources present in the wireless channel. *TSO 3m.* Describe the effects of noise on signal propagation through wireless channels and its impact on signal quality. *TSO 3n.* Calculate the capacity of channels with Additive White Gaussian Noise (AWGN).	**Unit-3.0 Channel and channel behavior** 3.6 Analysis of radio wave propagation 3.7 Free Space Propagation Model 3.8 Reflection, Scattering, Diffraction of Radio Waves 3.9 Path Loss Models 3.10 Study of Fading (Large, small-scale fading) 3.11 Analysis of Wireless Channel 3.12 Analysis of Noise, types of noise 3.13 Capacity of AWGN and Fading Channel (only formula and its variable parameters)	**CO3**
TSO 4e. Describe various diversity techniques to improve signal reliability and performance in wireless communication. *TSO 4f.* Describe receiver diversity methods and their impact on enhancing signal quality and reducing errors. *TSO 4g.* Describe transmitter diversity techniques and their role in mitigating fading and improving communication robustness. *TSO 4h.* Describe the principles and applications of Multiple Input Multiple Output (MIMO) technology. *TSO 4i.* Suggest the techniques to correct distortions and mitigate inter-symbol interference in wireless communication systems.	**Unit-4.0 Mitigation Techniques** 4.6 Diversity techniques 4.7 Analysis of various receiver diversity techniques 4.8 Analysis of various transmitter diversity techniques 4.9 MIMO technology advantages in communication systems 4.10 Equalization techniques and their importance in communication systems	**CO4**

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
TSO 5c. Discuss the various types of dispersion in optical fibre design *TSO 5d.* Explain the optimization technique of single mode fibre. *TSO 5e.* Describe the working and characteristics of different optical networks. *TSO 5f.* Explain the nonlinear effect on network performance of optical fibre systems. *TSO 5g.* Explain multicarrier modulation techniques to enhance data transmission and system performance. *TSO 5h.* Describe the principles and advantages of Orthogonal Frequency Division Multiplexing (OFDM) in improving bandwidth efficiency and reducing interference. *TSO 5i.* Analyze given emerging technologies.	**Unit-5.0 Advanced Optical Fiber Communication and Emerging Technologies** 5.4 Advanced Optical Fiber: Dispersion issues, Dispersion shifted, Dispersion flattened, Dispersion Compensating fibre 5.5 Design and optimization of single-mode fibers 5.6 Optical Networks- Basic Networks SONET, SDH-wavelength-routed networks 5.7 Nonlinear effect on Network Performance, performance of various systems (WDM, DWDM + SOA) 5.8 Multicarrier Modulation Technique 5.9 Orthogonal Frequency Division Multiplexing (OFDM) 5.10 Emerging Technology: Green Communication network, Vehicle 2 everything (V2X), Aerial Communication, Satellite Communication (LEO), Tactile Internet (TI), Free Space Optics (FSO), Near Field Communication, Quantum Communication, Molecular Communication	**CO5**

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

K) Suggested Laboratory (Practical) Session Outcomes (LSOs) and List of Practical: P2400604J

Practical/Lab Session Outcomes (LSOs)	S. No.	Laboratory Experiment/Practical Titles	Relevant COs Number(s)
LSO 1.3. Noise Modelling and its effect on Wireless Data Transmission	1.	Characterization and Impact of Noise on Wireless Data Transmission: A Comprehensive	**CO1**
LSO 2.2. Effect of fading on wireless data transmission in terms of outage probability	2.	Evaluating Fading Effects on Wireless Data Transmission: Outage Probability Analysis	**CO2**
LSO 3.2. Capacity of Wireless Channel (AWGN v/s Fading)	3.	Comparative Study of Channel Capacity: AWGN versus Fading Channels	**CO3**
LSO 4.2. Implementation of receiver diversity technique.	4.	Practical Implementation and Evaluation of Receiver Diversity Techniques in Wireless Communication	**CO4**
LSO 5.3. Implementation of transmitter diversity technique.	5.	Practical Implementation and Performance Analysis of Transmitter Diversity Techniques	**CO4**
LSO 6.1 Implement the (2X2) of MIMO system.	6.	Design and Implementation of MIMO Technology	**CO4**
LSO 7.1 Implement of OFDM system and test the performance.	7.	Performance Evaluation of Orthogonal Frequency Division Multiplexing (OFDM) in Wireless Systems	**CO5**

L) Suggested Term Work and Self Learning: S2400604J Some sample suggested assignments, micro project and other activities are mentioned here for reference.

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

g. Micro Projects:

Here are five micro projects that can be included in an optical fiber and 5G communication course to give students hands-on experience with practical applications of the concepts learned:

1. Design of solar cell enabled Base Station for Green Communication Network

Task: Conduct a feasibility study on integrating solar cells with base stations, design a prototype solar-powered base station, simulate its energy efficiency and environmental impact, evaluate its carbon footprint reduction, and document the design and performance outcomes.

2. Path loss models for Aerial Communication Network

Task: Research and adapt existing path loss models for aerial networks, develop tailored models for scenarios like drones, validate with field or simulation data, compare model performance, and document findings with recommendations for network design.

3. Resource allocation for 5G communication Network

Task: Identify challenges in 5G resource allocation, develop an optimization strategy, simulate the strategy's effectiveness, implement it in a test environment, and analyze results to enhance resource allocation and network performance.

4. LEO Satellite based IoT communication

Task: Research LEO satellite technologies for IoT, design a communication system using LEO satellites, simulate system performance, conduct a cost-benefit analysis compared to other methods and prepare a brief report of the same.

5. QoS requirements for Tactile Internet

Task: Define QoS requirements for tactile internet applications, develop a QoS framework, test the framework in various scenarios, evaluate its performance, and prepare a report with recommendations for meeting QoS standards in tactile internet networks.

h. Other Activities:

i. Seminar Topics: Some of the suggested seminar topics are

i. "Advancements in 5G Technology and beyond"
ii. "The Future of Wireless Communication: 5G and Beyond"
iii. "Integrating Haptics with 5G Networks: Opportunities and Challenges"
iv. "Security Strategies for 5G Networks: Ensuring Robust Protection"
v. "AR/VR-enabled Systems in 5G: Innovations and Implementation"

j. Visits: Visit nearby telephone exchanges or wireless communication-related companies

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%	20%
CO-2	10%	10%	10%	25%	-	10%	20%
CO-3	15%	15%	15%	25%	33%	15%	20%
CO-4	30%	30%	30%	25%	33%	15%	20%
CO-5	30%	30%	30%	25%	34%	40%	20%
Total Marks	30	70	20	20	10	20	30
			50				

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 (Cl)Hours	Relevant COs Number(s)	Total Marks	ETA (Marks)		
				Remember (R)	Understanding (U)	Application & above (A)
Unit-1.0 **5G Radio Access Technology**	8	CO1	12	4	4	4
Unit-2.0 **Study of GSM Architecture**	8	CO2	12	4	4	4
Unit-3.0 **Channel and channel behavior**	8	CO3	12	4	4	4
Unit-4.0 **Mitigation Techniques**	12	CO3	14	4	4	6
Unit-5.0 **Advanced Optical Fiber Communication and Emerging Technologies**	12	CO2	20	6	6	8
Total	**48**	**-**	**70**	**22**	**22**	**26**

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): Kindly change this table as per the list of experiment in the above list

Sl. No	Laboratory Practical Titles	Relevant COs Number(s)	PLA/ELA		
			Performance		Viva-Voce (%)
			PRA* (%)	PDA** (%)	
6.	Characterization and Impact of Noise on Wireless Data Transmission: A Comprehensive	**CO1**	30	60	10
7.	Evaluating Fading Effects on Wireless Data Transmission: Outage Probability Analysis	**CO2**	40	50	10
8.	Comparative Study of Channel Capacity: AWGN versus Fading Channels	**CO3**	30	60	10
9.	Practical Implementation and Evaluation of Receiver Diversity Techniques in Wireless Communication	**CO4**	30	60	10
10.	Practical Implementation and Performance Analysis of Transmitter Diversity Techniques	**CO4**	30	60	10
11.	Design and Implementation of MIMO Technology	**CO4**	30	60	10
12.	Development and Performance Evaluation of Orthogonal Frequency Division Multiplexing (OFDM) in Wireless Systems	**CO5**	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:

Please insert laboratory equipment in this format

Sl. No.	Name of Equipment,Tools, and Software	Relevant Experiment/ Practical Number
1.	Software-Defined Radio (SDR) kit : Allows for the implementation and testing of 5G communication protocols.	All
2.	5G NR Testbed: Complete test setups for developing and testing 5G NR systems.	All
3.	Vector Signal Analyzer (VSA) and Vector Signal Generator (VSG): For generating and analyzing complex modulated signals used in 5G communication.	All
4.	MIMO (Multiple Input Multiple Output) Test System (2X2, and more): For testing MIMO technology, which is essential for 5G networks.	All
5.	MATLAB/Mathematica	All

R) Suggested Learning Resources:

(a) Books

Here are some essential books for Optical Fiber and 5G Communication.

Sl. No.	Titles	Author(s)	Publisher and Edition with ISBN
1.	Millimeter Wave Wireless Communications	Theodore S. Rappaport, Robert W. Heath Jr., Robert C. Daniels, and James N. Murdock	Cambridge University Press, 2024. ISBN 9781009489836
2.	5G NR: The Next Generation Wireless Access Technology	Erik Dahlman, Stefan Parkvall, and Johan Skold	Academic Press, 2020. ISBN-10. 0128143231; ISBN-13. 978-0128143230
3.	Wireless Communications	Andreas F. Molisch,	John Wiley & Sons, 2012. ISBN: 8126542322
4.	Wireless Communications	Andrea Goldsmith	Cambridge University Press, 2005. ISBN: 9780511841224

(b) Online Educational Resources:

Here are some valuable online references for a course in Optical Fiber and 5G Communication:

1. Prof. Aditya K. Jagannatham– NPTEL **Principles of Modern CDMA/ MIMO/ OFDM Wireless Communications**
2. **Coursera** - Post Graduate Certificate in 5G Technology and IoT: This program covers the essentials of 4G and 5G systems, including key technical advancements and challenges. It also delves into topics such as massive MIMO, OFDM, and mm Wave communication, providing a solid foundation in modern wireless communication (Coursera).
3. **Coursera** - 5G and Beyond Wireless Technologies: This course provides an in-depth understanding of 5G New Radio standards, beam management, cell-free massive MIMO, and intelligent reflecting surfaces, making it an excellent resource for those looking to explore the cutting-edge aspects of 5G technology (Coursera).
4. **Coursera** - 5G for Everyone: Gain an in-depth understanding of how 5G is revolutionizing the way we do business in the 2020s with technologies that make 5G possible, including mm Wave, Massive MIMO, RAN, and more. Learn how companies can use 5G Private Networks and Industrial IoT to transform the way they operate daily. Gain the base-level knowledge of 5G you need to continue your wireless education and advance in the rapidly growing field of wireless technology.

MIT OCW - Principles of Wireless Communications: This course is an introduction to the design, analysis, and fundamental limits of wireless transmission systems. Topics to be covered include: wireless channel and system models; fading and diversity; resource management and power control; multiple-antenna and MIMO systems; space-time codes and decoding algorithms; multiple-access techniques and multiuser detection; broadcast codes and precoding; cellular and ad-hoc network topologies; OFDM and ultrawideband systems; and architectural issues.

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: In this section provide the software name (if any) data sheet according to this course.

a. Operating / Manufacturers' Manuals
b. Lab Manuals

******

A) Course Code : 2449605(P2449605/S2449605)

B) Course Title : Major Project

C) Pre- requisite Course(s) :

D) Rationale :

Project work plays a very important role in engineering education in developing core technical skills, soft skills and higher level of cognitive, psychomotor and affective domain skills. Major Project work is normally done when students have acquired sufficient knowledge, skills and attitude and are able to integrate all these, entirely in new situation or task to solve the problems of the industries/field agencies/etc.

Through major project work, students get direct exposure to the world of work in their relevant field. They are intrinsically motivated to explore new things, new methods, new design, many more ideas and also develop out of the box thinking abilities, creative and innovative capabilities. It also develops many soft skills like confidence, communication skills, creative ability, inquisitiveness, learning to learn skills, lifelong learning skills, problem solving skills, management skills, positive attitude, ethics etc.

Normally in a curriculum document, there is a mention of project work indifferent context. In situation one, project work is reflected as micro project under each and every course curricular detailing, in the form of sessional work mentioned under different semesters. These projects are normally related to the developing skills in respective course of the specific programme.

In the context of diploma programme in Bihar, minor project work will be carried out in Semester 5 with emphasis on project planning.

Major project work is reflected as a course in the total programme structure, normally at 6thsemester depending on the requirement of the programme. Through major project, students try to bring the industrial/real world problems in institutional setting, may be in collaboration/ networking with industries/field agencies/enterprises as per the requirement of different diploma programmes.

E) Course Outcomes: After completion of the major project work, students will be able to –

- **CO- 1.** Integrate the knowledge (K), skills (S), attitudes (A)developed, in a new task or problem identified in the form of project work.
- **CO- 2.** Develop higher level of cognitive, psychomotor and affective domain skills relevant to the course/programme.
- **CO- 3.** Solve the industrial/real world problems/tasks by Integrating the generic skills/soft skills/employable skills with relevanttechnical skills.
- **CO- 4.** Develop thecapabilities and skills of innovativeness, creativity, resourcefulness, time management, problem solving abilities, interpersonal skills, pro-activeness, cost effectiveness, environment consideration and sustainability.
- **CO- 5.** Prepare the project report.

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/ Developmentof 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	3	-	-	-	1		
CO-2	3	-	3	-	-	-	1		
CO-3	3	-	3	3	-	-	1		
CO-4	3	2	3	-	2	2	1		
CO-5	3	-	3	-	-	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 & Learning Scheme:

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				
2449605	Major Project	-	-	08	04	12	06

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:

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)	
2449605	Major Project	-	-	20	30	50	100	200

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: .

- 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) Suggested Implementation of Major Project:

Under the minor project in fifth semester, project planning is almost over. The projects are identified and allocated to students. Teacher's role is important as they act as guide, facilitator, catalyser, motivator to promote brain storming, thinking, creativity, initiativeness and many other skills in the students. Teachers should help or guide continually to monitor whether the students are proceeding in the right direction as per outcomes to be attained.

It is also suggested that teachers are not supposed to guide and plan each and every step from the point of view of execution of the project, otherwise it will curb the creativity or thinking process of the students. Teachers have to see that he or she is able to create think tank for this fast-technological world of work for the growth of our country. Following points should be taken into consideration while implementing the major project work.

The following steps are undertaken under the major project-

1. Design, Development and Execution of the Major Project.
2. Quality of Project Report Writing and its Presentation.

1.0 Design, Development and Execution of Major Project:

Projects design, development, execution is done by the students under the guidance and feedback by respective teachers for attainment of courses specific outcomes, POs and PSOs.

Continual Monitoring, feedback and assessment mechanism on weekly progress/updates on action taken on different criteria and sub-criteria of the project work need to be planned for individual and team of students. Path breaking teachers who think out of the box are required to guide, monitor and evaluate the project work.

1.1 Unique Features of Major Project:

Following important characteristic features of project need to be given special emphasis during the implementation and evaluation of the major project work-

- Innovativeness
- Creativity
- Originality
- Pro-activeness
- Initiativeness
- Cost Effectiveness
- Resourcefulness
- Development of Soft Skills/Generic Skills
- Ethical Issues
- Environmental Considerations
- Simulated/Automated Industry's/Improvised Process
- Application or Utility in the World of Work.
- Relevance to the Curriculum
- Mapping of Outcomes of Project with Pos and PSOs (if applicable)
- Feasibility of Implementation of the Project

2.0 Quality of Project Report Writing and its Presentation:

Following points need to be taken care of during report writing, its implementation and evaluation-

- Report writing as per prescribed format
- Clarity of outcomes
- Innovativeness
- Presentation of Data
- Data Analysis, Interpretation and Result
- Quality of Product/Prototype

2.1 Project Report Writing:

The suggested format of the project report is mentioned below for teacher's and students' reference:

i. Problem Statement/ Project Title
ii. Abstract
iii. Literature Review
iv. Outcomes of the Project
v. Project Planning, Design and Development
vi. Methodology
vii. Implementation and Testing
viii. Result and its Interpretation
ix. Summary
x. References / Bibliography

2.2 Presentation & Discussion:

Quality of presentation of data need to be ensured using the following criteria -

- Clarity in Communication and Presentation
- Voice Audibility
- Use of Media and Methods
- Satisfying the Queries of Audience
- Attainment of Outcomes

2.3 Project's Potential:

Futuristic scope and recommendation for further studies related to project may be assessed from the following criteria -

- Papers Published or Award Received
- Exhibition or Display or Showcase of Project in Competition or Exhibition or Tech Fest
- Evaluation of Working/Testing of Projects or Prototype
- Relevance and Applications in the World of Work
- Recognition in any Form
- Related Areas/Sub Areas for Further Studies

J) Assessment of the Major Project:

For objective, valid and reliable assessment, different tools of assessment such as a checklist, rating scale, assessment rubric, observation schedule, portfolio assessment, incidental records etc. need to be prepared. Even the students may been courage to adopt self-assessment techniques using the assessment rubrics.

The students need to be assessed continuously based on the suggested below mentioned assessment criteria at project planning stage. The project guide must prepare detailed rubric(s) for each criteria to have more valid and reliable assessment. Criteria of assessment of major project work are mentioned below.

Assessment Scheme for Major Project

S. No.	Suggested Assessment Criteria	Suggested Weightage (%)
1.	**Project Planning during Minor Project Work** 1.1 Identification of Area/Problem Statement 1.2 Literature Survey 1.3 Formulation of Project Title 1.4 Clarity in Formulation of Outcomes of The Project 1.5 Preparation of Synopsis 1.6 Presentation of Synopsis	30
2.	**Design, Development and Execution of the Project**. 2.1 Unique Features of Major Project	45
3.	**Quality of Report Writing and Presentation**. 3.1 Report Writing 3.2 Presentation & Discussion 3.3 Project's Potential	25
	TOTAL	100

******

A) Course Code : 2400408(T2400408)

B) Course Title : Employability Skills Development (Common for all Programmes)

C) Pre- requisite Course(s) :

D) Rationale :

Education may only be enough to qualify for a job, but employability skills are the major criteria to be considered for a job role. Employability skills are building blocks of any career and they equip one to carry out roles in the company to the best of their ability. Employers usually check these employability skills before hiring. These sets of job-readiness skills are behaviors that are necessary for every job and are essential attitudes that enable students to grow in their careers. Employers value employability skills because they regard these as indications of how their employees will get along with other team members and customers, and how efficiently they will be able to handle the job performance and career success. Employers like to hire a technical expert who also displays well-rounded employability skills.

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 Build resume and showcase portfolio for placement activity.
CO-2 Face interviews and participate effectively in Group Discussions.
CO-3 Apply engineering tools in work situations and societal processes.

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/ Developmentof 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	-	-	3	-	-	2		
CO-2	3	-	-	-	2	2	3		
CO-3	3	-	-	3	3	2	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 & Learning Scheme:

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				
2400408	Employability Skills Development	01	-	-	-	01	01

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:

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)	
2400408	Employability Skills Development	25	--	--	--	--	--	25

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:

- 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)
TSO 1a. Perform SWOT analysis and reflect. *TSO 1b.* Develop skills in carrier planning & goal setting *TSO 1c.* Build a Resume using Internet formats. *TSO 1d.* Develop and Design portfolios. *TSO 1e.* Maintain good grooming attire. *TSO 1f.* Introduce oneself to others. *TSO 1g.* Develop a personal website.	**Unit-1.0 Goal Setting** 1.1 Career planning, SWOT 1.2 Resume using Internet formats. 1.3 Showcase portfolios. 1.4 Personal grooming. 1.5 Self-Introduction. 1.6 Website Development.	**CO1**
TSO 2a. Face interviews and E- Interviews confidently *TSO 2b.* Participate in group discussions. *TSO 2c.* Use Social media for personal enrichment &Netiquette *TSO 2d.* Manage self for higher growth. *TSO 2e.* Use body language for effective communication *TSO 2f.* Manage Emotions for personal growth	**Unit-2.0 Capacity Development** 2.1 Interview Skills 2.2 Group Discussion – Do's & don'ts, leadership, Teamwork, how to interrupt, synthesis, and analysis of topics. 2.3 Social Media for Personal Enrichment 2.4 Body language 2.5 Self-Management. 2.6 Emotional Intelligence	**CO2**
TSO 3a Develop & Maintain Social Contacts. TSO 3b Engage in Social Service projects. TSO-3c Collaborate for mutual advantage. TSO 3d Apply QC-Tools in work situations. TSO 3e Practice Lean Manufacturing Techniques for Production and Operations	**Unit-3.0 Utilizing Potential** 3.1 Social Networking 3.2 Social Engagements, Volunteering 3.3 Collaboration& Team-work. 3.4 QC-Tools – Check sheets, Fishbone Diagram, Histogram, Pareto chart, Control-chart, Scatter Diagram, Stratification, 3.5 Lean Manufacturing, Kanban, Kaizen, Five S, Poka-yoke, Quality Circle	**CO3**

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:

1 Build a resume for Placement Activity.
2 Prepare letters for job applications.

b. Micro Projects:

1. Prepare collage for personal grooming.
2. Develop a showcase portfolio.
3. Prepare a collage of different gestures and postures of Body Language.
4. Apply Five-S in a work situation.
5. Arrange Mock Interviews, appear, and video record. Reflect on your performance.
6. Organize Group discussions on current topics and video record. Reflect on your performance

c. Other Activities:

1. Seminar Topics:
   - Emotional Intelligence.
   - 21st Century Skills.
   - Multitasking

2. Visits: Visit nearby Job Fairs, Career Guidance Fairs, etc.

3. Self-Learning Topics:

   - Use of social media.
   - Self-introduction.
   - Self-grooming.
   - QC Tools.
   - Lean Manufacturing,
   - Emotional Intelligence.

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%	-	-	-	-	-	-
CO-2	40%	-	-	-	-	-	-
CO-3	30%	-	-	-	-	-	-
Total Marks	**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:

S. No.	Name of Equipment, Tools and Software	Broad Specifications
1.	Group Discussion Tables and chairs	Round Table with seating arrangement for 15 person
2..	Mock Interviews infrastructure	2 parallel mock interview set up with recording facility.
3.	Ear phones	Compatible with mobile phones
4	Headphones	Compatible with laptop/desk top
5	Blue tooth	Compatible with mobile phones.
7.	CC TV Camera	Compatible to record presentations and addresses.
8.	Podium	For presentations on stage.
9.	Public address system	For public meetings.
10.	Full Glass Mirrors	For monitoring Body Language

R) Suggested Learning Resources:

(a) Books:

S. No.	Titles	Author(s)	Publisher and Edition with ISBN
1.	Employability Skills Skills for Employability	Dr. M. Sen Gupta	Innovation Publication Pvt Ltd, 2020 ISBN: 978-81-933819-1-5
2.	Employability Skills	Dr. Nishith Rajaram Dubey, Anupam Singh	Indra Publishing House, 2023 ISBN - 978-93-93577-68-9
3.	Organizational Behavior	A. K. Chitale, Rajendra Prasad Mohanty and Dr Nishith Dubey	PHI Learning Pvt Ltd ISBN 978-81-203-4696-3
4.	Managerial Skills	Dr Nishith Dubey & Prof Gitanjali Shrivastava	Shiva Prakashan, Indore, India,2010, ISBN 81-7677-100-7,
5.	Body Language	Allan Pease	Pease International PTY. Ltd Australia
6.	Production and Operations Management Goods & Services approach	Dr S.V Deshmukh, Dr A. K. Chitale and Dr Nishith Dubey	Archers & Elevators publishing house, Bangalore, ISBN 9789386501197
7.	Emotional Intelligence	Daniel Goleman	Word Press.Com, 9789382563792
8.	How to win friends and influence people	Dale Carnegie	Srishti Publishers & Distributors, Delhi, India

(b) Online Educational Resources:

1. **4-Year Plan for Career Success**: https://eng.umd.edu/sites/clark.umd.edu/files/4%20Year%20Plan%20For%20Career%20Success_Categorized_1.pdf

2. **CAREER DEVELOPMENT GUIDE** https://www.engineersaustralia.org.au/sites/default/files/content-files/2016-12/career_development_guide_may_2014.pdf

3. **Tips for successful career planning** tips://www.aryacollege.in/tips-for-successful-career-planning-in-2021/

4. **Career Planning** – Complete Guidehttps://www.mygreatlearning.com/blog/what-is-career-planning/

5. **Build Resume:** https://www.themuse.com/advice/how-to-make-a-resume-examples

6. **Build Resume** https://resumegenius.com/blog/resume-help/how-to-write-a-resume

7. **Body Language:** https://ubiquity.acm.org/article.cfm?id=3447263

8. **Group Discussions**: https://brightspeaking.com/en/how-to-effectively-participate-in-a-group-discussion/

9. **Carrier planning & goal setting**: https://www.hays.com.au/career-advice/career-development/setting-career-goals

10. **Carrier planning & goal setting:** https://www.thebalancemoney.com/step-by-step-guide-to-setting-career-goals-2059883

11. **Collaboration & teamwork:** https://www.indeed.com/career-advice/career-development/teamwork-and-collaboration

12. **Interview skills:** https://www.youtube.com/watch?v=lKCTS9dY4h4

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: -

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A) Course Code : **2400110(T2400110)**

B) Course Title : Community/ Society Development

(AIML, AE, CSE, ELX (R), CHE, EE, ME, ME (Auto), MIE, FTS, CACDDM, FPP)

C) Pre- requisite Course(s) :

D) Rationale :

Community development is a process in which community members collectively generate solutions to common problems/concerns for improvement in the quality of life of the people. The course in community and society development is essential so that students can be prepared for taking up activities for the welfare and social well-being of the community and society around them. This course has been designed to develop requisite competencies and skills in students so that they can address social problems, develop sustainable solutions that are tailored to local needs and resources, engage with local communities and civil society organizations to promote people's participation in decision-making and accountability, and apply them to community development.

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 Identify the issues and problems faced by local communities/societies that can be addressed through community development schemes for sustainable development.

CO-2 Prepare an action plan for an identified issue under community development scheme for a selected area.

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	3	2	2		
CO-2	3	2	1	1	3	3	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 & Learning Scheme:

Course Code	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			
2400110	Community/ Society Development	01	-	-	01	01

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.

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2400110	Community/ Society Development	25	--	-	--	--	--	25

Legend:

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

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Note:

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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: T2400110

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
TSO 1a. Explain the concept of to Community/Society in Indian Context *TSO 1b.* Explain the concept of Rural and Urban Society *TSO 1c.* Differentiate between Rural and Urban Societies. *TSO 1d.* Differentiate between Underdevelopment and development. *TSO 1e.* Describe the different components of community development	**Unit-1.0 Community and Society Development Framework** 1.1 Concept of Community/Society Development 1.2 Difference between Rural and Urban Societies 1.3 Characteristics of Underdevelopment and development 1.4 Components of Community Development	**CO1**
TSO 2a. Prepare a brief report on Community Development Programmes in India considering the given criteria *TSO 2b.* Prepare a brief report on institutions engaged in community development programmes considering the given criteria *TSO 2c.* Explain the framework of sustainable community development	**Unit-2.0 Community Development Initiatives** 2.1 Community Development Programmes in India-Historical perspective 2.2 Institutions Engaged in Community Development Programmes 2.3 Contemporary Community Development Initiatives. 2.4 Sustainable Community Development	**CO1, CO2**
TSO 3a. Explain Role of Technical Intuitions in Community/Society development. *TSO 3b.* Summarise the activities undertaken by technical institutions under community development through polytechnic scheme *TSO 3c.* Prepare a plan for undertaking project to support Unnat Bharat Abhiyan	**Unit-3.0 Community Development Schemes** 3.1 Role of polytechnics in Community development. 3.2 Scheme of Community Development through Polytechnics 3.3 Unnat Bharat Abhiyan	**CO3, CO4**

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

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

a. Assignments: Specific assignments will be given to students for preparing report on community development programmes and institutions engaged in community development programmes.

b. Micro Projects:

1. Suggest solution for flowing water near a water source.
2. Identify locally available construction materials in a village.
3. Suggest a plan for disposal of solid waste in a village.
4. Prepare a plan for use of solar light equipments at streets and public places.

c. Other Activities:

1. Seminar Topics:
   - Issues of development for a village near to the institution.
   - Activities to be undertaken by the polytechnic in a village.
   - Characteristics of Development and underdevelopment.

2. Visits: Visit to nearby village may be arranged and students may be asked to prepare list of development activities in different Discipline.

3. Self-Learning Topics:
   - Community Development programmes in India after independence.
   - Schemes of GOI for Community /society Development.

L) 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.

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

N) Suggested Learning Resources:

(a) Books and Reports:

S. No.	Titles	Author(s)	Publisher and Edition with ISBN
1.	Module on Rural Development: Indian Context	IGNOU, New Delhi	Published by IGNOU, New Delhi
2.	Module on Rural Development Programmes	IGNOU, New Delhi	Published by IGNOU, New Delhi
3.	Module on Rural development planning and management	IGNOU, New Delhi	Published by IGNOU, New Delhi
4.	India's Developing Villages	G R Madan	Allied Publishers, 1990
5.	Five year plans, Plan Documents, Policy and Reports	Planning Commission of India publications	Planning Commission of India
6.	Scheme of Community Development through Polytechnics	Ministry of Human Resourse Development, Shastri Bhavan ,New Delhi	Ministry of Human Resourse Development, Govt of India, New Delhi

(b) Online Educational Resources:

1. https://www.google.co.in/books/edition/Rural_Development/hABduOX-X-gC?hl=en&gbpv=1&dq=rural+development+latest+books&printsec=frontcover
2. https://www.india.gov.in/my-government/documents/plan-document
3. https://www.india.gov.in/website-planning-commission

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. Project Reports Available in the office of CEO, Zila Parishad of the District.
2. Schemes of various departments of Bihar Government for Community/Social Development

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