

# STATE BOARD OF TECHNICAL EDUCATION BIHAR

Scheme of Teaching and Examinations for

## V<sup>th</sup> SEMESTER DIPLOMA IN MECHANICAL ENGINEERING (CAD/CAM)

(Effective from Session 2023-24 Batch)

### THEORY

Sr. No.	SUBJECT	SUBJECT CODE	TEACHING SCHEME	EXAMINATION-SCHEME								
			Periods per Week	Hours of Exam.	Teacher's Assessment (TA) Marks A	Class Test (CT) Marks B	End Semester Exam (ESE) Marks C	Total Marks (A+B+C)	Pass Mars ESE	Pass Marks in the Subject	Credits	
1.	Industrial Robotics & Automation	2046501	03	03	10	20	70	100	28	40	03	
2.	Computer Aided Manufacturing	2046502	03	03	10	20	70	100	28	40	03	
3.	Automobile Engineering	2025503	03	03	10	20	70	100	28	40	03	
4.	Elective-I		03	03	10	20	70	100	28	40	03	
Refrigeration & Air-conditioning (2025504A)			Heat Transfer (2025504B)				Power Plant Engineering (2025504C)					
5.	Elective-II / COE		02	03	10	20	70	100	28	40	02	
Industrial Engineering & Management (2025505A)			Farm Equipment & Farm Machinery (2025505B)				Artificial Intelligence (Basics) (2000505B)					
Internet of Things (Basics) (2000505C)			Drone Technology (Basics) (2000505D)				3D Printing (Basics) (2000505E)					
Industrial Automation (Basics) (2000505F)			Electric Vehicles (Basics) (2000505G)				Robotics (Basics) (2000505H)					
			<b>Total:- 14</b>								<b>14</b>	
							<b>350</b>		<b>500</b>			

### PRACTICAL

Sr. No.	SUBJECT	SUBJECT CODE	TEACHING SCHEME	EXAMINATION-SCHEME						
			Period per Week	Hours of Exam.	Practical		Total Marks (A+B)	Pass Marks In the Subject	Credits	
					Internal (PA)	External (ESE)				
6.	Computer aided Manufacturing Lab	2046506	04 50% Physical 50% Virtual	03	15	35	50	20	02	
7.	Elective lab-I		02 50% Physical 50% Virtual	03	07	18	25	10	01	
Refrigeration & Air-conditioning Lab(2025507A)			Heat Transfer Lab (2025507B)			Power Plant Engineering Lab (2025507C)				
8.	Elective lab-II / COE Lab		04 50% Physical 50% Virtual	03	20	30	50	20	02	
Automobile Engineering Lab(2025508A)			Farm Equipment & Farm Machinery Lab (2025508B)			Artificial Intelligence (Basics) Lab (2000508 B)				
Internet of Things (Basics) Lab (2000508 C)			Drone Technology (Basics) Lab (2000508D)			3D Printing (Basics) Lab (2000508E)				
Industrial Automation (Basics) Lab (2000508F)			Electric Vehicles (Basics) Lab (2000508G)			Robotics (Basics) Lab (2000508H)				
			<b>Total-- 10</b>				<b>125</b>		<b>05</b>	

### TERMWORK

Sr. No.	SUBJECT	SUBJECT CODE	TEACHING SCHEME	EXAMINATION-SCHEME					
			Periods per Week	Marks of Internal Examiner (PA)	Marks of External Examiner (ESE)	Total Marks (PA+ESE)	Pass Marks in the Subject	Credits	
9.	Summer Intern- ship-II	2046509	(4 weeks)	15	35	50	20	02	
10.	Major Project	2046510	4	07	18	25	10	02	
11.	Term Work		2	20	30	50	20	01	
Course under Moocs/ Swayam/NPTEL/ Others (2046511)		Artificial Intelligence (Basics) (TW) (2000511 B)		Internet of Things (Basics) (TW) (2000511 C)			Drone Technology (Basics) (TW) (2000511D)		
3D Printing (Basics) (TW) (2000511E)		Industrial Automation (Basics) (TW) (2000511F)		Electric Vehicles (Basics) (TW) (2000511G)			Robotics (Basics) (TW) (2000511H)		
			<b>Total - 06</b>				<b>125</b>		<b>05</b>
<b>Total Periods per week Each of duration One Hour</b>				<b>30</b>		<b>Total Marks = 750</b>			<b>24</b>

## INDUSTRIAL ROBOTICS & AUTOMATION

subject Code <b>2046501</b>	Theory						Credits
	No. of Periods Per Week			Full Marks	:	100	03
	L	T	P/S	ESE	:	70	
	03	—	—	TA	:	10	
	—	—	—	CT	:	20	

### Course objectives:

1. To introduce the basic concepts, parts of robots and types of robots.
2. To make the student familiar with the various drive systems for robot, sensors and their applications in robots and programming of robots.
3. To select the robots according to its usage.
4. To discuss about the various applications of robots, justification and implementation of robot.
5. To conceptualize automation and understand applications of robots in various industries.

### THEORY

Unit	Name of Topics	Hrs
<b>Unit-I</b>	<b>Fundamentals of Robotics:</b> 1.1 Introduction; Definition; Robot anatomy (parts) and its working; Robot Components: Manipulator, End effectors; Construction of links, Types of joints; 1.2 Classification of robots; Cartesian, Cylindrical, Spherical, Scara, Vertical articulated; Structural Characteristics of robots; Mechanical rigidity; Effects of structure on control work envelope and work Volume; Robot work Volumes, comparison; Advantages and disadvantages of robots.	<b>10</b>
<b>Unit-II</b>	<b>Robotic Drive System and Controller:</b> 2.1 Actuators; Hydraulic, Pneumatic and Electrical drives; Linear actuator; Rotary drives; AC servo motor; DC servo motors and Stepper motors; Conversion between linear and rotary motion. 2.2 Feedback devices; Potentiometers; Optical encoders; DC tachometers; Robot controller; Level of Controller; Open loop and Closed loop controller; Microprocessor based control system; Robot path control: Point to point, Continuous path control and Sensor based path control; Controller programming.	<b>10</b>
<b>Unit-III</b>	<b>Sensors:</b> 3.1 Requirements of a sensor; Principles and Applications of the following types of sensors: Position sensors (Encoders, Resolvers, Piezo Electric); Range sensors (Triangulation Principle, Structure dlighting approach); Proximity sensing; Force and torque sensing. 3.2 Introduction to Machine Vision: Robot vision system (scanning and digitizing image data); Image processing and analysis; Cameras (Acquisition of images); Videocon camera (Working principle & construction); Applications of Robot vision system: Inspection, Identification, Navigation & serving.	<b>10</b>

<b>Unit-IV</b>	<b>Robot kinematics and modelling</b> 4.1 <b>Kinematics</b> - Forward Kinematics; Inverse Kinematics and Differences; Forward Kinematics and Reverse Kinematics of Manipulators with Two Degrees of Freedom (In 2 Dimensional); Deviations and Problems. 4.2 <b>Modelling</b> - Teach Pendant Programming; Lead through programming; Robot programming Languages; VAL Programming; Motion Commands; Sensor Commands; End effector commands; and Simple programs	<b>09</b>
<b>Unit-V</b>	<b>Automation:</b> 5.1 Basic elements of automated system, advanced automation functions, levels of automation. Industrial Applications: Application of robots in machining; welding; assembly and material handling.	<b>06</b>
<b>Total Hours</b>		<b>45</b>

**References:**

1. Introduction to Robotics: Analysis, Systems, Applications – Saeed B. Niku, Pearson Education Inc. New Delhi 2006.
2. Industrial Robotics: Technology, Programming and Applications – M.P. Groover, Tata McGraw Hill Co, 2001.
3. Robotics Control, Sensing, Vision and Intelligence – Fu.K.S. Gonzalz.R.C and Lee C.S.G, Mc- Graw Hill Book Co, 1987.
4. Robotics for Engineers – Yoram Koren, McGraw Hill Book Co, 1992.
5. A Text book on Industrial Robotics – Ganesh S. Hedge, Laxmi Publications Pvt. Ltd., New Delhi, 2008.
6. Robotics Technology and Flexible Automation – S.R. Deb & Sankha Deb, Tata McGraw-Hill, 2010.

## COMPUTER AIDED MANUFACTURING

<b>Subject Code 2046502</b>	<b>Theory</b>						<b>Credits 03</b>	
	<b>No. of Periods Per Week</b>			<b>Full Marks</b>	<b>:</b>	<b>100</b>		
	<b>L</b>	<b>T</b>	<b>P/S</b>	<b>ESE</b>	<b>:</b>	<b>70</b>		
	<b>03</b>		<b>—</b>	<b>TA</b>	<b>:</b>	<b>10</b>		
	<b>—</b>	<b>—</b>	<b>—</b>	<b>CT</b>	<b>:</b>	<b>20</b>		

### Course objectives:

1. To provide knowledge on basic concepts of computer aided manufacturing
2. To impart knowledge on various components and structures of CNC machine tool.
3. To provide knowledge on various accessories of CNC machines.
4. To impart knowledge on programming involved in Computer Aided Manufacturing system.
5. To expose on various tools needed for CNC machines and maintenance of CNC machines.

### CONTENTS: THEORY

Unit	Name of Topics	Hrs
<b>Unit-I</b>	<b>1.1 Introduction:</b> Need of NC technology, Fundamental concepts in numeric control: <b>1.2</b> Structure and functions of NC System, advantages of NC technology over conventional manufacturing.	<b>09</b>
<b>Unit-II</b>	<b>2.1 NC Machine Tools:</b> Types, Definition and designation of control axes, <b>2.2</b> Special constructional and design characteristics of NC machine tools, <b>2.3</b> Standard tooling used for NC turning and milling centers.	<b>07</b>
<b>Unit-III</b>	<b>3.1 NC Part Programming:</b> Work holding and tool setting procedure for NC turning and milling centers, <b>3.2</b> Tool zero presetting, Block formats and introduction to ISO based G & M codes for NC part programming, <b>3.3</b> Concepts of tool length and radius compensation, Standard canned cycles used in CNC turning and milling centers, <b>3.4</b> Introduction to automatic NC part program generation from CAD models using standard CAD/CAM software for machining of surfaces, moulds and dies etc.	<b>10</b>
<b>Unit-IV</b>	<b>4.1 Computer Numerical Control of Machine Tools:</b> Types and functions of computer numeric control (CNC), <b>4.2</b> Types and functions of direct numeric control (DNC), Need of adaptive control types, functions and types of adaptive control, its uses & benefits, Advantages of combined CNC/DNC systems.	<b>09</b>
<b>Unit-V</b>	<b>5.1 Tooling and maintenance of CNC:</b> Cutting tool materials, carbide insets classification, qualified, semi qualified and preset tooling, <b>5.2</b> Tooling system for Machining center and Turning center, work holding devices, maintenance of CNC Machines.	<b>10</b>
<b>Total Hours</b>		<b>45</b>

**Reference Books:**

1. Steve Krar, Arthur Gill, "CNC Technology and Programming ", McGraw-Hill International Editions, 1990.
2. Computer Aided Design and Manufacturing, Groover M.P. &Zimmers Jr, Prentice hall of India
3. CAD/CAM/CIM, Radha Krishna P. & Subramanyam, Wiley Eastern Ltd
4. Berry Leathan - Jones, "Introduction to Computer Numerical Control ", Pitman, London, 1987

**Course outcomes:**

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

- CO1 Describe the basics of CNC machines.
- CO2 Design and analyze the structure of CNC machine tools
- CO3 Identify appropriate accessories for CNC machines based on requirements
- CO4 Write part programs for CNC machining.
- CO5 Identify tools and maintenance methods of CNC machines

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## **AUTOMOBILE ENGINEERING**

<b>Subject Code 2025503</b>	<b>Theory</b>						<b>Credits</b>
	<b>No. of Periods Per Week</b>			<b>Full Marks</b>	<b>:</b>	<b>100</b>	<b>03</b>
	<b>L</b>	<b>T</b>	<b>P/S</b>	<b>ESE</b>	<b>:</b>	<b>70</b>	
	<b>03</b>		<b>—</b>	<b>TA</b>	<b>:</b>	<b>10</b>	
	<b>—</b>	<b>—</b>	<b>—</b>	<b>CT</b>	<b>:</b>	<b>20</b>	

Course objectives:

1. To understand the basic structure and components of an auto mobile.
2. To understand the concepts of cooling and lubricating systems.
3. To understand the concepts of Ignition and transmission and steering systems.
4. To understand the classification and necessity of suspension system.
5. To identify different special vehicles.

### **CONTENTS: THEORY**

<b>Unit</b>	<b>Name of Topic</b>	<b>Hrs</b>
<b>Unit-I</b>	<b>Introduction to basic structure of an automobile:</b> 1.1 Basic engine components; Cylinder block; Cylinder head; Gaskets; cylinder liners, types of cylinder liners; Piston and piston pin; piston rings, types of piston rings; Connecting rod; Crank shaft; Cam shaft; Crankcase; Engine valves; Fly- wheel and Governor.	<b>10</b>
<b>Unit-II</b>	<b>Cooling and lubrication system:</b> 2.1 The necessity of cooling system; Types of cooling system-air cooling and water cooling; Air cooling system; Types of water-cooling system Thermosyphon system and pump circulation system; Advantages and disadvantages of air cooling and water-cooling systems; The components of water-cooling System fan, radiator, pump and thermostat; 2.2 The necessity of lubrication system; S.A.E rating of lubrication system; Types of lubrication system; Petrol lubrication and high-pressure lubrication system. 2.3 Fuel feed system: Conventional fuels and alternative fuels: Cetane and octane numbers; Types of carburetors; Working of simple carburetor; Multi point and single point fuel injection systems; Different fuel transfer pumps; Working of S.U electrical and A.C mechanical pump; Fuel filters; Fuel injection pump; Fuel injectors.	<b>10</b>

<b>Unit-III</b>	<b>Ignition system:</b> 3.1 Introduction to ignition system; Battery Ignition systems and magneto Ignition system; Electronic Ignition system; Construction and working of lead acid battery; Elements of charging system; Elements of starting system; Types of lights Used in the automobile: Transmission and steering system: 3.2 General arrangement of clutch; Principle of friction clutches; Constructional details of Single plate clutch; Constructional details of multi- plate clutch; Constructional details of centrifugal clutch; Necessity for gear ratios in transmission; Types of gear boxes; Working of sliding mesh gear box; Working of constant mesh gear box; Working of propeller shaft Working of propeller shaft; Working of Universal joint; Working of differential; Types of rear axle; Purpose of front axle; 3.3 Necessity of steering system; Caster, camber and king pin inclination; Rack and pinion steering system; Power steering.	<b>10</b>
<b>Unit-IV</b>	<b>Suspension system:</b> 4.1 Necessity of suspension system; Torsion bar suspension systems; Leaf spring and coil spring suspension system; Independent suspension for front wheel and rear wheel; Working of telescopic shock absorber; 4.2 Functions of brakes; Types of brakes; Working of internal expanding brake; Working of disc brake	<b>10</b>
<b>Unit-V</b>	<b>Special vehicles:</b> 5.1 Introduction to Special vehicles; Tractor; Motor grader; Scrappers; Excavators; Duper trucks.	<b>05</b>
<b>Total Hours</b>		<b>45</b>

**References:**

1. Automobile Engineering Vol I, II, Kirpal Singh, Standard Publishers Distributors, Delhi.2012.
2. Automobile Mechanics, A.K. Babu, S.C. Sharma, Khanna Publications, NewDelhi
3. Automotive Mechanics: Principles and Practices, Joseph Heitner, East WestPress
4. Automotive Mechanics, S. Srinivasan, 2nd Edition, Tata McGrawHill
5. Automobile Engineering Vol I and Vol II, K. M. Gupta, UmeshPublications.
6. Automotive Engineering, Jain and Asthana, Tata McGrawHill.

**Course outcomes:**

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

- CO1 Identify the components of an automobile with their working
- CO2 Explain the concepts of cooling and lubricating systems.
- CO3 Explain the concepts of Ignition and Transmission and steering systems.
- CO4 Identify different suspension systems and their applications.
- CO5 Differentiate the special vehicles according to the usage.

**ELECTIVE- I**  
**REFRIGERATION AND AIR-CONDITIONING**

<b>Subject Code</b> <b>2025504A</b>	<b>Theory</b>						<b>Credits</b>
	<b>No. of Periods Per Week</b>			<b>Full Marks</b>	<b>:</b>	<b>100</b>	<b>03</b>
	<b>L</b>	<b>T</b>	<b>P/S</b>	<b>ESE</b>	<b>:</b>	<b>70</b>	
	<b>03</b>	<b>—</b>	<b>—</b>	<b>TA</b>	<b>:</b>	<b>10</b>	
	<b>—</b>	<b>—</b>	<b>—</b>	<b>CT</b>	<b>:</b>	<b>20</b>	

Course objectives:

1. To understand the basics of Refrigeration cycles.
2. To understand basics of vapour compression and vapour absorption systems.
3. To identify components and refrigerants and lubricants of a refrigeration system.
4. To understand control strategies for refrigeration system.
5. To understand the basics about air conditioning systems.

**CONTENTS: THEORY**

<b>Unit</b>	<b>Name of Topics</b>	<b>Hrs</b>
<b>Unit-I</b>	<p><b>Introduction to Refrigeration:</b></p> <p>1.1 Definition of Refrigeration; Refrigerating effect, unit of refrigeration, Coefficient of performance; Types of Refrigeration-Ice, dry ice, Steam jet, Throttling, Liquid nitrogen refrigeration;</p> <p>1.2 Carnot refrigeration Cycle; Air refrigeration Bell Coleman cycle, P-V &amp; T-S diagram; Advantage and disadvantages in air refrigeration; Simple problems.</p>	<b>07</b>
<b>Unit-II</b>	<p><b>Refrigeration systems:</b></p> <p>2.1 Basic Components, Flow diagram of working of Vapour compression cycle; Representation of the vapour compression cycle on P-H, T-S &amp; P-V Diagram; Expression for Refrigerating effect, work done and power required; Types of Vapour Compression cycle; Effects of super heating and under cooling, its advantages and disadvantages;</p> <p>2.2 Simple Vapour absorptions cycle and its flow diagram; Simple Electrolux system for domestic units; Comparison of Vapour absorption and Vapour compression system; Simple Problems on vapour compression cycle.</p>	<b>08</b>
<b>Unit-III</b>	<p><b>Refrigeration Equipment's:</b></p> <p>3.1 Compressor - types of compressors; Hermetically sealed and semi hermetically sealed compressor; Condensers Air Cooled, water cooled, natural and force draught cooling system; Advantages and disadvantages of air cooled and water-cooled condensers.</p> <p>3.2 Evaporators – natural convection, forced convection types. Refrigerants and lubricants:</p>	<b>10</b>

	3.3 Introduction to refrigerants; Properties of good refrigerants; Classification of refrigerants by group number and commonly used refrigerants in practice; Detection of refrigerants leakage; Charging the system with refrigerant; Lubricants used in refrigeration and their properties.	
<b>Unit-IV</b>	<b>Refrigerant flow controls:</b> 4.1 Capillary tube; Automatic Expansion valve; Thermostatic expansion valve; High side and low side float valve; Solenoid valve; Evaporator pressure regulator. 4.2 Application of refrigeration: Slow and quick freezing; Cold storage and Frozen storage; Dairy refrigeration; Ice making industry; Water coolers.	<b>10</b>
<b>Unit-V</b>	<b>Air conditioning:</b> 5.1 Introduction to Air conditioning; Factors affecting Air conditioning; Psychometric chart and its use; Psychometric process-sensible heating and cooling, Humidifying and dehumidifying; Adiabatic saturation process; Equipment's used in air conditioning cycle; Air conditioning units and plants. 5.2 Refrigeration and Air-conditioning tools: Tools used in refrigeration And Air conditioner installation; Installation procedure; Faults in refrigeration and air conditioning system; Servicing procedure.	<b>10</b>
<b>Total Hours</b>		<b>45</b>

### References:

1. Refrigeration and Air Conditioning – Sadhu Singh, Khanna Book Publishing Co., NewDelhi
2. Refrigeration and Air Conditioning – S. Domakundawar, DhanpatRaipublications.
3. Refrigeration and Air Conditioning – A.S.Sarao& G.S. Gabi, 6th edition, SatyaPrakashan pub- lications, New Delhi,2004.
4. Principles of Refrigeration – Roy J.Dossat, 5th edition, Pearson Publications,2001.
5. Refrigeration and Air Conditioning – M.ZakriaBaig, Premier/ Radiant PublishingHouse.
6. Refrigeration and Air Conditioning – C.P Arora, Tata McGraw Hill Education,2000.

### Course outcomes:

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

- CO1 Define refrigeration and types of Refrigeration cycles
- CO2 Explain Vapour Compression and Vapour Absorption System working principles
- CO3 Identify the components required for refrigeration system.
- CO4 Identify the controlling components for a refrigeration system.
- CO5 Explain the working principles of Air-conditioning.

## Elective-I

### Heat Transfer

<b>Subject Code 2025504B</b>	<b>Theory</b>						<b>Credits</b>
	<b>No. of Periods Per Week</b>			<b>Full Marks</b>	<b>:</b>	<b>100</b>	<b>03</b>
	<b>L</b>	<b>T</b>	<b>P/S</b>	<b>ESE</b>	<b>:</b>	<b>70</b>	
	<b>03</b>	—	—	<b>TA</b>	<b>:</b>	<b>10</b>	
	—	—	—	<b>CT</b>	<b>:</b>	<b>20</b>	

### CONTENTS: THEORY

<b>Unit</b>	<b>Topic</b>	<b>Hrs.</b>
<b>Unit-I</b>	<b>Conduction:</b> 1.1 Fourier law of heat conduction for isotropic material; Thermal conductivity; Derivation of the energy equation in three dimensions including transient effect; 1.2 Non-dimensional - thermal diffusivity and Fourier number; Types of boundary conditions (Dirchlet, Neumann, mixed type); One dimensional solution with and without heat generation; Analogy with electrical circuits.	<b>10</b>
<b>Unit-II</b>	<b>Fins:</b> 2.1 Rectangular and pin fins. Fin effectiveness and efficiency. Critical thickness of insulation. Lumped parameter approach and physical significance of time constant, Biot number, Validity of lumped parameter approach. Introduction to Heissler Chart.	<b>08</b>
<b>Unit-III</b>	<b>Convection:</b> 3.1 Introduction, Newton's law of cooling; Momentum and energy equations in two dimensions; non depersonalization, importance of non-dimensional quantities and their physical significance. 3.2 Velocity and thermal boundary layer thickness by integral method. Analogies between momentum, heat and mass transfer. Natural convection, effect of coupling on the conservation equations.	<b>10</b>
<b>Unit-IV</b>	<b>Radiation:</b> 4.1 Physical mechanism of thermal radiation, laws of radiation, definition of black body, emissive power, intensity of radiation, emissivity, reflectivity, transmissivity, irradiation, radiosity. 4.2 Radiation exchange between black bodies, concept of Gray Diffuse Isotropic (GDI) surface. Radiation exchange between GDI surfaces by radiation network and radiosity matrix method. Radiation shielding.	<b>10</b>
<b>Unit-V</b>	<b>Heat exchangers:</b> 5.1 Types of heat exchangers, parallel and counter flow types, 5.2 Introduction to LMTD. Correction factors, fouling factor. NTU method for heat exchangers.	<b>07</b>
<b>Total Hours</b>		<b>45</b>

**References:**

1. Fundamentals of Heat and Mass Transfer by F.P. Incropera and D.P. Dewitt, 4th ed., John Wiley & Sons.
2. Heat Transfer - A Basic Approach by M.N. Ozisik, McGrawhill.
3. Heat Transfer by J.P. Holman, 8th ed., McGrawhill.
4. Elements of Heat & Mass Transfer by Vijay Gupta, 2nd ed., New Age International Publishers.

**Course outcomes:**

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

- CO1 Define the concepts of conduction.
- CO2 Explain the concepts of fins.
- CO3 Identify the concepts of radiation.
- CO4 Explain the concepts of convection.
- CO5 Understand the basic concepts of heat exchangers.

# POWER PLANT ENGINEERING

<b>Subject Code 2025504C</b>	<b>Theory</b>						<b>Credits</b>
	<b>No. of Periods Per Week</b>			<b>Full Marks</b>	<b>:</b>	<b>100</b>	<b>03</b>
	<b>L</b>	<b>T</b>	<b>P/S</b>	<b>ESE</b>	<b>:</b>	<b>70</b>	
	<b>03</b>	<b>—</b>	<b>—</b>	<b>TA</b>	<b>:</b>	<b>10</b>	
	<b>—</b>	<b>—</b>	<b>—</b>	<b>CT</b>	<b>:</b>	<b>20</b>	

## Course objectives:

1. To understand the present scenario of power in India.
2. To recognize various load terminologies used in power plants.
3. To understand hydro working principles
4. To understand working of Diesel, Gas and Nuclear power plants.
5. To understand the issues and safety precautions in power plants.

## CONTENTS: THEORY

<b>Unit</b>	<b>Topic</b>	<b>Hrs</b>
<b>Unit-I</b>	<b>Introduction to Power plant:</b> 1.1 Introduction to power plant; Indian Energy scenario in India; Location of power plant; Choice of Power plant; Classification of power plants.	<b>07</b>
<b>Unit-II</b>	<b>Economics of power plant:</b> 2.1 Terminology used in power plant: Peak load, Base load, Load factor, Load curve; Various factor affecting the operation of power plant; Methods of meeting the fluctuating load in power plant; Load sharing- cost of power-tariff methods; 2.2 Performance and operating characteristics of power plant. the fluctuating load in power plant; Load sharing- cost of power-tariff methods; Performance and operating characteristics of power plant.	<b>09</b>
<b>Unit-III</b>	<b>Hydro power plant:</b> 3.1 Introduction to Hydroelectric power plant; Rainfall, Runoff and its measurement, Hydrograph, flow duration curve; Selection of sites for hydroelectric power plant; General layout of Hydroelectric power plant and its working; 3.2 Classification of the Plant-Run off river plant, storage river plant, pumped storage plant; Advantages and Disadvantages of hydroelectric power plant.	<b>09</b>

<b>Unit-IV</b>	<b>Diesel and Gas turbine plant:</b> 4.1 The layout of diesel power plant; Components and the working of diesel power plant; Advantages and disadvantages of diesel power plant; 4.2 Gas turbine power Plant-Schematic diagram, components and its working; Combined cycle power generation- Combined gas and steam turbine Power plant operation (only flow diagram). 4.3 Nuclear power plant: Introduction; Nuclear Power Radio activity- Radioactive charge- types of re- actions; Working of a nuclear power plant; Thermal fission Reactors- PWR, BWR and gas cooled reactors; Advantages and Disadvantages of Nuclear power plant.	<b>10</b>
<b>Unit-V</b>	<b>Environmental impact of Power plant:</b> 5.1 Social and Economic issues of power plant; Greenhouse effect; Acid precipitation- Acid rain, Acid snow, Dry deposition, Acid fog; Air, water, Thermal pollution from power plants; Radiations from nuclear power plant effluents. 5.2 Power plant safety: Plant safety concept; Safety policy to be observed in power plants; Safety practices to be observed in boiler operation; Safety in oil handling system; Safety in Chemical handling system; Statutory provision related to boiler operation.	<b>10</b>
<b>Total Hours</b>		<b>45</b>

**References:**

1. Power plant Engineering-P.K. Nag 4th edition, Tata McGraw Hill Education,2014.
2. Power plant Engineering – Frederick T. Morse, Litton Educational Publishing Inc.1953.
3. A Course in Power Plant Engineering – Subhash C. Arora, S. Domakundwar, DhanpatRai, 1984.
4. Power Plant Engineering – P.C. Sharma, S.K.Kataria& sons,2009.
5. Power System Engineering – R.K. Rajput, FirewellMedia,2006.

**Course outcomes:**

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

- CO1 Familiarized with the present and future power scenario of India. CO2 Enlist various load terminologies in powerplants
- CO3 Working and classifications in hydro powerplant
- CO4 Working principles of Diesel, Gas and Nuclear powerplants.
- CO5 Understand the issues and necessity of safety concepts of powerplants.

**ELECTIVE- II / COE**  
**INDUSTRIAL ENGINEERING & MANAGEMENT**

<b>Subject Code 2025505A</b>	<b>Theory</b>						<b>Credits</b>
	<b>No. of Periods Per Week</b>			<b>Full Marks</b>	<b>:</b>	<b>100</b>	<b>02</b>
	<b>L</b>	<b>T</b>	<b>P/S</b>	<b>ESE</b>	<b>:</b>	<b>70</b>	
	<b>02</b>	<b>—</b>	<b>—</b>	<b>TA</b>	<b>:</b>	<b>10</b>	
	<b>—</b>	<b>—</b>	<b>—</b>	<b>CT</b>	<b>:</b>	<b>20</b>	

Course objectives:

1. To take the right decisions to optimize resources utilization by improving productivity of the Lands, Buildings, People, Materials, Machines, Money, Methods and Management effectively.
2. To eliminate unproductive activities under the control of the Management, Supervisor, worker and the Design of Products and Processes.
3. To use the Charts to record the Activities of the people, materials and Equipment to find alternative methods which minimize waste and to implement the best method.

**CONTENTS: THEORY**

<b>Unit</b>	<b>Name of Topics</b>	<b>Hrs</b>
<b>Unit-I</b>	<p><b>Plant Engineering:</b></p> <p>1.1 Plant; Selection of site of industry; Plant layout; Principles of a good layout; Types; Process; Product and Fixed position; Techniques to improve Layout; Principles of Material handling equipment;</p> <p>1.2 Plant maintenance; Importance; Break down maintenance; Preventive maintenance and Scheduled maintenance. Plant Safety: Importance; Accident: Causes and Cost of an Accident, Accident Proneness, Prevention of Accidents;</p> <p>1.3 Industrial disputes; Settlement of Industrial disputes; Collective bargaining; Conciliation; Mediation; Arbitration; Indian Factories Act 1948 and its provisions related to health, welfare and safety.</p>	<b>07</b>
<b>Unit-II</b>	<p><b>Work Study:</b></p> <p>2.1 Productivity; Standard of living; Method of improving Productivity; Objectives; Importance of good working conditions. Method Study: Definition; Objectives; Selection of a job for method study; Basic procedure for conduct of Method study; Tools used; Operation process chart; Flow process chart; Two handed process chart; Man Machine chart; String diagram and flow diagram.</p> <p>2.2 Work Measurement: Definition; Basic procedure in making a time study; Employees rating factor; Application of time allowances: Rest, Personal, Process, Special and Policy allowances; Calculation of standard time; Numerical Problems; Basic concept of production study; Techniques of Work Measurement; Ratio delay study; Synthesis from standard data; Analytical estimating and Predetermined Motion Time System (PMTS).</p>	<b>07</b>

<b>Unit-III</b>	<p><b>Production Planning and Control:</b></p> <p>3.1 Introduction; Major functions of Production Planning and Control; Pre planning; Methods of forecasting; Routing and Scheduling; Dispatching and Controlling; Concept of Critical Path Method (CPM); Types of Production: Mass Production, Batch Production and Job Order Production; Characteristics; Economic Batch Quantity (EBQ); Principles of Product and Process Planning; Make or Buy decision; Numerical problems.</p> <p>3.2 Quality Control: Definition; Objectives; Types of Inspection: First piece, Floor and Centralized Inspection; Advantages and Disadvantages; Statistical Quality Control;</p> <p>3.3 Types of Measurements; Method of Variables; Method of Attributes; Uses of X, R, p and c charts; Operating Characteristics curve (O.C curve); Sampling Inspection; Single and Double Sampling plan; Concept of ISO 9001:2008 Quality Management System Registration/ Certification procedure; Benefits of ISO to the organization.</p>	<b>07</b>
<b>Unit-IV</b>	<p><b>Principles of Management:</b></p> <p>4.1 Definition of Management; Administration; Organization; F.W. Taylor's and Henry Fayol's Principles of Management; Functions of Manager; Types of Organization: Line, Staff, Taylor's Pure functional types; Line and staff and committee type; Directing; Leadership, Styles of Leadership; Qualities of a good leader; Motivation; Positive and Negative Motivation;</p> <p>4.2 Modern Management Techniques; Just In Time; Total Quality Management (TQM); Quality circle; Zero defect concept; 5S Concept; Management Information Systems. Personnel Management:</p> <p>4.3 Responsibility of Human Resource Management; Selection Procedure; Training of Workers; Apprentice Training; On the Job training and Vestibule School Training; Job Evaluation and Merit Rating; Objectives and Importance; Wages and Salary Administration; Component of Wages; Wage Fixation; Type of Wage Payment: Halsey's 50% Plan, Rowan's Plan and Emerson's efficiency plan; Numerical Problems.</p>	<b>06</b>
<b>Unit- V</b>	<p><b>Financial Management:</b></p> <p>5.1 Fixed and Working Capital; Resources of Capital; Shares Preference and Equity Shares; Debentures; Type of debentures; Public Deposits; Factory Costing: Direct Cost; Indirect Cost; Factory Overhead; Selling Price of a product; Profit; Numerical Problems; Depreciation; Causes; Methods: Straight line, sinking fund and percentage on Diminishing Value Method; Numerical Problems.</p> <p>5.2 Material Management: Objectives of good stock control system; ABC analysis of Inventory; Procurement and Consumption</p>	<b>05</b>
<b>Total Hours</b>		<b>32</b>

**References:**

1. Industrial Engineering & Management, S.C. Sharma, Khanna Book Publishing Co. (P) Ltd., Delhi
2. Industrial Engineering and Management, O.P. Khanna, Revised Edition, Dhanpat Rai Publications (P) Ltd., New Delhi –110002.
3. Management, A global perspective, Heinz Wehrich, Harold Koontz, 10th Edition, McGraw Hill International Edition 1994.
4. Essentials of Management, 4th Edition, Joseph L. Massie, Prentice-Hall of India, New Delhi 2004.
5. Principles and Practices of Management, Premvir Kapoor, Khanna Publishing House, N. Delhi

**Course outcomes:**

- CO1 Explain the different types of layout and plant maintenance with safety
- CO2 List and explain the need of method study and work measurements
- CO3 Explain the production planning and quality control, and its functions
- CO4 Understand the basic principles, approaches and functions of management and identify concepts to specific situations
- CO5 List and explain the different financial sources and methods of inventory management.

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**ELECTIVE- II / COE**  
**FARM EQUIPMENT AND FARM MACHINERY**

<b>Subject Code 2025505B</b>	<b>Theory</b>						<b>Credits</b>
	<b>No. of Periods Per Week</b>			<b>Full Marks</b>	<b>:</b>	<b>100</b>	<b>02</b>
	<b>L</b>	<b>T</b>	<b>P/S</b>	<b>ESE</b>	<b>:</b>	<b>70</b>	
	<b>02</b>			<b>TA</b>	<b>:</b>	<b>10</b>	
				<b>CT</b>	<b>:</b>	<b>20</b>	

Course objectives:

1. To find and characterize the machinery based on crop production.
2. To find the field efficiency and capacities to calculate the economics of machinery.
3. To find the machines usages for different tillage, and its power requirement calculations.
4. To understand sowing, planting & transplanting equipment based on crop.
5. To understand machinery materials and heat effects for different farm machinery equipment.

**CONTENTS: THEORY**

<b>Unit</b>	<b>Name of Topic</b>	<b>Hrs</b>
<b>Unit-I</b>	<b>Introduction to farm mechanization:</b> 1.1 Classification of farm machines. Unit operations in crop production. Identification and selection of Machines for various operations on the farm. Hitching systems and controls of farm machinery.	<b>05</b>
<b>Unit-II</b>	<b>Calculation of field capacities and field efficiency:</b> 2.1 Calculations for economics of machinery usage, comparison of ownership with hiring of machines. Introduction to seed-bed preparation and its classification. Familiarization with land reclamation and earth moving equipment	<b>06</b>
<b>Unit-III</b>	<b>Introduction to machines</b> 3.1 used for primary tillage, secondary tillage, rotary tillage, deep tillage and minimum tillage. Measurement of draft of tillage tools and calculations for power requirement for the tillage machines. 3.2 Introduction to tillage machines like mould-board plough, disc plough, chisel plough, sub-soiler, harrows, puddler, cultivators, identification of major functional components. Attachments with tillage machinery	<b>07</b>
<b>Unit-IV</b>	<b>Introduction to sowing, planting &amp;transplanting equipment.</b> 4.1 Introduction to seed drills, no-till drills, and strip-till drills. Introduction to planters, bed planters and other planting equipment like sugarcane, potato. Study of types of furrow openers and metering systems in drills and planters. Calibration of seed-drills/ planters. Adjustments during operation	<b>07</b>

<b>Unit-V</b>	<b>Introduction to materials used in construction of farm machines.</b> 5.1 Heat treatment processes and their requirement in farm machines. Properties of materials used for critical and functional components of agricultural machines. 5.2 Introduction to steels and alloys for agricultural application. Identification of heat treatment processes specially for the agricultural machinery components.	<b>07</b>
<b>Total Hours</b>		<b>32</b>

**References:**

1. Principles of Farm Machinery - R.A. Kepner, Roy Bainer, and E. L.Berger
2. Farm Machinery and Equipment - H. P.Smith
3. Farm Machinery and equipment - C. P.Nakra
4. Engineering principles of Agril. Machines - Dr. Ajit K. Srivastav, Caroll E. Goering andRoger P. Rohrbach.
5. Farm Machinery – an Approach - S. C Jain & GracePhillips
6. Agril. Engineering through worked out examples - Dr. R. Lal and Dr. A.C.Dutta
7. Farm Power and Machinery Engineering - Dr.R. Suresh and SanjayKumar

**Course outcomes:**

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

- CO1 Classify the Farm Machineries, equipment and materials.
- CO2 Describe the objectives of Farm mechanization.
- CO3 Explain selection of the machineries.
- CO4 Discuss the forces acting on tillage tools and hitching systems.
- CO5 Understand the calibration, constructional features and working of various farm equipment's.

- A) **Course Code** : 2000505B / 2000508B /2000511B  
 B) **Course Title** : **Artificial Intelligence (Basics)**  
 C) **Pre- requisite Course(s)** :  
 D) **Rationale** :

Artificial intelligence is the theory and development of computer systems able to perform tasks such as, visual perception, speech recognition, decision-making etc. normally requiring human intelligence. Data analytics gives the basis of developing any artificial intelligence system.

The Python programming language is one of the most accessible programming languages, has several modules to write programs to solve Artificial Intelligence, Machine Learning, Data Analysis problems. Moreover, it has simplified syntax and versatile data structures and functions to speed up the code writing efficiently.

This course provides the basics for Artificial Intelligence problem solving techniques, data analytics and articulates the different dimensions of these areas. This course also provides the students the foundations for data analytics with python. The course explains data science techniques and the various Python programming packages required to prepare data for analysis, perform data analytics and create meaningful data visualization.

- 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** Elaborate the use of Artificial Intelligence for the problem solving as Technological driver.  
**CO-2** Write Python Programmes for solving problems.  
**CO-3** Analyze given data by using NumPy package of Python.  
**CO-4** Analyze given data by using Pandas package of Python.  
**CO-5** Visualize given data set using Matplotlib.

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

Course Outcomes (COs)	Programme Outcomes (POs)							Programme Specific Outcomes (PSOs)(if any)		
	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	PSO-3
CO-1	-	2	2	-	-	-	1			
CO-2	-	3	3	3	-	-	2			
CO-3	-	3	3	3	-	-	2			
CO-4	-	2	3	3	-	-	2			
CO-5	-	3	3	3	-	-	2			

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

**G) Scheme of Studies:**

CourseCode	CourseTitle	Scheme of Studies (Hours/Week)					
		Classroom Instruction (CI)		Lab Instruction (LI)	Notional Hours (SW+ SL)	Total Hours (CI+LI+SW+SL)	Total Credits(C)
		L	T				
2000505B / 2000508B /2000511B	Artificial Intelligence (Basics)	02	-	04	02	08	05

**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 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.
- SW: Sessional Work / Term Work(includes assignments, seminars, micro projects, industrial visits, any other student activities etc.)
- SL: Self Learning, MOOCS, spoken tutorials, open educational resources (OERs)
- C: Credits = (1 x CI hours) + (0.5 x LI hours) + (0.5 x Notional hours)
- Note:** SW 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) Scheme of Assessment:**

Course Code	Course Title	Scheme of Assessment (Marks)						Total Marks (TA+SWA+LA)
		Theory Assessment (TA)		Sessional Work Assessment (SWA)		Lab Assessment (LA)		
		Progressive Theory Assessment (PTA)	End Theory Assessment (ETA)	Progressive Sessional Work Assessment (PSWA)	End Sessional Work Assessment (ESWA)	Progressive Lab Assessment(PLA)	End Laboratory Assessment (ELA)	
2000505B / 2000508B /2000511B	Artificial Intelligence (Basics)	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)
- SWA: Sessional Work/ Term work& Self Learning Assessment (Includes assessment related to student performance in self learning, assignments, Seminars, micro projects, industrial visits, any other student activities etc.
- Note:** Separate passing is must for progressive and end semester assessment for both theory and practical.
- Theory: 100 marks  
Practical 50 marks

**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), Sessional 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, Indian Knowledge System (IKS) and others must be integrated appropriately.

**J) Theory Session Outcomes (TSOs) and Units: [2000505B]**

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
TSO 1a. Elaborate the use of Artificial Intelligence TSO 1b. Explain various technological Drivers of Modern AI TSO 1c. Describe Knowledge representation TSO 1d. Classify Intelligent agents TSO 1e. List the characteristics of agents TSO 1f. Apply various search strategies for problem solving	<b>Unit-1.0. Artificial Intelligence</b> <b>Artificial Intelligence:</b> What is AI?, Types of AI, History of AI, Turing Test, Symbol Systems and the scope of Symbolic AI, Structure of AI, Goals of AI, Importance of AI, Techniques used in AI, Perception, Understanding and Action, Technological drivers of modern AI <b>Knowledge:</b> Definition, Knowledge Representation, objectives and requirements, practical aspects of representation, Components <b>Intelligent Agents:</b> Agents and Environments, Properties of environments, characteristics of agents, classification of agents <b>Problem Solving:</b> Problem Formulation, Goal Formulation, State Space Search, Search Problem, Basic search algorithm, Search Tree, Search strategies – Uninformed and informed search, Breadth First Search, Depth First Search, Best First Search, Constraint Satisfaction Problem (CSP), Back tracking Search. Problem Definitions: N Queen Problem, 8Puzzle Problem, Tic-tac-Toe.	CO-1
TSO 2a. Explain Python tokens and variables TSO 2b. Use the concept of l-value and r-value TSO 2c. Write python program using various data types TSO 2d. Write Program using various operators in Python TSO 2e. Write program using conditional	<b>Unit-2.0 Python Programming</b> 2.1 Python character set, Python tokens, variables, concept of l-value and r-value, use of comments. Data types: number (integer, floating point, complex), boolean, sequence (string, list, tuple), none, mapping (dictionary),	CO-2

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
<p>statements.</p> <p>TSO 2f. Use various string functions for problem solving in python program</p> <p>TSO 2g. write programmes using various operations on list</p> <p>TSO 2h. Write programmes by using various operations on Tuples and Dictionary</p> <p>TSO 2i. Create user defined functions</p> <p>TSO 2j. Write python programmes using built-in functions</p> <p>TSO 2k. Describe the procedure to import module in the Python</p> <p>TSO 2l. Describe procedure to Import Library and functions in the Python</p> <p>TSO 2m. Write program using Iterative statements.</p>	<p>mutable and immutable data types</p> <p>Operators: arithmetic operators, relational operators, logical operators, assignment operator, augmented assignment operators. Expressions, statement, type conversion &amp; input/output: precedence of operators, expression, evaluation of expression.</p> <p><b>Conditional and Iterative statements:</b> if, if-else, if-elif-else, for loop, range function, while loop, break and continue statements, nested loops</p> <p><b>String, List, Tuples and Dictionary:</b></p> <p>String: indexing, string operations (concatenation, repetition, membership &amp; slicing), traversing a string using loops, built-in functions.</p> <p>Lists: introduction, indexing, list operations (concatenation, repetition, membership &amp; slicing), traversing a list using loops, built-in functions, linear search on list of numbers and counting the frequency of elements in a list</p> <p>Dictionary: accessing items in a dictionary using keys, mutability of dictionary (adding a new item, modifying an existing item), traversing a dictionary, built-in functions</p> <p><b>Python Functions:</b> types of function (built-in functions, functions defined in module, user defined functions), creating user defined function, arguments and parameters, default parameters, positional parameters, function returning value(s), flow of execution, scope of a variable (global scope, local scope)</p> <p><b>Modules and Packages:</b> Importing module using 'import' Regular Expressions, Exception Handling, PyPI Python Package Index, Pip Python package manager, Importing Libraries and Functions</p>	

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
<p>TSO 3a. Explain Data Analytics and its elements</p> <p>TSO 3b. Differentiate Data Analysis and Data Analytics</p> <p>TSO 3c. Explain the use of open source data</p> <p>TSO 3d. Differentiate Qualitative and Quantitative data analysis</p> <p>TSO 3e. Explain procedure to Install NumPy Library</p> <p>TSO 3f. Use NumPy library to perform various operations and functions on array</p> <p>TSO 3g. Write Programs using NumPy for array manipulations</p>	<p><b>Unit-3.0 Data Analytics and Computing with NumPy</b></p> <p>Data Analytics: Data, Types of Data, Importance of Data, Data Analysis Vs Data Analytics, Types of Data Analytics, Elements of Analytics, Data Analysis Process, Qualitative and Quantitative analyses, Open Source Data.</p> <p>NumPy Library: Introduction, Installation, Nddarray: creating an array, intrinsic creation of an array, Data types, basic operations, aggregate functions, Indexing, slicing, Iterating, Conditions and Booleanarrays, Array manipulation: Joining, splitting, shape changing, sorting, Structured arrays, Reading and Writingarray data on a File.</p>	CO-3
<p><b>TSO 4a.</b> Apply Pandas data structure for data analysis</p> <p><b>TSO 4b.</b> Write Programs using Pandas to perform various operations and functions on series.</p> <p><b>TSO 4c.</b> Perform various operation in a Data Frame columns and rows</p> <p><b>TSO 4d.</b> Write Programme to read and write on CSV, XLS and Text data files</p> <p><b>TSO 4e.</b> Apply various data cleaning operations and prepare data.</p>	<p><b>Unit-4.0 Data Analysis with Pandas</b></p> <p>Pandas data structures: Series, Declaration, selecting elements, assigning values, Filtering values, operations, mathematical functions, evaluating values, handling missing data, creating series from dictionaries, adding two series.</p> <p>Data Frame: Defining, selecting elements, assigning values, membership, deleting a column, filtering. Index Objects: Indexing, Re-indexing, Dropping, sorting and ranking, Descriptive Statistics</p> <p>Data Loading: Reading and Writing csv, xls, text data files, Data Cleaning and Preparation: Handling missing data, removing duplicates, replacing values, Vectorized String Methods, HierarchicalIndexing, Merging and Combining, Data aggregation and Grouping.</p>	CO-4
<p>TSO 5a. Illustrate the use of Matplotlib and PyPlot package for showing plots and images</p> <p>TSO 5b. Customize plots with Colors, Markers, Line Styles, Limits, Tics, Labels, Legends, Grids</p> <p>TSO 5c. Differentiate various charts based on their applications</p>	<p><b>Unit-5.0 Data Visualization with Matplotlib</b></p> <p>Data Visualization: Introduction to Matplotlib ,PyPlot package, Figures and Subplots, showing plots and images</p> <p>Customizing Plots: Colors, Markers, Line Styles, Limits, Tics, Labels, Legends, Grids , Annotating with text, Matplotlib configuration</p>	CO-5

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
	Chart types: Line, Bar, stacked bar, Box plots, pie chart , Histogram and Density plots, Scatter plot, Saving Plots to a file, Close and clear plots.	

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

### K) Laboratory (Practical) Session Outcomes (LSOs) and List of Practical [200508B]

Practical/Lab Session Outcomes (LSOs)	S. No.	Laboratory Experiment/Practical Titles	Relevant COs Number(s)
Use various data types and operators to solve given problem Use conditional and iterative statements for solving given problem	1	<b>Conditional and Iterative statements</b> 1a. Write a program to generate random numbers between 5 and 10. 1b. Write a program to find the square root of a number. 1c. Write a python program to check if a number is positive, negative or 0. 1d. Write Python program to print all prime numbers between 0-50.	CO-2
2.1 Use string functions for performing various string operations	2	<b>String Handling</b> 2a. Write a Programme that asks the user for a string with only single space between words, and return number of words in the string. 2b. Write a Program that inputs a line of text and print the count of Vowels in it. 2c. Write a Program that inputs a line of text and print the biggest word in it. 2d. Write a Program that inputs a line of text and print a new line of text where each word of input line is reversed.	CO-2
Use list operations for concatenation, repetition & slicing Perform various operation in the Tuples Perform various operation in the dictionary	3	<b>List, Tuples and Dictionary</b> 3a. Write a python program to convert a string to a list. 3b. Write a program to print the largest number in a list. 3c. Given a tuple pairs = ((3,9), (8,4), (3,7), (24,18)), count the number of pairs (a, b) such that both a and b are odd. 3d. Write a program to input a list of numbers and swap elements at the even location with the elements at the odd location. 3e. Write a program to merge two dictionaries.	CO-2
4.1 Use built-in functions to solve given problem	4	<b>Python Functions</b> 4a. Write a function to reverse a string. 4b. Write a function to calculate the factorial of a	CO-2

Practical/Lab Session Outcomes (LSOs)	S. No.	Laboratory Experiment/Practical Titles	Relevant COs Number(s)
4.2 Create user defined functions to solve given problem		number.	
use basic data structure using NumPy Convert the list and tuple as NumPy array	5.	<b>Basic data structures in NumPy</b> 5a. Create a List, set, tuple and dictionary which stores the details of a student ( roll no, name, dept, branch, percentage of mark) in Python and print the values. 5b. Convert the list and tuple as NumPy array.	CO-3
Create Arrays in Numpy using different intrinsic methods Perform arithmetic operations and mathematical operations using arange and ones intrinsic method.	6	<b>Arrays in NumPy</b> 6a. Create arrays using different intrinsic methods (ones, zeros, arange, linspace, indice) and print their values. 6b. Check the results of arithmetic operations like add(), subtract(), multiply() and divide() with arrays created using arange and ones intrinsic method. 6c. Check the results of mathematical operations like exp(), sqrt(), sin(), cos(), log(), dot() on an array created using arange intrinsic method.	CO-3
7.1 Apply aggregate functions on data by using Built-in functions in Numpy	7	<b>Built-in functions in NumPy.</b> 7a. Load your class Mark list data from a csv (comma separated value) file into an array. Perform the following operations to inspect your array. Len(), ndim, size, dtype, shape, info() 7b. Apply the aggregate functions on this data and print the results. (Functions like min(), max(), cumsum(), mean(), median(), corrcoeff(), std())	CO-3
8.1 Handle multiple arrays by applying various operations on arrays	8	<b>Handling Multiple Arrays</b> 8a. Create two python NumPy arrays (boys, girls) each with the age of n students in the class. 8b. Get the common items between two python NumPy arrays. 8c. Get the positions where elements of two arrays match. 8d. Remove from one array those items that exist in another. 8e. Extract all numbers between a given range from a NumPy array.	CO-3
9.1 Apply indexing on the given set of data	9	<b>Indexing in NumPy</b> 9a. Load your class Mark list data from a csv file into an array. 9b. Access the mark of a student in a particular subject using indexing techniques. 9c. Select a subset of 2D array using fancy indexing (indexing using integer arrays	CO-3

Practical/Lab Session Outcomes(LSOs)	S. No.	Laboratory Experiment/Practical Titles	Relevant COs Number(s)
<p>Create series using list and dictionary in pandas</p> <p>Print different values from series.</p>	10	<p><b>Working with a Series using Pandas</b></p> <p>10a. Create a series using list and dictionary.</p> <p>10b. Create a series using NumPy functions in Pandas.</p> <p>10c. Print the index and values of series.</p> <p>10d. Print the first and last few rows from the series.</p>	CO-4
<p>11.1 Perform various operation in a Data Frame rows</p>	11	<p><b>Working with Data Frame Rows</b></p> <p>11a. Slicing Data Frame using loc and iloc.</p> <p>11b. Filter multiple rows using isin.</p> <p>11c. Select first n rows and last n rows</p> <p>11d. Select rows randomly n rows and fraction of rows (use df. sample method)</p> <p>11e. Count the number of rows with each unique value of variables</p> <p>11f. Select n largest and n smallest values.</p> <p>11g. Order/sort the rows</p>	CO-4
<p>12.1 Apply different techniques to merge and combine data</p>	12	<p><b>Merge and combine data</b></p> <p>12a. Perform the append, concat and combine first operations on Data Frames.</p> <p>12b. Apply different types of merge on data.</p> <p>12c. Use a query method to filter Data Frame with multiple conditions.</p>	CO-4
<p>Create Linear Plot to identify various relation in the data using Matplotlib</p> <p>Create Scatter Plot to identify various relation in the data using Matplotlib</p>	13	<p><b>Consider the Salary dataset, which contains 30 observations consisting of years of working experience and the annual wage. Download the data set from <a href="https://www.kaggle.com/rohankayan/years-of-experience-and-salary-dataset">https://www.kaggle.com/rohankayan/years-of-experience-and-salary-dataset</a></b></p> <p>13a. Create a linear plot to identify the relationship between years of working experience and the annual wages with suitable title, legend and labels.</p> <p>13b. Create a scatter plot to identify the relationship between years of working experience and the annual wages with title, legend and labels.</p> <p>13c. Also distinguish between observations that have more than 5 years of working experience and observations that have</p>	CO-5

Practical/Lab Session Outcomes(LSOs)	S. No.	Laboratory Experiment/Practical Titles	Relevant COs Number(s)
		of the Setosa iris class using a bar chart. 14b. Format the obtained bar graph by Changing the color of each bar, Change the Edge color, Line width and Line style.	

**L) Sessional Work and Self Learning: [2000511B]**

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

**b. Micro Projects:**

**1. Handling Two-dimensional array in NumPy**

**Download the data set from**

<https://archive.ics.uci.edu/ml/machine-learning-databases/iris/iris.data><https://www.kaggle.com/arshid/iris-flower-dataset>

- Import iris dataset with numbers and texts keeping the text intact into python NumPy.
- Convert the 1D iris to 2D array (iris2d) by omitting the species text field.
- Find the number and position of missing values in iris2d's sepal\_length
- Insert np.nan values at 20 random positions in iris 2d dataset
- Filter the rows of iris2d that has petal\_length > 1.5 and sepal\_length < 5.0

**Expected Outcome**(Use various operations on two dimensional arrays in NumPy)

**2. Handling missing data and duplicates in Pandas**

- Identify rows with missing data ( isnull(), notnull()) and replace NA/Null data with a given value.
- Drop rows and columns with any missing data (dropna(), dropna(1))
- Find duplicate values and drop duplicates.
- Fill the missing values using forward filling and backward filling.
- Replace the missing value with new value and write the dataframe to a CSV file in the local directory.

**Expected Outcomes** (a. Identify missing data, b. Find Duplicates values, c. Write the dataframe to a CSV file in the local directory.)

**3. Working with Data Frame Columns**

- Create and print a Data Frame.
- Find the descriptive statistics for each column.
- Group the data by the values in a specified column, values in the index.
- Set Index and columns in a Data Frame.
- Rename columns and drop columns
- Select or filter rows based on values in columns.
- Select single and multiple columns with specific names

**Expected Outcome** (Perform various operation in a Data Frame columns)

**4. Indexing & Sorting in NumPy**

- Load your class Mark list data from a csv file into an array.
- Sort the student details based on Total mark.

- c. Print student details whose total marks is greater than 250 using Boolean indexing.

**Expected Outcomes** (a. Sort the given set of data, b. Use indexing in an array)

**5. Array Slicing in NumPy**

- a. Load your class Mark list data into an array called “marks” to store students roll num, subject marks and result.
- b. Split all rows and all columns except the last column into an array called “features”.
- c. Split the marks array into 3 equal-sized sub-arrays each for 3 different subject marks.
- d. Split the last column into an array “label”.
- e. Delete the roll num column from the marks array and insert a new column student name in its place.

**Expected Outcome** (Use array slicing in NumPy for the given set of data)

6. Consider the Iris dataset, where observations belong to either one of three iris flower classes.

**Download the data set from**

<https://www.kaggle.com/arshid/iris-flower-dataset>

- a. Visualize the Histogram for each feature (Sepal Length, Sepal Width, petal Length & petal Width) separately with suitable bin size and color.
- b. Plot the histograms for all features using subplots to visualize all histograms in one single plot. Save the plot as JPEG file.
- c. Plot the box plots for all features next to each other in one single plot. Perform 3D printing of plastic casing of inhaler used by Asthma patients and estimate the cost.

**Expected Outcomes** (a. Plot the Histogram for the various features using subplot, b. Plot the box plots for all features next to each other in one single plot)

**c. Other Activities:**

**1. Lab Activities**

- Install Python IDE and important Python Libraries
- Install Anaconda and find the features of Jupyter Notebook.
- Import various module using 'import '
- Use Pip Python package manager.
- Import Libraries and Functions in Python

**2. Seminar Topics:**

- Technological rivers of modern Artificial Intelligence
- Intelligent Agents and Environments in Artificial Intelligence
- Various Search Strategies
- Python for Data Science
- Python Libraries and Packages used in data Science
- Data Visualisation
- Various data set available over Internet

**3. Self-learning topics:**

- Use of AI in Engineering and Technology
- Data Science and Machine Learning
- Problem and Goal Formulation
- Search strategies
- Breadth First Search and Depth First Search
- Back tracking Search

- N Queen and 8 Puzzle Problem

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

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

**Legend:**

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

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

# : Mentioned under point-(O)

**Note:** For indirect assessment of COs, Course exit survey can be used which comprises of questions related to achievement of each COs.

**N) Specification Table for End Semester Theory Assessment:** The course teacher has to decide and use appropriate assessment strategy and its weightage in theory, laboratory and sessional work for ensuring CO attainment. The response/performance of the student in each of these designed activities is to be assessed to calculate CO attainment.

Unit Title and Number	Relevant COs Number(s)	Total Marks	ETA (Marks)		
			Remember (R)	Understanding (U)	Application & above (A)
Unit-1.0. Artificial Intelligence	CO-1	15	7	5	3
Unit-2.0. Python Programming	CO-2	15	4	3	8
Unit-3.0. Data Analytics and Computing with NumPy	CO-3	14	3	3	8
Unit-4.0. Data Analysis with Pandas	CO-4	13	3	3	7
Unit-5.0. Data Visualization with Matplotlib	CO-5	13	3	3	7
<b>Total Marks</b>		<b>70</b>	<b>20</b>	<b>17</b>	<b>33</b>

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

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

SN	Laboratory Practical Titles	Relevant COs Number(s)	PLA/ELA		
			Performance		Viva-Voce (%)
			PRA (%)	PDA (%)	
1.	Conditional and Iterative statements	CO-2	-	80	20
2.	String handling	CO-2	-	80	20
3.	List, Tuples and Dictionary	CO-2	20	70	10
4.	Python Functions	CO-2	-	80	20
5.	Basic data structures in NumPy	CO-3	-	80	20
6.	Arrays in NumPy	CO-3	-	80	20
7.	Built-in functions in NumPy.	CO-3	20	70	10
8.	Handling Multiple Arrays	CO-3	20	70	10
9.	Indexing in NumPy	CO-3	-	70	30
10.	Working with a Series using Pandas	CO-4	-	80	20
11.	Working with DataFrame Rows	CO-4	20	60	20
12.	Merge and combine data	CO-4	40	50	10
13.	Consider the Salary dataset, which contains 30 observations consisting of years of working experience and the annual wage.	CO-5	80	10	10
14.	Consider the Iris dataset, where observations belong to either one of three iris flower classes.	CO-5	80	10	10

**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) 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, 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.

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

S. No.	Name of Equipment, Tools and Software	Broad Specifications	Relevant Experiment/Practical Number
1.	Computer Systems	Desktop Computers with i3 processor, 16 GB RAM, 512 GB HDD	S.No. 1 to 14
2.	Online Python IDE	<a href="https://www.online-python.com/">https://www.online-python.com/</a>	S.No. 1 to 14
3.	Jupyter Notebook	Download from <a href="https://jupyter.org/">https://jupyter.org/</a>	S.No. 1 to 14
4.	Pip Python package manager	Download Pip 22.3 From <a href="https://pypi.org/project/pip/">https://pypi.org/project/pip/</a>	S.No. 1 to 14
5.	Various modules, Libraries and Packages	NumPy, Pandas, Matplotlib, PyPlot package	S.No. 1 to 14

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

S. No.	Titles	Author(s)	Publisher and Edition with ISBN
1.	Artificial Intelligence Basics - A Non-Technical Introduction	TomTaulli	Apress(2019)
2.	Fundamentals of artificial Intelligence	Chowdhary K. R	Springer 2020
3.	Artificial Intelligence A Modern approach	Stuart J. Russell and Peter Norvig	PrenticeHall 2010, 3 <sup>rd</sup> Edition
4.	Introduction to Computing and Problem Solving using Python	E. Balagurusamy	McGraw Hill Education(India)Pvt. Ltd. 1 <sup>st</sup> Edition /2016
5.	Learning Python Programming	Jeffrey Elkner, Allan B.Downey, Chris Meyers	Samurai Media Limited. 2016
6.	Python Programming	Ashok Namdev Kamthane and Amit Ashok Kamthane	McGraw Hill Education(India) Pvt.Ltd.2020, 2 <sup>nd</sup> Edition
7.	Programming in Python	Dr. Pooja Sharma	BPB Publications 2017
8.	Taming Python By Programming	Jeeva ose	Khanna Book Publishing Co(P)Ltd , 2017, Reprinted2019
9.	Python Data Analytics	Fabio Nelli	Apress,2015
10.	Python for Data Analysis: Data Wrangling with Pandas, Numpy, and IPython	Wes McKinney	O'REILLY 2018,SecondEdition

**(b) Suggested Open Educational Resources (OER):**

1. NPTEL Web Content- Artificial Intelligence, Prof. P. Mitra, Prof. S. Sarkar, IIT Kharagpur URL: <https://nptel.ac.in/courses/106/105/106105078/>
2. <https://www.learnpython.org>
3. [www.python.org](http://www.python.org)
4. <https://www.tutorialspoint.com/python>

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

**(c) Others: (If any)**

**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 : 2000505C / 2000508C / 2000511C  
 B) Course Title : Internet of Things (Basic)  
 C) Pre- requisite Course(s) : Digital Electronics, Electronics Circuits, Fundamentals of Computers and Computer networks

D) Rationale:

The Internet of Things (IoT) is the upcoming field that has the capability to connect everything on the earth. This course focuses on the development of IoT concepts such as sensing, actuation with implementation of communication protocols.

The course also focuses on real life aspects of IoT and how to integrate it in real life projects. The course will simplify the concept of IoT by using the Node MCU board for IoT application development. In this course students will learn about the use of Node MCU and its applications as a beginner/intermediate in the field of IoT. Apart from this, students will learn about the APIs, by using which integration of features like send Email, WhatsApp messages and notification based on certain events in projects is possible. Overall, this course covers both hardware and software aspects of IoT with practical exposure.

- 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 Describe the functions of each block of the basic IoT system
- CO-2 Explain communication protocol used in IoT and its applications
- CO-3 Use appropriate sensors for the specific measurement through the IoT platform
- CO-4 Explain APIs, client-server connections and its integration in real life applications.
- CO-5 Build and test a complete, working IoT system involving prototyping, programming, and data analysis

F) **Suggested Course Articulation Matrix:**

Course Outcomes (COs)	Programme Outcomes (POs)							Programme Specific Outcomes (PSOs) (if any)		
	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	PSO-3
CO-1	3	-	-	-	-	-	-			
CO-2	1	2	2	2	2	-	-			
CO-3	1	3	2	2	2	2	2			
CO-4	1	1	2	3	-	2	2			
CO-5	1	1	3	2	2	3	3			

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

**G) Scheme of Studies:**

CourseCode	CourseTitle	Scheme of Studies (Hours/Week)					
		Classroom Instruction (CI)		Lab Instruction (LI)	Notional Hours (SW+ SL)	Total Hours (CI+LI+SW+SL)	Total Credits(C) (CI+LI+SW+SL)
		L	T				
2000505 C / 2000508 C / 2000511C	<b>Internet of Things (Basic)</b>	02	-	04	02	08	05

**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 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.

SW: Sessional Work/Term work (includes assignments, seminars, micro projects, industrial visits, any other student activities etc.)

SL: Self Learning, MOOCs, spoken tutorials, open educational resources (OERs)

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

**Note:** SW 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) Scheme of Assessment:**

Course Code	Course Title	Scheme of Assessment (Marks)						Total Marks (TA+SWA+LA)
		Theory Assessment (TA)		Sessional Work Assessment (SWA)		Lab Assessment (LA)		
		Progressive Theory Assessment (PTA)	End Theory Assessment (ETA)	Progressive Sessional Work Assessment (PSWA)	End Sessional Work Assessment (ESWA)	Progressive Lab Assessment (PLA)	End Laboratory Assessment (ELA)	
2000505 C / 2000508 C / 2000511C	Internet of Things (Basic)	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)

SWA: Sessional Work/Term work & Self Learning Assessment (Includes assessment related to student performance in self learning, assignments, Seminars, micro projects, industrial visits, any other student activities etc.)

**Note:** Separate passing is must for progressive and end semester assessment for both theory and practical.

Theory: 100 marks

Practical 50 marks

**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), Sessional 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, Indian Knowledge System (IKS) and others must be integrated appropriately.

J) Theory Session Outcomes (TSOs) and Units: [2000505C]

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
<p>TSO.1.a. Describe the concept of IoT.</p> <p>TSO.1.b. Explain the functions of each block of the Basic IoT system.</p> <p>TSO.1.c. Compare features of various IoT platforms</p> <p>TSO.1.d. List IoT Real time Applications.</p> <p>TSO.1.e. Describe the functioning of given real-time applications</p>	<p><b>Unit-1.0 Introduction to IoT</b></p> <p>Basics of IoT, concepts of IoT, History of IoT</p> <p>Basic IoT System and its building blocks</p> <p>Various platforms for IoT (e.g. AWS, AZURE, GCP)</p> <p>Introduction to Python programming and IoT software</p> <p>Applications of IoT</p>	<p>CO-1 and CO-5</p>
<p>TSO.2.a.Explain various communication protocols.</p> <p>TSO.2.b.Explain working and application of blue tooth</p> <p>TSO.2.c.Explain working and application of ZigBee</p> <p>TSO.2.d.Explain working and application of LoRa</p> <p>TSO.2.e.Explain working and application of Wi-fi</p>	<p><b>Unit 2. IoT Communication protocols</b></p> <p>Basics of given communication protocol along with its applications</p> <p>Explain Communication Protocols</p> <p>MQTT</p> <p>Bluetooth Low Energy</p> <p>ZigBee</p> <p>LoRa</p> <p>Wi-fi</p>	<p>CO-1 and CO2</p>
<p>TSO.3.a. Differentiate between sensor and Actuator.</p> <p>TSO.3.b. Classify IoT sensors on the basis of their application.</p> <p>TSO.3.c. Describe the function of each block of Node MCU.</p> <p>TSO.3.d. Explain the procedure to connect sensors with Node MCU.</p>	<p><b>Unit-3.0 Sensors and Hardware for IoT</b></p> <p>Sensors and Actuators, Transducers, Classifications of sensors, IoT Sensors Development Boards, classifications, and basics of wireless networks, WiFi libraries</p> <p>Introduction to node MCU, block diagram, functions, interfacing with sensors and publishing data on webserver</p> <p>Device integration with node MCU</p> <p>Interfacing of sensors with boards</p>	<p><b>CO-1, CO-3 and CO-5</b></p>
<p>TSO.4.a. Define APIs and its uses</p> <p>TSO.4.b.Explain working and application of REST.</p> <p>TSO.4.c.Explain working and application of SOAP</p> <p>TSO.4.d.Explain working and application of json</p> <p>TSO.4.e.Explain the integration of API in IoT application development.</p>	<p><b>Unit.4 IoT APIs and its Integration</b></p> <p>Explain APIs and its use</p> <p>Explanation of given IoT APIs along with its applications</p> <p>MQTT, <i>Broker, subscriber, publisher</i></p> <p><b>REST</b></p> <p><b>SOAP</b></p> <p><b>4.5 JSON</b></p> <p><b>4.6 Programming API using Python</b></p>	<p><b>CO-1 and CO-4</b></p>

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
TSO.5.a. Differentiate between industrial IoT and IoT. TSO.5.b. Describe the applications of IoT in the medical field. TSO.5.c. Describe the medical applications of IoT in the agriculture field. TSO.5.d. Describe the innovative IoT applications.	<b>Unit. 5 IoT Applications: -</b> Industrial IoT and Internet of everything IoT for consumer electronics products IoT for Medical applications IoT for Agriculture IoT for security and Law enforcement	<b>CO-1 and CO-5</b>

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

### K) Laboratory (Practical) Session Outcomes (LSOs) and List of Practical [2000508 C]

Practical/Lab Session Outcomes (LSOs)	S. No.	Laboratory Experiment/Practical Titles	Relevant COs Number(s)
LSOs 1.1 List various IoT platforms. List Down broad features of given platforms. List IoT based features in python language.	1.	Prepare a list of platforms used for IoT. Prepare a list of features of above IoT platforms. Prepare a list of features provided by python language for IoT applications.	CO-1
LSOs 2.1 Arduino connection with Arduino IDE. Connect Bluetooth with Arduino. verification of data communication with Bluetooth.	2.	Establish connectivity between various components of IoT. Establish connection between Arduino and Bluetooth module. Establish connection using WiFi	CO-2
LSO 3.1 Measure the temperature of the given sensor. LSO 3.2 Measure the humidity of the given sensor. LSO 3.3 Measure the pressure of the given sensor.	3.	Publish data on the IoT platform. Measure the temperature of a remotely located temperature sensor Using IOT based temperature data-monitoring system. Measure the humidity of a remotely located humidity sensor Using IOT based humidity data-monitoring system. Measure the pressure of a remotely located pressure sensor Using IOT based pressure data-monitoring system.	CO-3
LSO 4.1 Working with APIs. LSO 4.2 Implementation of APIs using POSTMAN Application.	4	Download and Configure POSTMAN Application Verify REST APIs through POSTMAN. Verify JSON APIs through POSTMAN. Verify SOAP APIs through POSTMAN.	CO-4
LSO 5.1 Identification of components for various applications. LSO 5.2 Estimate the cost for components.	5.	Identify components for given project Estimate the cost to make Project working.	CO-5

**L) Sessional Work and Self Learning: [2000511C]**

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 IoT Systems using Internet data.
2. Market survey to identify various types of IoT sensors and its pricing.
3. Interface IR sensor with Arduino and send the data to Arduino cloud.
4. Send IoT data using Node MCU to things Speak cloud.
5. Interface Bluetooth module with Arduino and send data using the Bluetooth module.

**c. Other Activities:**

1. Seminar Topics: - “Future of IoT”  
“Technologies for IoT”, “Smart City and IoT”
2. Visit to industry for latest IoT setup in industrial process.
3. Surveys of market for availability of various types of sensors and its pricing.
4. Product Development: Development of projects for real life problem solution using IoT.
5. Software Development: various open source platform operations.

**6. Self-learning topics:**

1. IoT hardware and their use for various applications
2. IoT sensors technical specifications
3. IoT enabled services

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

COs	Course Evaluation Matrix						
	Theory Assessment (TA)**		Sessional Work Assessment (SWA)			Lab Assessment (LA)#	
	Progressive Theory Assessment (PTA) Class/Mid Sem Test	End Theory Assessment (ETA)	Sessional 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%
<b>Total Marks</b>	<b>30</b>	<b>70</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>20</b>	<b>30</b>
			<b>50</b>				

**Legend:**

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

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

# : Mentioned under point-(O)

**Note:** For indirect assessment of COs, Course exit survey can be used which comprises of questions related to achievement of each COs.

- N) Specification Table for End Semester Theory Assessment:** The course teacher has to decide and use appropriate assessment strategy and its weightage in theory, laboratory and sessional work for ensuring CO attainment. The response/performance of the student in each of these designed activities is to be assessed to calculate CO attainment.

Unit Title and Number	Relevant COs Number(s)	Total Marks	ETA (Marks)		
			Remember (R)	Understanding (U)	Application & above (A)
Unit-1.0. Introduction to IoT	CO-1	5	3	2	-
Unit-2.0. IoT Communication protocols	CO-2	9	4	3	2
Unit-3.0. Sensors and Hardware for IoT	CO-3	19	5	6	8
Unit-4.0 IoT APIs and its Integration	CO-4	19	5	5	9
Unit-5.0. IoT Applications	CO-5	18	3	6	9
<b>Total Marks</b>		<b>70</b>	<b>20</b>	<b>22</b>	<b>28</b>

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

- O) Specification Table for Laboratory (Practical) Assessment:**

SN	Laboratory Practical Titles	Relevant COs Number(s)	PLA/ELA		
			Performance		Viva-Voce (%)
			PRA (%)	PDA (%)	
1.	Prepare a list of platforms used for IoT.	CO-1	60	30	10
2.	Prepare a list of features of above IoT platforms.	CO-1	60	30	10
3.	Prepare a list of features provided by python language for IoT applications.	CO-1	60	30	10
4.	Establish connectivity between various components of IoT.	CO-2	60	30	10
5.	Establish connection between Arduino and Bluetooth module.	CO-2	60	30	10
6.	Establish connection using WiFi	CO-2	70	20	10
7.	Publish data on the IoT platform.	CO-3	70	20	10
8.	Measure the temperature of a remotely located temperature sensor Using IOT based temperature data-monitoring system.	CO-3	60	40	10
9.	Measure the humidity of a remotely located temperature sensor Using IOT based temperature data-monitoring system.	CO-3	60	40	10
10.	Measure the pressure of a remotely located temperature sensor Using IOT based temperature data-monitoring system.	CO-3	60	40	10
11.	Publish the data using Mqtt	CO-4	60	30	10
12.	Download and Configure POSTMAN Applications	CO-4	60	30	10
13.	Verify REST APIs through POSTMAN.	CO-4	60	30	10
14.	Verify JSON APIs through POSTMAN.	CO-4	60	30	10
15.	Verify SOAP APIs through POSTMAN.	CO-4	60	30	10
16.	Identify components for given project	CO-5	50	40	10
17.	Estimate the cost to make Project working.	CO-5	50	40	10

**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) 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	Bluetooth Modem-BlueSMiRF Silver	Sparkfun Bluetooth modem	As mentioned above list
2	Postman Software	Open-source downloadable	
3	Node MCU board	Generic	
4	IoT free cloud	Arduino cloud/Thing Speak/Blynk	
5	ATAL Lab Package-1 Package-2 Package-4	As per the list as address below ATAL Equipment list' ( <a href="http://aim.gov.in/guidelines-for-school.php">http://aim.gov.in/guidelines-for-school.php</a> ).	

**R) Suggested Learning Resources:**

(a) Suggested Books :

S. No.	Titles	Author(s)	Publisher and Edition with ISBN
1	Internet of Things Architecture and Design Principles	Raj Kamal	Mc Graw Hills, New Delhi ISBN 13: 978-93-90722-38-4

2	Internet of things (IoT) : technologies, applications, challenges and solutions	Edited By BK Tripathy , J Anuradha	CRC Press ,ISBN 9780367572921, June 30, 2020
3	Internet-of-Things (IoT) Systems: Architectures, Algorithms, Methodologies	by Dimitrios Serpanos & Marilyn Wolf	Springer; 1st ed. 2018 edition (17 January 2018)
4	Custom Raspberry Pi Interfaces: Design and build hardware interfaces for the Raspberry	Pi by Warren Gay	Apress; 1st ed. edition (23 February 2017), ISBN-10 : 9781484224052, ISBN-13 : 978-1484224052
5	'Learning Internet of Things',	Peter Waher	Packt Publishing, 2015, ISBN 9781783553532, <a href="https://lib.hpu.edu.vn/handle/123456789/31693">https://lib.hpu.edu.vn/handle/123456789/31693</a>
6	Sensors, Actuators and Their Interfaces,	N. Ida	Scitech Publishers, 2014.

**(b) Suggested Open Educational Resources (OER):**

1. [nptel.iitm.ac.in/courses/.../IIT.../lecture%2023%20and%2024.htm](http://nptel.iitm.ac.in/courses/.../IIT.../lecture%2023%20and%2024.htm)
2. [en.wikipedia.org/wiki/Shear\\_and\\_moment\\_diagram](https://en.wikipedia.org/wiki/Shear_and_moment_diagram)
3. [www.freestudy.co.uk/mech%20prin%20h2/stress.pdf](http://www.freestudy.co.uk/mech%20prin%20h2/stress.pdf)
4. [www.engineerstudent.co.uk/stress\\_and\\_strain.html](http://www.engineerstudent.co.uk/stress_and_strain.html)
5. [https://www.iit.edu/arc/workshops/pdfs/Moment\\_Inertia.pdf](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](http://www.engineerstudent.co.uk/stress_and_strain.html)
9. [https://www.iit.edu/arc/workshops/pdfs/Moment\\_Inertia.pdf](https://www.iit.edu/arc/workshops/pdfs/Moment_Inertia.pdf)
10. Amini, P. (2014). Sulley: Pure Python fully automated and unattended fuzzing framework.
11. <https://github.com/OpenRCE/sulley>

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

**(c) Others: (If any)**

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

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- A) **Course Code** : **2000505D / 2000508D / 2000511D**  
 B) **Course Title** : **Drone Technology (Basics)**  
 C) **Pre- requisite Course(s)** :  
 D) **Rationale** :

Rapid technological innovation has provided users cutting-edge products at affordable prices. Traditionally, drones had been limited to military use due to high costs and technical sophistication. In recent years, the drone has number of commercial uses and are also proving to be extremely beneficial in places where a man cannot reach or is unable to perform in a timely and efficient manner. Today, drones are used in construction, photography, agriculture, defense, environmental studies and monitoring and other industries to protect the skies, repopulate forests and accomplish much more on a huge scale. This course will acquaint the student with the basic drone technology and applicable drone rules and regulations in India. Considering that the main operational areas of diploma holders, it is essential that he should be exposed to basic drone designing, programming, operating, maintaining and using them safely.

- 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** Operate a drone safely by applying appropriate drone rules and regulations.  
**CO-2** Design the structure of drone with drone components and equipment.  
**CO-3** Interface flight controller board with sensors, ESC and radio communication unit in drone technology.  
**CO-4** Use drone simulator and identify different types of ports and connectors of drone.  
**CO-5** Use python programming while drone designing.

F) **Course Articulation Matrix:**

Course Outcomes (COs)	Programme Outcomes (POs)							Programme Specific Outcomes (PSOs)(if any)		
	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	PSO-3
CO-1	2	-	-	-	3	-	2			
CO-2	3	2	3	3	-	-	-			
CO-3	3	2	3	3	-	-	-			
CO-4	2	-	-	2	-	3	2			
CO-5	-	2	2	3	-	-	-			

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

### G) Scheme of Studies:

CourseCode	CourseTitle	Scheme of Studies (Hours/Week)					
		Classroom Instruction (CI)		Lab Instruction (LI)	Notional Hours (SW+ SL)	Total Hours (CI+LI+SW+SL)	Total Credits(C) (CI+LI+SW+SL)
		L	T				
2000505D / 2000508D / 2000511D	Drone Technology (Basics)	02	-	04	02	08	05

#### 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 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.

SW: Sessional Work/Term work(includes assignments, seminars, micro projects, industrial visits, any other student activities etc.)

SL: Self Learning, MOOCS,spoken tutorials, open educational resources (OERs)

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

**Note:** SW 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) Scheme of Assessment:

Course Code	Course Title	Scheme of Assessment (Marks)						Total Marks (TA+SWA+LA)
		Theory Assessment (TA)		Sessional Work Assessment (SWA)		Lab Assessment (LA)		
		Progressive Theory Assessment (PTA)	End Theory Assessment(ETA)	Progressive Sessional Work Assessment (PSWA)	End Sessional Work Assessment (ESWA)	Progressive Lab Assessment(PLA)	End Laboratory Assessment (ELA)	
200505D / 200508D / 200511D	3D Printing and Design (Basics)	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)

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

**Note:** Separate passing is must for progressive and end semester assessment for both theory and practical.

### 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), Sessional 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, Indian Knowledge System (IKS) and others must be integrated appropriately.

J) Theory Session Outcomes (TSOs) and Units: [2000505D ]

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
<p>TSO 1a. Describe the various historical evolutionary steps of drone technology</p> <p>TSO 1b. Explain Drone motion based on principle of aerodynamics.</p> <p>TSO 1c. Classify different types of drones and make chart of its application, advantages and disadvantages.</p> <p>TSO 1d. Develop attitude to follow proper rules and regulations of drones flying in India.</p> <p>TSO 1e. Explore future prospects of drones in India.</p>	<p><b>Unit-1.0 Introduction to Drone Technology</b>            Introduction to Drones and UAV</p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• History</li> <li>• Drone in Indian aspect</li> </ul> <p>Introduction to Flight Dynamics            Various types of Drones and their respective Applications</p> <ul style="list-style-type: none"> <li>• Multirotor drones</li> <li>• Fixed wing structure</li> </ul> <p>Drone flights using an understanding of FAA</p> <ul style="list-style-type: none"> <li>• DGCA</li> <li>• Digital sky platform</li> <li>• RPTO</li> </ul> <p>1.5 Drone regulations-No drone zones</p>	<p>CO-1</p>
<p>TSO 2a. Explain the use and function of different types of Drone components.</p> <p>TSO 2b. Select suitable drone frame and propellers for given application.</p> <p>TSO 2c. Explain working principle and function of different sensors used in drone technology.</p> <p>TSO 2d. Write use of Gyro sensor and Accelerometer in drone.</p> <p>TSO 2e. Describe different types and capacity of Battery used in various drone applications.</p> <p>TSO 2f. State the selection criteria of motor for given drone application.</p> <p>TSO 2g. Write advantage of BLDC motors in making of Drones.</p>	<p><b>Unit-2.0 Drone and its components</b>            Drones components</p> <ul style="list-style-type: none"> <li>• Drone frame</li> <li>• Propellers</li> </ul> <p>Sensors</p> <ul style="list-style-type: none"> <li>• Gyro sensor and Accelerometer</li> <li>• Speed and Distance Sensor</li> <li>• Temp sensor</li> <li>• Barometer</li> <li>• TOF Sensor</li> </ul> <p>Battery</p> <ul style="list-style-type: none"> <li>• Types and Capacity</li> </ul> <p>Motors</p> <ul style="list-style-type: none"> <li>• Motor types</li> <li>• Motor capabilities</li> <li>• Application of BLDC motors in drones</li> </ul>	<p>CO-2</p>
<p>TSO 3a. Explain four types of motion used in drone's operation.</p> <p>TSO 3b. Describe the working and applications of Electronic speed controller.</p> <p>TSO 3c. Explain the working principle of Flight controller unit used in drone.</p>	<p><b>Unit-3.0 Drone controller and motion</b>            Propulsion and Vertical Motion            Controller and Flying Instructions</p> <ul style="list-style-type: none"> <li>• Electronic speed Controller (ESC)</li> <li>• Flight Controller Board (FCB)</li> </ul>	<p>CO-3</p>

Major Theory Session Outcomes (TSOs)		Units	Relevant COs Number(s)
TSO 3d. TSO 3e.	Explain Radio communication unit used in drone. Explain the communication of Flight controller board with motor, ESC and sensors with suitable diagram	Radio Communication <ul style="list-style-type: none"> <li>Transmitter and Receiver for radio signal</li> </ul>	
TSO 4a. TSO 4b. TSO 4c.	Describe utility of different communication port used in drone. Identify different types of connectors and write their specifications. Explain the use of drone simulator software and hardware.	<b>Unit-4.0 Connections and Interfaces of Devices in Drone and Drone Simulator</b> Communication Port <ul style="list-style-type: none"> <li>PWM</li> <li>RS232, RS422, RS485</li> <li>UART</li> <li>CAN</li> <li>I2C</li> </ul> Different types of connectors and its specification Drone Simulator software Drone simulator Hardware	<b>CO-4</b>
TSO 5a. TSO 5b. TSO 5c. TSO 5d.	Write basic code in Python. Explain structure and components of a Python program. write syntax of loops and decision statements in Python. Explain steps to create functions and pass arguments in Python.	<b>Unit-5.0 Introduction to Python for Drone</b> Python programming refreshers for IoT, AI and Drone Integration of devices with cloud services Microsoft Azure, AWS	<b>CO-5</b>

**K) Laboratory (Practical) Session Outcomes (LSOs) and List of Practical [2000508D]**

<b>Practical/Lab Session Outcomes (LSOs)</b>	<b>S. No.</b>	<b>Laboratory Experiment/Practical Titles</b>	<b>Relevant COs Number(s)</b>
LSO 1 Choose suitable materials for making drone frame.	1.	Determine the strength of materials used in drones frame.	CO-2
LSO 2 Select suitable materials for making drone propellers.	2.	Determine the strength of materials used in drones Propellers.	CO-2
LSO 3 Use appropriate battery as per need of flight time for specific drone application.	3.	Test different parameters of batteries used in drones	CO-2
LSO 4 Identify suitable motors as per payload of specific drone application.	4.	Test motors suitable for specific Drone application.	CO-2
LSO 5 Operate Gyro sensor and Accelerometer.	5.	Test and measure Gyro sensor and Accelerometer and their characteristics.	CO-2
LSO 6.1 Identify different sensors based on their characteristics. LSO 6.2 Interface different types of sensor in drone.	6.	Test different sensors and their characteristics with Microcontroller based Flight controller board.	CO-2, CO-3
LSO 7 Demonstrate four type of drone motion.	7.	Determine thrust/torque of motor by changing different drone motion	CO-2, CO-3
LSO 8.1 Configure Flight control board (FCB) LSO 8.2 Demonstrate use of Flight control board (FCB)	8.	Test and troubleshoot Flight control board (FCB).	CO-3
LSO 9.1 Measure various parameters of sensor LSO 9.2 Interface sensor with flight controller board.	9.	Test and perform communication of Flight control board (FCB) with sensor	CO-3, CO-2
LSO 10 Use motor with flight controller board.	10.	Test and perform communication of Flight control board (FCB) with motor.	CO-3, CO-2
LSO 11 Interface ESC with flight controller board.	11.	Test and perform communication of Flight control board with ESC.	CO-3
LSO 12 Configure radio communication device to control drones	12.	Test and perform communication of Flight control board with RF transceiver.	CO-3
LSO 13.1 Identify different types of ports and connectors of drone. LSO 13.2 Assemble drone component.	13.	Test Hardware assembly for drone.	CO-4 CO-3
LSO 14.1 Identify different motions in drone simulator. LSO 14.2 Operate drone in simulator for specific task	14.	Perform different motion in drone simulator.	CO-4
LSO 15.1 Write code of loop and decision statement in python. LSO 15.2 Interpret loop and decision statement LSO 15.3 Debug code of loop and decision statement	15.	Build and run loops and decision statements for specific application in Python.	CO-5
LSO 16.1 Make function in python. LSO 16.2 Interpret given function statement	16.	Build and Run functions for specific application and pass arguments in Python.	CO-5

Practical/Lab Session Outcomes (LSOs)	S. No.	Laboratory Experiment/Practical Titles	Relevant COs Number(s)
LSO 16.3 Debug code of function in python			
LSO 17.1 Identify python programming steps to interface drone components.	17.	Write basic programming in python to interface different component of Drones.	CO-5, CO-3
LSO 17.2 Identify error in python program			
LSO 17.3 Debug the given python program			

**L) Sessional Work and Self Learning: [2000511D]**

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

**b. Micro Projects:**

1. Design drone for simple application.
2. Test different sensors, their characteristics and make chart which are used in different drones' applications.
3. Download 5 videos on drone design with different components. Watch them and write report on it.
4. Write report on Drone application for precision agriculture.
5. Survey nearby electronics shop and Prepare report of list of drone component and its specification.
6. Visit nearby tool room, small industry, Drone training institute facilities. Prepare report of visit with special comments of drone technology used, material used, cost of printed component.

**c. Other Activities:**

1. Seminar Topics-History of Drone, Drone regulations, Proximity sensor, Bernoulli's principle apply in drone, Radio communication used in drones, Drone Simulator, Python Programming.
2. Visits: Visit nearby tool room, small industry, Drone training institute facilities. Prepare report of visit with special comments of drone technology used, material used, cost of printed component.
3. Surveys: Survey nearby electronics shop and Prepare report of list of drone component and its specification and explore Drone simulator.
4. Product Development
5. Software Development

**d. Self learning topics:**

1. History of Drones
2. Drone in Indian aspect
3. Drone regulations
4. Principle of aerodynamics for Drones
5. Drone simulator

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

Course Evaluation Matrix					
Theory Assessment (TA)**		Sessional Work Assessment (SWA)		Lab Assessment (LA)#	
Progressive Theory Assessment	End Theory Assessment (ETA)	Sessional Work & Self Learning Assessment		Progressive Lab Assessment (PLA)	End Laboratory Assessment (ELA)

COs	(PTA) Class/Mid Sem Test		Assignments	Micro Projects	Other Activities*		
CO-1	10%	10%	10%	--	10%	-	-
CO-2	30%	30%	30%	33%	30%	30%	30%
CO-3	30%	30%	30%	34%-	30%	30%	30%
CO-4	15%	10%	15%	-	15%	20%	20%
CO-5	15%	20%	15%	33%	15%	20%	20%
Total Marks	30	70	20	20	10	20	30
			50				

Legend:

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

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

# : Mentioned under point-(O)

**Note:** To calculate CO attainment 80% weightage of direct assessment tools and 20% of indirect assessment tools may be taken.

**N) Specification Table for End Semester Theory Assessment:** The course teacher has to decide and use appropriate assessment strategy and its weightage in theory, laboratory and sessional work for ensuring CO attainment. The response/performance of the student in each of these designed activities is to be assessed to calculate CO attainment.

Unit Title and Number	Relevant COs Number(s)	Total Marks	ETA (Marks)		
			Remember (R)	Understanding (U)	Application & above (A)
Unit-1.0. Introduction to Drone Technology	CO-1	08	03	02	03
Unit-2.0. Drone and its component	CO-2	20	05	07	08
Unit-3.0. Drone controller and motion	CO-3	20	05	07	08
Unit-4.0. Connections and Interfaces of Devices in Drone and Drone Simulator	CO-4	08	03	02	03
Unit-5.0. Introduction to Python for Drone	CO-5	14	04	04	06
<b>Total Marks</b>		<b>70</b>	<b>20</b>	<b>22</b>	<b>28</b>

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

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

S.No	Laboratory Practical Titles	Relevant COs Number(s)	PLA #/ELA # (Marks)		
			Performance		Viva- Voce (...%)
			PRA (...%)	PDA (...%)	
1.	Determine the strength of materials used in drones frame.	CO-2	60	30	10
2.	Determine the strength of materials used in drones Propellers.	CO-2	60	30	10
3.	Test different parameters of batteries used in drones	CO-2	50	40	10
4.	Test motors suitable for specific Drone application.	CO-2	50	40	10
5.	Test and measure Gyro sensor and Accelerometer and their characteristics.	CO-2	50	40	10
6.	Test different sensors and their characteristics with Microcontroller based Flight controller board.	CO-2, CO-3	50	40	10
7.	Determine thrust/torque of motor by changing different drone motion	CO-2, CO-3	60	30	10

S.No	Laboratory Practical Titles	Relevant COs Number(s)	PLA #/ELA # (Marks)		
			Performance		Viva-Voce (...%)
			PRA (...%)	PDA (...%)	
8.	Test and troubleshoot Flight control board (FCB).	CO-3	60	30	10
9.	Test and perform communication of Flight control board (FCB) with sensor	CO-3, CO-2	60	30	10
10.	Test and perform communication of Flight control board (FCB) with motor.	CO-3, CO-2	60	30	10
11.	Test and perform communication of Flight control board with ESC.	CO-3	60	30	10
12.	Test and perform communication of Flight control board with RF transceiver.	CO-3	60	30	10
13.	Test Hardware assembly for drone.	CO-4 CO-3	50	40	10
14.	Perform different motion in drone simulator.	CO-4	50	40	10
15.	Build and run loops and decision statements for specific application in Python.	CO-5	50	40	10
16.	Build and Run functions for specific application and pass arguments in Python.	CO-5	50	40	10
17.	Write basic programming in python to interface different component of Drones.	CO-5, CO-3	50	40	10

**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) 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 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	1-13
2.	Propellers	10X4.5 CW/Others	1-13
3.	Speed Sensor	3.3 or 5.0Vdc	1-13
4.	Distance Sensor	5Volt operating voltage	1-13
5.	Gyro sensor and Accelerometer	5Volt operating voltage	1-13
6.	Barometer	Altitude tracking, temp range from 25°C to 40°C	1-13

S. No.	Name of Equipment, Tools and Software	Broad Specifications	Relevant Experiment/Practical Number
7.	TOF Sensor	Accurate ranging up to 4 m, Fast ranging frequency up to 50	1-13
8.	Battery	Lithium Polymer Battery,2200mAH/others	1-13
9.	Motor	BLDC,1000kv or 1000RPM/volt	1-13
10.	Electronic speed Controller (ESC)	30 Amp,2-4s or cell	1-13
11.	Flight Controller Unit	KK 2.1.5/ ArdupilotAPM 2.8/ Pixhawk/others	1-13
12.	Transmitter and Receiver for radio signal	4 channels/6 Channels, 2.4 GHz & 5.8 GHz	1-13
13.	Drone Simulator Software	RC flight simulator	14
14.	Python Software	Hardware required-More than 4 GB RAM, 64 bit CPU preferable	15,16,17

**R) Suggested Learning Resources:**

**(a) Suggested Books :**

S. No.	Titles	Author(s)	Publisher and Edition with ISBN
1.	Make: Getting Started with Drones: Build and Customize Your Own Quadcopter	Terry Kilby&Belinda Kilby	Shroff/Maker Media, First edition 2016, ISBN-978-9352133147
2.	Agricultural Drones: A Peaceful Pursuit	K R Krishna	Apple Academic Press,1st edition 2018, ISBN-978-1771885959
3.	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
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

**(b) Suggested Open Educational Resources (OER):**

1. <https://nptel.ac.in/courses/101104073>
2. [https://en.wikipedia.org/wiki/Unmanned\\_aerial\\_vehicle](https://en.wikipedia.org/wiki/Unmanned_aerial_vehicle)
3. <https://www.scienceabc.com/innovation/what-is-drone-technology.html>
4. <https://www.dronezon.com/learn-about-drones-quadcopters/what-is-drone-technology-or-how-does-drone-technology-work/>
5. <https://www.youtube.com/watch?v=OWaXIK9sHeE>
6. [https://books.google.co.in/books?id=2M0hEAAAQBAJ&printsec=copyright&redir\\_esc=y#v=onepage&q&f=false](https://books.google.co.in/books?id=2M0hEAAAQBAJ&printsec=copyright&redir_esc=y#v=onepage&q&f=false)

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

**(c) Others: (If any)**

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

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- A) **Course Code** : **2000505E / 2000508E / 2000511E**  
 B) **Course Title** : 3D Printing and Design (Basics)  
 C) **Pre- requisite Course(s)** : Computer aided Modeling  
 D) **Rationale** :

Additive manufacturing (AM) or Additive layer manufacturing (ALM) is the industrial production name for 3D Printing. 3D Printing is a process that makes solid objects from a digital model. It involves depositing material either metal, powdered plastic, or liquid in thin layers (2D) to get a 3D object. This basic course on 3D Printing tries to develop understanding of the process of making real object from digital model in the students. It also covers the software/hardware required, various materials used for 3D Printing and details about printing process parameters. The knowledge gained through this course will help the students to take up advanced course on 3D Printing in next 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** Develop CAD models for 3D Printing.  
**CO-2** Import and Export CAD data in .STL file format to generate GCODE file.  
**CO-3** Select suitable 3D Printing material for given applications.  
**CO-4** Select suitable 3D Printing process for given situations.  
**CO-5** Produce products using most popular FDM/SLA/SLS 3D Printing processes.

F) **Course Articulation Matrix:**

Course Outcomes (COs)	Programme Outcomes (POs)							Programme Specific Outcomes (PSOs) (if any)		
	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	PSO-3
CO-1	3	-	3	2	-	-	2			
CO-2	3	2	-	2	-	-	-			
CO-3	3	3	-	2	3	-	-			
CO-4	3	3	-	2	-	-	-			
CO-5	3	-	3	3	-	3	2			

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

G) **Scheme of Studies:**

CourseCode	Course Title	Scheme of Studies (Hours/Week)					
		Classroom Instruction (CI)		Lab Instruction (LI)	Notional Hours (SW+ SL)	Total Hours (CI+LI+SW+SL)	Total Credits(C)
		L	T				
2000505E / 2000508E / 2000511E	3D Printing and Design (Basics)	02	-	04	02	08	05

**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 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.

SW: Sessional Work/Term work (includes assignments, seminars, micro projects, industrial visits, any other student activities etc.)

SL: Self Learning, MOOCs, spoken tutorials, open educational resources (OERs)

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

**Note:** SW 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) Scheme of Assessment:**

Course Code	Course Title	Scheme of Assessment (Marks)						Total Marks (TA+SWA+LA)
		Theory Assessment (TA)		Sessional Work Assessment (SWA)		Lab Assessment (LA)		
		Progressive Theory Assessment (PTA)	End Theory Assessment (ETA)	Progressive Sessional Work Assessment (PSWA)	End Sessional Work Assessment (ESWA)	Progressive Lab Assessment (PLA)	End Laboratory Assessment (ELA)	
2000505E / 2000508E / 2000511E	3D Printing and Design (Basics)	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)

SWA: Sessional Work/Term work & Self Learning Assessment (Includes assessment related to student performance in self learning, assignments, Seminars, micro projects, industrial visits, any other student activities etc.)

**Note:** Separate passing is must for progressive and end semester assessment for both theory and practical.

**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), Sessional 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, Indian Knowledge System (IKS) and others must be integrated appropriately.

J) Theory Session Outcomes (TSOs) and Units: [2000505E]

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
<p><i>TSO 1a.</i> Explain CAD-CAM and related terminologies.</p> <p><i>TSO 1b.</i> Convert the given CAD file format into others.</p> <p><i>TSO 1c.</i> Transfer the given CAD data to CAM facilities.</p> <p><i>TSO 1d.</i> Classify 3D Printing processes.</p> <p><i>TSO 1e.</i> List the advantages of additive manufacturing processes over</p>	<p><b>Unit-1.0 Additive Manufacturing Introduction and CAD</b></p> <p>CAD-CAM and its integration</p> <p>CAD- Part and Surface modeling</p> <p>CAD file formats</p> <p>Additive v/s Conventional Manufacturing processes</p> <p>Process chain for 3D Printing</p> <p>Classification of 3D Printing Processes</p> <p>Product design and prototyping</p>	<p>CO1</p>

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
<p>conventional manufacturing processes.</p> <p><i>TSO 1f.</i> List typical steps involved in 3D printing of an object from digital model.</p> <p><i>TSO 1g.</i> Explain reverse engineering steps for 3D Printing.</p>	1.8 Reverse Engineering for 3D Printing	
<p><i>TSO 2a.</i> Explain the given STL interface terminology.</p> <p><i>TSO 2b.</i> Use the given alternative 3D printing interface.</p> <p><i>TSO 2c.</i> Generate STL file for the given CAD file.</p> <p><i>TSO 2d.</i> Repair the given STL file.</p> <p><i>TSO 2e.</i> Apply part orientation and support techniques for the given situation.</p> <p><i>TSO 2f.</i> Perform slicing of the given CAD model using the given slicing software.</p> <p><i>TSO 2g.</i> Generate tool path using simulation software for the given situation.</p>	<p><b>Unit-2.0 Data Preparation for 3D Printing</b>            STL interface Specification, STL data generation, STL data Manipulation, Advantages and limitations of STL file format, Open files, Repair of STL files, Alternative 3D Printing interfaces            Part orientation and support generation, Factors affecting part orientation, Various models for part orientation determination, The function of part supports, Support structure design, Automatic support structure generation            Model Slicing and Contour Data organization, Direct and adaptive slicing: Identification of peak features, Adaptive layer thickness determination            Tool path generation</p>	CO1, CO2
<p><i>TSO 3a.</i> Explain the given 3D Printing processes.</p> <p><i>TSO 3b.</i> List process parameters of the given 3D Printing processes.</p> <p><i>TSO 3c.</i> Select 3D Printing materials for the given application.</p> <p><i>TSO 3d.</i> Select 3D Printing processes among FDM, SLS, SLA for given application with justification.</p>	<p><b>Unit-3.0 Additive Manufacturing Techniques</b>            Stereo- Lithography, LOM, FDM, SLS, SLM, Binder Jet technology, Direct Energy Deposition            Process parameter, Process Selection for various applications            3D Printing materials and selection            Comparison between FDM, SLS, SLA</p>	CO3, CO4
<p><i>TSO 4a.</i> Identify various Aerospace, Electronics, Health care, Automotive, Construction, Food processing, Machine tool components that can be 3D Printed.</p> <p><i>TSO 4b.</i> Estimate the cost and time of 3D printing of the given component.</p>	<p><b>Unit-4.0 Application of 3D Printing</b>            4.1 Additive Manufacturing Application            Domains: Aerospace, Electronics, Health Care, Defense, Automotive, Construction, Food Processing, Machine Tools</p>	CO3, CO4
<p><i>TSO 5a.</i> Select suitable 3D Printer and software for the given application with justification.</p> <p><i>TSO 5b.</i> Analyze the effect of given 3D printing process parameters using 3D printer software simulation.</p> <p><i>TSO 5c.</i> List steps to perform 3D scanning of the given object.</p>	<p><b>Unit-5.0 3D Printers and Software and Scanners</b>            Construction details and working of established 3D printers for plastics parts only: Stereolithography (SLA), Selective Laser Sintering (SLS), and Fused Deposition Modeling (FDM).            Accuracy, Precision and Tolerance in 3D printing.            3D Printer software- Fusion 360,</p>	CO4, CO5

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
<p><i>TSO 5d.</i> Repair 3D scanned digital model.</p> <p><i>TSO 5e.</i> Set different 3D printing process parameters to get a sound plastic component.</p>	<p>Solidworks, Onshape, Tinkercad, Ultimaker Cura, MeshLab, Simplyfy 3D, Repetier host, Slic3r, etc. – use and operation of anyone.</p> <p>3D Scanners and working.</p> <p>Producing a part using FDM, SLA and SLS 3D Printer</p>	

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

**K) Laboratory (Practical) Session Outcomes (LSOs) and List of Practical [2000508E]**

Practical/Lab Session Outcomes(LSOs)	S. No.	Laboratory Experiment/Practical Titles	Relevant COs Number(s)
<p><i>LSO 1.1.</i> Use CAD software.</p> <p><i>LSO 1.2.</i> Prepare digital models of simple 3D entities.</p>	1.	<p>Develop digital models of following simple components using any CAD software:</p> <ul style="list-style-type: none"> <li>• Nut</li> <li>• Bolt</li> <li>• Network cable Jack</li> <li>• Coat button</li> <li>• Spoon</li> </ul>	CO1
<p><i>LSO 2.1.</i> Prepare digital models of complex 3D entities and assemblies.</p>	2.	<p>Develop digital models of following assemblies using any CAD software:</p> <ul style="list-style-type: none"> <li>• Connecting Rod</li> <li>• Piston</li> <li>• Electric switch</li> <li>• Bathroom Tap</li> <li>• Mouse</li> </ul>	CO1
<p><i>LSO 3.1.</i> Surf web for downloading readymade free CAD models.</p> <p><i>LSO 3.2.</i> Convert one CAD file format into another.</p>	3.	<p>Download three digital CAD models freely available on web in different formats and then convert them into .stl/obj format.</p>	CO1
<p><i>LSO 4.1.</i> Use the given Slicing software for 3D Printing.</p> <p><i>LSO 4.2.</i> Perform slicing operation on the given digital model.</p>	4.	<p>Perform slicing operation on one digital model available under each Pr. No.1, 2 and 3.</p>	CO2
<p><i>LSO 5.1.</i> Use the available 3D printing software.</p> <p><i>LSO 5.2.</i> Selection of 3D printing process and performance parameters.</p>	5.	<p>Analyse the effect of different process parameters, materials on printing time, material required, surface finish, etc. through simulation using 3D printing software on sliced models available from Pr. No. 4</p>	CO3, CO4, CO5
<p><i>LSO 6.1.</i> Produce single plastic components using available 3D printer.</p> <p><i>LSO 6.2.</i> Perform post processing operations on printed component.</p>	6.	<p>Print one single component on available 3D printer with PLA/ABS material</p>	CO3, CO4, CO5
<p><i>LSO 7.1.</i> Select appropriate layer thickness, tolerance, fit.</p> <p><i>LSO 7.2.</i> Produce an assembly of plastic</p>	7.	<p>Print one assembly on available 3D printer with PLA/ABS material</p>	CO3, CO4, CO5

Practical/Lab Session Outcomes(LSOs)	S. No.	Laboratory Experiment/Practical Titles	Relevant COs Number(s)
components using available 3D printer.			
<p><i>LSO 8.1.</i> Choose suitable material for printing flexible structure (assembly of same small pieces to give flexible fabric effect).</p> <p><i>LSO 8.2.</i> Choose suitable design/shape to create a flexible type structure.</p> <p><i>LSO 8.3.</i> Produce flexible plastic structure using available 3D printer.</p>	8.	Model and print a flexible fabric structure with PLA/ABS material (assembly of same small pieces to give flexible fabric effect)	CO3, CO4, CO5
<i>LSO 9.1.</i> Selection of 3D printing process parameters.	9.	Change printing process parameters and repeat experiment number 6.	CO4, CO5
<p><i>LSO 10.1.</i> Use of available 3D scanner.</p> <p><i>LSO 10.2.</i> Develop 3D digital model using scanning approach.</p> <p><i>LSO 10.3.</i> Modeling of complex 3D objects using 3D scanning.</p>	10.	Scan the given complex component using available 3D Scanner.	CO5
<p><i>LSO 11.1.</i> Produce a complex plastic structure using available 3D printer and scanner.</p> <p><i>LSO 11.2.</i> Apply Reverse Engineering approach to exactly 3D print an existing real object.</p>	11.	Print the 3D scanned digital model of Pr. No. 10 on available 3D printer with PLA/ABS material	CO5

**L) Sessional Work/Term Work and Self Learning: [2000511E]**

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

**b. Micro Projects:**

1. Perform 3D printing of plastic casing of inhaler used by Asthma patients and estimate the cost.
2. Download 5 videos on 3D printing of different components, 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. Print two pieces of same components using ABS and PLA and compare their strength, surface roughness, weight, cost.
4. Download two 3D printing free software and try to check their compatibility with your lab printer.

**c. Other Activities:**

1. Seminar Topics:
  - Commercially available 3D printers and software.
  - Strength of 3D printed Plastic components as compared to Die cast Plastic components.
  - Properties of PLA and ABS 3D printing materials.
  - Reverse engineering application of 3D Printing.
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 flexible plastic components.
- 3D printing of micro/mini components.
- Conversion of CAD file formats into IGES.
- 3D scanning process.

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

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

**Legend:**

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

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

# : Mentioned under point-(O)

**Note:** 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) Specification Table for End Semester Theory Assessment:** The course teacher has to decide and use appropriate assessment strategy and its weightage in theory, laboratory and sessional work for ensuring CO attainment. The response/performance of the student in each of these designed activities is to be assessed to calculate CO attainment.

Unit Title and Number	Relevant COs Number(s)	Total Marks	ETA (Marks)		
			Remember (R)	Understanding (U)	Application & above (A)
Unit-1.0 Additive Manufacturing Introduction and CAD	CO1	12	4	3	5
Unit-2.0 Data Preparation for 3D Printing	CO1, CO2	10	4	2	4
Unit-3.0 Additive Manufacturing Techniques	CO3, CO4	19	5	5	9
Unit-4.0 Application of 3D Printing	CO3, CO4	10	2	3	5
Unit-5.0 3D Printers and Software and Scanners	CO4, CO5	19	5	5	9
<b>Total Marks</b>		<b>70</b>	<b>20</b>	<b>18</b>	<b>32</b>

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

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

SN	Laboratory Practical Titles	Relevant COs Number(s)	PLA/ELA		
			Performance		Viva-Voce (%)
			PRA (%)	PDA (%)	
1.	Develop digital models of following simple components using any CAD software: <ul style="list-style-type: none"> <li>• Nut</li> <li>• Bolt</li> <li>• Network cable Jack</li> <li>• Coat button</li> <li>• Spoon</li> </ul>	CO1	30	60	10
2.	Develop digital models of following assemblies using any CAD software: <ul style="list-style-type: none"> <li>• Connecting Rod</li> <li>• Piston</li> <li>• Electric switch</li> <li>• Bathroom Tap</li> <li>• Mouse</li> </ul>	CO1	40	50	10
3.	Download three digital CAD models freely available on web in different formats and then convert them into .stl/obj format.	CO1	30	60	10
4.	Perform slicing operation on one digital model available under each Pr. No.1, 2 and 3.	CO2	30	60	10
5.	Analyse the effect of different process parameters, materials on printing time, material required, surface finish, etc. through simulation using 3D printing software on sliced models available from Pr. No. 4	CO3, CO4, CO5	30	60	10
6.	Print one single component on available 3D printer with PLA/ABS material	CO3, CO4, CO5	30	60	10
7.	Print one assembly on available 3D printer with PLA/ABS material	CO3, CO4, CO5	30	60	10
8.	Model and print a flexible fabric structure with PLA/ABS material (assembly of same small pieces to give flexible fabric effect)	CO3, CO4, CO5	40	50	10
9.	Change printing process parameters and repeat experiment number 6.	CO4, CO5	40	50	10
10.	Scan the given complex component using available 3D Sanner.	CO5	40	50	10
11.	Print the 3D scanned digital model of Pr. No. 10 on available 3D printer with PLA/ABS material	CO5	30	60	10

**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) 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:**

<b>S. No.</b>	<b>Name of Equipment, Tools and Software</b>	<b>Broad Specifications</b>	<b>Relevant Experiment/Practical Number</b>
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 <b>OR</b> Available with CoE	1,2
3.	3D printer	Fused Deposition Modelling system with complete accessories; Build Volume-300 x 300 x 300mm or Higher; Layer Thickness-0.1 – 0.4 <b>OR</b> Available with CoE	6, 7, 8, 10
4.	3D Printing Material	ABS/PLA <b>OR</b> Available with CoE	6, 7, 8, 10
5.	3D Printing software	Latest version of software like: Cura/PrusaSlicer/ideaMaker/Meshmixer/MeshLab <b>OR</b> Available with CoE	3,4
6.	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 etc.	6, 7, 8, 10
7.	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 <b>OR</b> Available with CoE	10

**R) Suggested Learning Resources:**

**(a) Suggested Books :**

<b>S. No.</b>	<b>Titles</b>	<b>Author(s)</b>	<b>Publisher and Edition with ISBN</b>
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) Suggested Open Educational Resources (OER):**

1. [https://onlinecourses.nptel.ac.in/noc21\\_me115/preview](https://onlinecourses.nptel.ac.in/noc21_me115/preview)
2. <https://archive.nptel.ac.in/courses/112/104/112104265/>
3. <https://www.youtube.com/watch?v=b2Od4YHcLAQ>
4. <https://www.youtube.com/watch?v=EF8CNR-gcXo>
5. [https://www.academia.edu/41439870/Education\\_Resources\\_for\\_3D\\_Printing](https://www.academia.edu/41439870/Education_Resources_for_3D_Printing)
6. <https://www.think3d.in/landing-pages/beginners-guide-to-3d-printing.pdf>
7. <https://all3dp.com/1/types-of-3d-printers-3d-printing-technology/>

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

**(c) Others: (If any)**

1. 3D Printing Projects DK Children; Illustrated edition, 2017
2. The 3D Printing Handbook: Technologies, design and applications Ben Redwood, Filemon Schöffner, Brian Garret, 3D Hubs; 1st edition, 2017
3. 3D Printer Users' Guide
4. 3D Printer Material Handbook
5. Lab Manuals

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- A) **Course Code** : 2000505 F / 2000508 F /2000511F
- B) **Course Title** : **Industrial Automation (Basic)**
- C) **Pre- requisite Course(s)** : **Basic Mechanical Engineering, Basic Electrical Engineering, Digital Electronics and Basic programming skills**

D) **Rationale** :

The technological education and research scenario, all over the world, is turning towards a multidisciplinary one. The present scenario is different as compared to the recent past in the sense that the engineering disciplines are now dilating instead of diverging. The primary reason being that the current technological designs are of highly complex and inter-interdisciplinary nature involving synergistic integration of many aspects of engineering knowledge base. Industrial automation has become an essential part of every modern industry. Automation helps industry to increase the productivity, quality, accuracy and precision of industrial processes. Stiff competition, higher quality standards and growing concerns of safety & environmental damage have pushed the Industrial sector to adapt state-of-the-art Automation Techniques for effective utilization of resources and optimized performance of the plants. Today engineer is needed to meet the requirements of designing appropriate automation systems. They should have the knowledge of different fields like PLC and PID based Controller, Instrumentation, Networking, Industrial Drives, SCADA/HMI, High speed data acquisition, etc., to become a successful automation engineer. The discipline Automation is enormous in magnitude. The students passing this course will gain basic understanding about industrial automation and will be prepared to take up the advance course in Industrial automation in next 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 Apply principles and strategies for automation for a given situation.
- CO-2 Use sensors and input devices as per given situation.
- CO-3 Test the given PLC for its functionality.
- CO-4 Use actuators and output devices as per given situation.
- CO-5 Test the working of various types of control system and controllers

F) **Suggested Course Articulation Matrix:**

Course Outcomes (COs)	Programme Outcomes (POs)							Programme Specific Outcomes (PSOs) (if any)		
	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	PSO-3
CO-1 Apply principles and strategies for automation for a given situation	3	2	-	2	2	-	2			
CO-2 Use sensors and input devices as per	3	2		2			2			

Course Outcomes (COs)	Programme Outcomes (POs)							Programme Specific Outcomes (PSOs) (if any)		
	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	PSO-3
the requirement.			2		-	-				
<b>CO-3</b> Test the given PLC for its functionality.	3	2	2	2	2	-	2			
<b>CO-4</b> Use actuators and output devices a per given situation.	3	2	2	2	2	-	2			
<b>CO-5</b> Test the functionality of various types of control system and controllers	3	2	2	2	-	-	2			

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

#### G) Scheme of Studies:

CourseCode	Course Title	Scheme of Studies (Hours/Week)					
		Classroom Instruction (CI)		Lab Instruction (LI)	Notional Hours (SW+SL)	Total Hours (CI+LI+SW+SL)	Total Credits(C) (CI+LI+SW+SL)
		L	T				
2000505 F / 2000508 F/ 2000511F	Industrial Automation (Basic)	02	-	04	02	08	05

**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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**Note:** SW 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) **Scheme of Assessment:**

Course Code	Course Title	Scheme of Assessment (Marks)						Total Marks (TA+SWA+LA)
		Theory Assessment (TA)		Sessional Work Assessment (SWA)		Lab Assessment (LA)		
		Progressive Theory Assessment (PTA)	End Theory Assessment (ETA)	Progressive Sessional Work Assessment (PSWA)	End Sessional Work Assessment (ESWA)	Progressive Lab Assessment (PL)	End Laboratory Assessment (ELA)	
2000505F / 2000508F /2000511F	Industrial Automation (Basics)	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)

SWA: Sessional Work/ Term work & Self Learning Assessment (Includes assessment related to student performance in selflearning, assignments, Seminars, micro projects, industrial visits, any other student activities etc.

**Note:** Separate passing is must for progressive and end semester assessment for both theory and practical.

Theory: 100 marks

Practical 50 marks

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), Sessional 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, Indian Knowledge System (IKS) and others need to be integrated.

J) Theory Session Outcomes (TSOs) and Units: [2000505 F]

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
<p>TSO.1.a Describe Industry 4.0 and its component</p> <p>TSO.1.b Explain different types of automation systems</p> <p>TSO.1.c Identify the type of automation used in a given industry</p> <p>TSO.1.d Analyze the working of industrial processes and products for automation.</p> <p><b>TSO.1.e Select principles and strategies for automation for a given situation using 4R's and 1U</b></p> <p>TSO.1.f Select criteria for factory automation and processes automation for a given industry.</p> <p>TSO.1.g Describe briefly different systems used for industrial automation.</p> <p>TSO.1.h Describe IOT, IIOT and role of robots with respect to automation.</p>	<p><b>Unit-1.0 Overview of Industrial Automation</b></p> <p>Introduction to Industry 4.0 and its components, Issues and challenges in automation</p> <p>Need of automation in industries, Principles and strategies of automation, factory automation, process automation</p> <p>Basic elements of an automated system, Structure of Industrial Automation Advanced automation functions, Levels of automations</p> <p>Industrial control Systems- Process and Discrete system</p> <p>Types of automation system: Fixed, Programmable, Flexible Integrated Automation and its application</p> <p>Different systems used for Industrial automation: PLC, HMI, SCADA, DCS, Drives.</p> <p>Introduction to Internet of Things (IoT) and Industrial Internet of Things (IIOT) and its application in Automation.</p> <p>Role of robots in automation and its components.</p>	<p>CO1</p> <p>Apply principles and strategies for automation for a given situation.</p>
<p>TSO.2.a Explain PLC and list its advantages over relay systems.</p> <p>TSO.2.b Distinguish between PLC and a PC, PLC and dedicated controllers.</p> <p>TSO.2.c List the types of PLCs and brands available in the market.</p> <p>TSO.2.d Describe the function of each block of a PLC with the help of a block diagram.</p> <p>TSO.2.e Describe the basic sequence of operation of a PLC with a simple example.</p> <p>TSO.2.f Explain different PLC programming languages with simple examples.</p> <p>TSO.2.g Describe a simple PLC programming using ladder logic specifying I/O addressing</p> <p>TSO.2.h List the applications of PLC</p>	<p><b>Unit-2.0 Fundamentals of PLC</b></p> <p>Introduction to PLC, evolution of PLC</p> <ul style="list-style-type: none"> <li>• Comparison of PLC and Personal Computer (PC)</li> <li>• Comparison of PLC and dedicated controllers like PAC and CNC</li> <li>• Types of PLC – Fixed, Modular and their types</li> <li>• Different brands of PLCs available in the market</li> </ul> <p>Building blocks of PLC -CPU, Memory organization, Input-Output modules (Discrete and Analog) Specialty I/O Modules, Power supply</p> <p>PLC programming languages with simple examples:</p> <ul style="list-style-type: none"> <li>• Functional Block Diagram (FBD),</li> <li>• Instruction List.</li> <li>• Structured text,</li> <li>• Sequential Function Chart (SFC),</li> <li>• Ladder Programming</li> </ul> <p>PLC I/O addressing in ladder logic</p> <p>Simple programming example using ladder logic</p> <p>Applications of PLC:</p> <p>Traffic light control, Elevator control, Motor sequencing control, Tank level control, temperature control, Conveyor system</p>	<p>CO2</p> <p>Use sensors and input devices as per given situation.</p>

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
	control	
<p>TSO.3.a Identify the commonly used input field devices in PLC installations along with their symbols.</p> <p>TSO.3.b Draw symbol of various switches used in PLC installations describing the function of each switch.</p> <p>TSO.3.c Identify the various digital input devices used in a PLC installation.</p> <p>TSO.3.d Identify the commonly used sensors as input field devices found in PLC installations.</p> <p>TSO.3.e Describe the working of different types of discrete sensors giving their applications.</p> <p>TSO.3.f Describe the working of different types of advanced sensors giving their applications.</p> <p>TSO.3.g Select Sensors as per the given requirement for ecofriendly automation</p>	<p><b>Unit 3 – Sensors and Input field devices</b></p> <p>Analog input devices-Electromagnetic relays, Contactors, Motor starters, Manually operated Switches</p> <p>Toggle switch, pushbutton switch, knife switch and selector switches</p> <p>Mechanically operated switches, Limit switch, Temperature switch (Thermostat), Pressure switch, Level switch and their symbols</p> <p>Discrete/Digital Input device, Construction and working of Sensors</p> <ul style="list-style-type: none"> <li>• Proximity sensors- Inductive, Capacitive, Optical and ultrasonic</li> </ul> <p>Advanced sensors- Construction and working of</p> <ul style="list-style-type: none"> <li>• Temperature sensors- Thermistor, Thermocouple and Resistance temperature Detector (RTD)</li> <li>• Liquid level sensor -Capacitive and Ultrasonic</li> <li>• Force -Strain/Weight sensors</li> <li>• Flow sensors – turbine flow sensor</li> <li>• Pressure sensors- Linear Variable Differential Transformer (LVDT)</li> <li>• Inclination sensor -Inclinometer</li> <li>• Acceleration sensor- Accelerometer</li> <li>• Angular and linear position sensor</li> </ul>	<p><b>CO 3</b></p> <p>Test the given PLC for its functionality</p>
<p>TSO.4.a Classify the actuators.</p> <p>TSO.4.b Describe the construction and working of a given actuator.</p> <p>TSO.4.c Explain the basic principle of operation of a given actuator.</p> <p>TSO.4.d Differentiate between hydraulic and pneumatic actuators</p> <p>TSO.4.e Explain the basic principle of operation of a given control valve.</p> <p>TSO.4.f Select actuators and valves as per the given requirement for ecofriendly automation.</p> <p>TSO.4.g Develop different hydraulic and pneumatic circuits for simple application.</p> <p>TSO.4.h Identify the commonly used output field devices in PLC installations</p> <p>TSO.4.i Draw the symbol of various</p>	<p><b>Unit 4- Actuators and output devices</b></p> <p>Introduction to actuators, Classification of actuators</p> <p>Mechanical actuators -Translational and rotational motion, kinematic chains, cams, gears, belt and chain drives, bearings</p> <p>Hydraulic and Pneumatic actuators- linear and rotary actuators, single and double acting cylinder, directional, process and pressure control valves</p> <p>Electrical actuators</p> <ul style="list-style-type: none"> <li>• Electromechanical actuators</li> </ul> <p>Construction, working and application of Stepper motors, AC/DC Servo motors, BLDC Motor (Very brief)</p> <ul style="list-style-type: none"> <li>• Electrohydraulic actuators- Construction, working and application of Electro- hydrostatic actuator (EHA), ON/OFF Electro-hydraulic Rotary Actuator (E2H90, Control Valve</li> </ul>	<p><b>CO 4</b></p> <p>Use actuators and output devices as per given situation.</p>

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
	<p>4.6 Magnetic actuators- Construction, working principle and application of Moving coil actuators, moving magnet actuator, Moving iron actuator</p> <p>Selection criteria of actuators</p> <p>Other Output devices- Indicators, Alarms Pilot Lights, Buzzers, Valves, Motor starters, Horns and alarms, Stack lights Control relays, Pumps and Fans.</p>	
<p>TSO.5.a Describe the basic process control system with the help of a block diagram</p> <p>TSO.5.b Explain the types of control available in a process control</p> <p>TSO.5.c Describe the different types of controllers in a closed loop system with the help of a block diagram</p> <p>TSO.5.d Describe the construction, working and application of a given control system components.</p>	<p><b>Unit 5– Control system</b></p> <p>Block diagram of a basic control system</p> <p>Open and closed loop system, their transfer function</p> <p>First order and second order system and their output response and parameters</p> <p>Different types of inputs-step and ramp</p> <p>Types of control – On-off, Feed forward, Open loop and closed loop control and Transfer function</p> <p>Controllers in closed loop control</p> <ul style="list-style-type: none"> <li>• Proportional Controller(P Controller)</li> <li>• Integral Controller (I Controller)</li> <li>• Derivative controller (D- Controller)</li> <li>• P-I Controller</li> <li>• P-D Controller</li> <li>• PID Controller</li> </ul>	<p><b>CO5</b></p> <p>Test the working of various types of control system and controllers</p>

#### K) Laboratory (Practical) Session Outcomes (LSOs) and List of Practical [2000508 F]

Practical/Lab Session Outcomes (LSOs)	S.No.	Laboratory Experiment/Practical Titles	Relevant COs Number(s)
<p>LSOs 1.1 Identify various building blocks and major automation components in a given robotic system</p> <p>LSOs 1.2 Identify various building blocks and major automation components in a given electrical drives</p>	1.	Identify major automation components in a given system	CO1
LSOs 1.3 Analyze and plan the steps to automate the given system.	2.	Analyze given traditional machine in the laboratory for and identify the steps and components required to automate it.	
<p>LSO 1.4. Identify the building blocks of a given typical SCADA system</p> <p>LSO 1.5. Identify the symbol library of SCADA software</p>	3.	Use Scada software for simple application	
LSOs 2.1 Identify the various parts and front panel status indicators of the given PLC.	4.	Observe various parts and front panel indicators of a PLC	CO2

LSOs 2.2 Identify different input and output devices that can be connected to a given PLC.	5.	Observe different types of switches and their symbols sensors, lamp, alarm, motor, fan used in a PLC	
LSOs 2.3 Test the analog input and output lines of the given PLC.	6.	Identify Analog input and output lines of a PLC	
LSOs 2.4 Test the digital input and outlines of the given PLC.	7.	Identify digital input and output lines of a PLC	
LSOs 2.5 Use PLC to control the devices like Lamp, Alarm, motor using push button switches	8.	Practice using PLC to control various digital and analog output devices	
LSO 3.1. Test the response of digital inductive proximity sensor used to detect different types of materials	9.	Identify different types of digital inductive proximity sensor and its use	<b>CO3</b>
LSO 3.2. Test the response of digital capacitive proximity sensors used to detect o different materials	10.	Identify different types of digital capacitive proximity sensor and its use	
LSO 3.3. Test the response of digital optical proximity sensor used to detect different materials	11.	Identify different types of digital optical proximity sensor and its use	
LSO 3.4. Test the response of digital ultrasonic proximity sensors used to detect different materials	12.	Identify different types of digital ultrasonic proximity sensor and its use	
LSO 3.5. Use thermistor to measure temperature of a given material	13.	Identify different types of thermistor and its use	
LSO 3.6. Use Thermocouple to measure the temperature of a given liquid and plot the output voltage versus temperature	14.	Observe the conversion of temperature to electric parameter conversion of a Thermocouple	
LSO 3.7. Use RTD to control the temperature of an oven	15.	Observe different types of RTDs used in industries for temperature measurement	
LSO 3.8. Use flow sensors to measure the flow of a given liquid or gas	16.	Observe different types of flow sensors used in industries for flow measurement	
LSO 3.9. Use pressure sensors to measure the pressure of a liquid or gas	17.	Observe different types of pressure sensors used in industries for pressure measurement	
LSO 3.10. Use load cell for measurement of mechanical force/weight.	18.	Observe the different types of load cell used in industries for force/weight measurement	

LSOs 4.1 Design and actuate pneumatic circuit for lift control LSOs 4.2 Design a pneumatic system that rivets the pockets on jeans LSOs 4.3 Design pneumatic circuit to open and close the security gate and control the speed. LSOs 4.4 Design a circuit for speed control of hydraulic motor meter out circuit by using 4/3 DC valve. LSOs 4.5 Design a circuit for speed control of double acting cylinder meter in by using 4/2 dc solenoid valve. LSOs 4.6 Designing a circuit for speed control of double acting cylinder meter out by using 4/3 solenoid valve	19.	Design and actuate pneumatic/hydraulic circuit for the given situation	
LSOs 4.7 Direct acting of hydraulic motor	20.	Operate hydraulic motor	
LSOs 4.8 Operate stepper motor and control the motor by changing number of steps, the direction of rotation and speed.	21.	Operate stepper motor	
LSOs 4.9 Identify the components of thermal and magnetic actuators available in the laboratory. LSOs 4.10 Use thermal and magnetic actuators	22.	Thermal and magnetic actuators	
LSOs 5.1 Test the output response of a open loop closed loop and feed forward path	23.	Analyze the given system to study open loop, closed loop and feed forward path.	CO5
LSOs 5.2 Build and test the output response of a first order system for a step input using a CRO	24.	Analyze the given first order system and its transfer function and output response	
LSOs 5.3 Build and test the response of a second order system for a step input using CRO. Also mark various parameters	25.	Analyze the given second order system and its transfer function and output response	
LSOs 5.4 Test the Output response of an on-off and Proportional control-based level control system.	26.	Analyze the given water level control system with on-off, Proportional control.	
LSOs 5.5 Test the Output response of a P+I+D based level control system.	27.	Analyze the given water level control system with P+I+D control.	

**L) Sessional Work and Self Learning: [2000511 F]**

- 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. Prepare a list of open source PLC software

- iii. Prepare a list of open-source SCADA software.
- iv. List the practical applications of PLC systems
- v. List the practical applications of SCADA systems.
- vi. Compare the PLC and PC with regard to:
  - Physical hardware differences
  - Operating environment
  - Method of programming
  - Execution of program
- vii. Prepare classification chart of different types of actuators.
- viii. Differentiate between Nano and micro actuators.

**b. Micro Projects:**

1. Develop a relay-based motor control automation such that the motor reverses its direction when the limit switches are activated.
2. Develop a simulation to connect analog and digital input to the PLC.
3. Develop a simulation to connect analog and digital output to the PLC.
4. Develop a simple automatic water level controller using magnetic float switch.
5. Develop a simple automatic door system using optical sensor and linear actuator.
6. Troubleshoot the faulty equipment/kit available in automation laboratory
7. Select one industry and analyze the process and propose the automation strategies' that can be used for automation.
8. Develop a working model of a given application using given actuators and valves.

**c. Other Activities:**

1. Seminar Topics- PLC architecture, Different types of sensors, Industrial Applications of PLC and SCADA
2. Visits – Visit any industry with full or semi automation and prepare a report on type of automation used.
3. 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.
4. Product Development- Develop a prototype automatic railway crossing system  
Software Development- Download any open-source software for PLC and install on your laptop/PC and carry out basic PLC programming
5. Surveys – carry out market survey for different types of electrical actuators available and prepare the comparative technical specifications of electrical actuators used in industries.
6. Visit industry and prepare a report on different types of hydraulic and pneumatic circuits used by the industry in the given section, components used, power requirement, output achieved and maintenance activities required.

**d. Self-learning topics:**

1. Use of PLC for different industrial applications
2. Use of sensors in commercial field
3. Use of sensors in home automation
4. Compare Specifications of PLCs of different manufacturers of any one type PLC

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

COs	Scheme of Assessment (Marks)								
	Theory Assessment (TA)					Lab Assessment (LA)			
	Progressive Theory Assessment (PTA)# Class/Mid Sem Test	End Theory Assessment (ETA)**	Sessional Work & Self Learning Assessment (SWA)			Progressive Lab Assessment (PLA)			End Laboratory Assessment (ELA)#
Assignments(s)			Micro Projects	Other Activities*	Process Assessment (PRA)	Product Assessment (PDA)	Viva-Voce		
CO-1	15 %	20%	20 %	100	10 %	45%	35 %	100%	20 %
CO-2	20 %	20%	20 %		15 %	45%	35 %		20 %
CO-3	25 %	20%	20 %		15 %	45%	35 %		20 %
CO-4	25 %	20%	20 %		30 %	45%	35 %		20 %
CO-5	15 %	20%	20 %		30 %	45%	35 %		20 %
<b>Total Marks</b>	<b>20</b>	<b>70</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>8</b>	<b>8</b>	<b>4</b>	<b>30</b>

**Legend:**

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

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

# : Mentioned under point-(O)

**Note:** To calculate CO attainment 80% weightage of direct assessment tools and 20% of indirect assessment tools may be taken.

**N) Specification Table for End Semester Theory Assessment:** The course teacher has to decide and use appropriate assessment strategy and its weight age in theory, laboratory and sessional 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.

Unit Title and Number	Relevant COs Number(s)	Total Marks	ETA (Marks)		
			Remember (R)	Understanding (U)	Application & above (A)
Unit-1.0 Overview of Industrial Automation	CO1	12	4	6	4
Unit-2.0 Fundamentals of PLC	CO2	17	5	6	6
Unit-3.0 Sensors and Input field devices	CO3	16	4	6	6
Unit-4.0 Actuators and output devices	CO4	15	4	5	6
Unit- 5.0 Control system	CO5	10	3	4	4
<b>Total Marks</b>		<b>70</b>	<b>20</b>	<b>27</b>	<b>26</b>

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

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

S.NO	Laboratory Practical Titles	Relevant COs Number(s)	PLA #/ELA # (Marks)		
			Performance		Viva-Voce (10%)
			PRA (45%)	PDA (45%)	
1.	Identify major automation components in a given system	CO1	45 %	35 %	20%
2.	Analyze given traditional machine in the laboratory for and identify the steps and components required to automate it.	CO1	45 %	35 %	20%
3.	Use Scada software for simple application	CO1	45 %	35 %	20%
4.	Observe various parts and front panel indicators of a PLC	CO2	45 %	35 %	20%
5.	Observe different types of switches and their symbols sensors, lamp, alarm, motor, fan used in a PLC	CO2	45 %	35 %	20%
6.	Identify Analog input and output lines of a PLC	CO2	45 %	35 %	20%
7.	Identify digital input and output lines of a PLC	CO2	45 %	35 %	20%
8.	Practice using PLC to control various digital and analog output devices	CO2	45 %	35 %	20%
9.	Identify different types of digital inductive proximity sensor and its use	CO3	45 %	35 %	20%
10.	Identify different types of digital capacitive proximity sensor and its use	CO3	45 %	35 %	20%
11.	Identify different types of digital optical proximity sensor and its use	CO3	45 %	35 %	20%
12.	Identify different types of digital ultrasonic proximity sensor and its use	CO3	45 %	35 %	20%
13.	Identify different types of thermistor and its use	CO3	45 %	35 %	20%
14.	19. Observe the conversion of temperature to electric parameter conversion of a Thermocouple.	CO3	45 %	35 %	20%
15.	Observe different types of RTDs used in industries for temperature measurement	CO3	45 %	35 %	20%
16.	Observe different types of flow sensors used in industries for flow measurement	CO3	45 %	35 %	20%
17.	Observe different types of pressure sensors used in industries for pressure measurement	CO3	45 %	35 %	20%
18.	Observe the different types of load cell used in industries for force/weight measurement	CO3	45 %	35 %	20%
19.	Design and actuate pneumatic/ hydraulic circuit for the given situation	CO4	45 %	35 %	20%
20.	Operate hydraulic motor	CO4	45 %	35 %	20%
21.	Operate stepper motor	CO4	45 %	35 %	20%
22.	Thermal and magnetic actuators	CO4	45 %	35 %	20%
23.	Analyze the given system to study open loop, closed loop and feed forward path.	CO5	45 %	35 %	20%
24.	Analyze the given first order system and its	CO5	45 %	35 %	20%

S.NO	Laboratory Practical Titles	Relevant COs Number(s)	PLA #/ELA # (Marks)		
			Performance		Viva-Voce (10 %)
			PRA (45%)	PDA (45%)	
	transfer function and output response				
25.	Analyze the given second order system and its transfer function and output response	CO5	45 %	35 %	20%
26.	Analyze the given water level control system with on-off, Proportional control.	CO5	45 %	35 %	20%
27.	Analyze the given water level control system with P+I+D control.	CO5	45 %	35 %	20%

**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) 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.	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	3
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	4,5,6,7,8

S. No.	Name of Equipment, Tools and Software	Broad Specifications	Relevant Experiment/Practical Number
3.	Proximity sensors kit	The kit should comprise of the following proximity sensor - Inductive Proximity Sensor, Capacitive Proximity Sensor, Magnetic Sensor, Optical Sensor, Audio and LED indicator for the object detection. Along with learning material	9,10,11,12
4.	Temperature transducer kit	Temperature Transducers Test Bench includes different types of temperature sensors including bimetallic strip, RTD, thermocouple, thermistor, RTD/thermocouple temperature display and thermistor, temperature display, heater, fan, switches and its indicator. Separate heater and fan chamber with stand. On panel digital voltmeter, digital ammeter, RTD/thermocouple temperature display, NTC temperature display, toggle switch for heater and fan with indicator, experiments configurable through patch board, heavy duty Test bench, castor wheel (with locking mechanism) is provided at legs of Test bench so that it can be easily moved, enhanced electrical safety consideration.	12,13,14
5.	Pressure transducer kit	Pressure transducer kit should include different types of pressure sensors including capacitive pressure transducer, load cell, bourdon tube pressure gauge, and pressure vessel. Pressure vessel with pressure gauge, safety valve, non returning valve bourdon gauge and capacitive transducer and air compressor, on panel digital voltmeter, digital ammeter, 4-20ma display, 0-10V DC display, toggle switch for compressor, load cell with suitable weight, experiments configurable through patch board, self -contained, bench-mounting arrangement, castor wheel (with locking mechanism) is provided at legs of Test bench so that it can be easily moved, enhanced electrical safety consideration. Detailed experiment manual should be supplied with the kit.	16
6.	Flow sensor kit	Turbine flow sensor kit	15
7.	Strain Gauge kit	The kit should provide study of Strain Gauge and their application for measurement of Strain. It should help to study bridge configuration of Strain Gauge and the signal conditioning circuits required to measure strain. It should use cantilever beam arrangement to produce strain on Strain Gauge. The Strain Gauges are firmly cemented to the cantilever at the point where the strain is to be measured. Weights are placed on free end of cantilever. Strain developed changes the resistance of Strain Gauge which is detected by full bridge configuration. It should comprise of Seven-segment LED display showing strain in micro strain units. Different weights should be provided to perform linearity and sensitivity experiments. Detailed experiment manual should be supplied with the kit. Test-points to observe input output of each block, onboard gain and offset null adjustment, built in DC Power Supplies, 3½ digits LED display, onboard Cantilever arrangement, high repeatability and reliability  The kit should be capable of performing following experiments: <ul style="list-style-type: none"> <li>• Measuring strain using strain gauges and cantilever assembly.</li> <li>• Determination of linear range of operation of strain measurement.</li> <li>• Determination sensitivity of the kit</li> </ul>	17
8.	Cut sections of pumps, actuators, valves and	Suitably cut and mounted on a sturdy base to show the internal details.	18

S. No.	Name of Equipment, Tools and Software	Broad Specifications	Relevant Experiment/Practical Number
	accessories used in hydraulic systems		
9.	Working models of pumps, actuators, valves and accessories used in hydraulic systems	Working models mounted on sturdy base to demonstrate the operation.	18
10.	Working models of pumps, actuators, valves and accessories used in pneumatic systems	Working models mounted on sturdy base to demonstrate the operation.	18
11. 8	Oil Hydraulic trainer	<p>Mounted on sturdy base fitted with all standard units and accessories to create various hydraulic circuits.</p> <p>Hydraulic trainer with simulation software</p> <p>Pneumatic trainer with simulation software</p> <ul style="list-style-type: none"> <li>• Filter Regulator Combination with Lubricator (FRL Unit) with pressure gauge , Junction Box with slide valve, Push Button Valve , 3/2 NC Roller lever valve ,3/2 NC Roller lever valve ,5/2 Double external pilot operated valve, 5/2 External pilot operated valve with spring return , 5/2 Hand lever with spring return, 5/2 Hand lever valve with detent – for maintained pilot operation of a SAC , 5/2 Valve with Lever head, 5/2 Value with Mushroom head , Flow control valve – Metering IN &amp; OUT , Shuttle Valve (OR valve) , Quick Exhaust Valve with Quick coupler plug</li> <li>• Double Acting Cylinder (DAC) with Quick coupler socket (with accessories: Screw driver – for cushioning adjustment), Single Acting Cylinder (SAC), Swivel fitting assembly with Quick coupler plug, Multi distributor fittings (for cascading circuit designing)</li> <li>• Single Solenoid Valve with Spring Return (with LED), Double Solenoid Valve (with LED), Magnetic Reed Switch, Magnetic Reed Switch, Relay Logic Unit – 2C/0-3 relays, Electrical Push Button Unit, Electrical Selector Switch Unit, Timer</li> </ul>	18
12.	Pneumatic Trainer	<p>Mounted on sturdy base fitted with all standard units and accessories to create various Pneumatic circuits.</p> <p>Pneumatic trainer with simulation software</p> <ul style="list-style-type: none"> <li>• Filter Regulator Combination with Lubricator (FRL Unit) with pressure gauge, Junction Box with slide valve</li> <li>• Push Button Valve, 3/2 NC Roller lever valve, 3/2 NC Roller lever valve, 5/2 Double external pilot operated valve (Memory valve)</li> <li>• 5/2 External pilot operated valve with spring return, 5/2 Hand lever with spring return, 5/2 Hand lever valve with detent, 5/2 Valve with Lever head ,5/2 Value with Mushroom head, Flow control valve, Shuttle Valve (OR valve), AND valve</li> <li>• Quick Exhaust Valve with Quick coupler plug, Double Acting Cylinder (DAC) with Quick coupler socket, Single Acting Cylinder (SAC), Swivel fitting assembly with Quick coupler plug</li> <li>• Aluminum Profile Table Top, Profile Table Top, Miniature Double Acting Cylinder (DAC), Single Solenoid Valve with Spring Return, Double Solenoid Valve (with LED)</li> <li>• Magnetic Reed Switch, Relay Logic Unit – 2C/0-3 relays, Electrical Push Button Unit, Electrical Selector Switch Unit (Black Selector – 1 no, Green Push Button – 1 no), Timer, Simulation software</li> </ul>	18

S. No.	Name of Equipment, Tools and Software	Broad Specifications	Relevant Experiment/Practical Number
13.	Advanced Electro - Hydraulic and Electro - Pneumatic Hardware systems with work stations and simulation software	<ul style="list-style-type: none"> <li>Electro - Hydraulic and Electro - Pneumatic Hardware systems with PLC and simulation software</li> <li>Profile plate, Frame with Castor Wheels, Filter, Lubricator, Regulator with pressure gauge, Hand Slide Valve, Connection component set, Plastic Tubing, Power Supply &amp; cables, Pressure Gauge, 3/2 Way double solenoid valve</li> </ul>	18
14.	Output devices	Servomotor, DC motor, AC motor, stepper motor, Conveyer Belt control by PLC, water level control etc.	18,19,20
15.	Thermal actuators	Hot-And-Cold-Arm Actuators, Chevron-Type Actuators	21
16.	Magnetic actuators	Moving Coil Controllable Actuators, Moving Iron Controllable Actuator	21
17.	Open and closed loop control system kit	Open and closed loop system kit should be able to measure the output response using CRO	22
18.	First and second order control system	First and second order system with input and output terminals provision	23,24
19.	Process control system with feed forward path kit	Process control system with feed forward path kit with input and output terminals provision	22
20.	PID Controller Test Bench	PID Controller Test Bench is a complete setup to control process through two-point (on/off) and three-point (PID) controllers. Industrial PID controller with RS485 communication facility, Thermocouple temperature sensor, Float switch for detection of water level, Temperature measurement and control, User friendly software, USB Interface, Heavy duty Test bench, Electrical control panel, Leak proof sturdy piping and tanks, SS Sump tank for inlet and outlet of water, Enhanced electrical safety considerations, Caster wheel (with locking mechanism) at the legs of Testbench for easy movement.	25,26

## R) Suggested Learning Resources:

### (a) Suggested 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, ISBN13: 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) Suggested Open Educational Resources (OER):**

1. Process Automation Control- online Tutorial: [www.pacontrol.com](http://www.pacontrol.com)
2. PLC product: [www.seimens.com](http://www.seimens.com)
3. [www.ab.rockwellautomation.com](http://www.ab.rockwellautomation.com)
4. PLC product: [www.abb.co.in](http://www.abb.co.in)
5. Different product of PLC and Peripherals, Smart Tile CPU Board, All in one lighting energy controller, Classic PLC [www.triplc.com](http://www.triplc.com)
6. Simulation software:<http://plc-training-rslogix-simulator.soft32.com/free-download/>
7. Simulator: [www.plcsimulator.net/](http://www.plcsimulator.net/)
8. [https://www.youtube.com/watch?v=y2eWdLk0-Ho&list=PLIn3BHg93SQ\\_X5rPjqP8gLLxQnNSMHuj-](https://www.youtube.com/watch?v=y2eWdLk0-Ho&list=PLIn3BHg93SQ_X5rPjqP8gLLxQnNSMHuj-)
9. <https://www.youtube.com/watch?v=86CrhxgAKTw>

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

**(c) Others: (If any)**

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

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- A) **Course Code** : **2000505G / 2000508G / 2000511G**  
 B) **Course Title** : **Electric Vehicle (Basic)**  
 C) **Prerequisite Course(s)** :  
 D) **Rationale** :

Fossil fuel consumption and its adverse impact on the environment have led most nations in the world to adopt electric vehicles for mobility. Most automobile companies are switching from internal combustion engines to electric, a cleaner, and more sustainable alternative. But, in the present scenario, the automobile industries are facing a shortage of skilled technicians needed for the transition to electric drives as the primary source of motive power. There is a huge skill gap between industry and academia when it comes to the task of taking the entire automobile industry towards electric mobility. Therefore, this basic course on an electric vehicles is included in the curriculum of the diploma programme as an open elective course to fill this gap and gain a basic understanding of the importance and necessity of electric vehicles. This course tends to enable participants with multidisciplinary exposure and give them a brief idea about electric vehicles, and their importance. This course gives some basic technical foundations regarding electric vehicles to help them move on to advanced electric vehicle courses.

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

- CO-1** Classify the EVs based on configurations.
- CO-2** Identify relevant Motors for the given EV application.
- CO-3** Test the performance of batteries used for EV applications.
- CO-4** Distinguish between the EV Charging stations based on their Configurations.
- CO-5** Follow regulatory requirements and policies for EV Industry.

- F) **Course Articulation Matrix:**

Course Outcomes (COs)	Programme Outcomes (POs)							Programme Specific Outcomes (PSOs)(if any)		
	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	PSO-3
<b>CO-1</b> Classify the EVs based on configurations	3	2	-	2	2	-	3			
<b>CO-2</b> Identify relevant Motors for the given EV application.	3	2	2	2	2	1	3			
<b>CO-3</b> Test the performance of batteries used	2	2	3	3	2	2	3			

Course Outcomes (COs)	Programme Outcomes (POs)							Programme Specific Outcomes (PSOs)(if any)		
	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	PSO-3
for EV applications										
<b>CO-4</b> Distinguish between the EV Charging stations based on their configurations	2	2	1	2	2	1	2			
<b>CO-5</b> Follow regulatory requirements and policies for EV Industry.	1	1	-	-	3	1	2			

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

### G) Scheme of Studies:

CourseCode	Course Title	Scheme of Studies (Hours/Week)					
		Classroom Instruction (CI)		Lab Instruction (LI)	Notional Hours (SW+SL)	Total Hours (CI+LI+SW+SL)	Total Credits(C)
		L	T				
2000505G / 2000508G / 2000511H	Electric Vehicles (Basic)	02	-	04	02	08	05

**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 in the 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.

SW: Sessional Work/Term work (includes assignments, seminars, micro-projects, industrial visits, any other student activities, etc.)

SL: Self-Learning, MOOCs, Spoken Tutorials, Open Educational Resources (OERs)

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

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

## H) Scheme of Assessment:

Course Code	Course Title	Scheme of Assessment (Marks)						Total Marks (TA+SWA+LA)
		Theory Assessment (TA)		Sessional Work Assessment (SWA)		Lab Assessment (LA)		
		Progressive Theory Assessment (PTA)	End Theory Assessment (ETA)	Progressive Sessional Work Assessment (PSWA)	End Sessional Work Assessment (ESWA)	Progressive Lab Assessment (PLA)	End Laboratory Assessment (ELA)	
2000505G / 2000508G / 2000511G	Electric Vehicles (Basic)	30	70	20	30	20	30	200

### Legend:

PTA: Progressive Theory Assessment in the 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)

SWA: Sessional Work/Term work & Self-Learning Assessment (Includes assessment related to student performance in self-learning, assignments, Seminars, micro-projects, industrial visits, any other student activities etc.

**Note:** Separate passing is a must for progressive and end-semester assessment for both theory and practical.

## 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), Sessional 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, Indian Knowledge System (IKS) and others must be integrated appropriately.

## J) Theory Session Outcomes (TSOs) and Units: [2000505G]

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
TSO 1a. Identify the types of the vehicle based on the physical features, specification data and information. TSO 1b. State the advantages of EVs over Conventional IC Engine Vehicles. TSO 1c. Identify different components of Electric Vehicle systems TSO 1d. Explain the functions of different components of the EV	<b>Unit-1.0 Introduction to Electric Vehicle</b> Review of Conventional Vehicle Engine System Electric Vehicle (EV) <ul style="list-style-type: none"> <li>• The necessity of Electric Vehicle</li> <li>• Types of Electric Vehicles               <ul style="list-style-type: none"> <li>- Plug-in hybrid</li> <li>- Battery electric vehicle</li> <li>- Hybrid electric vehicle</li> <li>- Fuel Cell Electric Vehicle</li> </ul> </li> <li>• Advantages of Electric Vehicles</li> </ul> Electric Vehicle Components: Motor, Motor Controller, Battery, Battery Management System, and Charging System.	CO1
TSO 2a. Explain the general characteristics of motors used in EV TSO 2b. List different types of motors used in EV TSO 2c. Explain the working principles of motors used in	<b>Unit-2.0 Electric Motors used in EVs</b> Electric Motors for EV applications <ul style="list-style-type: none"> <li>• General Characteristics of motors</li> <li>• Types of Motors: DC, Brushless DC,</li> </ul>	CO2

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
TSO 2d. EV applications Interpret the nameplate ratings of the motors for EV applications. TSO 2e. Explain the motor selection criteria for particular EV applications. TSO 2f. Describe the Mechanical and Electrical Connections of Motors.	Induction, Permanent Magnet Synchronous Motors, Switched Reluctance Motors Rating of Motors Selection Criteria Physical Location Connection of Motors: Mechanical Connections and Electrical Connections	
TSO 3a. List the batteries used in EVs for energy storage TSO 3b. State various parameters related to batteries used in EV applications. TSO 3c. Explain the charging and discharging process of the given batteries. TSO 3d. Explain the salient features of Lithium Ion batteries TSO 3e. Explain the Fuel Cell Storage System. TSO 3f. Identify various sensors installed for monitoring Battery condition. TSO 3g. Explain Battery Management System in EV using Block Diagram. TSO 3h. Describe the procedure of battery Disposal and Recycling	<b>Unit- 3.0 EV Batteries and Energy Storages</b> Types of Batteries: Lead Acid, Nickel Based, Lithium Based Battery Parameters Charging (AC) and Discharging(DC) Process Lithium Ion Batteries Fuel Cells, Fuel Cell Storage System Battery Condition Monitoring Battery Management System (BMS) <ul style="list-style-type: none"> <li>• Need of BMS</li> <li>• Block Diagram of BMS</li> </ul> Battery Disposal and Recycling	<b>CO3</b>
TSO 4a. Identify different types of diodes and transistors. TSO 4b. Describe the testing procedure for the given Diode and Transistor. TSO 4c. Explain the working principles of the given power electronic converter circuit. TSO 4d. Describe the types of Charging Systems TSO 4e. Describe different Components of the Charging System TSO 4f. Explain the working of the Charging System using a single-line diagram.	<b>Unit- 4.0 EV Charging Systems</b> Power electronics in EV <ul style="list-style-type: none"> <li>• Power electronics components</li> <li>• Rectifiers</li> <li>• DC to DC Converter</li> <li>• DC to AC Converter</li> </ul> Charging System <ul style="list-style-type: none"> <li>• Types of charging Systems</li> <li>• Components of Charging Systems</li> <li>• Single line Diagram of Charging System</li> </ul>	<b>CO4</b>
TSO 5a. Understand the Rules and Regulations set by the Government for selecting and manufacturing various components of an electric vehicle. TSO 5b. Understand the Policies for E-Vehicles. TSO 5c. Appreciate the importance of the reduction of greenhouse gases in the environment.	<b>Unit- 5.0 Regulatory Requirements and Policies for EV Industry</b> Rules and Regulations set by the Indian government for the designer/manufacturer of EVs. Policies in India Global Policies for E- Vehicles. Carbon Footprint Issues	<b>CO5</b>

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

#### K) Laboratory (Practical) Session Outcomes (LSOs) and List of Practical [2000508G]

Practical/Lab Session Outcomes (LSOs)	S. No.	Laboratory Experiment/Practical Titles	Relevant COs Number(s)
LSO 2.1 Use the relevant digital meter for the given application. LSO 2.2 Use a measuring instrument for the given application. LSO 2.3 Use safety kits while working in the	1.	<ul style="list-style-type: none"> <li>• Practice using digital meters such as AC, DC Clamp Meters, Digital Multimeters, Lux Meters, etc.</li> <li>• Practice using Screw Driver Kit, Vernier</li> </ul>	CO1

Practical/Lab Session Outcomes (LSOs)		S. No.	Laboratory Experiment/Practical Titles	Relevant COs Number(s)
laboratory.			Caliper, Micrometer, Ampere Meter, Voltage Meter, and Techno-meter. • Practice using safety kits.	
LSO 2.1	Identify the motors used in EV applications	2.	• Identification of motors used in EVs	CO2
LSO 2.2	Identify the given motor terminals			
LSO 3.1	Identify the batteries available in the laboratory.	3.	• Testing of Batteries used in EVs	CO3
LSO 3.2	Measure an open circuit voltage of the given battery.			
LSO 3.3	Determine the Ampere -Hour Capacity of the given battery with a given load.			
LSO 3.4	Test the performance of the given battery with different charging rates and at different ambient temperatures			
LSO 3.5	Demonstrate the effect on the state of health of the battery after several charge/discharge cycles.			
LSO 3.6	Evaluate the temperature cut-off point for the given BMS.		• Battery Management System	
LSO 4.1	Identify the Electrical & Electronics components available in the laboratory using Digital Multimeters.	4.	• Power electronic circuits	CO4
LSO 4.2	Test the given power electronic components using digital meters			
LSO 4.3	Identify the given Power Electronic Circuits used in EVs			
LSO 4.4	Identify the components of the Charging System		• Identification of Charging systems	
LSO 4.5	Recognize the types of Charging Systems available in the Laboratory			

#### L) Sessional Work and Self-Learning: [2000511G]

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

#### b. Micro Projects:

1. Collect the information related to the performance of different types of electric vehicles and prepare a comparative report on economic and environmental analysis.
2. Collect specifications of different EVs available in the market.
3. Build and test a prototype circuit of converters used in an electric vehicle.
4. Visit a nearby Electric vehicle showroom or service centre & collect information on different types of motors used in electric vehicles and prepare a comparative report on their performance,
5. Visit a nearby charging station and prepare a report describing the layout and components of the charging station.

#### c. Other Activities:

##### 1. Seminar Topics:

- Communication Systems, Sensors and batteries used in Evs.
- Technological advances in Evs
- Comparison of EVs manufactured by different companies.

2. **Surveys** – Survey the market and gather information on the electric vehicle manufacturers and submit the report.

3. **Product Development**- Develop an electric vehicle prototype using locally procured hardware components.

#### d. Self-learning topics:

- Global Manufacturers of EV
- Indian Manufacturers of EV

- Motors used in EV
- Batteries used in EV
- Cost comparison of EVs in market

**M) Course Evaluation Matrix:** The course teacher has to decide and use the appropriate assessment strategy and its weightage, in theory, laboratory and sessional 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)**		Sessional Work Assessment (SWA)			Lab Assessment (LA)#	
	Progressive Theory Assessment (PTA) Class/Mid Sem Test	End Theory Assessment (ETA)	Sessional 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	15%	30%	20%	--	34%	15%	20%
CO-4	30%	30%	20%	50%	--	30%	20%
CO-5	30%	20%	20%	50%	--	30%	20%
Total Marks	30	70	20	20	10	20	30
			50				

Legend:

\*: Other Activities include seminars, visits, surveys, product development, software development etc.

\*\* : Mentioned under

point#: Mentioned under

point

**Note:** 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) Specification Table for End Semester Theory Assessment:** The course teacher has to decide and use the appropriate assessment strategy and its weightage, in theory, laboratory and sessional 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.

Unit Title and Number	Relevant COs Number(s)	Total Marks	ETA (Marks)		
			Remember (R)	Understanding (U)	Application & above (A)
Unit-1.0 Introduction to Electric Vehicle	CO1	12	3	5	4
Unit-2.0 Electric Motors used in EVs.	CO2	15	4	6	5
Unit- 3.0 EV Batteries and Energy Storages.	CO3	20	5	9	5
Unit- 4.0 EV Charging Systems	CO4	15	5	6	4
Unit- 5.0 Regulatory Requirements and Policies for EV Industry	CO5	8	3	3	3
<b>Total Marks</b>		<b>70</b>	<b>20</b>	<b>29</b>	<b>21</b>

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

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

S. N.	Laboratory Practical Titles	Relevant COs Number(s)	PLA/ELA		
			Performance		Viva-Voce (%)
			PRA (%)	PDA (%)	
1	Practice using digital meters such as AC, DC Clamp Meters, Digital Multimeters, Lux Meters, etc.	CO1	30	-	20
2	Practice using Screw Driver Kit, Vernier Caliper, Micrometer, Ampere Meter, Voltage Meter, and Techno-meter.				
3	Practice using safety kits.				
4	Identification of motors used in EV	CO2	15	40	30
5	Testing of Batteries used in EVs	CO3	15	40	30
6	Battery Management System	CO3			
7	Power electronic circuits	CO4	40	20	20
8	Identification of Charging systems	CO4			

**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) 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, Labs, and 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.	AC, DC Clamp Meters	Application: Non-contact AC/DC Voltage and Current measurement <b>AC Application:</b> Current: 0-200Amp, Voltage: 0-600Volt <b>DC Application:</b> Current: 4-20mA, Voltage: 0-30Volt.	1
2.	Digital Multimeters	Display: 4 ½ digit Indications: overload protection, polarity indication, over range indication. Auto range change and auto polarity change facility, auto display of polarity and decimal point. <b>DC:</b> Volt: 200mV-600V, Current: 200mA-2A <b>AC:</b> Volt: 200mV-1000V, Current: 200mA-2A Resistance: 200W-20mW, Power supply: 230V, 50Hz Battery operation: 9 Volt battery Electronic components testing facility should be provided in the Multimeter. A provision for an A.C. adaptor(eliminator) must be available along with the multimeter.	1, 3
3.	Lux Meters	Functions: MAX / MIN, Backlight, Auto Power Off Range: 0 ~ 200,000 lux 0 ~ 20,000 fc Accuracy: ± 5% rdg + 10 dgt (< 10.000 lux / fc) ± 10% rdg +	1

S. No.	Name of Equipment, Tools and Software	Broad Specifications	Relevant Experiment/Practical Number
		10 dgt (>10.000 lux / fc) Resolution: 0.1 lux or 0.1 fc Accessories: Carrying Case, Installation Manual, 9V Battery (installed).	
4.	Screw Driver toolbox	All types of screw drive sets.	1
5.	Vernier Caliper	<b>Range:</b> Lower scale: 0-200mm, Upper Scale: 0-12inch <b>Vernier Resolution:</b> Lower Scale: 0.02mm, Upper Scale: 0.001inch	1
6.	Micrometer	0-25mm (inside/outside)	1
7.	Ampere Meter	Moving iron and Moving Coil	1
8.	Voltmeter	AC(0-250V)/DC(0-24V)	1
9.	Tachometer	For speed measurement (0-3000rpm)	1
10.	Resistors	Low-value Resistors of different types	1,4
11.	Capacitors	Low-value electrolyte Capacitors.	1,4
12.	Inductors	Low-value inductors.	1,4
13.	Safety Kit	First Aid Kit, Helmet, Face Mask, Gloves etc.	1
14.	Motors for Electric Vehicle application	Brushless DC, Induction, Permanent Magnet Synchronous Motors, Switched Reluctance Motors	2
15.	EV Machine Cut-out section	for demonstration & training	2
16.	EV mock layout	for demonstration & training	2
17.	Lithium Ion Battery	12V, 7Ah	3
18.	Lead-acid battery	12V, 7Ah	3
19.	Nickel-based batteries (metal hydride and cadmium battery).	12V, 7Ah	3
20.	Battery internal resistance meter	For O.C. voltage & internal battery resistance of each cell	3
21.	Cell Capacity tester	Up to 15V batteries and 3A load current, 10mV voltage and 1mA current resolution, Automatic detection of termination voltage, LED display with a 3-button interface.	3
22.	BMS setup	For Demonstration & training	3
23.	DC power supply	0-32V	3
24.	Power diodes	Power diodes of different current values.	1, 4
25.	Transistors	Power Transistors (NPN, PNP) for Low-frequency high-power applications.	1,4
26.	Voltage Sensors	0-12 Volts.	1,3,4

S. No.	Name of Equipment, Tools and Software	Broad Specifications	Relevant Experiment/Practical Number
27.	Current Sensors	Volts: + 15v, 0-5v, Current: 4-20mA.	1,3,4
28.	Converter Models	DC to DC and DA to AC converter model	4
29.	Charging Station Simulator	For Demonstration & training purposes.	4
30.	EV Technology layout 3D poster with frame	Fuel cell, EV- Charging Systems, HEV, FCEV, Motors & Controllers etc.	3,4

**R) Suggested Learning Resources:**

**(a) Suggested Books :**

S. No.	Titles	Author(s)	Publisher and Edition with ISBN
1.	Handbook on Electric Vehicles Manufacturing (E-Car, Electric Bicycle, E- Scooter, E-Motorcycle, Electric Rickshaw, E- Bus, Electric Truck with Assembly Process, Machinery Equipments & Layout)	P.K. Tripathi	Niir Project Consultancy Services; 1st edition (1 January 2022) ISBN-13 : 978-8195676927
2.	Electric Vehicles: And the End of the ICE age	Anupam Singh	Kindle Edition ASIN : B07R3WFR28
3.	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
4.	Modern Electric, Hybrid Electric, and Fuel Cell Vehicles	EHSANI	CRC Press; Third edition (1 January 2019) ISBN-13 : 978-0367137465
5.	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
6.	New Perspectives on Electric Vehicles	Marian Găiceanu (Editor)	IntechOpen (30 March 2022) ISBN-13 : 978-1839696145

**(b) Suggested Open Educational Resources (OER):**

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>

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

**(c) Others: (If any)**

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

- A) Course Code : 2000505 H / 2000508 H / 2000511H  
 B) Course Title : Robotics (Basics)  
 C) Pre- requisite Course(s) :  
 D) Rationale :

Currently, industries demand non-stop and fine quality work in different processes used. It is difficult for the human beings to give same quantity and quality of work with respect to time, environment and complexity of the work in any process industry. To get quality and quantity of work in toughest environment or the environment which is not suitable for the humans to work, industries demand for robots and its operator. Operators who will operate these robots need some basic knowledge of robotics. To fulfill the need of industries and looking to the advancement in technology, this course aims for the diploma engineers to have knowledge and skills in robotics.

- 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-**

Select robots for given applications employing basic concepts of design and functions of robots.

Interpret co-ordinate systems and degree of freedom for robots.

Use sensors and drives in context of various robotic applications.

Select appropriate robot control techniques,

Use programs to operate robots.

**F) Course Articulation Matrix:**

Course Outcomes (COs)	Programme Outcomes (POs)							Programme Specific Outcomes (PSOs) (if any)		
	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	PSO-3
CO-1	3	-	3	-	2	2	2			
	3	2	1	2	-	-	-			
CO-2	3	2	1	2	2	-	2			
CO-3	3	1	1	2	-	-	-			
CO-4	3	2	3	3	2	3	2			

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

**G) Scheme of Studies:**

Course Code	Course Title	Scheme of Studies (Hours/Week)					
		Classroom Instruction (CI)		Lab Instruction (LI)	Notional Hours (SW+ SL)	Total Hours (CI+LI+SW+SL)	Total Credits(C)
		L	T				
2000505H/ 2000508H/ 2000511H	Robotics (Basics)	02	-	04	02	08	05

**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 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.

SW: Sessional Work/Term work (includes assignments, seminars, micro projects, industrial visits, any other student activities etc.)

SL: Self Learning, MOOCs, spoken tutorials, open educational resources (OERs)

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

**Note:** SW 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) Scheme of Assessment:**

Course Code	Course Title	Scheme of Assessment (Marks)						Total Marks (TA+SWA+LA)
		Theory Assessment (TA)		Sessional Work Assessment (SWA)		Lab Assessment (LA)		
		Progressive Theory Assessment (PTA)	End Theory Assessment (ETA)	Progressive Sessional Work Assessment (PSWA)	End Sessional Work Assessment (ESWA)	Progressive Lab Assessment(PLA)	End Laboratory Assessment (ELA)	
2000505H / 2000508H / 2000511H	Robotics (Basics)	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)

SWA: Sessional Work/Term work & Self Learning Assessment (Includes assessment related to student performance in self learning, assignments, Seminars, micro projects, industrial visits, any other student activities etc.

**Note:** Separate passing is must for progressive and end semester assessment for both theory and practical.

**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), Sessional 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, Indian Knowledge System (IKS) and others must be integrated appropriately.

**J) Theory Session Outcomes (TSOs) and Units: [2000505H]**

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
TSO 1a. Explain the basic terms used in robotics TSO 1b. Identify components used in robots. TSO 1c. Explain various types of movements. TSO 1d. Distinguish various robots' configurations and their workspace. TSO 1e. Evaluate the degrees of freedom of the given robot. TSO 1f. Specify the methods of conversion of the given linear motion into rotary motion and vice-versa. TSO 1g. List the criteria for selecting robot for the given simple application with justification.	<b>Unit-1.0 Basics of Robotics Systems</b> 1.1 Definition, need, brief history of robotics 1.2 Basic Robot terminology, configuration and its working 1.3 Robot components overview - Manipulator, End effecters, Drive system, Controller, Sensors 1.4 Basic structure of a Robot and Classification – Cartesian, Cylindrical, Spherical, Horizontal articulated (SCARA), Parallel; Mechanism, Degree of freedom, Links and joints, Wrist rotation, Mechanical transmission-pulleys, belts, gears, harmonic drive (gear box) 1.5 Linear and Rotary motion and its devices 1.6 Selection criteria for robots	CO1, CO2

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)
<p>TSO 2a. Explain the working of various types of End effecters used in robots with diagram.</p> <p>TSO 2b. Explain with sketches the function of the given sensing device used in a robot.</p> <p>TSO 2c. Describe working of the given sensor used in robot.</p> <p>TSO 2d. Explain the given robot configuration.</p> <p>TSO 2e. Select relevant robot sensors for a given application with justification.</p> <p>TSO 2f. Describe robot machine vision concepts along with block diagram of robot vision system.</p> <p>TSO 2g. Select vision equipment for a given robotic application.</p>	<p><b>Unit– 2.0 Robot Components</b></p> <p>2.1 End effecters: types, sketches, working and applications</p> <p>2.2 Sensing and Feedback devices: Optical sensors, Proximity sensors, LVDT, Thermocouple, RTD, Thermistor, Force sensing – strain gauge, Piezoelectric, Acoustic sensing Feedback devices; Potentiometers; Optical encoders; DC tachometers;</p> <p>2.3 Robot machine vision: Block diagram of robot vision system, Vision equipment-camera, Imaging Components: Point, Line, Planar and Volume Sensors, Image processing, Part recognition and range detection</p>	CO3
<p>TSO 3a. Explain with sketches the function of the specified actuator used in a robot.</p> <p>TSO 3b. Differentiate between open loop and closed loop systems.</p> <p>TSO 3c. Explain various robotic controls.</p> <p>TSO 3d. Describe block diagrams of the given control system.</p> <p>TSO 3e. Specify drive system used for robotic control as per requirement.</p> <p>TSO 3f. Differentiate the various robot path controls.</p> <p>TSO 3g. Justify the selection of actuators, drives, control system, AC servo motor and path control for making of a robot.</p>	<p><b>Unit– 3.0 Robotic Drive System and Controller</b></p> <p>3.1 Actuators; Hydraulic, Pneumatic and Electrical drives; linear actuator; Rotary drives</p> <p>3.2 Control systems : Open loop and close loop with applications and its elements, Servo and non-servo control systems – Types, basic principles and block diagram Robot controller; Level of Controller</p> <p>3.3 AC servo motor; DC servo motors and Stepper motors;</p> <p>3.4 Robot path control: Point to point, Continuous path control and Sensor based path control</p>	CO4
<p>TSO 4a. Explain various robot programming languages.</p> <p>TSO 4b. Programme robot for a given simple job.</p> <p>TSO 4c. Describe the procedure to simulate the given robot movements using the relevant software.</p>	<p><b>Unit– 4.0 Introduction to Robot Programming</b></p> <p>4.1 Need and functions of programming</p> <p>4.2 Methods of robot programming: Manual Teaching, Teach Pendant, Lead through, Programming languages. Programming with graphics.</p> <p>4.3 Programming languages: Types, features and applications</p> <p>4.4 Controller programming</p> <p>4.5 Simulation for robot movements</p>	CO5
<p>TSO 5a. Select a robot for the given application.</p> <p>TSO 5b. Describe various applications of Robotics.</p> <p>TSO 5c. Explain safety norms in robot handling.</p> <p>TSO 5d. Describe maintenance procedure for the given robot.</p> <p>TSO 5e. Describe common problems in robot operations and suggest remedial action.</p>	<p><b>Unit– 5.0 Robotics Applications and Maintenance aspects</b></p> <p>5.1 Application robots including special types</p> <p>5.2 Robot maintenance: Need and types</p> <p>5.3 Common troubles and remedies in robot operation.</p> <p>5.4 General safety norms, aspects and precautions in robot handling</p>	CO1,CO2, CO3,CO4

Major Theory Session Outcomes (TSOs)	Units	Relevant COs Number(s)

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

**K) Laboratory (Practical) Session Outcomes (LSOs) and List of Practical [2000508H]**

Practical/Lab Session Outcomes(LSOs)	S. No.	Laboratory Experiment/Practical Titles	Relevant COs Number(s)
LSOs 1.1 Identify parts of Robot on the basis of function. 1.2 Identify joint type & link parameters (link length, link twist, and Link offset), rotational vs. linear motion, used in robot.	1.	Identify components and different configurations of robots.	CO1
LSOs 2.1 Identify different types of robot end effecters. 2.2 Use Mechanical grippers to hold objects. 2.3 Use Vacuum grippers to hold objects.	2.	Pick/hold different objects (shape/weight/stiffness) using robot end effecters.	CO1, CO2
LSOs 3.1 Assemble the complete robot using the components as per the procedure 3.2 Apply the functionalities available in rotor trainer kit. 3.3 Test for various configurations. 3.4 Test for various degrees of freedom.	3.	Assemble robot to test various configurations and degrees of freedom using robot trainer kit.	CO1, CO2
LSOs 4.1 Identify various types of sensors used in robotic application. 4.2 Measure angular motion using Synchros. 4.3 Detect objects using optical sensors.	4.	Use different types of robotic sensors for a specific situation.	CO3
LSOs 5.1 Interface stepper motor. 5.2 Control robot with stepper motor interfacing.	5.	Perform robot control with stepper motor interfacing	CO3
LSOs 6.1 Draw the labelled sketch of individual parts and robot arm. 6.2 Assemble the arm using the parts as per the procedure. 6.3 Interface the motor drive and operate.	6.	Assemble robot arms using mechanical transmission components and interface motor drive.	CO2, CO3
LSOs 7.1 Use open source or available relevant software to develop pick and place programme. 7.2 Perform simulation.	7.	Perform pick and place operation using Simulation Control Software.	CO5
LSOs 8.1 Develop programme for using a robot arm with three degrees of freedom. 8.2 Execute the programme.	8.	Perform 2D simulation of a 3 DOF robot arm.	CO2, CO4, CO5

Practical/Lab Session Outcomes(LSOs)	S. No.	Laboratory Experiment/Practical Titles	Relevant COs Number(s)
LSOs 9.1 Apply stepper motor control with direction control and step control logic simulation. 9.2 Perform basic PLC programming 9.3 Develop ladder logic programs 9.4 Use programming timers	9.	Programme 5-axis Robotic arm to control various motions.	CO3, CO4, CO5
LSOs 10.1 Develop a program for a simple application. 10.2 Execute the robot programme.	10.	Program to execute a simple robot application (like painting, straight welding) using a given configuration.	CO4, CO5

**L) Sessional Work and Self Learning: [2000511H]**

- 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 stair climb robot using robotic components.
  2. Develop RF controller robot using robotic components.
  3. Develop robot for metal detection application using robotic components.
  4. Develop line follower robot using robotic components.
  5. Develop solar floor cleaner robot using robotic components.
  6. Develop solar tracker system using robotic components.
  7. Develop a greenhouse managing robot for a horticulture application.
- c. **Other Activities:**
  1. Seminar Topics: Recent developments in the field of robotics
  2. Visits: Visit an automation industry and prepare report for various types of robots employed there and details of any one type of special purpose robot used
  3. Case Study: Identify a robotic application in automobiles and present a case study
  4. Self learning topics:
    - History of industrial robot
    - Sociological consequences of Robots

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

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

Marks			50		
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**Legend:**

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

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

# : Mentioned under point-(O)

**Note:** 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) Specification Table for End Semester Theory Assessment:** The course teacher has to decide and use appropriate assessment strategy and its weightage in theory, laboratory and sessional work for ensuring CO attainment. The response/performance of the student in each of these designed activities is to be assessed to calculate CO attainment.

Unit Number and Title	Relevant COs Number(s)	Total Marks	ETA (Marks)		
			Remember (R)	Understanding (U)	Application & above (A)
Unit-1.0 Basics of Robotics Systems	CO1,CO2	20	7	7	5
Unit– 2.0 Robot Components	CO2,CO3	16	3	8	5
Unit– 3.0 Robotic Drive System and Controller	CO3,CO4	12	4	4	5
Unit– 4.0 Introduction to Robot Programming	CO5	10	2	4	4
Unit– 5.0 Robotics Applications and Maintenance aspects	CO1,CO2, CO3,CO4	12	4	4	4
<b>Total Marks</b>		<b>70</b>	<b>20</b>	<b>27</b>	<b>23</b>

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

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

S. No.	Laboratory Practical Titles	Relevant COs Number(s)	PLA/ELA		
			Performance		Viva-Voce (%)
			PRA (%)	PDA (%)	
1.	Identify components and different configurations of robots.	CO1	30	50	20
2.	Pick/hold different objects (shape/weight/stiffness) using robot end effecters.	CO1, CO2	60	30	10
3.	Assemble robot to test various configurations and degrees of freedom using robot trainer kit.	CO1, CO2	70	20	10
4.	Use different types of robotic sensors for a specific situation.	CO3	60	30	10
5.	Perform robot control with stepper motor interfacing	CO3	70	20	10
6.	Assemble robot arms using mechanical transmission components and interface motor drive.	CO2, CO3	60	30	10
7.	Perform pick and place operation using Simulation Control Software.	CO5	70	20	10
8.	Perform 2D simulation of a 3 DOF robot arm.	CO2, CO4, CO5	60	30	10
9.	Programme 5-axis Robotic arm to control various motions.	CO3, CO4, CO5	60	30	10
10.	Program to execute a simple robot application (like painting, straight welding) using a given configuration.	CO4, CO5	60	30	10

**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) 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 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.	Programmable Robot trainer kit	Trainer kit with - Minimum 3 linkages, Minimum 4 degree of freedom, Mechanical end effector with servo control, interfacing card (RC servo output, sensors input)	1,2,3
2.	Robotic Arm Control Trainer Kit	botic Arm with five axis control application through PLC.; PLC; Digital Inputs: 8 Nos with 4mm banana sockets for getting the external inputs; Digital Outputs: 6 Nos with 4mm banana sockets for applying the inputs; Digital Input Controls: On board Toggle switches, Push Buttons & input potentiometers; Digital Outputs Controls: 6 nos. on board LED indicators; PC interfacing facility through RS-232.	8,9
3.	Proximity trainer kit	Indicator Type:LED; PCB Type Glass Epoxy SMOBC PCB; Interconnections: 2mm banana Patch cords; On board DC motor to see the application of Proximity sensor. Test points to analyse the signal On board variable supply to vary the speed of DC motor. ON/OFF switch and LED for power indication. All interconnections to be made using 2mm banana Patch cords. User manual and patch cords. Built-in power supply. Robust enclosure wooden/plastic box.	4
4.	Robot - Line Tracking Mouse Kit	Product Dimensions (20.3 x 11.4 x 8.9 cm); programmed IC, 2 unassembled gear motors, printed circuit boards, mouse-shaped plastic body, necessary components and wires, step-down power converter	3, 4,5
5.	Intelligent Robot Actuator Module	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 aluminium, 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
6.	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	3, 4, 5

S.No.	Name of Equipment, Tools and Software	Broad Specifications	Relevant Experiment/ Practical Number
		to develop their own programs. NV330; 8 bit microcontroller to ARM processors; Record and Play capability; Optional interfacing with PLC; Touch operated ON/OFF switch; Auto set to home position; Applications can be developed; Data acquisition using USB	
7.	Robotic Drive System	AC servo motor; DC servo motors, Stepper motors; DC tachometers, etc.	1,3,5,6,7,10
8.	Robot simulator for Robotics	Educational networking licensed Robotic system with simulation software	8, 10
9.	Assorted sensors	Optical encoders, Acoustic sensors ,IR, Potentiometer, RTD, Thermistor, strain gauge, piezoelectric, etc	4
10.	Vision equipment	Camera, Imaging Components: Point, Line, Planar and Volume Sensors	1, 4,10

**R) Suggested Learning Resources:**

**(a) Suggested 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.	Industrial Robotics -Technology, Programming and Applications	Nicholas Odrey Mitchell Weiss, Mikell Groover Roger Nagel, Ashish Dutta	McGraw Hill Education; 2nd Edition; 978 -1259006210
3.	Robotic engineering : an integrated approach	Richard D. Klafter, Thomas A. Thomas A. Chmielewski, Michael Negin	Prentice Hall of India, N.Delhi , 978-8120308428
4.	Industrial Robotics Technology, Programming and Applications	Mikell P. Groover, Mitchell Weiss, Roger N. Nagel, Nicholas G. Odrey	McGraw-Hill Education , Second Edition, 978-1259006210
5.	Robotics	Appuu Kuttan K. K.	Dreamtech Press, First Edition, 2020, 978-9389583281
6.	Introduction to Robotics: Analysis, Control, Applications	Saeed B.Niku	Wiley; Second Edition, 978-8126533121
7.	Essentials of Robotics Process Automation	S. Muhkerjee	Khanna Publication, First edition, 978-9386173751
8.	Robotics	R R Ghorpade , M M Bhoomkar	Nirali Prakashan 978-9388897020

**(b) Suggested Open Educational Resources (OER):**

1. <https://archive.nptel.ac.in/courses/112/105/112105249/>
2. <https://openlearning.mit.edu/mit-faculty/residential-digital-innovations/task-centered-learning-intro-eecs-robotics>
3. <http://www.mtabindia.com/>
4. <http://www.robotics.org/>
5. [https://en.wikipedia.org/wiki/Industrial\\_robot](https://en.wikipedia.org/wiki/Industrial_robot)
6. <http://www.servodatabase.com>

7. <https://www.youtube.com/watch?v=fH4VwTgfyRQ>
8. [https://www.youtube.com/watch?v=aW\\_BM\\_S0z4k](https://www.youtube.com/watch?v=aW_BM_S0z4k)
9. <https://uk.rs-online.com/web/generalDisplay.html?id=ideas-and-advice/robotic-parts-guide>
10. <https://www.automate.org/industry-insights/smarter-robot-grasping-with-sensors-software-the-cloud>
11. <https://www.iqsdirectory.com/articles/machine-vision-system.html>

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

**(c) Others: (If any)**

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/9a0dacfddec8aa03dc12578ca003bfd2a/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](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>

## COMPUTER AIDED MANUFACTURING LAB

<b>Subject Code</b> 2046506	<b>No. of Periods Per Week</b>						<b>Credits</b> 02
	<b>L</b>	<b>T</b>	<b>P/S</b>	<b>Full Marks</b>	<b>:</b>	<b>50</b>	
		—	<b>04</b>	<b>Internal</b>	<b>:</b>	<b>15</b>	
	—	—	—	<b>External</b>	<b>:</b>	<b>35</b>	
					<b>:</b>		

### **Course Objectives:**

1. To Know the working of Drilling machine, shaper, slotter, planer, milling and grinding machines and be in a position to operate the same.
2. To make use of various measuring instruments for taking dimensions.
3. To practice different operations on drilling shaper, slotter, planer, milling and grinding machines.

### **Course Content: Practical's**

#### **CNC Programming and Machining: Introduction;**

#### **S.No. Topics for practical's**

1. Study of CNC lathe, milling;
2. Study of international standard codes: G-Codes and M-Codes;
3. Format – Dimensioning methods;
4. Program writing – Turning simulator – Milling simulator, IS practice – commands menus;
5. Editing the program in the CNC machines;
6. Execute the program in the CNC machines; Exercises:

Note: Print the Program from the Simulation Software and make the Component in the CNC Machine.

#### **CNC Turning Machine: (Material: Aluminium/Acrylic/Plastic rod)**

#### **S.No. Topics for practical's**

7. Using Linear and Circular interpolation - Create a part program and produce component in the Machine.
8. Using Stock removal cycle – Create a part program for multiple turning operations and produce component in the Machine.
9. Using canned cycle - Create a part program for thread cutting, grooving and produce component in the Machine.

## **CNC Milling Machine (Material: Aluminium/ Acrylic/ Plastic)**

### **S.No. Topics for practical's**

10. Using Linear interpolation and Circular interpolation – Create a part program for grooving and produce component in the Machine.
11. Using canned cycle - Create a part program for drilling, tapping, counter sinking and produce component in the Machine.
12. Using subprogram - Create a part program for mirroring and produce component in the Machine.

### **Programming For Machining Centre Using Cam Software**

### **S.No. Topics for practical's**

13. To understand the automatic part program generations for Machining & Turning Centre using Pro/Manufacturing.

### **Reference Books:**

1. Production Technology – HMT, Bangalore, Tata Mc-GrawHill
2. CNC machines – Pabla B. S. & M. Adithan, New Age international limited.
3. Non-conventional Machining – P. K. Mistra, Narvasa Publishing House
4. Manufacturing Processes – Begman & Amsted, John Willey and Sons.
5. Advanced manufacturing technology – David L.Goetsch
6. CAD/CAM/CIM – Radha krishnan P, Subramanyan S. & Raju v., New Age International Press

### **Course outcomes:**

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

- CO1** Dismantle and assemble the components on drilling, shaping, milling and grinding machines.
- CO2** Perform operations on drilling, shaping, milling and grinding machines.
- CO3** Produce articles of industrial application such as Spur gear, square headed bolt, V- block.
- CO4** Make use of various measuring instruments for taking dimensions.

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**Elective lab-I**  
**REFRIGERATION AND AIR-CONDITIONING LAB**

<b>Subject Code 2025507A</b>	<b>Theory</b>					<b>Credits 01</b>	
	<b>No. of Periods Per Week</b>			<b>Full Marks</b>	<b>:</b>		<b>25</b>
	<b>L</b>	<b>T</b>	<b>P/S</b>	<b>Internal</b>	<b>:</b>		<b>07</b>
	—	—	<b>02</b>	<b>External</b>	<b>:</b>		<b>18</b>
	—	—	—		<b>:</b>		

Course objectives:

1. To understand the basics of Refrigeration cycles.
2. To understand basics of vapour compression and vapour absorption systems.
3. To identify components and refrigerants and lubricants of a refrigeration system.
4. To understand control strategies for refrigeration system.
5. To understand the basics about air conditioning systems.

**CONTENTS: PRACTICAL**

1. To Find COP of vapour compression refrigeration system.
2. Study of different types of condensers in refrigeration system.
3. Study of evaporators used in refrigeration system.
4. To find out DBT and WBT of given thermometer.
5. Study of sling Psychrometer.
6. Study of factors affecting air conditioning.
7. To detect refrigerant leakage.

References:

1. Refrigeration and Air Conditioning – Sadhu Singh, Khanna Book Publishing Co., NewDelhi
2. Refrigeration and Air Conditioning – S. Domakundawar, DhanpatRaipublications.
3. Refrigeration and Air Conditioning – A.S.Sarao& G.S. Gabi, 6th edition, SatyaPrakashan publications, New Delhi,2004.
4. Principles of Refrigeration – Roy J.Dossat, 5th edition, Pearson Publications,2001.
5. Refrigeration and Air Conditioning – M.ZakriaBaig, Premier/ Radiant PublishingHouse.
6. Refrigeration and Air Conditioning – C.P Arora, Tata McGraw Hill Education,2000.

**Course outcomes:**

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

- CO1 Define refrigeration and types of Refrigeration cycles.
- CO2 Explain Vapour Compression and Vapour Absorption System working principles.
- CO3 Identify the components required for refrigeration system.
- CO4 Identify the controlling components for a refrigeration system.
- CO5 Explain the working principles of Air-conditioning.

**Elective lab-I**  
**HEAT TRANSFER LAB**

<b>Subject Code 2025507B</b>	<b>Theory</b>						<b>Credits 01</b>	
	<b>No. of Periods Per Week</b>			<b>Full Marks</b>	<b>:</b>	<b>25</b>		
	<b>L</b>	<b>T</b>	<b>P/S</b>	<b>Internal</b>	<b>:</b>	<b>07</b>		
	<b>—</b>	<b>—</b>	<b>02</b>	<b>External</b>	<b>:</b>	<b>18</b>		
	<b>—</b>	<b>—</b>	<b>—</b>		<b>:</b>			

**CONTENTS: PRACTICAL**

1. To study of different types Fins on models in laboratory.
2. To study of parallel flow heat exchange and find its efficiency experimentally.
3. To study of counter flow heat exchanger and its efficiency experimentally.
4. Study of Hisser chart.
5. Study of Grey- Diffuse Isotropic surface.
6. Study of LMTD of heat exchanger available in lab.

**References:**

1. Fundamentals of Heat and Mass Transfer by F.P.Incropera and D.P.Dewitt, 4th ed., John Wiley & Sons.
2. Heat Transfer - A Basic Approach by M.N.Ozisik, McGrawhill.
3. Heat Transfer by J.P.Holman, 8th ed., McGrawhill.
4. Elements of Heat & Mass Transfer by Vijay Gupta, 2nd ed., New Age International Publishers.

Course out comes:

**Course outcomes:**

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

- CO1 Understand the concepts of Fins.
- CO2 Explain the types of Heat exchanger.
- CO3 Explain the concepts of radiation.
- CO4 List out best heat exchanger to be used in different working conditions.

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**Elective lab-I**  
**POWER PLANT ENGINEERING LAB**

<b>Subject Code</b> <b>2025507C</b>	<b>Theory</b>						<b>Credits</b> <b>01</b>	
	<b>No. of Periods Per Week</b>			<b>Full Marks</b>	<b>:</b>	<b>25</b>		
	<b>L</b>	<b>T</b>	<b>P/S</b>	<b>Internal</b>	<b>:</b>	<b>07</b>		
	<b>—</b>	<b>—</b>	<b>02</b>	<b>External</b>	<b>:</b>	<b>18</b>		
	<b>—</b>	<b>—</b>	<b>—</b>		<b>:</b>			

Course objectives:

1. To understand the present scenario of power in India.
2. To recognize various load terminologies used in power plants.
3. To understand hydro working principles
4. To understand working of Diesel, Gas and Nuclear power plants.
5. To understand the issues and safety precautions in power plants.

**CONTENTS: PRACTICAL**

1. To study of performance and operating characteristic of power plant.
2. To study of diesel power plant and its layout.
3. To study of advantages of hydal power plant and how its schematic diagram
4. To study of thermal fission reactors. PWR, BW Randgas cooled reactors.
5. TostudytheenvironmentalimpactofPowerplantmainly.Greenhouseeffect, acid rain.

**References:**

1. Power plant Engineering-P.K. Nag 4th edition, Tata McGraw Hill Education,2014.
2. Power plant Engineering – Frederick T. Morse, Litton Educational Publishing Inc.1953.
3. A Course in Power Plant Engineering – Subhash C. Arora, S. Domakundwar, DhanpatRai, 1984.
4. Power Plant Engineering – P.C. Sharma, S.K.Kataria& sons,2009.
5. Power System Engineering – R.K. Rajput, FirewellMedia,2006.

**Course outcomes:**

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

- CO1 Familiarized with the present and future power scenario of India.
- CO2 Enlist various load terminologies in power plants
- CO3 Working and classifications in hydro power plant
- CO4 Working principles of Diesel, Gas and Nuclear power plants.
- CO5 Understand the issues and necessity of safety concepts of power plants.

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**ELECTIVE LAB- II / COE LAB**  
**AUTOMOBILE ENGINEERING LAB**

<b>Subject Code 2025508A</b>	<b>Theory</b>						<b>Credits</b>
	<b>No. of Periods Per Week</b>			<b>Full Marks</b>	<b>:</b>	<b>50</b>	<b>02</b>
	<b>L</b>	<b>T</b>	<b>P/S</b>	<b>Internal</b>	<b>:</b>	<b>20</b>	
	<b>—</b>	<b>—</b>	<b>04</b>	<b>External</b>	<b>:</b>	<b>30</b>	
	<b>—</b>	<b>—</b>	<b>—</b>		<b>:</b>		

**Course objectives:**

1. To understand the basic structure and components of an automobile.
2. To understand the concepts of cooling and lubricating systems.
3. To understand the concepts of Ignition and transmission and steering systems.
4. To understand the classification and necessity of suspension system.
5. To identify different special vehicles.

**CONTENTS: PRACTICAL**

1. To Study of cooling system off our stroke petrol/diesel engine available in lab.
2. To study of ignition system of petrol engine.
3. To study of ignition system of diesel engine
4. To study of steering system available in lab.
5. To study transmission system available in lab.
6. To study of suspension system available in lab.

**References:**

1. Automobile Engineering Vol I, II, Kirpal Singh, Standard Publishers Distributors, Delhi.2012.
2. Automobile Mechanics, A.K. Babu, S.C. Sharma, Khanna Publications, NewDelhi
3. Automotive Mechanics: Principles and Practices, Joseph Heitner, East WestPress
4. Automotive Mechanics, S. Srinivasan, 2nd Edition, Tata McGrawHill
5. Automobile Engineering Vol I and Vol II, K. M. Gupta, Umesh Publications.
6. Automotive Engineering, Jain and Asthana, Tata McGrawHill.

**Course outcomes:**

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

- CO1 Identify the components of an automobile with their working
- CO2 Explain the concepts of cooling and lubricating systems.
- CO3 Explain the concepts of Ignition and Transmission and steering systems.
- CO4 Identify different suspension systems and their applications.
- CO5 Differentiate the special vehicles according to the usage.

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**ELECTIVE LAB- II / COE LAB**  
**FARM EQUIPMENT AND FARM MACHINERY LAB**

<b>Subject Code 2025508B</b>	<b>Theory</b>						<b>Credits</b>
	<b>No. of Periods Per Week</b>			<b>Full Marks</b>	<b>:</b>	<b>50</b>	<b>02</b>
	<b>L</b>	<b>T</b>	<b>P/S</b>	<b>Internal</b>	<b>:</b>	<b>20</b>	
	<b>—</b>	<b>—</b>	<b>04</b>	<b>External</b>	<b>:</b>	<b>30</b>	
	<b>—</b>	<b>—</b>	<b>—</b>		<b>:</b>		

Course objectives:

1. To find and characterize the machinery based on crop production.
2. To find the field efficiency and capacities to calculate the economics of machinery.
3. To find the machines usages for different tillage, and its power requirement calculations.
4. To understand sowing, planting & transplanting equipment based on crop.
5. To understand machinery materials and heat effects for different farm machinery equipment.

**CONTENTS: PRACTICAL**

1. Study of Primary till age machines.
2. Study of rotary tillage and deep till age machines.
3. Study of disc plough and chisel Plough.
4. Study of planting and transplanting equipment.
5. To Study of Heat treatment process for agricultural machinery.
6. Calibration of seed-drills/planters.

**References:**

1. Principles of Farm Machinery - R.A. Kepner, Roy Bainer, and E. L. Berger
2. Farm Machinery and Equipment - H. P. Smith
3. Farm Machinery and equipment - C. P. Nakra
4. Engineering principles of Agril. Machines - Dr. Ajit K. Srivastav, Caroll E. Goering and Roger P. Rohrbach.
5. Farm Machinery – an Approach - S. C Jain & Grace Phillips
6. Agril. Engineering through worked out examples - Dr. R. Lal and Dr. A.C. Dutta
7. Farm Power and Machinery Engineering - Dr. R. Suresh and Sanjay Kumar

**Course outcomes:**

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

CO1 Classify the Farm Machineries, equipment and materials

CO2 Describe the objectives of Farm mechanization.

CO3 Explain selection of the machineries

CO4 Discuss the forces acting on tillage tools and hitching systems

CO5 Understand the calibration, constructional features and working of various farm equipment's.

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**TERM WORK**  
**SUMMER INTERNALSHIP-II (4WEEKS)**

<b>subject Code</b> <b>2046509</b>	<b>Term Work</b>						<b>Credits</b>
	<b>No. of Periods Per Week</b>			<b>Full Marks</b>	<b>:</b>	<b>50</b>	<b>02</b>
	<b>L</b>	<b>T</b>	<b>P/S</b>	<b>Internal</b>	<b>:</b>	<b>15</b>	
	-	—	<b>4 Weeks</b>	<b>External</b>	<b>:</b>	<b>35</b>	

- How important is it really to do an internship before applying for a job?
- Do you need to get the hands-on experience that is talked about when discussing the importance of internships or is it a matter of just landing the right job?

During the Course duration year, students may feel overwhelmed with coursework, sports, or co- curricular activities that may keep them extremely busy while leaving no time to think of doing an internship or a job. Many students may also feel that they are caught in a bind since they need to make money to pay for their expenses but they can only find unpaid internships in their field.

#### Getting Your Feet Wet

Internships are a proven way to gain relevant knowledge, skills, and experience while establishing important connections in the field. Internships are also a way to get your feet wet and find out if a specific field is something you could see yourself doing full-time.

Internships may be completed during fall or spring semester or fulltime over the course of the summer. Unpaid internships may be easier to get but may also pose problems if making money is necessary, especially during the summer. There are many who cannot afford to work for no pay, so they are forced into doing menial jobs such as wait staff or bartending to work their way through college. It may preclude some from doing an internship which may be a detriment when hoping to get a full-time job.

#### Financial Considerations

Financial considerations when looking for an internship can make a big difference in the decision- making process. Sometimes, students will take a part-time or full-time job to supplement the time that they are spending at their internship. Whether an internship is paid or unpaid, there are many things that need to be taken into consideration to decide if an internship is worthwhile. It's support and to decide if an internship will ultimately be

in the best interest of the student to help meet the requirements needed when applying for a full-time job.

#### How to Get Funding for an Internship

Some colleges also offer funded internships for students. Check with your college to see if they offer a funded internship program that may help to meet the requirements of your college curriculum while offering experiences that employers seek when hiring new college graduates for entry-level jobs. Many foundations and organizations offer financing to college students so they may try writing to a number of them to see if they provide funding for college students seeking to do internships in their field.

#### Having an Internship and a Job

Students may elect to do a summer internship a couple of days per week while working a part-time job for the remainder of the time. For those who need to maximize the amount of money they make over the course of the summer, they may look into doing an internship during the academic year when they are less likely to expect to make money to help defray their college expenses.

In addition to internships, volunteer opportunities can also be an excellent way to gain experience and exposure to the workforce. Employers love to see volunteer experiences on a student's resume. Volunteering shows commitment to causes and certain values that are intrinsic to the individuals who have participated in these types of experiences. Employers look for employees who are publicly engaged and who take an interest in community service and in doing good work.

**TERM WORK**  
**Major Project**

<b>Subject Code 2046510</b>	<b>Theory</b>						<b>Credits</b>
	<b>No. of Periods Per Week</b>			<b>Full Marks</b>	:	<b>25</b>	<b>02</b>
	<b>L</b>	<b>T</b>	<b>P/S</b>	<b>Internal</b>	:	<b>07</b>	
		—	<b>04</b>	<b>External</b>	:	<b>18</b>	
		—	—		:		
—	—	—		:			

**Course objectives:**

The projects if done right can help enthusiastic electrical engineering students to develop the skills/profile needed for an exciting career in core technologies. Since practical skills are very important and to work on core industries, experts tend to analyze candidate's performance based on their project experience during the interviews.

These projects provide an excellent opportunity to learn and show as your practical skills to your future interviewers easily. If spent qualitatively you can build a very innovative electrical project and get a great learning experience. By doing so, you will not only develop an innovative project but also develop valuable skills needed for a successful career in core technologies related to Mechanical engineering. The best way to master a subject is by doing projects. Through a project you not only get a deeper understanding of the subject but also gain hands-on practical experience. If you are looking to do internships in college, the best way to catch the companies' attention is through projects.

Projects are generally done as a combined team effort. Two or more students work under a guide or a staff to get a certain result. By doing a project, you will

- Understand your subject better
- Get practical experience
- Chance to showcase your skills
- Learn about team work, communication skills and responsibilities

When companies look for interns, they prefer students who have good understanding of the subject with at least some hands-on experience. The best to achieve both is by doing projects.

There is no fixed time to do a project. You can do it right from your first year in college. If you are looking to do a technical project, then the best time to start would be mid second year. It's not mandatory that you do many projects but make sure that you at least do one project. A lot of students tend to do few small projects from their second year and do a big project in their final year.

By showcasing your projects, you can even look for internships while in college.

You can do any kind of projects based on your interests or subjects. The best way to go about this is to figure out what you are interested in. So the first step is to find your interest and then do projects in your area of interest.

Find your area of interest and then do a project in that field.

You can start by exploring different areas and then pick the field in which you are interested in. You can learn more about it and start working on small problems.

**TERM WORK**

**Course Under MOOCs/ SWYAM/NPTEL/ Others.**

<b>Subject Code</b> <b>2046511</b>	<b>Term Work</b>						<b>Credits</b>
	<b>No. of Periods Per Week</b>			<b>Full Marks</b>	:	<b>50</b>	<b>01</b>
	<b>L</b>	<b>T</b>	<b>P/S</b>	<b>Internal</b>	:	<b>20</b>	
	<b>—</b>	<b>—</b>	<b>02</b>	<b>External</b>	:	<b>30</b>	
<b>—</b>	<b>—</b>	<b>—</b>		:			