

## GROUP 'B'

-: Common to :-

| NAME OF DIPLOMA COURSE                |
|---------------------------------------|
| CEMENT TECHNOLOGY                     |
| CIVIL ENGINEERING                     |
| CONSTRUCTION TECHNOLOGY & MANAGEMENT  |
| ELECTRICAL ENGINEERING                |
| REFINERY & PETRO-CHEMICAL ENGINEERING |
| PLASTIC TECHNOLOGY                    |
| PRINTING TECHNOLOGY                   |
| PRODUCTION ENGINEERING                |
| TEXTILE TECHNOLOGY                    |

## **SEMESTER – I**



# RAJIV GANDHI PROUDHYOGIKI VISHWAVIDYALAYA, BHOPAL

## Scheme of Studies & Examinations for the GROUP 'B' FIRST SEMESTER

Implemented from Session: JULY-2022

---: NAME OF THE PROGRAMMES: ---

Cement Tech., Civil, CTM, Electrical,  
PRPC, Plastic Tech., Printing Tech., Production Engg., Textile Technology

| COURSE TITLE                                         | THEORY COMPONENT               |                                         |                                                           |    |                 |       |                   |               | PRACTICAL COMPONENT        |                                         |                                                |       |                    |                  | TOTAL CREDIT | GRAND TOTAL OF MARKS |
|------------------------------------------------------|--------------------------------|-----------------------------------------|-----------------------------------------------------------|----|-----------------|-------|-------------------|---------------|----------------------------|-----------------------------------------|------------------------------------------------|-------|--------------------|------------------|--------------|----------------------|
|                                                      | LECTURE<br>Hrs.<br>Per<br>Week | TERM<br>WORK<br><br>QUIZ,<br>ASSIGNMENT | MID<br>TERM<br>TESTS<br>(BEST<br>TWO,<br>OUT OF<br>THREE) |    | THEORY<br>PAPER |       |                   | THEORY CREDIT | PRACTICAL<br>Hrs. Per Week | CONTINUOUS<br>EVALUATION                | END OF THE<br>TERM /<br>SEMESTER<br>EVALUATION |       |                    | PRACTICAL CREDIT |              |                      |
|                                                      |                                |                                         |                                                           |    |                 |       |                   |               |                            | LAB.<br>WORK<br><br>QUIZ,<br>ASSIGNMENT | PRACTICAL /<br>ORAL<br>EXAMINATION<br>(VIVA)   |       |                    |                  |              |                      |
|                                                      |                                |                                         | I                                                         | II | NO.             | MARKS | DURATION<br>(Hrs) |               |                            |                                         | NO.                                            | MARKS | DURATION<br>(Hrs.) |                  |              |                      |
| Mathematics – I                                      | 03                             | 10                                      | 10                                                        | 10 | 01              | 70    | 03                | 03            | --                         | --                                      | --                                             | --    | --                 | --               | 03           | 100                  |
| Applied Physics – I                                  | 04                             | 10                                      | 10                                                        | 10 | 01              | 70    | 03                | 04            | 04                         | 20                                      | 01                                             | 30    | 03                 | 02               | 06           | 150                  |
| Introduction to IT System                            | 02                             | 10                                      | 10                                                        | 10 | 01              | 70    | 03                | 02            | 04                         | 20                                      | 01                                             | 30    | 03                 | 02               | 04           | 150                  |
| Fundamentals of Electrical & Electronics Engineering | 03                             | 10                                      | 10                                                        | 10 | 01              | 70    | 03                | 03            | 04                         | 20                                      | 01                                             | 30    | 03                 | 02               | 05           | 150                  |
| Engineering Mechanics                                | 03                             | 10                                      | 10                                                        | 10 | 01              | 70    | 03                | 03            | 04                         | 20                                      | 01                                             | 30    | 03                 | 02               | 05           | 150                  |
| Environmental Science                                | 01                             | 25                                      | 25                                                        | 25 | --              | --    | --                | 00            | --                         | --                                      | --                                             | --    | --                 | --               | 00           | 75                   |
| Sports and Yoga                                      | --                             | --                                      | 25                                                        | 25 | --              | --    | --                | --            | 02                         | 25                                      | --                                             | --    | --                 | 01               | 01           | 75                   |
| Professional Development - I                         | --                             | --                                      | 25                                                        | 25 | --              | --    | --                | --            | 02                         | 25                                      | --                                             | --    | --                 | 01               | 01           | 75                   |
| TOTAL                                                | 16                             |                                         |                                                           |    |                 |       |                   | 15            | 20                         |                                         |                                                |       |                    | 10               | 25           |                      |

|                   |   |                |
|-------------------|---|----------------|
| Course Title      | : | Mathematics- I |
| Number of Credits | : | 3 (L:3, P: 0)  |
| Prerequisites     | ; | NIL            |

### Course Objectives:

This course is designed to give a comprehensive coverage at an introductory level to the subject of Trigonometry, Differential Calculus and Basic elements of algebra.

### Course Content:

#### UNIT - I: Trigonometry

Concept of angles, measurement of angles in degrees, grades and radians and their conversions, T-Ratios of Allied angles (without proof), Sum, difference formulae and their applications (without proof). Product formulae (Transformation of product to sum, difference and vice versa). T- Ratios of multiple angles, sub-multiple angles (2A, 3A, A/2). Graphs of  $\sin x$ ,  $\cos x$ ,  $\tan x$  and  $e^x$ .

#### Differential Calculus

Definition of function; Concept of limits. Four standard limits  $\lim_{x \rightarrow a} \frac{x^n - a^n}{x - a}$ ,  $\lim_{x \rightarrow 0} \frac{\sin x}{x}$ ,

$$\lim_{x \rightarrow a} \left( \frac{a^x - 1}{x} \right) \text{ and } \lim_{x \rightarrow a} \left( \frac{a^x - 1}{x} \right)$$

Differentiation by definition of  $x^n$ ,  $\sin x$ ,  $\cos x$ ,  $\tan x$ ,  $e^x$  and  $\log_a x$ . Differentiation of sum, prod-uct and quotient of functions. Differentiation of function of a function. Differentiation of trig- onometric and inverse trigonometric functions, Logarithmic differentiation, Exponential functions.

#### UNIT - III: Algebra

**Complex Numbers:** Definition, real and imaginary parts of a Complex number, polar and Cartesian, representation of a complex number and its conversion from one form to other, conjugate of a com-plex number, modulus and amplitude of a complex number Addition, Subtraction, Multiplication and Division

of a complex number. De-moivre's theorem, its application.

**Partial fractions:** Definition of polynomial fraction proper & improper fractions and definition of partial fractions. To resolve proper fraction into partial fraction with denominator containing non-repeated linear factors, repeated linear factors and irreducible non-repeated quadratic factors. To resolve improper fraction into partial fraction.

**Permutations and Combinations:** Value of  ${}^n P_r$  and  ${}^n C_r$ .

**Binomial theorem:** Binomial theorem (without proof) for positive integral index (expansion and general form); binomial theorem for any index (expansion without proof) first and second binomial approximation with applications to engineering problems

#### References:

1. B.S. Grewal, Higher Engineering Mathematics, Khanna Publishers, New Delhi, 40<sup>th</sup> Edition, 2007.
2. G. B. Thomas, R. L. Finney, Calculus and Analytic Geometry, Addison Wesley, 9<sup>th</sup> Edition, 1995.
3. Reena Garg, Engineering Mathematics, Khanna Publishing House, New Delhi (Revised Ed. 2018)
4. V. Sundaram, R. Balasubramanian, K.A. Lakshminarayanan, Engineering Mathematics, 6/e., Vikas Publishing House.
5. Reena Garg & Chandrika Prasad, Advanced Engineering Mathematics, Khanna Publishing House, New Delhi

#### Course Outcomes:

By the end of the course, the students are expected to learn

- (i) The students are expected to acquire necessary background in Trigonometry to appreciate the importance of the geometric study as well as for the calculation and the mathematical analysis.
  - (ii) The ability to find the effects of changing conditions on a system.
  - (iii) Complex numbers enter into studies of physical phenomena in ways that most people cannot imagine.
  - (iv) The partial fraction decomposition lies in the fact that it provides an algorithm for computing the antiderivative of a rational function.
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|-------------------|---|---------------------------|
| Course Title      | : | Applied Physics –I        |
| Number of Credits | : | 4 (L: 4, P: 0)            |
| Prerequisites     | : | High School Level Physics |

### Course Objectives:

Applied Physics includes the study of a large number of diverse topics all related to materials/things that exist in the world around us. It aims to give an understanding of this world both by observation and by prediction of the way in which such objects behave. Concrete use of physical principles and analysis in various fields of engineering and technology are given prominence in the course content. The course will help the diploma engineers to apply the basic concepts and principles to solve broad-based engineering problems and to understand different technology based applications.

### Teaching Approach:

- Teachers should give examples from daily routine as well as, engineering/technology applications on various concepts and principles in each topic so that students are able to understand and grasp these concepts and principles. In all contents, SI units should be followed.
- Use of demonstration can make the subject interesting and develop scientific temper in the students. Student activities should be planned on all the topics.
- Activity- Theory - Demonstrate/practice approach may be followed throughout the course so that learning may be outcome and employability based.

### Course Content:

#### Unit 1: Physical world, Units and Measurements

Physical quantities; fundamental and derived, Units and systems of units (FPS, CGS and SI units),

Dimensions and dimensional formulae of physical quantities, Principle of homogeneity of dimensions, Dimensional equations and their applications (conversion from one system of units to other, checking of dimensional equations and derivation of simple equations), Limitations of dimensional analysis.

Measurements: Need, measuring instruments, least count, types of measurement (direct, indirect), Errors in measurements (systematic and random), absolute error, relative error, error propagation, error estimation and significant figures.

#### Unit 2: Force and Motion

Scalar and Vector quantities – examples, representation of vector, types of vectors. Addition and Subtraction of Vectors, Triangle and Parallelogram law (Statement only), Scalar and Vector Product, Resolution of a Vector and its application to inclined plane and lawn roller.

Force, Momentum, Statement and derivation of conservation of linear momentum, its applications such as recoil of gun, rockets, Impulse and its

applications.

Circular motion, definition of angular displacement, angular velocity, angular acceleration, frequency, time period, Relation between linear and angular velocity, linear acceleration and angular acceleration (related numerical), Centripetal and Centrifugal forces with live examples, Expression and applications such as banking of roads and bending of cyclist.

### **Unit 3: Work, Power and Energy**

Work: Concept and units, examples of zero work, positive work and negative work

Friction: concept, types, laws of limiting friction, coefficient of friction, reducing friction and its engineering applications, Work done in moving an object on horizontal and inclined plane for rough and plane surfaces and related applications.

Energy and its units, kinetic energy, gravitational potential energy with examples and derivations, mechanical energy, conservation of mechanical energy for freely falling bodies, transformation of energy (examples).

Power and its units, power and work relationship, calculation of power (numerical problems).

### **Unit 4: Rotational Motion**

Translational and rotational motions with examples, Definition of torque and angular momentum and their examples, Conservation of angular momentum (quantitative) and its applications.

Moment of inertia and its physical significance, radius of gyration for rigid body, Theorems of parallel and perpendicular axes (statements only), Moment of inertia of rod, disc, ring and sphere (hollow and solid); (Formulae only).

### **Unit 5: Properties of Matter**

Elasticity: definition of stress and strain, moduli of elasticity, Hooke's law, significance of stress-strain curve.

Pressure: definition, units, atmospheric pressure, gauge pressure, absolute pressure, Fortin's Barometer and its applications.

Surface tension: concept, units, cohesive and adhesive forces, angle of contact, Ascent Formula (No derivation), applications of surface tension, effect of temperature and impurity on surface tension.

Viscosity and coefficient of viscosity: Terminal velocity, Stoke's law and effect of temperature on viscosity, application in hydraulic systems.

Hydrodynamics: Fluid motion, stream line and turbulent flow, Reynold's number Equation of continuity, Bernoulli's Theorem (only formula and numericals) and its applications.

### **Unit 6: Heat and Thermometry**

Concept of heat and temperature, modes of heat transfer (conduction, convection and radiation with examples), specific heats, scales of temperature and their relationship, Types of Thermometer (Mercury thermometer, Bimetallic thermometer, Platinum resistance thermometer, Pyrometer) and their uses.

Expansion of solids, liquids and gases, coefficient of linear, surface and cubical expansions and relation amongst them, Co-efficient of thermal conductivity, engineering applications.

### Learning Outcome:

After undergoing this subject, the student will be able to:

- Identify physical quantities, select their units for use in engineering solutions, and make measurements with accuracy by minimizing different types of errors.
- Represent physical quantities as scalar and vectors and solve real life relevant problems.
- Analyse type of motions and apply the formulation to understand banking of roads/railway tracks and conservation of momentum principle to describe rocket propulsion, recoil of gun etc.
- Define scientific work, energy and power and their units. Drive relationships for work, energy and power and solve related problems.
- Describe forms of friction and methods to minimize friction between different surfaces.
- State the principle of conservation of energy. Identify various forms of energy, and energy transformations.
- Compare and relate physical properties associated with linear motion and rotational motion and apply conservation of angular momentum principle to known problems.
- Describe the phenomenon of surface tension, effects of temperature on surface tension and solve statics problems that involve surface tension related forces.
- Describe the viscosity of liquids, coefficient of viscosity and the various factors affecting its value. Determine viscosity of an unknown fluid using Stokes' Law and the terminal velocity.
- Define stress and strain. State Hooke's law and elastic limits, stress-strain diagram, determine; (a) the modulus of elasticity, (b) the yield strength (c) the tensile strength, and (d) estimate the percent elongation.
- Illustrate the terms; heat and temperature, measure temperature in various processes on different scales (Celsius, Fahrenheit, and Kelvin etc.)
- Distinguish between conduction, convection and radiation; identify different methods for reducing heat losses and mode of heat transfer between bodies at different temperatures.
- State specific heats and measure the specific heat capacity of solids and liquids.

### References:

1. Text Book of Physics for Class XI & XII (Part-I, Part-II); N.C.E.R.T., Delhi
  2. Applied Physics, Vol. I and Vol. II, TTTI Publications, Tata McGraw Hill, Delhi.
  3. Concepts in Physics by H.C. Verma, Vol. I & II, Bharti Bhawan Ltd. New Delhi
  4. Engineering Physics by P.V. Naik, Pearson Education Pvt. Ltd, New Delhi
  5. Engineering Physics by D.K. Bhattacharya & Poonam Tandan; Oxford University Press, New Delhi.
  6. Comprehensive Practical Physics, Vol. I & II, J.N. Jaiswal, Laxmi Publications (P) Ltd., New Delhi
  7. Practical Physics by C. L. Arora, S. Chand Publication.
  8. e-books/e-tools/ learning physics software/websites etc.
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|-----------------------------|---|----------------------------|
| Course Title                | : | Introduction to IT Systems |
| Number of Credits           | : | 2 (L: 2, P: 0)             |
| Prerequisites (Course code) | : | NIL                        |
| Course Category             | : | ES                         |

### **Course Objectives::**

This course is intended to make new students comfortable with computing environment - Learning basic computer skills, Learning basic application software tools, Understanding Computer Hard-ware, Cyber security awareness

### **Course Content:**

#### **UNIT 1:**

Basic Internet skills: Understanding browser, efficient use of search engines, awareness about Digital India portals (state and national portals) and college portals.

General understanding of various computer hardware components – CPU, Memory, Display, Key-board, Mouse, HDD and other Peripheral Devices.

#### **UNIT 2:**

OS Installation (Linux and MS Windows), Unix Shell and Commands, vi editor.

#### **UNIT 3:**

HTML4, CSS, making basic personal webpage.

#### **UNIT 4:**

Office Tools: OpenOffice Writer, OpenOffice Spreadsheet (Calc), OpenOffice Impress.

**UNIT 5:** Information security best practices.

Class lectures will only introduce the topic or demonstrate the tool, actual learning will take place in the Lab by practicing regularly.

### **Suggested Lab Work:**

This is a skill course. Topics/concepts taught in the class should be practiced in the Lab same week and practiced regularly during the semester till student becomes confident about it. This course is all about some theory and a lot of practice.

### **References:**

- R.S. Salaria, Computer Fundamentals, Khanna Publishing House

- Ramesh Bangia, PC Software Made Easy – The PC Course Kit, Khanna Publishing House
- Online Resources, Linux man pages, Wikipedia
- Mastering Linux Shell Scripting: A practical guide to Linux command-line, Bash scripting, and Shell programming, by Mokhtar Ebrahim, Andrew Mallett

#### Course outcomes:

At the end of the course student will be able to comfortably work on computer, install and configure OS, assemble a PC and connect it to external devices, write documents, create worksheets, prepare presentations, protect information and computers from basic abuses/ attacks.

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|-------------------|---|--------------------------------------------------------|
| Course Title      | : | Fundamentals of Electrical and Electronics Engineering |
| Number of Credits | : | 3 (L3, P: 0)                                           |
| Prerequisites     | : | NIL                                                    |
| Course Category   | : | ES                                                     |

#### Course Objectives:

To provide basic knowledge of the different elements and concepts of electrical engineering field and to learn basic concepts of various active and passive electronic components, Signals, Op-Amp and their applications, Digital Electronics and their applications to help students deal with electrical and electronics engineering principles and applications in industrial processes of different fields.

#### Course Content:

##### UNIT I Overview of Electronic Components & Signals:

Passive Active Components: Resistances, Capacitors, Inductors, Diodes, Transistors, FET, MOS and CMOS and their Applications. Signals: DC/AC, voltage/current, periodic/non-periodic signals, average, rms, peak values, different types of signal waveforms, Ideal/non-ideal voltage/current sources, independent/dependent voltage current sources.

##### UNIT II Overview of Analog Circuits:

Operational Amplifiers-Ideal Op-Amp, Practical op amp, Open loop and closed loop configurations, Application of Op-Amp as amplifier, adder, differentiator and integrator.

UNIT III Overview of Digital Electronics: Introduction to Boolean Algebra, Electronic Implementation of Boolean Operations, Gates-Functional Block Approach, Storage elements-Flip Flops-A Functional block approach, Counters: Ripple, Up/down and decade, Introduction to digital IC Gates (of TTL Type).

##### Unit IV Electric and Magnetic Circuits:

EMF, Current, Potential Difference, Power and Energy; M.M.F, magnetic force, permeability, hysteresis loop, reluctance, leakage factor and BH curve; Electromagnetic induction, Faraday's laws of electromagnetic induction, Lenz's law; Dynamically induced emf; Statically induced emf; Equations of self and mutual inductance; Analogy between electric and magnetic circuits.

#### **Unit V A.C. Circuits:**

Cycle, Frequency, Periodic time, Amplitude, Angular velocity, RMS value, Average value, Form Factor Peak Factor, impedance, phase angle, and power factor; Mathematical and phasor representation of alternating emf and current; Voltage and Current relationship in Star and Delta connections; A.C in resistors, inductors and capacitors; A.C in R-L series, R-C series, R-L-C series and parallel circuits; Power in A. C. Circuits, power triangle.

**Unit VI Transformer and Machines:** General construction and principle of different type of transformers; Emf equation and transformation ratio of transformers; Auto transformers; Construction and Working principle of motors; Basic equations and characteristic of motors.

#### **References:**

1. Ritu Sahdev, Basic Electrical Engineering, Khanna Publishing House
2. Mittal and Mittal, Basic Electrical Engineering, McGraw Education, New Delhi, 2015, ISBN : 978-0-07-0088572-5
3. Saxena, S. B. Lal, Fundamentals of Electrical Engineering, Cambridge University Press, latest edition ISBN : 9781107464353
4. Theraja, B. L., Electrical Technology Vol – I, S. Chand Publications, New Delhi, 2015, ISBN:9788121924405
5. Theraja, B. L., Electrical Technology Vol – II, S. Chand Publications, New Delhi, 2015, ISBN:9788121924375
6. Jegathesan, V., Basic Electrical and Electronics Engineering, Wiley India, New Delhi, 2015, ISBN : 97881236529513
7. Sedha, R.S., A text book of Applied Electronics, S.Chand, New Delhi, 2008, ISBN-13: 978-8121927833
8. Malvino, Albert Paul, David, Electronics Principles, McGraw Hill Education, New Delhi, 2015, ISBN-13: 0070634244-978
9. Mehta, V.K., Mehta, Rohit, Principles of Electronics, S. Chand and Company, New Delhi, 2014, ISBN-13-9788121924504
10. Bell Devid, Fundamental of Electronic Devices and Circuits, Oxford University Press, New Delhi 2015 ISBN : 9780195425239

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|-------------------|---|-----------------------|
| Course Title      | : | Engineering Mechanics |
| Number of Credits | : | 3 (L: 3,P: 0)         |
| Prerequisites     | : | NIL                   |
| Course Category   | : | ES                    |

#### **Course Objectives:**

Following are the objectives of this course:

- 1) To obtain resultant of various forces
- 2) To calculate support reactions through conditions of equilibrium for various structures
- 3) To understand role of friction in equilibrium problems
- 4) To know fundamental laws of machines and their applications to various engineering problems

### **Course Contents:**

#### **Unit – I Basics of mechanics and force system**

Significance and relevance of Mechanics, Applied mechanics, Statics, Dynamics. Space, time, mass, particle, flexible body and rigid body.

Scalar and vector quantity, Units of measurement (SI units) - Fundamental units and derived units.

Force – unit, representation as a vector and by Bow's notation, characteristics and effects of a force, Principle of transmissibility of force, Force system and its classification.

Resolution of a force - Orthogonal components of a force, moment of a force, Varignon's Theorem.

Composition of forces – Resultant, analytical method for determination of resultant for concurrent, non-concurrent and parallel co-planar force systems – Law of triangle, parallelogram and polygon of forces.

#### **Unit- II Equilibrium**

Equilibrium and Equilibrant, Free body and Free body diagram, Analytical and graphical methods of analysing equilibrium

Lami's Theorem – statement and explanation, Application for various engineering problems. Types of beam, supports (simple, hinged, roller and fixed) and loads acting on beam (vertical and inclined point load, uniformly distributed load, couple),

Beam reaction for cantilever, simply supported beam with or without overhang – subjected to combination of Point load and uniformly distributed load.

Beam reaction graphically for simply supported beam subjected to vertical point loads only.

#### **Unit- III Friction**

Friction and its relevance in engineering, types and laws of friction, limiting equilibrium, limiting friction, coefficient of friction, angle of friction, angle of repose, relation between coefficient of friction and angle of friction.

Equilibrium of bodies on level surface subjected to force parallel and inclined to plane. Equilibrium of bodies on inclined plane subjected to force parallel to the plane only.

#### **Unit- IV Centroid and centre of gravity**

Centroid of geometrical plane figures (square, rectangle, triangle, circle, semi-circle, quarter circle)

Centroid of composite figures composed of not more than three geometrical figures

Centre of Gravity of simple solids (Cube, cuboid, cone, cylinder, sphere, hemisphere) Centre of Gravity of composite solids composed of not more than two simple solids.

### **Unit – V Simple lifting machine**

Simple lifting machine, load, effort, mechanical advantage, applications and advantages. Velocity ratio, efficiency of machines, law of machine.

Ideal machine, friction in machine, maximum Mechanical advantage and efficiency, reversible and non-reversible machines, conditions for reversibility

Velocity ratios of Simple axle and wheel, Differential axle and wheel, Worm and worm wheel, Single purchase and double purchase crab winch, Simple screw jack, Weston's differential pulley block, geared pulley block.

### **Suggested Learning Resources:**

1. D.S. Bedi, Engineering Mechanics, Khanna Publications, New Delhi (2008)
2. Khurmi, R.S., Applied Mechanics, S. Chand & Co. New Delhi.
3. Bansal R K, A text book of Engineering Mechanics, Laxmi Publications.
4. Ramamrutham, Engineering Mechanics, S. Chand & Co. New Delhi.
5. Dhade, Jamadar & Walawelkar, Fundamental of Applied Mechanics, Pune VidhyarthiGruh.
6. Ram, H. D.; Chauhan, A. K., Foundations and Applications of Applied Mechanics, Cam-bridge University Press.
7. Meriam, J. L., Kraige, L.G., Engineering Mechanics- Statics, Vol. I, Wiley Publication, New Delhi.

### **Course outcomes:**

After completing this course, student will be able to:

1. Identify the force systems for given conditions by applying the basics of mechanics.
2. Determine unknown force(s) of different engineering systems.
3. Apply the principles of friction in various conditions for useful purposes.
4. Find the centroid and centre of gravity of various components in engineering systems.
5. Select the relevant simple lifting machine(s) for given purposes.

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|-------------------|---|---------------------------|
| Course Title      | : | Environmental Science     |
| Number of Credits | : | 0 (non-credit) (L:1, P:0) |
| Prerequisites     | : | High School Science       |
| Course Category   | : | AU                        |

### Course Objectives:

Technicians working in industries or elsewhere essentially require the knowledge of environmental science so as to enable them to work and produce most efficient, economical and eco-friendly finished products.

- Solve various engineering problems applying ecosystem to produce eco – friendly products.
- Use relevant air and noise control method to solve domestic and industrial problems.
- Use relevant water and soil control method to solve domestic and industrial problems.
- To recognize relevant energy sources required for domestic and industrial applications.
- Solve local solid and e-waste problems.

### Course Content:

**Pre requisite:** - High School Chemistry

#### Unit-1 Ecosystem

Structure of ecosystem, Biotic & Abiotic components Food chain and food web

Aquatic (Lentic and Lotic) and terrestrial ecosystem Carbon, Nitrogen, Sulphur, Phosphorus cycle.

Global warming -Causes, effects, process, Green House Effect, Ozone depletion

#### Unit- 2 Air and, Noise Pollution

Definition of pollution and pollutant, Natural and manmade sources of air pollution (Refrigerants, I.C., Boiler)

Air Pollutants: Types, Particulate Pollutants: Effects and control (Bag filter, Cyclone separator, Electrostatic Precipitator)

Gaseous Pollution Control: Absorber, Catalytic Converter, Effects of air pollution due to Refrigerants, I.C., Boiler

Noise pollution: sources of pollution, measurement of pollution level, Effects of Noise pollution, Noise pollution (Regulation and Control) Rules, 2000

#### Unit- 3 Water and Soil Pollution

Sources of water pollution, Types of water pollutants, Characteristics of water pollutants Turbidity, pH, total suspended solids, total solids BOD and COD: Definition, calculation

Waste Water Treatment: Primary methods: sedimentation, froth floatation, Secondary methods: Activated sludge treatment, Trickling filter, Bioreactor, Tertiary Method: Membrane separation technology, RO (reverse osmosis).

Causes, Effects and Preventive measures of Soil Pollution: Causes-Excessive use of Fertilizers, Pesticides and Insecticides, Irrigation, E-Waste.

#### **Unit- 4 Renewable sources of Energy**

Solar Energy: Basics of Solar energy. Flat plate collector (Liquid & Air). Theory of flat plate collector. Importance of coating. Advanced collector. Solar pond. Solar water heater, solar dryer. Solar stills.

Biomass: Overview of biomass as energy source. Thermal characteristics of biomass as fuel. Anaerobic digestion. Biogas production mechanism. Utilization and storage of biogas.

Wind energy: Current status and future prospects of wind energy. Wind energy in India. Environmental benefits and problem of wind energy.

New Energy Sources: Need of new sources. Different types new energy sources. Applications of (Hydrogen energy, Ocean energy resources, Tidal energy conversion.) Concept, origin and power plants of geothermal energy

#### **Unit-5 Solid Waste Management, ISO 14000 & Environmental Management 06 hours**

Solid waste generation- Sources and characteristics of : Municipal solid waste, E- waste, bio-medical waste.

Metallic wastes and Non-Metallic wastes (lubricants, plastics, rubber) from industries.

Collection and disposal: MSW (3R, principles, energy recovery, sanitary landfill), Hazardous waste

Air quality act 2004, air pollution control act 1981 and water pollution and control act 1996. Structure and role of Central and state pollution control board.

Concept of Carbon Credit, Carbon Footprint. Environmental management in fabrication industry.

ISO14000: Implementation in industries, Benefits.

#### **References:**

##### **(a) Suggested Learning Resources:**

##### **Books:**

1. S.C. Sharma & M.P. Poonia, Environmental Studies, Khanna Publishing House, New Delhi
2. C.N. R. Rao, Understanding Chemistry, Universities Press (India) Pvt. Ltd., 2011.
3. Arceivala, Soli Asolekar, Shyam, Waste Water Treatment for Pollution Control and
4. Reuse, Mc-Graw Hill Education India Pvt. Ltd., New York, 2007, ISBN:978-07-062099-

5. Nazaroff, William, Cohen, Lisa, Environmental Engineering Science, Wiley, New York, 2000, ISBN 10: 0471144940.
6. O.P. Gupta, Elements of Environmental Pollution Control, Khanna Publishing House, New Delhi
7. Rao, C. S., Environmental Pollution Control and Engineering, New Age International Publication, 2007, ISBN: 81-224-1835-X.
8. Rao, M. N. Rao, H.V.N, Air Pollution, Tata Mc-Graw Hill Publication, New delhi, 1988, ISBN: 0-07-451871-8.
9. Frank Kreith, Jan F Kreider, Principles of Solar Engineering, McGraw-Hill, New York ; 1978, ISBN: 9780070354760.
10. Aldo Vieira, Da Rosa, Fundamentals of renewable energy processes, Academic Press Oxford, UK; 2013. ISBN: 9780123978257.
11. Patvardhan, A.D, Industrial Solid Waste, Teri Press, New Delhi, 2013, ISBN: 978-81-7993-502-6
12. Metcalf & Eddy, Waste Water Engineering, Mc-Graw Hill, New York, 2013, ISBN: 077441206.
13. Keshav Kant, Air Pollution & Control, Khanna Publishing House, New Delhi (Edition 2018)

**(b) Open source software and website address:**

- 1) [www.eco-prayer.org](http://www.eco-prayer.org)
- 2) [www.teriin.org](http://www.teriin.org)
- 3) [www.cpcp.nic.in](http://www.cpcp.nic.in)
- 4) [www.cpcp.gov.in](http://www.cpcp.gov.in)
- 5) [www.indiaenvironmentportal.org.in](http://www.indiaenvironmentportal.org.in)
- 6) [www.whatis.techtarget.com](http://www.whatis.techtarget.com)
- 7) [www.sustainabledevelopment.un.org](http://www.sustainabledevelopment.un.org)
- 8) [www.conserve-energy-future.com](http://www.conserve-energy-future.com)

**Teachers should use the following strategies to achieve the various outcomes of the course.**

- Different methods of teaching and media to be used to attain classroom attention.
- Massive open online courses (MOOCs) may be used to teach various topics/sub topics.
- 15-20% of the topics which are relatively simpler or descriptive in nature should be given to the students for self-learning and assess the development of competency through classroom presentations.
- Micro-projects may be given to group of students for hand-on experiences
- Encouraging students to visit to sites such as Railway station and research establishment around the institution.

**Course outcomes**

At the end of the course student will be able to

1. Understand the ecosystem and terminology and solve various engineering problems applying ecosystem knowledge to produce eco – friendly products.
2. Understand the suitable air, extent of noise pollution, and control measures and acts.
3. Understand the water and soil pollution, and control measures and acts.

4. Understand different renewable energy resources and efficient process of harvesting.
5. Understand solid Waste Management, ISO 14000 & Environmental Management.

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|                   |   |                 |
|-------------------|---|-----------------|
| Course Title      | : | Sports and Yoga |
| Number of Credits | : | 1(L:0,P:2)      |
| Prerequisites     | : | NIL             |

#### **Course Objectives:**

- To make the students understand the importance of sound health and fitness principles as they relate to better health.
- To expose the students to a variety of physical and yogic activities aimed at stimulating their continued inquiry about Yoga, physical education, health and fitness.
- To create a safe, progressive, methodical and efficient activity based plan to enhance improvement and minimize risk of injury.
- To develop among students an appreciation of physical activity as a lifetime pursuit and a means to better health.

#### **Course Content:**

- **Introduction to Physical Education**
  - Meaning & definition of Physical Education
  - Aims & Objectives of Physical Education
  - Changing trends in Physical Education
- **Olympic Movement**
  - Ancient & Modern Olympics (Summer & Winter)
  - Olympic Symbols, Ideals, Objectives & Values
  - Awards and Honours in the field of Sports in India (Dronacharya Award, Arjuna Award, Dhyanachand Award, Rajiv Gandhi Khel Ratna Award etc.)
- **Physical Fitness, Wellness & Lifestyle**
  - Meaning & Importance of Physical Fitness & Wellness
  - Components of Physical fitness

- Components of Health related fitness
- Components of wellness
- Preventing Health Threats through Lifestyle Change
- Concept of Positive Lifestyle
- **Fundamentals of Anatomy & Physiology in Physical Education, Sports and Yoga**
  - Define Anatomy, Physiology & Its Importance
  - Effect of exercise on the functioning of Various Body Systems. (Circulatory System, Respi-ratory System, Neuro-Muscular System etc.)
- **Kinesiology, Biomechanics & Sports**
  - Meaning & Importance of Kinesiology & Biomechanics in Physical Edu. & Sports
  - Newton's Law of Motion & its application in sports.
  - Friction and its effects in Sports.
- **Postures**
  - Meaning and Concept of Postures.
  - Causes of Bad Posture.
  - Advantages & disadvantages of weight training.
  - Concept & advantages of Correct Posture.
  - Common Postural Deformities – Knock Knee; Flat Foot; Round Shoulders; Lordosis, Ky-phosis, Bow Legs and Scoliosis.
  - Corrective Measures for Postural Deformities
- **Yoga**
  - Meaning & Importance of Yoga
  - Elements of Yoga
  - Introduction - Asanas, Pranayama, Meditation & Yogic Kriyas
  - Yoga for concentration & related Asanas (Sukhasana; Tadasana; Padmasana & Sha-shankasana)

- Relaxation Techniques for improving concentration - Yog-nidra

- **Yoga & Lifestyle**

- Asanas as preventive measures.
- Hypertension: Tadasana, Vajrasana, Pavanuktasana, Ardha Chakrasana, Bhujangasana, Sharasana.
- Obesity: Procedure, Benefits & contraindications for Vajrasana, Hastasana, Trikonasana, Ardha Matsyendrasana.
- Back Pain: Tadasana, Ardha Matsyendrasana, Vakrasana, Shalabhasana, Bhujangasana.
- Diabetes: Procedure, Benefits & contraindications for Bhujangasana, Paschimottasana, Pavanuktasana, Ardha Matsyendrasana.
- Asthma: Procedure, Benefits & contraindications for Sukhasana, Chakrasana, Gomukhasana, Parvatasana, Bhujangasana, Paschimottasana, Matsyasana.

- **Training and Planning in Sports**

- Meaning of Training
- Warming up and limbering down
- Skill, Technique & Style
- Meaning and Objectives of Planning.
- Tournament – Knock-Out, League/Round Robin & Combination.

- **Psychology & Sports**

- Definition & Importance of Psychology in Physical Edu. & Sports
- Define & Differentiate Between Growth & Development
- Adolescent Problems & Their Management
- Emotion: Concept, Type & Controlling of emotions
- Meaning, Concept & Types of Aggressions in Sports.
- Psychological benefits of exercise.
- Anxiety & Fear and its effects on Sports Performance.
- Motivation, its type & techniques.

- Understanding Stress & Coping Strategies.

- Doping

- Meaning and Concept of Doping
- Prohibited Substances & Methods
- Side Effects of Prohibited Substances

- **Sports Medicine**

- First Aid – Definition, Aims & Objectives.
- Sports injuries: Classification, Causes & Prevention.
- Management of Injuries: Soft Tissue Injuries and Bone & Joint Injuries

- **Sports / Games**

Following sub topics related to any one Game/Sport of choice of student out of: Athletics, Badminton, Basketball, Chess, Cricket, Kabaddi, Lawn Tennis, Swimming, Table Tennis, Vol-leyball, Yoga etc.

- History of the Game/Sport.
- Latest General Rules of the Game/Sport.
- Specifications of Play Fields and Related Sports Equipment.
- Important Tournaments and Venues.
- Sports Personalities.
- Proper Sports Gear and its Importance.

### **References:**

1. Modern Trends and Physical Education by Prof. Ajmer Singh.
2. Light On Yoga By B.K.S. Iyengar.
3. Health and Physical Education – NCERT (11th and 12th Classes)

### **Course Outcomes:**

On successful completion of the course the students will be able to:

- (i) Practice Physical activities and Hatha Yoga focusing on yoga for strength, flexibility, and relaxation.
- (ii) Learn techniques for increasing concentration and decreasing anxiety which leads to stronger academic performance.

- (iii) Learn breathing exercises and healthy fitness activities
  - (iv) Understand basic skills associated with yoga and physical activities including strength and flexibility, balance and coordination.
  - (v) Perform yoga movements in various combination and forms.
  - (vi) Assess current personal fitness levels.
  - (vii) Identify opportunities for participation in yoga and sports activities.
  - (viii) Develop understanding of health-related fitness components: cardiorespiratory endurance, flexibility and body composition etc.
  - (ix) Improve personal fitness through participation in sports and yogic activities.
  - (x) Develop understanding of psychological problems associated with the age and lifestyle.
- (xi) Demonstrate an understanding of sound nutritional practices as related to health and physical performance.
  - (xii) Assess yoga activities in terms of fitness value.
  - (xiii) Identify and apply injury prevention principles related to yoga and physical fitness activities.
  - (xiv) Understand and correctly apply biomechanical and physiological principles related to exercise and training.
- .....

|                   |   |                        |
|-------------------|---|------------------------|
| Course Title      | : | Applied Physics-I Labs |
| Number of Credits | : | 2 (L: 0, P: 4)         |
| Prerequisites     | : | NIL                    |

### Course Objectives

Study of Applied Physics aims to give an understanding of physical world by observations and predictions. Concrete use of physical principles and analysis in various fields of engineering and technology is very prominent. The course aims to supplement the factual knowledge gained in the lecture by first hand manipulation of apparatus. This will develop scientific temper and help to apply the basic concepts and principles in solving engineering and technology based problems. In addition, students get necessary confidence in handling equipment and thus learn various skills in measurement.

### List of Practical's/Activities (To perform minimum 10 practical's).

1. To measure length, radius of a given cylinder, a test tube and a beaker using a Vernier caliper and find volume of each object.
2. To determine diameter of a wire, a solid ball and thickness of cardboard using a screw gauge.
3. To determine radius of curvature of a convex and a concave mirror/surface using a spherometer.

4. To verify triangle and parallelogram law of forces.
5. To find the co-efficient of friction between wood and glass using a horizontal board.
6. To determine force constant of a spring using Hook's Law.
7. To verify law of conservation of mechanical energy (PE to KE).
8. To find the moment of inertia of a flywheel.
9. To find the viscosity of a given liquid (Glycerin) by Stoke's law.
10. To find the coefficient of linear expansion of the material of a rod.
11. To determine atmospheric pressure at a place using Fortin's barometer.
12. To measure room temperature and temperature of a hot bath using mercury thermometer and convert it into different scales.

### **Learning Outcome:**

After undergoing this lab work, the student will be able to:

- Select right kind of measuring tools (Meter scale, Vernier caliper, Screw gauge, Spherometer etc.) for determining dimensions of physical quantities and make measurements with accuracy and precision.
- Differentiate various shapes and determine dimensions of plane, curved and regular surfaces/bodies.
- Apply and Verify laws of forces and determine resultant force acting on a body.
- Appreciate role of friction and measure co-efficient of friction between different surfaces.
- Describe and verify Hook's law and determine force constant of spring body.
- Identify various forms of energy, energy transformations and verify law of conservation of energy.
- Understand rotational motion and determine M.I. of a rotating body (flywheel)
- Understand Stoke's law for viscous liquids and determine viscosity of a given liquid.
- Understand how materials expand on heating and determine linear expansion coefficient for a given material rod.
- Understand working and use Fortin's barometers for determining pressure at a place.
- Understand use of thermometers to measure temperature under different conditions and different scales of temperature measurements.

### **SUGGESTED STUDENT ACTIVITIES & STRATEGIES**

Apart from classroom and laboratory learning following are the suggested student related activities which can be undertaken to accelerate the attainment of various outcomes of the course

- a. Make survey of different physical products and compare the following points
  - Measurements of dimensions

- Properties
- Applications

b. Library survey regarding engineering materials/products used in different industries

c. Seminar on any relevant topic.

Teachers should use the following strategies to achieve the various outcomes of the course.

- Different methods of teaching and media to be used to attain classroom attention.
- Massive open online courses (MOOCs) may be used to teach various topics/sub topics.
- 15-20% of the topics which are relatively simpler of descriptive in nature should be given to the students for self-learning and assess the development of competency through classroom presentations.
- Micro-projects may be given to group of students for hand-on experiences.

### References:

1. Text Book of Physics for Class XI & XII (Part-I, Part-II); N.C.E.R.T., Delhi
2. Comprehensive Practical Physics, Vol, I & II, JN Jaiswal, Laxmi Publications (P)Ltd.,
3. Practical Physics by C. L. Arora, S. Chand Publication.
4. e-books/e-tools/ learning physics software/YouTube videos/websites etc.

|                             |   |                                        |
|-----------------------------|---|----------------------------------------|
| Course Title                | : | Introduction to IT Systems Lab         |
| Number of Credits           | : | 2 (L: 0,P: 4)                          |
| Prerequisites (Course code) | : | NIL, should be doing ES102 in parallel |
| Course Category             | : | ES                                     |

### Course Objectives:

This Lab course is intended to practice whatever is taught in theory class of 'Introduction of IT Systems' and become proficient in using computing environment - basic computer skills, basic application software tools, Computer Hardware, cyber security features, etc.

### Course Content:

| S.No. | Topics for Practice                                                                                                                                               |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     | Browser features, browsing, using various search engines, writing search queries                                                                                  |
| 2     | Visit various e-governance/Digital India portals, understand their features, services offered                                                                     |
| 3     | Read Wikipedia pages on computer hardware components, look at those components in lab, identify them, recognise various ports/interfaces and related cables, etc. |

|   |                                                                                                                      |
|---|----------------------------------------------------------------------------------------------------------------------|
| 4 | Install Linux and Windows operating system on identified lab machines, explore various options, do it multiple times |
|---|----------------------------------------------------------------------------------------------------------------------|

|   |                                                                                                                                            |
|---|--------------------------------------------------------------------------------------------------------------------------------------------|
| 5 | Connect various peripherals (printer, scanner, etc.) to computer, explore various features of peripheral and their device driver software. |
| 6 | Practice HTML commands, try them with various values, make your own Webpage                                                                |
| 7 | Explore features of Open Office tools, create documents using these features, do it multiple times                                         |
| 8 | Explore security features of Operating Systems and Tools, try using them and see what happens.                                             |

This is a skill course. More you practice, better it will be.

#### References:

1. Online resources, Linux man pages, Wikipedia.
2. R.S. Salaria, Computer Fundamentals, Khanna Publishing House.
3. Ramesh Bangia, PC Software Made Easy – The PC Course Kit, Khanna Publishing House.
4. Mastering Linux Shell Scripting: A practical guide to Linux command-line, Bash scripting, and Shell programming, by Mokhtar Ebrahim, Andrew Mallett.
5. IT Essentials PC Hardware and Software Companion Guide, Davis Anfinson and Ken Quamme, CISC Press, Pearson Education.
6. PC Hardware and A+ Handbook, Kate J. Chase PHI (Microsoft).

#### Course outcomes:

At the end of the course student will be able to comfortably work on computer, install and configure OS, assemble a PC and connect it to external devices, write documents, create worksheets, prepare presentations, protect information and computers from basic abuses/attacks.

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|                   |   |                                                            |
|-------------------|---|------------------------------------------------------------|
| Course Title      | : | Fundamentals of Electrical and Electronics Engineering Lab |
| Number of Credits | : | 2 (L: 0, P: 4)                                             |
| Prerequisites     | : | NIL                                                        |
| Course Category   | : | ES                                                         |

#### Suggested Practicals/Exercises:

The practical in this section are PrOs (i.e. sub-components of the COs) to be developed and assessed in the student for the attainment of the competency.

| S. No. | Practical Outcomes (PrOs) | Approx. Hrs. |
|--------|---------------------------|--------------|
|--------|---------------------------|--------------|

|    |                                                                                                                     |     |
|----|---------------------------------------------------------------------------------------------------------------------|-----|
| 1. | Determine the permeability of magnetic material by plotting its B-H curve.                                          | 02* |
| 2. | Measure voltage, current and power in 1-phase circuit with resistive load.                                          | 02* |
| 3. | Measure voltage, current and power in R-L series circuit.                                                           | 02* |
| 4. | Determine the transformation ratio (K) of 1-phase transformer.                                                      | 02  |
| 5. | Connect single phase transformer and measure input and output quantities.                                           | 02  |
| 6. | Make Star and Delta connection in induction motor starters and measure the line and phase values.                   | 02  |
| 7. | Identify various passive electronic components in the given circuit                                                 | 02  |
| 8. | Connect resistors in series and parallel combination on bread board and measure its value using digital multimeter. | 02  |
| 9. | Connect capacitors in series and parallel combination on bread board and measure its value using multimeter.        | 02* |

| S. No. | Practical Outcomes (PrOs)                                                                   | Approx. Hrs. |
|--------|---------------------------------------------------------------------------------------------|--------------|
| 10.    | Identify various active electronic components in the given circuit.                         | 02           |
| 11.    | Use multimeter to measure the value of given resistor.                                      | 02           |
| 12.    | Use LCR-Q tester to measure the value of given capacitor and inductor.                      | 02           |
| 13.    | Determine the value of given resistor using digital multimeter to confirm with colour code. | 02*          |
| 14.    | Test the PN-junction diodes using digital multimeter.                                       | 02*          |
| 15.    | Test the performance of PN-junction diode.                                                  | 02           |
| 16.    | Test the performance of Zener diode.                                                        | 02           |
| 17.    | Test the performance of LED.                                                                | 02           |
| 18.    | Identify three terminals of a transistor using digital multimeter.                          | 02           |
| 19.    | Test the performance of NPN transistor.                                                     | 02*          |
| 20.    | Determine the current gain of CE transistor configuration.                                  | 02           |
| 21.    | Test the performance of transistor switch circuit.                                          | 02           |
| 22.    | Test the performance of transistor amplifier circuit.                                       | 02           |
| 23.    | Test Op-Amp as amplifier and Integrator                                                     | 02           |
|        | <b>Total</b>                                                                                | <b>46</b>    |

#### References:

1. Ritu Sahdev, Basic Electrical Engineering, Khanna Publishing House, 2018
2. Mittle and Mittal, Basic Electrical Engineering, McGraw Education, New Delhi, 2015, ISBN : 978-0-07-0088572-5

3. Saxena, S. B. Lal, Fundamentals of Electrical Engineering, Cambridge University Press, latest edition ISBN : 9781107464353
4. Theraja, B. L., Electrical Technology Vol – I, S. Chand publications, New Delhi, 2015, ISBN:9788121924405
5. Theraja, B. L., Electrical Technology Vol – II, S. Chand publications, New Delhi, 2015, ISBN:9788121924375
6. Jegathesan, V., Basic Electrical and Electronics Engineering, Wiley India, New Delhi, 2015, ISBN : 97881236529513
7. Sedha, R.S., A text book of Applied Electronics, S.Chand ,New Delhi, 2008, ISBN-13: 978-8121927833
8. Malvino, Albert Paul, David, Electronics Principles, McGraw Hill Education, New Delhi, 2015, ISBN-13: 0070634244-978
9. Mehta, V.K., Mehta, Rohit, Principles of Electronics, S. Chand and Company, New Delhi, 2014, ISBN-13-9788121924504
10. Bell Devid, Fundamental of Electronic Devices and Circuits, Oxford University Press, New Delhi 2015 ISBN : 9780195425239

**Suggested Softwares/Learning Websites:**

- a. [en.wikipedia.org/wiki/Transformer](http://en.wikipedia.org/wiki/Transformer)
- b. [www.animations.physics.unsw.edu.au/~jw/AC.html](http://www.animations.physics.unsw.edu.au/~jw/AC.html)
- c. [www.alpharubicon.com/altenergy/understandingAC.htm](http://www.alpharubicon.com/altenergy/understandingAC.htm)
- d. [www.electronics-tutorials](http://www.electronics-tutorials)
- e. [learn.sparkfun.com/tutorials/transistors](http://learn.sparkfun.com/tutorials/transistors)
- f. [www.pitt.edu/~qiw4/Academic/ME2082/Transistor%20Basics.pdf](http://www.pitt.edu/~qiw4/Academic/ME2082/Transistor%20Basics.pdf)
- g. [www.technologystudent.com/elec1/transis1.htm](http://www.technologystudent.com/elec1/transis1.htm)
- h. [www.learningaboutelectronics.com](http://www.learningaboutelectronics.com)
- i. [www.electrical4u.com](http://www.electrical4u.com)

**Course Outcomes:**

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

1. Understand basic principle and operation of electric circuits and machines.
2. Solve basic problems related to electrical circuits and machines. Explain the operation of different electrical technologies.
3. Demonstrate an understanding of the control systems.
4. Understand the basic circuit elements
5. Understand different types of signal waveforms.
6. Understand logic gates and apply them in various electronic circuits.
7. Understand the basic concepts of op-amps, and their applications.
8. Use relevant electric/electronic protective devices safely.

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|                   |   |                            |
|-------------------|---|----------------------------|
| Course Title      | : | Engineering Mechanics Lab. |
| Number of Credits | : | 1 (L: 0, P: 4)             |
| Prerequisites     | : | NIL                        |
| Course Category   | : | ES                         |

### Course Objectives::

Following are the objectives of this course:

- 1) To obtain resultant of various forces
- 2) To calculate support reactions through conditions of equilibrium for various structures
- 3) To understand role of friction in equilibrium problems
- 4) To know fundamental laws of machines and their applications to various engineering problems

### List of Practical to be performed:

1. To study various equipments related to Engineering Mechanics.
2. To find the M.A., V.R., Efficiency and law of machine for Differential Axle and Wheel.
3. To find the M.A., V.R., Efficiency and law of machine for Simple Screw Jack.
4. Derive Law of machine using Worm and worm wheel.
5. Derive Law of machine using Single purchase crab.
6. Derive Law of machine using double purchase crab.
7. Derive Law of machine using Weston's differential or wormed geared pulley block.
8. Determine resultant of concurrent force system applying Law of Polygon of forces using forcetable.
9. Determine resultant of concurrent force system graphically.
10. Determine resultant of parallel force system graphically.
11. Verify Lami's theorem.
12. Study forces in various members of Jib crane.
13. Determine support reactions for simply supported beam.
14. Obtain support reactions of beam using graphical method.
15. Determine coefficient of friction for motion on horizontal and inclined plane.
16. Determine centroid of geometrical plane figures.

### Suggested Learning Resources:

1. Bedi D.S., Engineering Mechanics, Khanna Publishing House
2. Khurmi, R.S., Applied Mechanics, S.Chand & Co. New Delhi.
3. Bansal R K, A text book of Engineering Mechanics, Laxmi Publications.
4. Ramamrutham, Engineering Mechanics, S.,S Chand & Co. New Delhi.
5. Dhade, Jamadar & Walawelkar, Fundamental of Applied Mechanics, Pune Vidhyarthi Gruh.

6. Ram, H. D.; Chauhan, A. K. Foundations and Applications of Applied Mechanics, Cambridge Uni-versity Press.
7. Meriam, J. L., Kraige, L.G. , Engineering Mechanics- Statics, Vol. I, Wiley Publication, New Delhi.

**Course outcomes:**

After completing this course, student will be able to

2. Identify the force systems for given conditions by applying the basics of mechanics.
  3. Determine unknown force(s) of different engineering systems.
  4. Apply the principles of friction in various conditions for useful purposes.
  5. Find the centroid and centre of gravity of various components in engineering systems.
  6. Select the relevant simple lifting machine(s) for given purposes.
- .....



|                            |              |                                                                                                                                                                                                                                                       |                               |  |                             |          |           |               |  |
|----------------------------|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|--|-----------------------------|----------|-----------|---------------|--|
| RGPV (DIPLOMA WING) BHOPAL |              |                                                                                                                                                                                                                                                       | OBE CURRICULUM FOR THE COURSE |  |                             | FORMAT-3 |           | Sheet No. 1/3 |  |
| Branch                     | ALL BRANCHES |                                                                                                                                                                                                                                                       |                               |  |                             | Semester |           | FIRST         |  |
| Course Code                |              |                                                                                                                                                                                                                                                       | Course Name                   |  | PROFESSIONAL DEVELOPMENT -I |          |           |               |  |
| Course Outcome 1           |              | Student will be able to work as a team member                                                                                                                                                                                                         |                               |  |                             |          | Teach Hrs | Marks         |  |
| Learning Outcome 1         |              | Student will be able to <b>perform</b> as a team member in a team for organizing vishvakarma pooja/ cultural programme/ departmental plantation programme/ departmental cleanliness drive/ celebration of jayantis of great leaders and personalities |                               |  |                             |          | 10        | 10            |  |
| Contents                   |              | Teams, purpose of forming teams, team working, role of team member, certain skills of good team member                                                                                                                                                |                               |  |                             |          |           |               |  |
| Method of Assessment       |              | Observation + Rating list Administration                                                                                                                                                                                                              |                               |  |                             |          |           |               |  |
| Learning Outcome 2         |              | Student will be able to <b>perform</b> as a team member in team for the publication of departmental newsletter / magazine /other departmental academic events/ functions                                                                              |                               |  |                             |          | 10        | 10            |  |
| Contents                   |              | Teams, purpose of forming teams, team working, role of team member, certain skills of good team member                                                                                                                                                |                               |  |                             |          |           |               |  |
| Method of Assessment       |              | Observation + Rating list Administration                                                                                                                                                                                                              |                               |  |                             |          |           |               |  |
| Course Outcome 2           |              | Student will be able to communicate non-verbally in a given problem situation                                                                                                                                                                         |                               |  |                             |          |           |               |  |
| Learning Outcome           |              | Student will be able to <b>communicate</b> through face expressions in a given problem situation                                                                                                                                                      |                               |  |                             |          | 10        | 10            |  |

|                             |                                                                                                                                                                     |    |    |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|----|
| <b>1</b>                    |                                                                                                                                                                     |    |    |
| <b>Contents</b>             | Communication, nonverbal communication, its importance, communication through face expressions, various types of face expressions for different messages            |    |    |
| <b>Method of Assessment</b> | Observation + Rating list Administration                                                                                                                            |    |    |
| <b>Learning Outcome 2</b>   | Student will be able to <b>communicate</b> through body language/ etiquettes in a given problem situation                                                           | 10 | 10 |
| <b>Contents</b>             | Nonverbal communication, its importance, communication through body language, various types of body expressions for different messages, antiques & their importance |    |    |
| <b>Method of Assessment</b> | Observation + Rating list Administration                                                                                                                            |    |    |

|                             |                                                                                                                                                                        |    |    |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|----|
| <b>Course Outcome -3</b>    | <b>Student will be able to make decision in a given professional situation</b>                                                                                         |    |    |
| <b>Learning Outcome 1</b>   | Student will be able to identify the decision to be made in the given case                                                                                             | 10 | 10 |
| <b>Contents</b>             | Importance of decisions, need of decision making in professional life, identification of situations which needs decision making, identification of decision to be made |    |    |
| <b>Method of Assessment</b> | Paper pen test                                                                                                                                                         |    |    |
| <b>Learning Outcome 2</b>   | Student will be able to take decision in the given case situation                                                                                                      | 10 | 10 |
| <b>Contents</b>             | Decision making process, identification of various available alternatives, evaluation of alternatives, selection of best possible alternative                          |    |    |
| <b>Method of Assessment</b> | Paper pen test                                                                                                                                                         |    |    |

|                                |                                                                                                                           |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                        |             |  |                      |               |                        |                                                                                |            |                                                                                                               |                               |  |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--|----------------------|---------------|------------------------|--------------------------------------------------------------------------------|------------|---------------------------------------------------------------------------------------------------------------|-------------------------------|--|
| RGPV (Diploma Wing )<br>Bhopal |                                                                                                                           | Scheme for<br>Learning<br>Outcome                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                        | Branch Code |  |                      | Course Code   |                        |                                                                                | CO<br>Code | LO<br>Code                                                                                                    | Format No. <b>4</b>           |  |
|                                |                                                                                                                           |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                        |             |  |                      | <b>1</b>      | <b>0</b>               | <b>5</b>                                                                       | <b>1</b>   | <b>1</b>                                                                                                      |                               |  |
| COURSE NAME                    |                                                                                                                           | PROFESSIONAL DEVELOPMENT-1                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                        |             |  |                      |               |                        |                                                                                |            |                                                                                                               |                               |  |
| CO Description                 |                                                                                                                           | Student will be able to work as a team member                                                                                                                                                                                                         |                                                                                                                                                                                                                                                        |             |  |                      |               |                        |                                                                                |            |                                                                                                               |                               |  |
| LO Description                 |                                                                                                                           | Student will be able to <b>perform</b> as a team member in a team for organizing vishvakarma pooja/ cultural programme/ departmental plantation programme/ departmental cleanliness drive/ celebration of jayantis of great leaders and personalities |                                                                                                                                                                                                                                                        |             |  |                      |               |                        |                                                                                |            |                                                                                                               |                               |  |
| SCHEME OF STUDY                |                                                                                                                           |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                        |             |  |                      |               |                        |                                                                                |            |                                                                                                               |                               |  |
| S. No.                         | Learning<br>Content                                                                                                       | Teaching-<br>Learning<br>Method                                                                                                                                                                                                                       | Description of T-L Process                                                                                                                                                                                                                             |             |  |                      | Teach<br>Hrs. | Pract.<br>/Tut<br>Hrs. | LRs<br>Required                                                                |            | Remarks                                                                                                       |                               |  |
| 1                              | Teams, purpose<br>offorming teams,<br>team working,<br>roleof team<br>member, certain<br>skills of good<br>team<br>member | Traditional<br>Lecture+<br>StudentActivity                                                                                                                                                                                                            | Teacher will explain the terms<br>mentioned in content, demonstrate<br>therole and following skills of team<br>member, arrange guided practice for<br>playing role of team member in a<br>team event, arrange formative<br>assessment<br>and tutorials |             |  |                      | 05            | 05                     | Any<br>suitable<br>skill<br>training<br>book on<br>team<br>working,<br>handout |            | If necessary<br>teacher<br>mayalso<br>suggest<br>video film<br>orother<br>online<br>learning<br>resource<br>s |                               |  |
| SCHEME OF ASSESSMENT           |                                                                                                                           |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                        |             |  |                      |               |                        |                                                                                |            |                                                                                                               |                               |  |
| S. No.                         | Method of<br>Assessme<br>nt                                                                                               | Description of Assessment                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                        |             |  | Maximu<br>m<br>Marks |               | Resources Required     |                                                                                |            |                                                                                                               | External<br>/<br>Interna<br>l |  |

|                                                                                        |                                                |                                                                                                                                                                        |    |                |          |
|----------------------------------------------------------------------------------------|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|----------------|----------|
| 1                                                                                      | Observation +<br>Rating list<br>Administration | In a team event of small group of student,<br>extent of demonstration of the related skills by<br>the student will be observed and assessed<br>through<br>rating list. | 10 | Rating<br>List | Internal |
| <p align="center"><b>ADDITIONAL INSTRUCTIONS FOR THE HOD/ FACULTY<br/>(IF ANY)</b></p> |                                                |                                                                                                                                                                        |    |                |          |

**The team skills :-**

- 1. Encourage other team members for ideas and opinions about team activities**
- 2. Active participation in team activities**
- 3. Bears responsibility for the tasks assigned to him/her**
- 4. Try to perform in best way for the assigned team activity**
- 5. Prefer to execute the assigned work than mere discussion on team**

**activitiesPerformance indicators:-**

1. Respect ideas and opinions of other team members (2 marks)
2. Participate actively in all team activities (2 marks)
3. Sincerely completes tasks assigned to him/ her (2 marks)
4. Shows skills and ability to use available resources to achieve best possible results (2 marks)
5. Try to turn talks into practical solutions and actions with positive impact (2 marks)

Advice: - Form three batches B1, B2 and B3 of students. Assign teaching -learning of the three COs to three faculties F1, F2 and F3 of the department. Conduction of classes will be as per the following matrix:-

|                                   | <b>FIRST 20 PERIODS</b> | <b>SECOND 20 PERIODS</b> | <b>THIRD 20 PERIODS</b> |
|-----------------------------------|-------------------------|--------------------------|-------------------------|
| <b>F1 for CO1 (L01 &amp;L02)</b>  | B1                      | B2                       | B3                      |
| <b>F2 for CO2 (L01 &amp; L02)</b> | B2                      | B3                       | B1                      |

|  |                                           |    |    |    |  |
|--|-------------------------------------------|----|----|----|--|
|  | <b>F3 for C03<br/>(L01 &amp;<br/>L02)</b> | B3 | B1 | B2 |  |
|--|-------------------------------------------|----|----|----|--|

|                                |                                                                                                       |                                                                                                                                                                          |                                                                                                                                                                                                                                                              |             |  |                      |               |                        |                                                           |            |                                                                                    |                               |  |
|--------------------------------|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--|----------------------|---------------|------------------------|-----------------------------------------------------------|------------|------------------------------------------------------------------------------------|-------------------------------|--|
| RGPV (Diploma Wing )<br>Bhopal |                                                                                                       | Scheme for<br>Learning<br>Outcome                                                                                                                                        |                                                                                                                                                                                                                                                              | Branch Code |  |                      | Course Code   |                        |                                                           | CO<br>Code | LO<br>Code                                                                         | Format No. <b>4</b>           |  |
|                                |                                                                                                       |                                                                                                                                                                          |                                                                                                                                                                                                                                                              |             |  |                      | <b>1</b>      | <b>0</b>               | <b>5</b>                                                  | <b>1</b>   | <b>2</b>                                                                           |                               |  |
| COURSE NAME                    |                                                                                                       | PROFESSIONAL DEVELOPMENT-1                                                                                                                                               |                                                                                                                                                                                                                                                              |             |  |                      |               |                        |                                                           |            |                                                                                    |                               |  |
| CO Description                 |                                                                                                       | Student will be able to work as a team member                                                                                                                            |                                                                                                                                                                                                                                                              |             |  |                      |               |                        |                                                           |            |                                                                                    |                               |  |
| LO Description                 |                                                                                                       | Student will be able to <b>perform</b> as a team member in team for the publication of departmental newsletter / magazine /other departmental academic events/ functions |                                                                                                                                                                                                                                                              |             |  |                      |               |                        |                                                           |            |                                                                                    |                               |  |
| SCHEME OF STUDY                |                                                                                                       |                                                                                                                                                                          |                                                                                                                                                                                                                                                              |             |  |                      |               |                        |                                                           |            |                                                                                    |                               |  |
| S. No.                         | Learning<br>Content                                                                                   | Teaching-<br>Learning<br>Method                                                                                                                                          | Method of teaching                                                                                                                                                                                                                                           |             |  |                      | Teach<br>Hrs. | Pract.<br>/Tut<br>Hrs. | LRs<br>Require<br>d                                       |            | Remarks                                                                            |                               |  |
| 1                              | Teams, purpose of forming teams,team working, role of team member, certain skills of good team member | Traditional Lecture +Student Activity                                                                                                                                    | Teacher will recall and if necessary, re-explain the terms mentioned in content, demonstrate the role and following skillsof team member, arrange guided practice for playing role of team memberin a team event, arrange formative assessment and tutorials |             |  |                      | 03            | 07                     | Any suitable skill training book on team working, handout |            | If necessary teacher mayalso suggest video film orother online learning resource s |                               |  |
| SCHEME OF ASSESSMENT           |                                                                                                       |                                                                                                                                                                          |                                                                                                                                                                                                                                                              |             |  |                      |               |                        |                                                           |            |                                                                                    |                               |  |
| S. No.                         | Method of<br>Assessme<br>nt                                                                           | Description of Assessment                                                                                                                                                |                                                                                                                                                                                                                                                              |             |  | Maximu<br>m<br>Marks |               | Resources Required     |                                                           |            |                                                                                    | External<br>/<br>Interna<br>l |  |

|                                                                                        |                                                |                                                                                                                                                                        |    |                |          |
|----------------------------------------------------------------------------------------|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|----------------|----------|
| 1                                                                                      | Observation +<br>Rating list<br>Administration | In a team event of small group of student,<br>extent of demonstration of the related skills by<br>the student will be observed and assessed<br>through<br>rating list. | 10 | Rating<br>List | Internal |
| <p align="center"><b>ADDITIONAL INSTRUCTIONS FOR THE HOD/ FACULTY<br/>(IF ANY)</b></p> |                                                |                                                                                                                                                                        |    |                |          |

**The team skills:-**

1. **Contributes in solving team work related problems**
2. **Use his skills and abilities for carrying out team activities**
3. **Participates in team activities with a positive attitude**
4. **Cares for genuine concerns of other team members**
5. **Allows other members to share their views in team and cooperate them in team activities**

**Performance indicators:-**

1. Offers workable solutions to problems faced by the team (2 marks)
2. Shows skills and ability to be resourceful in a team (2 marks)
3. Active participation in all team activities with a display of winning attitude (2 marks)
4. Questions team's efforts for common benefits of all members (2 marks)
5. Patient listener to other's ideas and opinions (2 marks)

Advice: - Form three batches B1, B2 and B3 of students. Assign teaching -learning of the three COs to three faculties F1, F2 and F3 of the department. Conduction of classes will be as per the following matrix:-

|                                   | <b>FIRST 20 PERIODS</b> | <b>SECOND 20 PERIODS</b> | <b>THIRD 20 PERIODS</b> |
|-----------------------------------|-------------------------|--------------------------|-------------------------|
| <b>F1 for CO1(L01 &amp;L02)</b>   | B1                      | B2                       | B3                      |
| <b>F2 for CO2 (L01 &amp; L02)</b> | B2                      | B3                       | B1                      |

|  |                                           |    |    |    |  |
|--|-------------------------------------------|----|----|----|--|
|  | <b>F3 for C03<br/>(L01 &amp;<br/>L02)</b> | B3 | B1 | B2 |  |
|--|-------------------------------------------|----|----|----|--|

|                                |                                                                                                                                                          |                                                                                                  |                                                                                                                                                                                                                                                        |             |  |  |                      |                        |                                                                  |            |                               |                                                                                   |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--|--|----------------------|------------------------|------------------------------------------------------------------|------------|-------------------------------|-----------------------------------------------------------------------------------|
| RGPV (Diploma Wing )<br>Bhopal |                                                                                                                                                          | Scheme for<br>Learning<br>Outcome                                                                |                                                                                                                                                                                                                                                        | Branch Code |  |  | Course Code          |                        |                                                                  | CO<br>Code | LO<br>Code                    | Format No. <b>4</b>                                                               |
|                                |                                                                                                                                                          |                                                                                                  |                                                                                                                                                                                                                                                        |             |  |  | <b>1</b>             | <b>0</b>               | <b>5</b>                                                         | <b>2</b>   | <b>1</b>                      |                                                                                   |
| COURSE NAME                    |                                                                                                                                                          | PROFESSIONAL DEVELOPMENT-1                                                                       |                                                                                                                                                                                                                                                        |             |  |  |                      |                        |                                                                  |            |                               |                                                                                   |
| CO Description                 |                                                                                                                                                          | Student will be able to communicate non-verbally in a given problem situation                    |                                                                                                                                                                                                                                                        |             |  |  |                      |                        |                                                                  |            |                               |                                                                                   |
| LO Description                 |                                                                                                                                                          | Student will be able to <b>communicate</b> through face expressions in a given problem situation |                                                                                                                                                                                                                                                        |             |  |  |                      |                        |                                                                  |            |                               |                                                                                   |
| SCHEME OF STUDY                |                                                                                                                                                          |                                                                                                  |                                                                                                                                                                                                                                                        |             |  |  |                      |                        |                                                                  |            |                               |                                                                                   |
| S.<br>No.                      | Learning Content                                                                                                                                         | Teaching-<br>LearningMethod                                                                      | Description of T-L process                                                                                                                                                                                                                             |             |  |  | Teac<br>h<br>Hrs.    | Pract.<br>/Tut<br>Hrs. | LRs Required                                                     |            |                               | Remarks                                                                           |
| 1                              | Communication, nonverbal communication, its importance, communication through face expressions, various types of face expressions for different messages | Traditional lecture + Student Activity                                                           | Teacher will explain the terms mentioned in content, demonstratepopular face expressions for messaging, conduct guided practicefor communication through face expression under given conditions, conduct formative assessments and remedial /tutorials |             |  |  | 05                   | 05                     | Any suitable training book on non-verbal communication , handout |            |                               | If necessary teacher mayalso suggest video film orother online learning resources |
| SCHEME OF ASSESSMENT           |                                                                                                                                                          |                                                                                                  |                                                                                                                                                                                                                                                        |             |  |  |                      |                        |                                                                  |            |                               |                                                                                   |
| S. No.                         | Method of Assessme<br>nt                                                                                                                                 | Description of Assessment                                                                        |                                                                                                                                                                                                                                                        |             |  |  | Maximu<br>m<br>Marks | Resources Required     |                                                                  |            | External<br>/<br>Intern<br>al |                                                                                   |

|                                                                                        |                                                |                                                                                                                                                                                                                                                |    |             |          |
|----------------------------------------------------------------------------------------|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-------------|----------|
| 1                                                                                      | Observation +<br>Rating list<br>Administration | Individual student will be asked to demonstrate at least five communications through appropriate face expressions in given different problem situations, correctness of face expression will be observed and assessed through the rating list. | 10 | Rating List | Internal |
| <p align="center"><b>ADDITIONAL INSTRUCTIONS FOR THE HOD/ FACULTY<br/>(IF ANY)</b></p> |                                                |                                                                                                                                                                                                                                                |    |             |          |

Performance indicators:-

1. Correctness of first face expression according to given situation ( 2marks)
2. Correctness of second face expression according to given situation ( 2marks)
3. Correctness of third face expression according to given situation ( 2marks)
4. Correctness of fourth face expression according to given situation ( 2marks)
5. Correctness of fifth face expression according to given situation ( 2marks)

Advice: - Form three batches B1, B2 and B3 of students. Assign teaching -learning of the three COs to three faculties F1, F2 and F3 of the department. Conduction of classes will be as per the following matrix:-

|                                   | <b>FIRST 20 PERIODS</b> | <b>SECOND 20 PERIODS</b> | <b>THIRD 20 PERIODS</b> |
|-----------------------------------|-------------------------|--------------------------|-------------------------|
| <b>F1 for CO1(L01 &amp;L02)</b>   | B1                      | B2                       | B3                      |
| <b>F2 for CO2 (L01 &amp; L02)</b> | B2                      | B3                       | B1                      |
| <b>F3 for CO3 (L01 &amp; L02)</b> | B3                      | B1                       | B2                      |

|                                |                                                                                                                                                                      |                                                                                                                                                                                              |                                                                                                                                                                                                                                                                       |             |  |  |                   |                        |                                                                  |            |                                                                                   |                     |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--|--|-------------------|------------------------|------------------------------------------------------------------|------------|-----------------------------------------------------------------------------------|---------------------|
| RGPV (Diploma Wing )<br>Bhopal |                                                                                                                                                                      | Scheme for<br>Learning<br>Outcome                                                                                                                                                            |                                                                                                                                                                                                                                                                       | Branch Code |  |  | Course Code       |                        |                                                                  | CO<br>Code | LO<br>Code                                                                        | Format No. <b>4</b> |
|                                |                                                                                                                                                                      |                                                                                                                                                                                              |                                                                                                                                                                                                                                                                       |             |  |  | <b>1</b>          | <b>0</b>               | <b>5</b>                                                         | <b>2</b>   | <b>2</b>                                                                          |                     |
| COURSE NAME                    |                                                                                                                                                                      | PROFESSIONAL DEVELOPMENT-1                                                                                                                                                                   |                                                                                                                                                                                                                                                                       |             |  |  |                   |                        |                                                                  |            |                                                                                   |                     |
| CO Description                 |                                                                                                                                                                      | Student will be able to communicate non-verbally in a given problem situation                                                                                                                |                                                                                                                                                                                                                                                                       |             |  |  |                   |                        |                                                                  |            |                                                                                   |                     |
| LO Description                 |                                                                                                                                                                      | Student will be able to <b>communicate</b> through body language/ etiquettes in a given problem situation                                                                                    |                                                                                                                                                                                                                                                                       |             |  |  |                   |                        |                                                                  |            |                                                                                   |                     |
| SCHEME OF STUDY                |                                                                                                                                                                      |                                                                                                                                                                                              |                                                                                                                                                                                                                                                                       |             |  |  |                   |                        |                                                                  |            |                                                                                   |                     |
| S.<br>No.                      | Learning Content                                                                                                                                                     | Teaching-<br>Learning Method                                                                                                                                                                 | Description of T-L Process                                                                                                                                                                                                                                            |             |  |  | Teach<br>Hrs.     | Pract.<br>/Tut<br>Hrs. | LRs<br>Require<br>d                                              |            | Remarks                                                                           |                     |
| 1                              | Nonverbal communication,its importance, communication through body language, various types of body expressions for different messages, antiquates & their importance | Traditional Lecture +Student Activity                                                                                                                                                        | Teacher will explain the termsmentioned in content, Demonstrate popular body expressionsfor messaging and antiquates, conduct guided practice for communication through body expression under given conditions, conduct formative assessment and remedial / tutorials |             |  |  | 05                | 05                     | Any suitable training book on non-verbal communi cation, handout |            | If necessary teacher mayalso suggest video film orother online learning resources |                     |
| SCHEME OF ASSESSMENT           |                                                                                                                                                                      |                                                                                                                                                                                              |                                                                                                                                                                                                                                                                       |             |  |  |                   |                        |                                                                  |            |                                                                                   |                     |
| S. No.                         | Method of Assessme nt                                                                                                                                                | Description of Assessment                                                                                                                                                                    |                                                                                                                                                                                                                                                                       |             |  |  | Maximu m<br>Marks | Resources Required     |                                                                  |            | External / Interna l                                                              |                     |
| 1                              | Observation + Rating list Administratio n                                                                                                                            | Individual student will be asked to demonstrate at least five communications through appropriate body expressions in given different problem situations, correctness of body expression will |                                                                                                                                                                                                                                                                       |             |  |  | 10                | Rating List            |                                                                  |            | Internal                                                                          |                     |

|                                                                                                             |  |                                               |  |  |  |
|-------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------|--|--|--|
|                                                                                                             |  | be observed and assessed through rating list. |  |  |  |
| <b>ADDITIONAL INSTRUCTIONS FOR THE HOD/ FACULTY<br/>(IF ANY)</b>                                            |  |                                               |  |  |  |
| Performance indicators:-<br>1. Correctness of first body expression according to given situation ( 2marks ) |  |                                               |  |  |  |

2. Correctness of second body expression according to given situation ( 2marks)
3. Correctness of third body expression according to given situation ( 2marks)
4. Correctness of fourth body expression according to given situation ( 2marks)
5. Correctness of fifth body expression according to given situation ( 2marks)

Advice: - Form three batches B1, B2 and B3 of students. Assign teaching -learning of the three COs to three faculties F1, F2 and F3 of the department. Conduction of classes will be as per the following matrix:-

|                                   | <b>FIRST 20 PERIODS</b> | <b>SECOND 20 PERIODS</b> | <b>THIRD 20 PERIODS</b> |
|-----------------------------------|-------------------------|--------------------------|-------------------------|
| <b>F1 for CO1(L01 &amp;L02)</b>   | B1                      | B2                       | B3                      |
| <b>F2 for CO2 (L01 &amp; L02)</b> | B2                      | B3                       | B1                      |
| <b>F3 for CO3 (L01 &amp; L02)</b> | B3                      | B1                       | B2                      |

|                                |                                                                                                                                                                        |                                                                                                                                                                                              |                                                                                                                                                                                                                                                 |             |  |  |               |                          |                                                        |                                                                                    |            |                     |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--|--|---------------|--------------------------|--------------------------------------------------------|------------------------------------------------------------------------------------|------------|---------------------|
| RGPV (Diploma Wing )<br>Bhopal |                                                                                                                                                                        | Scheme for<br>Learning<br>Outcome                                                                                                                                                            |                                                                                                                                                                                                                                                 | Branch Code |  |  | Course Code   |                          |                                                        | CO<br>Code                                                                         | LO<br>Code | Format No. <b>4</b> |
|                                |                                                                                                                                                                        |                                                                                                                                                                                              |                                                                                                                                                                                                                                                 |             |  |  | <b>1</b>      | <b>0</b>                 | <b>5</b>                                               | <b>3</b>                                                                           | <b>1</b>   |                     |
| COURSE NAME                    |                                                                                                                                                                        | PROFESSIONAL DEVELOPMENT-1                                                                                                                                                                   |                                                                                                                                                                                                                                                 |             |  |  |               |                          |                                                        |                                                                                    |            |                     |
| CO Description                 |                                                                                                                                                                        | Student will be able to make decision in a given professional situation                                                                                                                      |                                                                                                                                                                                                                                                 |             |  |  |               |                          |                                                        |                                                                                    |            |                     |
| LO Description                 |                                                                                                                                                                        | Student will be able to identify the decision to be made in the given case                                                                                                                   |                                                                                                                                                                                                                                                 |             |  |  |               |                          |                                                        |                                                                                    |            |                     |
| SCHEME OF STUDY                |                                                                                                                                                                        |                                                                                                                                                                                              |                                                                                                                                                                                                                                                 |             |  |  |               |                          |                                                        |                                                                                    |            |                     |
| S. No.                         | Learning Content                                                                                                                                                       | Teaching-Learning Method                                                                                                                                                                     | Description of T-L Process                                                                                                                                                                                                                      |             |  |  | Teach Hrs.    | Pract. /Tut Hrs.         | LRs Required                                           | Remarks                                                                            |            |                     |
| 1                              | Importance of decisions, need of decision making in professional life, identification of situations which needs decision making, identification of decision to be made | Traditional Lecture                                                                                                                                                                          | Teacher will explain the terms mentioned in content, demonstrate the way to identify the simple situations which needs decision making and identification of decision to be made, guided practice, formative assessment and remedial /tutorials |             |  |  | 05            | 05                       | Any suitable training book on decision making, handout | If necessary teacher may also suggest video film or other online learning material |            |                     |
| SCHEME OF ASSESSMENT           |                                                                                                                                                                        |                                                                                                                                                                                              |                                                                                                                                                                                                                                                 |             |  |  |               |                          |                                                        |                                                                                    |            |                     |
| S. No.                         | Method of Assessment                                                                                                                                                   | Description of Assessment                                                                                                                                                                    |                                                                                                                                                                                                                                                 |             |  |  | Maximum Marks | Resources Required       |                                                        | External / Internal                                                                |            |                     |
| 1                              | Paper pen test                                                                                                                                                         | 1. Student will be asked to spot the four cases that need decision making within the different eight given simple cases.<br>2. Student will be asked to identify the decisions to be made in |                                                                                                                                                                                                                                                 |             |  |  | 10            | Test paper, Rating Scale |                                                        | Internal                                                                           |            |                     |

|                                                                                                                                    |  |                          |  |  |  |
|------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------|--|--|--|
|                                                                                                                                    |  | given three simple cases |  |  |  |
| <b>ADDITIONAL INSTRUCTIONS FOR THE HOD/ FACULTY<br/>(IF ANY)</b>                                                                   |  |                          |  |  |  |
| Decision making - It is process of identifying and evaluating the available alternatives and choosing the most valued alternative. |  |                          |  |  |  |

Performance indicators:-

1. Correct identification of the cases which need decision making ( 4marks)
2. Correct identification of the decisions to be made in the given cases (6 marks )

Advice: - Form three batches B1, B2 and B3 of students. Assign teaching -learning of the three COs to three faculties F1, F2 and F3 of the department. Conduction of classes will be as per the following matrix:-

|                                   | <b>FIRST 20 PERIODS</b> | <b>SECOND 20 PERIODS</b> | <b>THIRD 20 PERIODS</b> |
|-----------------------------------|-------------------------|--------------------------|-------------------------|
| <b>F1 for CO1(L01 &amp;L02)</b>   | B1                      | B2                       | B3                      |
| <b>F2 for CO2 (L01 &amp; L02)</b> | B2                      | B3                       | B1                      |
| <b>F3 for CO3 (L01 &amp; L02)</b> | B3                      | B1                       | B2                      |

|                                |                                                                                                                                              |                                                                         |                                                                                                                                                                                                                                                                                         |             |  |  |               |                        |                                                          |                                                                                  |            |                     |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--|--|---------------|------------------------|----------------------------------------------------------|----------------------------------------------------------------------------------|------------|---------------------|
| RGPV (Diploma Wing )<br>Bhopal |                                                                                                                                              | Scheme for<br>Learning<br>Outcome                                       |                                                                                                                                                                                                                                                                                         | Branch Code |  |  | Course Code   |                        |                                                          | CO<br>Code                                                                       | LO<br>Code | Format No. <b>4</b> |
|                                |                                                                                                                                              |                                                                         |                                                                                                                                                                                                                                                                                         |             |  |  | <b>1</b>      | <b>0</b>               | <b>5</b>                                                 | <b>3</b>                                                                         | <b>2</b>   |                     |
| COURSE NAME                    |                                                                                                                                              | PROFESSIONAL DEVELOPMENT-I                                              |                                                                                                                                                                                                                                                                                         |             |  |  |               |                        |                                                          |                                                                                  |            |                     |
| CO Description                 |                                                                                                                                              | Student will be able to make decision in a given professional situation |                                                                                                                                                                                                                                                                                         |             |  |  |               |                        |                                                          |                                                                                  |            |                     |
| LO Description                 |                                                                                                                                              | Student will be able to take decision in the given case situation       |                                                                                                                                                                                                                                                                                         |             |  |  |               |                        |                                                          |                                                                                  |            |                     |
| SCHEME OF STUDY                |                                                                                                                                              |                                                                         |                                                                                                                                                                                                                                                                                         |             |  |  |               |                        |                                                          |                                                                                  |            |                     |
| S. No.                         | Learning Content                                                                                                                             | Teaching-<br>Learning<br>Method                                         | Description of T-L Process                                                                                                                                                                                                                                                              |             |  |  | Teach<br>Hrs. | Pract.<br>/Tut<br>Hrs. | LRs<br>Require<br>d                                      | Remarks                                                                          |            |                     |
| 1                              | Decision making process, identification of various available alternatives, evaluationof alternatives, selection of best possible alternative | Traditional Lecture                                                     | Teacher will explain the terms mentioned in content, demonstrate the way to identify various available alternatives, to evaluate the alternativesand selection of best alternative throughanalyzing simple cases, conduct guided practice, formative assessment and remedial /tutorials |             |  |  | 05            | 05                     | Any suitable training book on decisio n making, handou t | If necessary teacher mayalso suggest video film orother online learning material |            |                     |
| SCHEME OF ASSESSMENT           |                                                                                                                                              |                                                                         |                                                                                                                                                                                                                                                                                         |             |  |  |               |                        |                                                          |                                                                                  |            |                     |
| S. No.                         | Method of Assessme nt                                                                                                                        | Description of Assessment                                               |                                                                                                                                                                                                                                                                                         |             |  |  |               | Maxim um Marks         | Resource s Require d                                     | External / Interna l                                                             |            |                     |

|                                                                                                     |                |                                                                                                                                                                                                                                                                                                                                                                                   |    |                          |          |
|-----------------------------------------------------------------------------------------------------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--------------------------|----------|
| 1                                                                                                   | Paper pen test | <ol style="list-style-type: none"> <li>1. Student will be asked to spot various alternatives available in the given simple case.</li> <li>2. Student will be asked to evaluate the given alternatives in the given simple case.</li> <li>3. Student will be asked to select the best alternative from within the given evaluated alternatives in the given simple case</li> </ol> | 10 | Test Paper, Rating scale | Internal |
| <p style="text-align: center;"><b>ADDITIONAL INSTRUCTIONS FOR THE HOD/ FACULTY<br/>(IF ANY)</b></p> |                |                                                                                                                                                                                                                                                                                                                                                                                   |    |                          |          |

**The logical decision making process:**

1. Specify the decision to be taken
2. Identify various available alternatives
3. Evaluate the different alternatives in light of decision to be taken
4. Select the most valued alternative as the decision

**Performance indicators:-**

1. Extent of correct identification of various alternatives available for decision making in the given case (4marks)
2. Extent of correctness of evaluation of alternatives in the given case (4marks)
3. Correctness of selection of best possible alternative from within the given evaluated alternatives in the given case (2 marks)

Advice: - Form three batches B1, B2 and B3 of students. Assign teaching -learning of the three COs to three faculties F1, F2 and F3 of the department. Conduction of classes will be as per the following matrix:-

|                                 | <b>FIRST 20 PERIODS</b> | <b>SECOND 20 PERIODS</b> | <b>THIRD 20 PERIODS</b> |
|---------------------------------|-------------------------|--------------------------|-------------------------|
| <b>F1 for C01(L01 &amp;L02)</b> | B1                      | B2                       | B3                      |
| <b>F2 for C02</b>               | B2                      | B3                       | B1                      |

|  |                        |    |    |    |  |
|--|------------------------|----|----|----|--|
|  | (L01 & L02)            |    |    |    |  |
|  | F3 for C03 (L01 & L02) | B3 | B1 | B2 |  |

## **SEMESTER – II**



# RAJIV GANDHI PROUDYOGIKI VISHWAVIDYALAYA, BHOPAL

## Scheme of Studies & Examinations for the GROUP 'B' SECOND SEMESTER

Implemented from Session: JULY-2022

---: NAME OF THE PROGRAMMES: ---

Cement Tech., Civil, CTM, Electrical,  
PRPC, Plastic Tech., Printing Tech., Production Engg., Textile Technology

| COURSE TITLE                   | THEORY COMPONENT         |                                         |                                                          |    |                 |       |                    |               | PRACTICAL COMPONENT        |                                         |                                                |       |                    |                  | TOTAL CREDIT | GRAND TOTAL OF MARKS |
|--------------------------------|--------------------------|-----------------------------------------|----------------------------------------------------------|----|-----------------|-------|--------------------|---------------|----------------------------|-----------------------------------------|------------------------------------------------|-------|--------------------|------------------|--------------|----------------------|
|                                | LECTURE<br>Hrs. Per Week | TERM<br>WORK<br><br>QUIZ,<br>ASSIGNMENT | MID<br>TERM<br>TESTS<br>(BEST<br>TWO<br>OUT OF<br>THREE) |    | THEORY<br>PAPER |       |                    | THEORY CREDIT | PRACTICAL<br>Hrs. Per Week | CONTINUOUS<br>EVALUATION                | END OF THE<br>TERM /<br>SEMESTER<br>EVALUATION |       |                    | PRACTICAL CREDIT |              |                      |
|                                |                          |                                         | I                                                        | II | NO.             | MARKS | DURATION<br>(Hrs.) |               |                            | LAB.<br>WORK<br><br>QUIZ,<br>ASSIGNMENT | NO.                                            | MARKS | DURATION<br>(Hrs.) |                  |              |                      |
| Mathematics – II               | 04                       | 10                                      | 10                                                       | 10 | 01              | 70    | 03                 | 03            | --                         | --                                      | --                                             | --    | --                 | --               | 04           | 100                  |
| Applied Physics – II           | 04                       | 10                                      | 10                                                       | 10 | 01              | 70    | 03                 | 04            | 04                         | 20                                      | 01                                             | 30    | 03                 | 02               | 06           | 150                  |
| Applied Chemistry              | 04                       | 10                                      | 10                                                       | 10 | 01              | 70    | 03                 | 04            | 04                         | 20                                      | 01                                             | 30    | 03                 | 02               | 06           | 150                  |
| Communication Skill in English | 03                       | 10                                      | 10                                                       | 10 | 01              | 70    | 03                 | 03            | 02                         | 20                                      | 01                                             | 30    | 03                 | 01               | 04           | 150                  |
| Engineering Graphics           | --                       | --                                      | --                                                       | -- | --              | --    | --                 | --            | 04                         | 40                                      | 01                                             | 60    | 03                 | 02               | 02           | 100                  |
| Engineering Workshop Practice  | --                       | --                                      | --                                                       | -- | --              | --    | --                 | --            | 04                         | 40                                      | 01                                             | 60    | 03                 | 02               | 02           | 100                  |
| Professional Development - II  | --                       | --                                      | 25                                                       | 25 | --              | --    | --                 | --            | 02                         | 25                                      | --                                             | --    | --                 | 01               | 01           | 75                   |
| Library & Contact Hours        | 01                       | --                                      | --                                                       | -- | --              | --    | --                 | --            | --                         | --                                      | --                                             | --    | --                 | --               | --           | --                   |
| TOTAL                          | 16                       |                                         |                                                          |    |                 |       |                    | 14            | 20                         |                                         |                                                |       |                    | 11               | 25           |                      |

|                   |   |                  |
|-------------------|---|------------------|
| Course Title      | : | Mathematics - II |
| Number of Credits | : | 4 (L: 4, P: 0)   |
| Prerequisites     | : | NIL              |
| Course Category   | : | BS               |

### Course Objectives:

This course is designed to give a comprehensive coverage at an introductory level to the subject of matrices, Integral Calculus coordinate geometry, Basic elements of vector algebra and First Order Differential Equations.

### Course Content:

#### UNIT - I: Determinants and Matrices

Elementary properties of determinants up to 3rd order, consistency of equations, Crammer's rule. Algebra of matrices, Inverse of a matrix, matrix inverse method to solve a system of linear equations in 3 variables.

#### UNIT - II: Integral Calculus

Integration as inverse operation of differentiation. Simple integration by substitution, by parts and by partial fractions (for linear factors only).

Use of formulas  $\int u^m v^n dx$ ,  $\int \frac{u}{v^2} dx$  and  $\int \frac{u}{v^3} dx$

for solving problems Where m and n are positive integers.

Applications of integration for i. Simple problem on evaluation of area bounded by a curve and axes.

ii. Calculation of Volume of a solid formed by revolution of an area about axes. (Simple problems).

#### UNIT - III: Co-Ordinate Geometry

Equation of straight line in various standard forms (without proof), intersection of two straightlines, angle between two lines. Parallel and perpendicular lines, perpendicular distance formula.

General equation of a circle and its characteristics. To find the equation of a circle, given:

i. Centre and radius,

ii. Three points lying on it and

iii. Coordinates of end points of a diameter;

Definition of conics (Parabola, Ellipse, Hyperbola) their standard equations without proof. Problems on conics when their foci, directrices or vertices are given.

#### **UNIT - IV: Vector Algebra**

Definition notation and rectangular resolution of a vector. Addition and subtraction of vectors. Scalar and vector products of 2 vectors. Simple problems related to work, moment and angular velocity.

#### **UNIT-V: Differential Equations**

Solution of first order and first degree differential equation by variable separation method (simple problems). MATLAB – Simple Introduction.

#### **References:**

1. B.S. Grewal, Higher Engineering Mathematics, Khanna Publishers, New Delhi, 40<sup>th</sup> Edition, 2007.
2. G. B. Thomas, R. L. Finney, Calculus and Analytic Geometry, Addison Wesley, 9<sup>th</sup> Edition, 1995.
3. S.S. Sabharwal, Sunita Jain, Eagle Parkashan, Applied Mathematics, Vol. I & II, Jalandhar.
4. Comprehensive Mathematics, Vol. I & II by Laxmi Publications, Delhi.
5. Reena Garg & Chandrika Prasad, Advanced Engineering Mathematics, Khanna Publishing House, New Delhi

#### **Course Outcomes:**

By the end of the course the students are expected to learn

- (i) the students are expected to acquire necessary background in Determinants and Matrices so as to appreciate the importance of the Determinants as the factors that scale different parameterizations so that they all produce same overall integrals, i.e. they are capable of encoding the inherent geometry of the original shape.
  - (ii) the cumulative effect of the original quantity or equation is the Integration
  - (iii) the coordinate geometry provides a connection between algebra and geometry through graphs of lines and curves.
  - (iv) Tell the difference between a resultant and a concurrent force to model simple physical problems in the form of a differential equation, analyze and interpret the solutions.
- .....

|                   |   |                           |
|-------------------|---|---------------------------|
| Course Title      | : | Applied Physics -II       |
| Number of Credits | : | 4 (L: 4, P: 0)            |
| Prerequisites     | : | High School Level Physics |
| Course Category   | : | BS                        |

### Course Objectives

Applied Physics aims to give an understanding of this world both by observation and by prediction of the way in which objects behave. Concrete use of physical principles and analysis in various fields of engineering and technology are given prominence in the course content. The course will help the diploma engineers to apply the basic concepts and principles to solve broad-based engineering problems and to understand different technology based applications.

### Teaching Approach

Teachers should give examples from daily routine as well as, engineering/technology applications on various concepts and principles in each topic so that students are able to understand and grasp these concepts and principles. In all contents, SI units should be followed.

Use of demonstration can make the subject interesting and develop scientific temper in the students. Student activities should be planned on all the topics.

Activity- Theory - Demonstrate/practice approach may be followed throughout the course so that learning may be outcome and employability based.

### Course Content

#### UNIT - 1: Wave motion and its applications

Wave motion, transverse and longitudinal waves with examples, definitions of wave velocity, frequency and wave length and their relationship, Sound and light waves and their properties, wave equation ( $y = r \sin \omega t$ ) amplitude, phase, phase difference, principle of superposition of waves and beat formation.

Simple Harmonic Motion (SHM): definition, expression for displacement, velocity, acceleration, time period, frequency etc. Simple harmonic progressive wave and energy transfer, study of vibration of cantilever and determination of its time period, Free, forced and resonant vibrations with examples.

Acoustics of buildings – reverberation, reverberation time, echo, noise, coefficient of absorption of sound, methods to control reverberation time and their applications, Ultrasonic waves – Introduction and properties, engineering and medical applications of ultrasonic.

#### UNIT - 2: Optics

Basic optical laws; reflection and refraction, refractive index, Images and image formation by mirrors, lens and thin lenses, lens formula, power of lens, magnification and defects. Total internal reflection, Critical angle and conditions for total internal reflection, applications of total internal reflection in

optical fiber.

Optical Instruments; simple and compound microscope, astronomical telescope in normal adjustment, magnifying power, resolving power, uses of microscope and telescope, optical projection systems.

### **UNIT - 3: Electrostatics**

Coulombs law, unit of charge, Electric field, Electric lines of force and their properties, Electric flux, Electric potential and potential difference, Gauss law: Application of Gauss law to find electric field intensity of straight charged conductor, plane charged sheet and charged sphere.

Capacitor and its working, Types of capacitors, Capacitance and its units. Capacitance of a parallel plate capacitor, Series and parallel combination of capacitors (related numerical), dielectric and its effect on capacitance, dielectric break down.

### **UNIT - 4: Current Electricity**

Electric Current and its units, Direct and alternating current, Resistance and its units, Specific resistance, Conductance, Specific conductance, Series and parallel combination of resistances. Factors affecting resistance of a wire, carbon resistances and colour coding.

Ohm's law and its verification, Kirchhoff's laws, Wheatstone bridge and its applications (slide wire bridge only), Concept of terminal potential difference and Electromotive force (EMF)

Heating effect of current, Electric power, Electric energy and its units (related numerical problems), Advantages of Electric Energy over other forms of energy.

### **UNIT - 5: Electromagnetism**

Types of magnetic materials; dia, para and ferromagnetic with their properties, Magnetic field and its units, magnetic intensity, magnetic lines of force, magnetic flux and units, magnetization.

Concept of electromagnetic induction, Faraday's Laws, Lorentz force (force on moving charge in mag-

netic field). Force on current carrying conductor, force on rectangular coil placed in magnetic field.

Moving coil galvanometer; principle, construction and working, Conversion of a galvanometer into ammeter and voltmeter.

### **UNIT - 6: Semiconductor Physics**

Energy bands in solids, Types of materials (insulator, semi-conductor, conductor), intrinsic and extrinsic semiconductors, p-n junction, junction diode and V-I characteristics, types of junction diodes. Diode as rectifier – half wave and full wave rectifier (centre tapped).

Transistor; description and three terminals, Types- pnp and npn, some electronic applications (list only).

Photocells, Solar cells; working principle and engineering applications.

### **UNIT - 7: Modern Physics**

Lasers: Energy levels, ionization and excitation potentials; spontaneous and stimulated emission; population inversion, pumping methods, optical feedback, Types of lasers; Ruby, He-Ne and semiconductor, laser characteristics, engineering and medical applications of lasers.

Fiber Optics: Introduction to optical fibers, light propagation, acceptance angle and numerical aperture, fiber types, applications in; telecommunication, medical and sensors.

Nanoscience and Nanotechnology: Introduction, nanoparticles and nanomaterials, properties at nanoscale, nanotechnology, nanotechnology based devices and applications.

### **Learning Outcome:**

After undergoing this subject, the student will be able to;

- a) Describe waves and wave motion, periodic and simple harmonic motions and solve simple problems. Establish wave parameters: frequency, amplitude, wavelength, and velocity and able to explain diffraction, interference, polarization of waves.
- b) Explain ultrasonic waves and engineering, medical and industrial applications of Ultrasonics. Apply acoustics principles to various types of buildings for best sound effect.
- c) State basic optical laws, establish the location of the images formed by mirrors and thin converging lens, design and assemble microscope using lenses combination.
- d) Describe refractive index of a liquid or a solid and will be able to explain conditions for total internal reflection.
- e) Define capacitance and its unit, explain the function of capacitors in simple circuits, and solve simple problems.
- f) Differentiate between insulators, conductors and semiconductors, and define the terms: potential, potential difference, electromotive force.
- g) Express electric current as flow of charge, concept of resistance, measure of the parameters: electric current, potential difference, resistance.
- h) List the effects of an electric current and its common applications, State Ohm's law, calculate the equivalent resistance of a variety of resistor combinations, distinguish between AC and DC currents, determine the energy consumed by an appliance,
- i) State the laws of electromagnetic induction, describe the effect on a current-carrying conductor when placed in a magnetic field.
- j) Explain the operation of appliances like moving coil galvanometer, simple DC motors.
- k) Apply the knowledge of diodes in rectifiers, power adapters and various electronic circuits. Use the knowledge of semiconductors in various technical gadgets like mobile phones, com-

puters, LED, photocells, solar lights etc.

- l) Illustrate the conditions for light amplification in various LASER and laser based instruments and optical devices.
- m) Appreciate the potential of optical fiber in fields of medicine and communication.
- n) Express importance of nanoscience and nanotechnology and impact of nanotechnology to the society.

## References:

1. Text Book of Physics for Class XI& XII (Part-I, Part-II); N.C.E.R.T., Delhi
  2. Applied Physics, Vol. I and Vol. II, TTTI Publications, Tata McGraw Hill, Delhi
  3. Concepts in Physics by HC Verma, Vol. I & II, Bharti Bhawan Ltd. New Delhi
  4. Engineering Physics by PV Naik, Pearson Education Pvt. Ltd, New Delhi.
  5. Modern approach to Applied Physics-I and II, AS Vasudeva, Modern Publishers.
  6. A Textbook of Optics, N Subramanyam, Brij Lal, MN Avahanulu, S Chand and Company Ltd.
  7. Introduction to Fiber Optics, Ajoy Ghatak and K Thyagarajan, Cambridge University Press India Pvt. Ltd, New Delhi.
  8. Nanoscience and Nanotechnology, KK Choudhary, Narosa Publishing House, Pvt. Ltd. New Delhi.
  9. Nanotechnology: Importance and Applications, M.H. Fulekar, IK International Publishing House Pvt. Ltd, New Delhi.
  10. e-books/e-tools/ learning physics software/websites etc.
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|                   |   |                             |
|-------------------|---|-----------------------------|
| Course Title      | : | Applied Chemistry           |
| Number of Credits | : | 4 (L: 4, P: 0)              |
| Prerequisites     | : | High School Level Chemistry |

## Course Objectives:

There are numerous number materials are used in fabricating and manufacturing devices for the comfort of life. The selection, characterization and suitability assessment of natural raw materials essentially requires principles and concepts of Applied Chemistry for technicians. On successful completion of this course content will enable technicians to understand, ascertain and analyse and properties of natural raw materials require for producing economical and eco-friendly finished products.

- Solve various engineering problems applying the basic knowledge of atomic structure and chemical bonding.
- Use relevant water treatment method to solve domestic and industrial problems.
- Solve the engineering problems using knowledge of engineering materials and properties.
- Use relevant fuel and lubricants for domestic and industrial applications
- Solve the engineering problems using concept of Electrochemistry and corrosion.

## Course Content:

- **Unit 1: Atomic Structure, Chemical Bonding and Solutions**

Rutherford model of atom, Bohr's theory (expression of energy and radius to be omitted), and hydrogen spectrum explanation based on Bohr's model of atom, Heisenberg uncertainty principle, Quantum numbers – orbital concept. Shapes of s, p and d orbitals, Pauli's exclusion principle,

Hund's rule of maximum multiplicity Aufbau rule, electronic configuration.

Concept of chemical bonding – cause of chemical bonding, types of bonds: ionic bonding (NaCl example), covalent bond ( $H_2$ ,  $F_2$ , HF hybridization in  $BeCl_2$ ,  $BF_3$ ,  $CH_4$ ,  $NH_3$ ,  $H_2O$ ), coordination bond in  $NH_4^+$ , and anomalous properties of  $NH_3$ ,  $H_2O$  due to hydrogen bonding, and metallic bonding.

Solution – idea of solute, solvent and solution, methods to express the concentration of solution- molarity ( $M$  = mole per liter), ppm, mass percentage, volume percentage and mole fraction.

- **Unit 2: Water**

Graphical presentation of water distribution on Earth (pie or bar diagram). Classification of soft and hard water based on soap test, salts causing water hardness, unit of hardness and simple numerical on water hardness.

Cause of poor lathering of soap in hard water, problems caused by the use of hard water in boiler (scale and sludge, foaming and priming, corrosion etc), and quantitative measurement of water hardness by EDTA method, total dissolved solids (TDS) alkalinity estimation.

i). Water softening techniques – soda lime process, zeolite process and ion exchange process.

ii). Municipal water treatment (in brief only) – sedimentation, coagulation, filtration, sterilization.

Water for human consumption for drinking and cooking purposes from any water sources and enlist Indian standard specification of drinking water (collect data and understand standards).

- **Unit 3: Engineering Materials**

Natural occurrence of metals – minerals, ores of iron, aluminium and copper, gangue (matrix), flux, slag, metallurgy – brief account of general principles of metallurgy.

Extraction of iron from haematite ore using blast furnace, aluminium from bauxite along with reactions. Alloys – definition, purposes of alloying, ferrous alloys and non-ferrous with suitable examples, properties and applications.

General chemical composition, composition based applications (elementary idea only details omitted):

Portland cement and hardening, Glasses Refractory and Composite materials.

Polymers – monomer, homo and co polymers, degree of polymerization, simple reactions involved in preparation and their application of thermoplastics and thermosetting plastics (using PVC, PS, PTFE, nylon – 6, nylon-6,6 and Bakelite), rubber and vulcanization of rubber.

- **Unit 4: Chemistry of Fuels and Lubricants**

Definition of fuel and combustion of fuel, classification of fuels, calorific values (HCV and LCV), calculation of HCV and LCV using Dulong's formula.

Proximate analysis of coal solid fuel

petrol and diesel - fuel rating (octane and cetane numbers),

Chemical composition, calorific values and applications of LPG, CNG, water gas, coal gas, producer gas and biogas.

Lubrication – function and characteristic properties of good lubricant, classification with ex-amples, lubrication mechanism – hydrodynamic and boundary lubrication, physical proper-ties (viscosity and viscosity index, oiliness, flash and fire point, could and pour point only) and chemical properties (coke number, total acid number saponification value) of lubricants.

- **Unit 5: Electro Chemistry**

Electronic concept of oxidation, reduction and redox reactions.

Definition of terms: electrolytes, non-electrolytes with suitable examples, Faradays laws of electrolysis and simple numerical problems.Industrial Application of Electrolysis –

- Electrometallurgy
- Electroplating
- Electrolytic refining.

Application of redox reactions in electrochemical cells –

- Primary cells – dry cell,
- Secondary cell - commercially used lead storage battery, fuel and Solar cells.Introduction to Corrosion of metals –
- definition, types of corrosion (chemical and electrochemical),  $H_2$  liberation and  $O_2$  absorption mechanism of electrochemical corrosion, factors affecting rate of corrosion.

Internal corrosion preventive measures –

- Purification, alloying and heat treatment and

External corrosion preventive measures: a) metal (anodic, cathodic) coatings, b) organic inhibitors.

### **Suggested Sessional work:**

- **Unit 1: Atomic Structure, Chemical Bonding and Solutions**

Assignments: Writing electronic configuration of elements up to atomic number 30 ( $Z=30$ ). Numerical on molarity, ppm, mass percentage, volume percentage and mole fraction of given solution.

Seminar: 1. Quantum numbers,

2. Discuss the metallic properties such as malleability, ductility, hardness, high melting point, conductance of heat and electricity, magnetic properties of metals.

Projects: Model of molecules  $BeCl_2$ ,  $BF_3$ ,  $CH_4$ ,  $NH_3$ ,  $H_2O$ .

- **Unit 2: Water**

Assignments: Simple problems on hardness calculation.

Seminar: 1. Quality and quantity requirement of water in house and industry.

## 2. Quality of control measures of effluents (BOD & COD).

Projects: Collect water samples from different water sources and measure of hardness of water.

- **Unit 3: Engineering Materials**

Assignments: Preparation of table showing different ores of iron, copper and aluminium metals along with their chemical compositions and classify in to oxide sulphide halide ores.

Seminar: Discuss the chemical reactions taking place in blast furnace in extraction of Fe, Cu and Al metals.

Projects: Make table showing place of availability of different ores in India and show places on India map.

- **Unit 4: Chemistry of Fuels and Lubricants**

Assignments: Calculation of HCV and LCV of fuel using fuel composition in Dulong's formula.

Seminar: Chemical structure of fuel components influence on fuel rating.

Projects: Mapping of energy resources in India. Collection of data of various lubricants available in the market.

- **Unit 5: Electro Chemistry**

Assignments: Simple problems on Faradays laws of electrolysis. Seminar: 1. Corrosion rate and units.

2. Corrosion preventions.

Projects: Mapping of area in India prone to corrosion. Collection of data of various electrochemical cells batteries used in equipment and devices and available in market. Visit to sites such as Railway station to watch corrosion area in railways and research establishment in and around the institution.

## Learning Outcomes

At the end of the course student will be able to

1. Understand the classification and general properties of engineering materials such as metal, alloys, glasses, cement, refractory and composite materials using knowledge of chemical bonding.
2. Understand and assess the suitability of water source for domestic and industrial application, effluents and minimize water pollution.
3. Qualitatively analyze the engineering materials and understand their properties and applications.
4. Choose fuel and lubricants suitable for economical industrial processing to obtain eco-friendly finished products.
5. a) Ascertain construction, mechanism efficiency of electrochemical cells, solar cell fuel cells  
b) Understand corrosion and develop economical prevention techniques.

## References/Suggested Learning Resources:

### (a) Books :

- 1) Text Book of Chemistry for Class XI& XII (Part-I, Part-II); N.C.E.R.T., Delhi, 2017-18.
- 2) Agarwal, & Shikha, Engineering Chemistry, Cambridge University Press; New Delhi, 2015.
- 3) C.N. R. Rao, Understanding Chemistry, Universities Press (India) Pvt. Ltd., 2011.
- 4) Dara, S. S. & Dr.S.S.Umare, Engineering Chemistry, S.Chand. Publication, New Delhi, New Del-hi, 2015.
- 5) Jain & Jain, Engineering Chemistry, Dhanpat Rai and Sons; New Delhi, 2015.
- 6) Dr. Vairam, S., Engineering Chemistry, Wiley India Pvt.Ltd., New Delhi, 2013.
- 7) Dr. G. H. Hugar & Prof A. N. Pathak, Applied Chemistry Laboratory Practices, Vol. I and Vol. II, NITTTR, Chandigarh, Publications, 2013-14.
- 8) Agnihotri, Rajesh, Chemistry for Engineers, Wiley India Pvt.Ltd., 2014.

### (b) Open source software and website address:

- 1 [www.chemguide.co.uk/atommenu.html](http://www.chemguide.co.uk/atommenu.html) (Atomic structure and chemical bonding)
  - 2 [www.visionlearning.com](http://www.visionlearning.com) (Atomic structure and chemical bonding)
  - 3 [www.chem1.com](http://www.chem1.com) (Atomic structure and chemical bonding)
  - 4 <https://www.wastewaterelearning.com/elearning/> (Water Treatment)
  - 5 [www.capital-refractories.com](http://www.capital-refractories.com) (Metals, Alloys, Cement, and Refractory Materials)
  - 6 [www.em-ea.org/guide%20books/book-2/2.1%20fuels%20and%20combustion.pdf](http://www.em-ea.org/guide%20books/book-2/2.1%20fuels%20and%20combustion.pdf) (Fuel and Combustion)
  - 7 [www.chemcollective.org](http://www.chemcollective.org) (Metals, Alloys)
  - 8 [www.wqa.org](http://www.wqa.org) (Water Treatment)
- .....

|                   |   |                                                 |
|-------------------|---|-------------------------------------------------|
| Course Title      | : | <b>Communication Skills in English (Theory)</b> |
| Number of Credits | : | 3 (L:3, P:0)                                    |
| Prerequisites     | : | Exposure of English at High School level        |
| Total Study Hours |   | 45                                              |

### Course Objectives:

Communication skills play an important role in career development. This course aims at introducing basic concepts of communication skills with an emphasis on developing personality of the students. Thus, the main objectives of this course are:

1. To develop confidence in speaking English with correct pronunciation.
2. To develop communication skills of the students i.e. Listening, Speaking, Reading and Writing skills.
3. To introduce the need for Personality Development- Focus will be on developing certain qualities which will aid students in handling personal and career challenges like self-awareness, inter personal skills, empathy, motivation, team spirit, leadership skills etc.

### Course outcomes:

At the end of this course, the students will be able to:

1. Formulate grammatically correct sentences in English using appropriate vocabulary, to develop basic Speaking and Writing skills.
2. Demonstrate Reading skills with correct pronunciation and comprehension.
3. Understand the importance of personality development with reference to soft skills to handle personal and professional challenges.
4. Apply principles of effective communication in oral and written professional communication.

## Course Content

### Unit-I Communication: Theory and Practice (6 lectures)

**14 Marks**

1.1 Basics of Communication: Introduction, Meaning and Definition, Process of Communication.

1.2 Types of Communication: **Verbal** (Oral, Written) and **Non-verbal**–Signs, Symbols, Maps, Body Language (Kinesics) Para Language.

1.3 Channels: Formal (Upward, Downward, Horizontal and Diagonal) and Informal (Grapevine).

1.4 Principles of Effective Written and Oral Communication (including 7 C's)

1.5 Barriers to Effective Communication (Semantic, Physical, Psychological, Organizational) and ways to overcome them.

## **Unit-II Soft Skills for Professional Excellence (5 lectures)**

**12 Marks**

2.1 Introduction: Soft Skills and Hard Skills.

2.2 Importance of Soft Skills as Life skills : Self-awareness and Self-analysis, Interpersonal effectiveness, Adaptability, Resilience, Emotional Intelligence, Empathy, Assertiveness, Conflict management, Problem Solving, Decision Making, Leadership, Motivation, Time Management and Team spirit.

## **Unit-III: Reading Comprehension (14 lectures)**

**16 Marks**

Comprehension, vocabulary enhancement and grammar exercises based on reading of the following texts:

### **Section-1-Prose**

3.1.1 'An Astrologer's Day' from Malgudi Days by R. K. Narayan

3.1.2 'The Gift of the Magi' by O'Henry

3.1.3 'Uncle Podger Hangs a Picture' by Jerome K. Jerome

### **Section-2-Poetry**

3.2.1 'Night of the Scorpion' by Nissim Ezekiel

3.2.2 'Stopping by Woods on a Snowy Evening' by Robert Frost

3.2.3 'Where the Mind is Without Fear' by Rabindranath Tagore

## **Unit-IV: Professional Writing and Business Communication (10 lectures)**

**14 Marks**

4.1 Précis writing and Comprehension exercises based on Unseen Passages.

4.2 E-mail etiquette, format of e-mail.

4.2.1 Draft a short email message requesting for one day leave from your workplace due to sickness.

4.2.2 Draft a short email message informing that you have resumed your duty after availing leave.

4.2.3 Draft a short email message informing about inferior/defective quality of goods supplied.

4.3 Drafting Letters

4.3.1 Parts of letters, mechanics, style and format.

4.3.2 Application for Job or Covering letter with Resume

4.3.3 Letters related to purchase: Enquiry, Order and Complaints (damaged or defective goods or for shortage in supply)

## **Unit-V: Vocabulary and Grammar (10 lectures) 10 Marks-Grammar + 4 Marks-Vocabulary**

- 5.1 Vocabulary of commonly used words, Synonyms, Antonyms and usage of same words as different parts of speech.
- 5.2 One-word substitutions from the prescribed prose and poetry.
- 5.3 Determiners, Auxiliary verbs, Subject-verb agreement, Tense, Prepositions, Active and Passive Voice.

### **Suggested Further Reading (to enhance reading skills of students):**

- 1. R.K Narayan : "Malgudi Days" (32 Short Stories), "Swami And His Friends"(novel)
- 2. O Henry : Short Stories : 'The Last Leaf', 'After Twenty Years'
- 3. Rabindranath Tagore : Poems from "Geetanjali" 'Freedom', 'Last Curtain'
- 4. Ruskin Bond : Short Stories : 'The Cherry Tree', 'The Thief', 'The Kite Maker'.  
"The Room on the Roof" (novel)

|                   |   |                                            |
|-------------------|---|--------------------------------------------|
| Course Title      | : | <b>Communication Skills in English-Lab</b> |
| Number of Credits | : | 1 (L:0,P:2)                                |
| Prerequisites     | : | Exposure of English at High School level   |
| Total Study Hours |   | 30 Hrs                                     |

## Course Objectives:

Communication skills play an important role in career development. This lab/practical course aims at actively involving students in various activities to improve their communication skills with an emphasis on developing personality of the students. Thus, the objectives of this course are:

1. To develop Listening Skills for enhancing communication.
2. To develop Speaking and Reading Skills with a focus on correct pronunciation and fluency.
3. To introduce the need for Personality Development- Focus will be on developing Soft Skills which will aid students in handling personal and career challenges. For that purpose group discussion, extempore and other activities to be conducted during practical classes and technology enabled learning should be integrated for effective learning.

## Learning Outcome:

At the end of this course the students will be able to:

1. Demonstrate Reading with correct Pronunciation and Comprehension.
2. Ask and Answer relevant questions orally after Listening to the spoken /delivered content in technologically enabled learning environment.
3. Introduce themselves orally, introduce others, converse in routine and professional situations with proper usage of language and vocabulary.
4. Prepare, organize and effectively deliver an oral presentation using digital or other tools.

## Course Content:

### Unit I Listening Skills (6 lectures)

- 1.1 Listening Process and Practice
- 1.2 Listening to recorded lectures, conversations, poems, interviews and speeches, Listening comprehension tests.

## **Unit II Reading Skills with correct Pronunciation (6 lectures)**

- 2.1 Phonetics :Articulation of Sounds - Consonant, Vowels and Diphthongs.
- 2.2 Division of Words into Syllables, Practice of Word stress and Intonation.
- 2.3 Reading the prescribed text with correct pronunciation, intonation and comprehension.

## **Unit III Speaking Skills (6 lectures)**

- 3.1 Introducing self, Introducing others (each student will also have to write the content of this activity during exam which will be submitted for record purpose)
- 3.2 Conversation practice in routine situations (greeting, thanking, apologizing, requesting, congratulating, inviting, expressing likes and dislikes, etc.
- 3.3 Role Play-
  - 3.3.1 Making Enquiries at important public places.
  - 3.3.2 Question Tags and giving short answers for ease of conversing.

## **Unit IV Professional Skills (6 lectures)**

- 4.1 Delivering formal short- speech, extempore (of 2 minutes duration)
- 4.2 Making **Oral presentation** of Mini Project\* before external examiner in Practical exam (Written content of presentation (along with tools or aids), also to be submitted by each Student / group for the purpose of record)
- 4.3 Telephonic Conversations, Video Conferencing, Describing Telephone manners and Netiquette. (watching videos, role play and demonstrations)
- 4.4 Mock interviews for Jobs (videos and demonstrations)
- 4.5 Group Discussions (videos and demonstrations)

## **Unit V Building Vocabulary (6 lectures)**

- 5.1 Phrasal verbs
- 5.2 Idioms and phrases, Administrative terms (English and Hindi)
- 5.3 Word exercises (homonyms), words with silent letters, commonly misspelled and mispronounced words.
- 5.4 Word games such as crosswords, scrabble, quiz, spell-it, etc. to enhance self-expression and vocabulary of participants.
- 5.5 Punctuation Exercises

## Note:

**\*Mini Project:** Topics of Mini-projects may be assigned individually; or the whole batch of students may be divided into groups of 4-5 students each. Each student/group has to be assigned a topic for Mini-Project in the beginning of the semester. Each student/group will prepare a short presentation using various aids and tools e.g., charts, graphics, models, flow charts, examples and illustrations, power point, dialogues, role play etc. during the semester and submit it before the last teaching day after planning and rehearsing the oral presentation under supervision of the teacher. Each group will orally deliver this presentation of five to six minutes duration, using the prepared aids and tools during practical exam. Each student individually or as part of a group must participate in oral presentation for at least 1-2 minutes. The suggested topics for Mini-Project are-

1. (i) Describe Process of Communication (ii) Verbal and Non-verbal communication (iii) Oral and Written Communication (iv) Principles of Effective Communication (any four principles) (v) Explain Barriers to Communication (any one category of barriers) and ways to overcome them. Unit 1
2. Explain any three of these soft skills -Time Management, Grooming, Stress Management, Team Work, Self-analysis, Interpersonal effectiveness, Adaptability, Resilience, Emotional Intelligence, Empathy, Assertiveness, Conflict management, Problem Solving, Decision Making, Leadership, Motivation. Unit 2
3. Prepare a Phonetic Chart of Sounds of English. Unit 2
4. Read short stories of famous writers and present a summary along with sharing the new words learnt with their usage (any one short story may be chosen from 'suggested further reading'). Unit 3
5. Compose short poems and write stories on topics of your choice. (Any One Story or Poem)-Unit 3
6. Enumerate Qualities of a good letter, present different formats. Unit 4
2. Demonstrate the format of e-mail, and enlist email etiquette. Unit 4
3. (i) Describe Importance of Netiquette (ii) Describe Telephone Manners. Unit 5
4. Preparing for an Interview – Do's and Don'ts. Unit 5
5. Any other relevant topic considered appropriate by the teacher according to students' interest.

## SUGGESTED LIST OF PRACTICAL EXERCISES TO BE CONDUCTED FOR EXPECTED PRACTICAL OUTCOMES (PrOs)

| S. No. | Practical Outcomes (PrOs)                                                                                | Unit No.       | TL Hrs. required |
|--------|----------------------------------------------------------------------------------------------------------|----------------|------------------|
| 1      | Make grammatically correct sentences using tenses                                                        | V (Th)         | 02               |
| 2      | Practice online exercises for listening and reading comprehension.                                       | I & II (Pr)    | 02               |
| 3      | Develop listening skills through listening to live or recorded lectures, poems, interviews and speeches. | I (Pr)         | 02               |
| 4      | Use antonyms and synonyms effectively in oral and written forms.                                         | V (Th)         | 02               |
| 5      | While introducing oneself and conversing with others, communicate ideas effectively and fluently.        | III (Pr)       | 02               |
| 6      | Apply idioms and one-word substitutions effectively in oral and written forms of communication.          | V (Th)<br>(Pr) | 02               |
| 7      | Articulate vowels, consonants and diphthongs correctly.                                                  | II (Pr)        | 02               |
| 8      | Prepare a phonetic chart of Sounds of English.                                                           | II (Pr)        | 02               |
| 9      | Identify Syllables and learn Stress pattern in words.                                                    | II (Pr)        |                  |
| 10     | Speak with appropriate intonation, voice modulation, pitch, speed and volume.                            | II (Pr)        | 02               |
| 11     | Participate in routine conversations and role play.                                                      | III (Pr)       | 02               |
| 12     | Prepare and Deliver a presentation effectively in the class.                                             | IV (Pr)        | 02               |

|    |                                                                               |                         |    |
|----|-------------------------------------------------------------------------------|-------------------------|----|
| 13 | Communicate effectively through verbal and non-verbal means of communication. | I (Th),<br>III, IV (Pr) | 02 |
| 14 | Participate in group discussions and mock interviews.                         | IV (Pr)                 | 02 |
| 15 | Draft Business letters and Job applications as assigned by the teacher.       | IV (Th)                 | 02 |
|    | Total                                                                         |                         | 30 |

Record of Practical Activities performed (or Lab Manual) to be maintained for continuous Internal Assessment of Practical Learning Outcomes. (Lab Work).

## Scheme of Internal & External Assessment of Practical: Total Marks -50

| S.No. | Unit                                                                                                             | Internal Assessment of practical (Lab Work) Marks | External Assessment of Practical Marks | Total Marks |
|-------|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|----------------------------------------|-------------|
| 1     | <b>Unit 1.</b> Listening Skills<br>1.2- Listening Comprehension Test/Viva                                        | -                                                 | 05                                     | 05          |
| 2     | <b>Unit 2</b> Reading Skills with correct pronunciation<br>2.1 & 2.2 (Phonetic Chart to be submitted by student) | 05                                                | -                                      | 05          |
|       | Reading Skills with correct pronunciation 2.3                                                                    | -                                                 | 05                                     | 05          |
| 3     | <b>Unit 3</b> Speaking Skills<br>3.1 Self-introduction (write up to be submitted in Practical exam)              | -                                                 | 10                                     | 10          |
|       | 3.2 & 3.3                                                                                                        | 05                                                | -                                      | 05          |
| 4     | <b>Unit 4</b><br>Professional Skills 4.1, 4.3 & 4.5                                                              | 05                                                | -                                      | 05          |
|       | 4.2 Oral Presentation of Mini Project (write up to be submitted)                                                 | -                                                 | 10                                     | 10          |
| 5     | <b>Unit 5</b><br>Building Vocabulary                                                                             | 05<br>Assignment/Written Test/Quiz                | -                                      | 05          |
|       | Total Marks                                                                                                      | <b>20</b>                                         | <b>30</b>                              | <b>50</b>   |

Note: External Practical examination will consist of both oral test or viva - voce and written component for record.

### **Recommended Readings:**

1. T. Balasubramanian, A text Book of English Phonetics for Indian Students, 3<sup>rd</sup> Ed.2022
2. Daniel Jones, English Pronouncing Dictionary, Cambridge, Cambridge University Press, 1956.
3. James Hartman & etal. English Pronouncing Dictionary, Cambridge, Cambridge University Press, 2006.
4. Kulbhushan Kumar, Effective Communication Skills, Khanna Publishing House, New Delhi (Revised Ed.2018)
5. J. D. O'Connor, Better English Pronunciation, Cambridge, Cambridge University Press, 1980.
6. Lindley Murray, English Grammar: Comprehending Principles and Rules, London, Wilson and Sons, 1908.
7. Margaret M. Maisson, Examine your English, Orient Longman, New Delhi, 1964.
8. J. Sethi & etal, A Practice Course in English Pronunciation, New Delhi, Prentice Hall, 2004.

### **Web Sources For Speaking Skills**

<http://7esl.com>

<https://agendaweb.org/listening-exercises.html>

<http://grammarly.com> <https://www.duolingo.com>

<https://learnenglish.britishcouncil.org> <http://www.ummoapp.com>

|                   |   |                      |
|-------------------|---|----------------------|
| Course Title      | : | Engineering Graphics |
| Number of Credits | : | 02 (L: 0, P: 4)      |
| Prerequisites     | : | NIL                  |

### **Course Objectives:**

- To understand the language of graphics which is used to express ideas, convey instructions while carrying out engineering jobs.
- To develop drafting and sketching skills, to know the applications of drawing equipments, and get familiarize with Indian Standards related to engineering drawings.
- To develop skills to visualize actual object or a part of it, on the basis of drawings.
- To develop skills to translate ideas into sketches and to draw and read various engineering curves, projections and dimensioning styles.
- To understand the basic commands and develop basic skills related to computer aided drafting, of how to draw, modify, and edit basic shapes (2D), using AUTOCAD.

### **Course Content**

#### **Unit – I Basic elements of Drawing**

Drawing Instruments and supporting materials: method to use them with applications. Convention of lines and their applications.

Representative Fractions – reduced, enlarged and full size scales; Engineering Scales such as plain and diagonal scale.

Dimensioning techniques as per SP-46:2003 – types and applications of chain, parallel and coordinate dimensioning.

Geometrical and Tangency constructions. (Redraw the figure)

#### **Unit – II Orthographic projections**

Introduction of projections-orthographic, perspective, isometric and oblique: concept and applications. (No question to be asked in examination).

Introduction to orthographic projection, First angle and Third angle method, their symbols.

Conversion of pictorial view into Orthographic Views – object containing plain surfaces, slanting surfaces, slots, ribs, cylindrical surfaces. (use First Angle Projection method only)

#### **Unit – III Isometric Projections**

Introduction to isometric projections. Isometric scale and Natural scale.

Isometric view and isometric projection.

Illustrative problems related to objects containing lines, circles and arcs shape only. Conversion of orthographic views into isometric

view/projection.

#### **Unit – IV Free Hand Sketches of engineering elements**

Free hand sketches of machine elements: Thread profiles, nuts, bolts, studs, set screws, wash-er, Locking arrangements. (For branches other than mechanical Engineering, the teacher should select branch specific elements for free hand sketching)

Free hand sketches of orthographic view (on squared graph paper) and isometric view (on isometric grid paper)

#### **Unit – V Computer aided drafting interface**

Computer Aided Drafting: concept.

Hardware and various CAD software available.

System requirements and Understanding the interface.

Components of AutoCAD software window: Title bar, standard tool bar, menu bar, object properties tool bar, draw tool bar, modify tool bar, cursor cross hair. Command window, sta-tus bar, drawing area, UCS icon.

File features: New file, Saving the file, Opening an existing drawing file, Creating templates, Quit.

Setting up new drawing: Units, Limits, Grid, Snap.Undoing and redoing action.

#### **Unit – VI Computer aided drafting**

Draw basic entities like Line, Circle, Arc, Polygon, Ellipse, Rectangle, Multiline, PolyLine.

Method of Specifying points: Absolute coordinates, Relative Cartesian and Polar coordi-nates.

Modify and edit commands like trim, extend, delete, copy, offset, array, block, layers.

Dimensioning: Linear, Horizontal Vertical, Aligned, Rotated, Baseline, Continuous, Diame-ter, Radius, Angular Dimensions.

Dim scale variable. Editing dimensions.

Text: Single line Text, Multiline text.

Standard sizes of sheet. Selecting Various plotting parameters such as Paper size, paper units, Drawing orientation, plot scale, plot offset, plot area, print preview.

| <b>S. No.</b> | <b>Practical Exercises</b>                                                                                                                                                                    | <b>Unit No.</b> | <b>Ap-prox. Hrs</b> |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---------------------|
| 1             | Draw horizontal, Vertical, 30 degree, 45 degree, 60 and 75 degrees lines, different types of lines, dimensioning styles using Tee and Set squares/ drafter. (do this exercise in sketch book) | I               | 02                  |
| 2             | Write alphabets and numerical (Vertical only) (do this exercise in sketch book)                                                                                                               | I               | 02                  |

|    |                                                                                                                                                                                                                                  |                  |           |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----------|
| 3  | Draw regular geometric constructions and redraw the given figure (do this exercise in sketch book) Part I                                                                                                                        | II               | 02        |
| 4  | Draw regular geometric construction and redraw the given figure (do this exercise in sketch book) Part II                                                                                                                        | II               | 02        |
| 5  | Draw a problem on orthographic projections using first angle method of projection having plain surfaces and slanting. Part I                                                                                                     | III              | 02        |
| 6  | Draw another problem on orthographic projections using first angle method of projection having slanting surfaces with slots. Part II                                                                                             | III              | 02        |
| 7  | Draw two problems on orthographic projections using first angle method of projection having cylindrical surfaces, ribs. Part I                                                                                                   | III              | 02        |
| 8  | Draw two problems on Isometric view of simple objects having plain and slanting surface by using natural scale. Part I                                                                                                           | IV               | 02        |
| 9  | Draw some problems on Isometric projection of simple objects having cylindrical surface by using isometric scale. Part I                                                                                                         | IV               | 02        |
| 10 | Draw free hand sketches/ conventional representation of machine elements in sketch book such as thread profiles, nuts, bolts, studs, set screws, washers, Locking arrangements. Part I                                           | V                | 02        |
| 11 | Problem based Learning: Given the orthographic views of at least three objects with few missing lines, the student will try to imagine the corresponding objects, complete the views and draw these views in sketch book. Part I | III,<br>II,<br>V | 02        |
| 12 | Draw basic 2D entities like: Rectangle, Rhombus, Polygon using AutoCAD (Print out should be a part of progressive assessment). Part I                                                                                            | V                | 02        |
| 13 | Draw basic 2D entities like: Circles, Arcs, circular using AutoCAD (Printout should be a part of progressive assessment). Part II                                                                                                | V                | 02        |
| 14 | Draw basic 2D entities like: Circular and rectangular array using AutoCAD (Printout should be a part of progressive assessment). Part III                                                                                        | V                | 02        |
| 15 | Draw blocks of 2D entities comprises of Rectangle, Rhombus, Polygon, Circles, Arcs, circular and rectangular array, blocks using AutoCAD (Print out should be a part of progressive assessment). Part IV                         | V                | 02        |
| 16 | Draw basic branch specific components in 2D using AutoCAD (Print out should be a part of term work). Part I                                                                                                                      | VI               | 02        |
| 17 | Draw complex branch specific components in 2D using AutoCAD (Print should be a part of progressive assessment). Part I                                                                                                           | VI               | 02        |
|    | <b>Total</b>                                                                                                                                                                                                                     |                  | <b>34</b> |

## SUGGESTED LEARNING RESOURCES

1. Bureau of Indian Standards. *Engineering Drawing Practice for Schools and Colleges IS: Sp-46*. BIS. Government of India, Third Reprint, October 1998; ISBN: 81-7061-091-2.
2. Bhatt, N. D. *Engineering Drawing*. Charotar Publishing House, Anand, Gujrat 2010; ISBN: 978-93-80358-17-8.
3. Jain & Gautam, *Engineering Graphics & Design*, Khanna Publishing House, New Delhi (ISBN: 978-93-86173-478)
4. Jolhe, D. A. *Engineering Drawing*. Tata McGraw Hill Edu. New Delhi, 2010; ISBN: 978-0-07-064837-1
5. Dhawan, R. K. *Engineering Drawing*. S. Chand and Company, New Delhi; ISBN: 81-219-1431-0.
6. Shah, P. J. *Engineering Drawing*. S. Chand and Company, New Delhi, 2008, ISBN:81-219-2964-4.
7. Kulkarni, D. M.; Rastogi, A. P.; Sarkar, A. K. *Engineering Graphics with AutoCAD*. PHI Learning Pri-vate Limited-New Delhi (2010); ISBN: 978-8120337831.
8. Jeyapoovan, T. *Essentials of Engineering Drawing and Graphics using AutoCAD*. Vikas PublishingHousePvt. Ltd, Noida, 2011; ISBN: 978-8125953005.
9. Autodesk. *AutoCAD User Guide*. Autodesk Press, USA, 2015.
10. Sham, Tickoo. *AutoCAD 2016 for Engineers and Designers*. Dreamtech Press; Galgotia Publication, New Delhi, 2015; ISBN 978-9351199113.

## Software/Learning Websites

1. <https://www.youtube.com/watch?v=TJ4jGyD-WCw>
2. [https://www.youtube.com/watch?v=dmt6\\_n7Sgcg](https://www.youtube.com/watch?v=dmt6_n7Sgcg)
3. <https://www.youtube.com/watch?v=MQScnLXL0M>
4. <https://www.youtube.com/watch?v=3WXPanCq9LI>
5. <https://www.youtube.com/watch?v=fvjk7PlxAuo>
6. <http://www.me.umn.edu/coursesme2011/handouts/engg%20graphics.pdf>
7. <https://www.machinedesignonline.com>

## Course Outcomes

Following outcomes will be achieved:

- 1) Select and construct appropriate drawing scales, use drawing equipment's, and understand Indi-an Standards of engineering drawing
  - 2) Draw views of given object and components 3) Sketch orthographic projections into isometric projections and vice versa.
  - 3) Apply computer aided drafting tools to create 2D engineering drawings
- .....

|                   |   |                               |
|-------------------|---|-------------------------------|
| Course Title      | : | Engineering Workshop Practice |
| Number of Credits | : | 02 (L: 0, , P: 4)             |
| Prerequisites     | : | NIL                           |

### Course Objectives:

- To understand basic engineering processes for manufacturing and assembly.
- To understand, identify, select and use various marking, measuring, and holding, striking and cutting tools and equipment's
- To understand and interpret job drawings, produce jobs, and inspect the job for specified dimensions
- To understand the various types of wiring systems and acquire skills in house wiring
- To understand, operate, control different machines and equipment's adopting safety practices

### Course Content:

| S.No. | Details Of Practical Content                                                                                                                                                                                                                                                                                                                                            |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| I     | <b>Carpentry:</b> i) Demonstration of different wood working tools / machines. ii) Demonstration of different wood working processes, like planing, marking, chiseling, grooving, turning of wood etc. iii) One simple job involving any one joint like mortise and tenon dovetail, bridge, half lap etc.                                                               |
| II    | <b>Fitting:</b> i) Demonstration of different fitting tools and drilling machines and power tools ii) Demonstration of different operations like chipping, filing, drilling, tapping, sawing, cutting etc. iii) One simple fitting job involving practice of chipping, filing, drilling, tapping, cutting etc                                                           |
| III   | <b>Welding:</b> i) Demonstration of different welding tools / machines. ii) Demonstration on Arc Welding, Gas Welding, MIG, MAG welding, gas cutting and rebuilding of broken parts with welding. iii) One simple job involving butt and lap joint                                                                                                                      |
| IV    | <b>Sheet Metal Working:</b> i) Demonstration of different sheet metal tools / machines. ii) Demonstration of different sheet metal operations like sheet cutting, bending, edging, end curling, lancing, soldering, brazing, and riveting. iii) One simple job involving sheet metal operations and soldering and riveting.                                             |
| V     | <b>Electrical House Wiring:</b> Practice on simple lamp circuits (i) one lamp controlled by one switch by surface conduit wiring, (ii) Lamp circuits- connection of lamp and socket by separate switches, (iii) Connection of Fluorescent lamp/tube light, (iv) simple lamp circuits-install bedroom lighting. And (v) Simple lamp circuits- install stair case wiring. |
| VI    | <b>Demonstration:</b> i) Demonstration of measurement of Current, Voltage, Power and Energy. ii) Demonstration of advance power tools, pneumatic tools, electrical wiring tools and accessories. iii) Tools for Cutting and drilling                                                                                                                                    |

**References:**

2. S.K. Hajara Chaudhary, Workshop Technology, Media Promoters and Publishers, New Delhi, 2015
3. B.S. Raghuvanshi, Workshop Technology, Dhanpat Rai and sons, New Delhi 2014
4. K. Venkat Reddy, Workshop Practice Manual, BS Publications, Hyderabad 2014
5. Kents Mechanical Engineering Hand book, John Wiley and Sons, New York

**Course outcomes**

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

|     |                                                                                                                                                                         |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CO1 | Acquire skills in basic engineering practice to identify, select and use various marking, measuring, and holding, striking and cutting tools & equipment's and machines |
| CO2 | Understand job drawing and complete jobs as per specifications in allotted time                                                                                         |
| CO3 | Inspect the job for the desired dimensions and shape                                                                                                                    |
| CO4 | Operate, control different machines and equipment's adopting safety practices                                                                                           |

.....

|                   |   |                        |
|-------------------|---|------------------------|
| Course Title      | : | Applied Physics II Lab |
| Number of Credits | : | 2 (L: 0, P: 4)         |
| Prerequisites     | : | NIL                    |
| Course Category   | : | BS                     |

**Course Objectives:**

Concrete use of physical principles and analysis in various fields of engineering and technology is very prominence. The course aims to supplement the factual knowledge gained in the lecture by firsthand manipulation of apparatus. This will develop scientific temper and help to apply the basic concepts and principles in solving engineering and technology based problems. In addition, students get

necessary confidence in handling equipment and thus learn various skills in measurement.

**List of Practicals/Activities:** (To perform minimum 12 Practicals)

1. To determine and verify the time period of a cantilever.
2. To determine velocity of ultrasonic in different liquids using ultrasonic interferometer.
3. To verify laws of reflection from a plane mirror/ interface.
4. To verify laws of refraction (Snell's law) using a glass slab.
5. To determine focal length and magnifying power of a convex lens.
6. To verify Ohm's law by plotting graph between current and potential difference.
7. To verify laws of resistances in series and parallel combination.
8. To find the frequency of AC main using electrical vibrator.
9. To verify Kirchhoff's law using electric circuits.
10. To study the dependence of capacitance of a parallel plate capacitor on various factors and determines permittivity of air at a place.
11. To find resistance of a galvanometer by half deflection method.
12. To convert a galvanometer into an ammeter.
13. To convert a galvanometer into a voltmeter.
14. To draw V-I characteristics of a semiconductor diode (Ge, Si) and determine its knee volt-age.
15. To verify inverse square law of radiations using a photo-electric cell.
16. To measure wavelength of a He-Ne/diode laser using a diffraction grating.
17. To measure numerical aperture (NA) of an optical fiber.
18. Study of an optical projection system (OHP/LCD) - project report.

### **Suggested Student Activities & Strategies**

Apart from classroom and laboratory learning following are the suggested student related activities which can be undertaken to accelerate the attainment of various outcomes of the course.

- a. Make survey of different physical products and compare the following points
  - Measurements of dimensions
  - Properties
  - Applications
- b. Library survey regarding engineering materials/products used in different industries
- c. Seminar on any relevant topic.

Teachers should use the following strategies to achieve the various outcomes of the course.

- Different methods of teaching and media to be used to attain classroom attention.
- Massive open online courses (MOOCs) may be used to teach various topics/sub topics.
- 15-20% of the topics which are relatively simpler or descriptive in nature should be given to the students for self-learning and assess the development of competency through classroom presentations/projects.

- Micro-projects on relevant may be given to group of students for hand-on experiences.

### **Learning Outcome:**

After undergoing this subject, the student will be able to;

- Apply concept of vibrations and determine the time period of vibrating objects.
- Use of equipment for determining velocity of ultrasonics in different liquids.
- Verify optical laws; reflection, refraction from plane interfaces and surfaces.
- Apply knowledge of optics to determine focal length and magnifying power of optical lenses.
- Understand uses of electrical components and meters and verify Ohm's law for flow of current.
- Quantify resistances and verify laws of series and parallel combination of resistances.
- Apply concept of electrical vibrations in determine frequency of AC main.
- Analyse electrical circuits and verify Kirchhoff's law governing electrical circuits.
- Measure resistance of a galvanometer and how it is converted into an ammeter and volt-meter.
- Investigate characteristics of semiconductor diodes, photoelectric cells and determine operational parameters associated with their performance.
- Work with laboratory lasers and understand method to measure the wavelength of the light emitted from a laser.
- Handle optical fibers and determine numerical aperture of given optical fiber.
- Understand construction and working of an optical projection system.

### **Recommended Books:**

- Text Book of Physics for Class XI & XII (Part-I, Part-II); N.C.E.R.T., Delhi
- Comprehensive Practical Physics, Vol, I & II, JN Jaiswal, Laxmi Publications (P) Ltd., New Delhi
- Practical Physics by C. L. Arora, S. Chand & Company Ltd.
- e-books/e-tools/ learning physics software/you Tube videos/ websites etc.

|                   |   |                       |
|-------------------|---|-----------------------|
| Course Title      | : | Applied Chemistry Lab |
| Number of Credits | : | 2 (L: 0, P: 4)        |
| Prerequisites     | : | NIL                   |

### Course Objectives:

There are numerous number of materials used in fabricating and manufacturing devices for the comfort of life. The selection, characterization and suitability assessment of natural raw materials essentially requires principles and concepts of Applied Chemistry for technicians. The course aims to supplement the factual knowledge gained in the lectures by first hand manipulation of processes and apparatus. This will develop scientific temper and help to apply the basic concepts and principles insolving engineering problems.

### LIST OF PRACTICALS:

Perform any 12 (twelve) Laboratory Practicals.

### Volumetric and Gravimetric analysis:

- 1 Preparation of standard solution of oxalic acid or potassium permanganate.
- 2 To determine strength of given sodium hydroxide solution by titrating against standard oxalic acid solution using phenolphthalein indicator.
- 3 Standardization of  $\text{KMnO}_4$  solution using standard oxalic acid and Determine the percentage of iron present in given Hematite ore by  $\text{KMnO}_4$  solution.
- 4 Iodometric estimation of copper in the copper pyrite ore.
- 5 Volumetric estimation of total acid number (TAN) of given oil.
- 6 Volumetric estimation of
  - a) Total hardness of given water sample using standard EDTA solution.
  - b) Alkalinity of given water sample using 0.01M sulphuric acid
- 7 Proximate analysis of coal
  - a) Gravimetric estimation moisture in given coal sample
  - b) Gravimetric estimation ash in given coal sample

### Instrumental analysis

8. Determine the conductivity of given water sample.
9. Determination of the Iron content in given cement sample using colorimeter.
10. Determination of calorific value of solid or liquid fuel using bomb calorimeter.
11. Determination of viscosity of lubricating oil using Redwood viscometer.

12. Determination of flash and fire point of lubricating oil using Able's flash point apparatus.
13. To verify the first law of electrolysis of copper sulfate using copper electrode.
14. Construction and measurement of emf of electrochemical cell (Daniel cell).
15. To study the effect of dissimilar metal combination.

**Teachers should use the following strategies to achieve the various outcomes of the course.**

- Different methods of teaching and media to be used to attain classroom attention.
- Massive open online courses (MOOCs) may be used to teach various topics/sub topics.
- 15-20% of the topics which are relatively simpler or descriptive in nature should be given to the students for self-learning and assess the development of competency through classroom presentations.
- Micro-projects may be given to group of students for hand-on experiences
- Encouraging students to visit to sites such as Railway station and research establishment around the institution.

**Learning Outcomes:**

At the end of the course student will be able to

- To express quantitative measurements accurately.
- To practice and adapt good measuring techniques.
- To use various apparatus for precise measurements.
- To understand and differentiate different methods of quantitative analysis.
- To know and understand principles of quantitative analysis using instruments.
- To construct different electrochemical cells used in developing batteries.
- To understand and appreciate methods of corrosion abatement.

**Reference Books:**

2. Text Book of Chemistry for Class XI & XII (Part-I, Part-II); N.C.E.R.T., Delhi, 2017-18.
  3. Dr. G. H. Hugar and Prof A. N. Pathak, Applied Chemistry Laboratory Practices, Vol. I and Vol. II, NITTTR, Chandigarh, Publications, 2013-14.
  4. Agnihotri, Rajesh, Chemistry for Engineers, Wiley India Pvt.Ltd., 2014.
  5. Jain & Jain, Engineering Chemistry, Dhanpat Rai and Sons; New Delhi, 2015.
- .....

|                               |                                                                                                                                                                                                                                                                          |                                                                                                                               |                                                                                                                                                                                                                                                           |                      |                        |                            |             |   |                                                                                     |            |            |              |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|------------------------|----------------------------|-------------|---|-------------------------------------------------------------------------------------|------------|------------|--------------|
| RGPV (Diploma Wing)<br>Bhopal |                                                                                                                                                                                                                                                                          | SCHEME FOR LEARNING<br>OUTCOME                                                                                                |                                                                                                                                                                                                                                                           | Branch Code          |                        |                            | Course Code |   |                                                                                     | CO<br>Code | LO<br>Code | Format No. 4 |
|                               |                                                                                                                                                                                                                                                                          |                                                                                                                               |                                                                                                                                                                                                                                                           | M                    | 0                      | 2                          | 2           | 0 | 5                                                                                   | 1          | 1          |              |
| COURSE NAME                   |                                                                                                                                                                                                                                                                          | Professional Development-II                                                                                                   |                                                                                                                                                                                                                                                           |                      |                        |                            |             |   |                                                                                     |            |            |              |
| CO Description                |                                                                                                                                                                                                                                                                          | Student will be able to keep his/her body and mind fit through performing different useful physical exercises and meditation. |                                                                                                                                                                                                                                                           |                      |                        |                            |             |   |                                                                                     |            |            |              |
| LO Description                |                                                                                                                                                                                                                                                                          | Student will be able to keep his/her body fit through performing different useful physical exercises                          |                                                                                                                                                                                                                                                           |                      |                        |                            |             |   |                                                                                     |            |            |              |
| SCHEME OF STUDY               |                                                                                                                                                                                                                                                                          |                                                                                                                               |                                                                                                                                                                                                                                                           |                      |                        |                            |             |   |                                                                                     |            |            |              |
| S.<br>No.                     | Learning Content                                                                                                                                                                                                                                                         | Teaching-<br>Learning<br>Method                                                                                               | Description of T-L<br>Process                                                                                                                                                                                                                             | Teach<br>Hrs.        | Pract.<br>/Tut<br>Hrs. | LRs<br>Required            |             |   | Remarks                                                                             |            |            |              |
| 1.                            | Need for fitness of body, need for daily physical exercise, traditional physicalexercises, modern physical exercises, pre-requisites andprecautions related to different exercises, durationand frequency of different exercises, conditions forprohibition of exercises | Teacher/Exper<br>t*<br>demonstration<br>+ student<br>activity                                                                 | Teacher/Expert* will demonstrate different traditional/ modern exercisesfor the students. Teacher/ Expert* will guide and supervise every student’s exercise, students will practicedifferent exercises under direction and supervision ofteacher/ expert | 05                   | 05                     | Handout,<br>video<br>film@ |             |   | @Teacher/exper<br>t<br>will suggest a suitable online video to be viewedby students |            |            |              |
| SCHEME OF ASSESSMENT          |                                                                                                                                                                                                                                                                          |                                                                                                                               |                                                                                                                                                                                                                                                           |                      |                        |                            |             |   |                                                                                     |            |            |              |
| S. No.                        | Method of Assessment                                                                                                                                                                                                                                                     | Description of Assessment                                                                                                     |                                                                                                                                                                                                                                                           | Maximu<br>m<br>Marks | Resources Required     |                            |             |   | External<br>/<br>Internal                                                           |            |            |              |
| 1                             | Student Activity                                                                                                                                                                                                                                                         | Student will be asked to demonstrate thegiven physical exercise and his/her knowledge related to the given exercise           |                                                                                                                                                                                                                                                           | 10                   | Rating<br>scale        |                            |             |   | Internal                                                                            |            |            |              |

**ADDITIONAL INSTRUCTIONS FOR THE HOD/ FACULTY  
(IF ANY)**

**\*College/department may hire local external experts/ facilities, if, trained teachers /PTIs / Physical Education Teachers/ Assistant directors**

**(Physical Education) /related facilities are not available in the college.**

- 1. Traditional physical exercises:** - Surya-namskar, Pranayam, different Yogic postures and Asanas etc.
- 2. Modern physical exercises:** - Warm-up & stretch, Workouts, different body exercises, brisk walking, cycling, pushups, rope jumping etc.
- 3.** In course of Professional Development-II, department may assign teaching learning of each of three course outcomes to each of three teachers and may also divide students into three batches B1, B2, B3. Simultaneously three student batch will work under all the three teachers for all the three course outcomes and then the batches will work for next course outcomes under remaining two teachers as per following arrangement:

|                   |          |     |     |
|-------------------|----------|-----|-----|
|                   | T1/<br>E | T2  | T3  |
|                   | CO1      | CO2 | CO3 |
| FIRST 20 PERIODS  | B1       | B2  | B3  |
| SECOND 20 PERIODS | B2       | B3  | B1  |
| THIRD 20 PERIODS  | B3       | B2  | B1  |

- 4.** Separate groups for boys and girls may be also formed.

**5. Assessment Criteria:-**

| S.<br>No | Criteri<br>a                                                    | To a less<br>extent | To some<br>extent | To a<br>greater<br>extent |
|----------|-----------------------------------------------------------------|---------------------|-------------------|---------------------------|
| 1        | Extent of proper sequence of steps and appropriateness of steps | 1                   | 2                 | 4                         |
| 2        | Extent of coordination between body movement and breathing      | 0                   | 1                 | 2                         |

|          |                                                                                                                                   |          |          |          |
|----------|-----------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|
| <b>3</b> | <b>Correctness of description of related precautions and pre-requisite &amp; prohibitive conditions related to given exercise</b> | <b>1</b> | <b>2</b> | <b>4</b> |
|----------|-----------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|

|                                                          |                                                                                                                                                                                                                                                                                                         |                                                                                                                               |                                                  |             |                                                                                                                                                                            |                  |               |                               |                      |            |                                                                               |                     |
|----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|---------------|-------------------------------|----------------------|------------|-------------------------------------------------------------------------------|---------------------|
| RGPV (Diploma Wing)<br>Bhopal                            |                                                                                                                                                                                                                                                                                                         | SCHEME FOR<br>LEARNING<br>OUTCOME                                                                                             |                                                  | Branch Code |                                                                                                                                                                            |                  | Course Code   |                               |                      | CO<br>Code | LO<br>Code                                                                    | Format No. <b>4</b> |
|                                                          |                                                                                                                                                                                                                                                                                                         |                                                                                                                               |                                                  | M           | 0                                                                                                                                                                          | 2                | 2             | 0                             | 5                    | 1          | 2                                                                             |                     |
| COURSE NAME                                              |                                                                                                                                                                                                                                                                                                         | Professional Development-II                                                                                                   |                                                  |             |                                                                                                                                                                            |                  |               |                               |                      |            |                                                                               |                     |
| CO Description                                           |                                                                                                                                                                                                                                                                                                         | Student will be able to keep his/her body and mind fit through performing different useful physical exercises and meditation. |                                                  |             |                                                                                                                                                                            |                  |               |                               |                      |            |                                                                               |                     |
| LO Description                                           |                                                                                                                                                                                                                                                                                                         | Student will be able to keep his/her mind healthy and fit through performing mindfulness and meditation                       |                                                  |             |                                                                                                                                                                            |                  |               |                               |                      |            |                                                                               |                     |
| SCHEME OF STUDY                                          |                                                                                                                                                                                                                                                                                                         |                                                                                                                               |                                                  |             |                                                                                                                                                                            |                  |               |                               |                      |            |                                                                               |                     |
| S.<br>No.                                                | Learning Content                                                                                                                                                                                                                                                                                        |                                                                                                                               | Teaching-<br>Learning<br>Method                  |             | Description of<br>T-L<br>Process                                                                                                                                           |                  | Teach<br>Hrs. | Pract.<br>/Tut<br>Hrs.        | LRs<br>Required      |            | Remarks                                                                       |                     |
| 1.                                                       | Healthy mind, negative characteristics of mind such as negative self-worth, anxiety, depression, worry-ness, judgmental thoughts towards others, lack of inherent happiness. Methods to reduce them, Need and benefits of mindfulness and meditation, practice of methods of mindfulness and meditation |                                                                                                                               | Teacher/Expert* demonstration + student activity |             | Teacher/Expert* will demonstrate technique (s) to the students. Students will practice technique (s) and teacher/expert* will guide and supervise every student's practice |                  | 05            | 05                            | Handout, video film@ |            | @Teacher/Expert will suggest a suitable online video to be viewed by students |                     |
| SCHEME OF ASSESSMENT                                     |                                                                                                                                                                                                                                                                                                         |                                                                                                                               |                                                  |             |                                                                                                                                                                            |                  |               |                               |                      |            |                                                                               |                     |
| S. No.                                                   | Method of Assessment                                                                                                                                                                                                                                                                                    |                                                                                                                               | Description of Assessment                        |             |                                                                                                                                                                            | Maximum<br>Marks |               | Resources Required            |                      |            | External<br>/<br>Internal                                                     |                     |
| 1                                                        | Paper pen test                                                                                                                                                                                                                                                                                          |                                                                                                                               | A test will be conducted to assess the student   |             |                                                                                                                                                                            | 15               |               | Test paper and marking scheme |                      |            | Internal                                                                      |                     |
| ADDITIONAL INSTRUCTIONS FOR THE HOD/ FACULTY<br>(IF ANY) |                                                                                                                                                                                                                                                                                                         |                                                                                                                               |                                                  |             |                                                                                                                                                                            |                  |               |                               |                      |            |                                                                               |                     |

**\*College/Department may hire local external experts if, trained teachers are not available in the college.**

**1. Techniques of mindfulness / meditation:-**

kriya (Art of Living),

Rajyoga (Bramhkumaris),

Heartfulness (SRCM), Sudarshan

Kriya-yog(Yogananda), Sahajyog

(Kundalini awakening), Hsan (Sufi), Muraqabah (Islamic), Vipasyana (Buddhist), Sumiran-dhyan (Radhasoami) etc.

2. In course of Professional Development-II, department may assign teaching learning of each of three course outcomes to each of three teachers

and may also divide students into three batches B1, B2, B3. Simultaneously three student batch will work under all the three teachers for

|                   |          |     |     |
|-------------------|----------|-----|-----|
|                   | T1/<br>E | T2  | T3  |
|                   | CO1      | CO2 | CO3 |
| FIRST 20 PERIODS  | B1       | B2  | B3  |
| SECOND 20 PERIODS | B2       | B3  | B1  |
| THIRD 20 PERIODS  | B3       | B2  | B1  |

3. Separate groups for boys and girls may be also

### ASSESSMENT TEST PAPER ( Time 15 Mins)

| statement<br>s |                                                                                                                                              | Rarely | Occasionally | Most of the time | Almost t |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------|--------|--------------|------------------|----------|
|                |                                                                                                                                              | A      | B            | C                | D        |
| 1              | I am good at finding the words to describe my feelings                                                                                       |        |              |                  |          |
| 2              | I pay attention to sounds such as clocks ticking, birds chirping or cars passing                                                             |        |              |                  |          |
| 3              | When I am working on something, part of my mind is occupied with other topics, such as what I will do later or things I had rather be doing* |        |              |                  |          |
| 4              | I tell myself that I should not be feeling the way I am feeling*                                                                             |        |              |                  |          |
| 5              | It is hard for me to find words to describe what I am thinking*                                                                              |        |              |                  |          |
| 6              | When I do things my mind wanders off and I am easily distracted*                                                                             |        |              |                  |          |

|    |                                                                                  |  |  |  |  |
|----|----------------------------------------------------------------------------------|--|--|--|--|
| 7  | I make judgments whether my thoughts are good or bad*                            |  |  |  |  |
| 8  | I tend to do several things at ones rather than focusing on one thing at a time* |  |  |  |  |
| 9  | My natural tendency to put my experience into words                              |  |  |  |  |
| 10 | Slow down or speeding up of my breathing does not affect my mind*                |  |  |  |  |
| 11 | I pay attention to sensations such as wind in my hair or sun on my face          |  |  |  |  |
| 12 | I can easily put my opinions and expectations in to words                        |  |  |  |  |
| 13 | I notice the smells and aromas of things                                         |  |  |  |  |
| 14 | I can complete the given tasks with greater attention and accuracy               |  |  |  |  |
| 15 | When I am doing something, I am only focused on what I am doing, nothing else    |  |  |  |  |

#### MARKING SCHEME:-

Non-starred Statements:      A 1      B 2      C 3      D 4

Starred Statements:              A 4      B 3      C 2      D 1

Final Marks = Sum of all statement marks / 4      (decimal fraction rounded off to next number)

|                               |                                                                                                                                                                                                                       |                                                                                                                                                        |                                                                                                                                                                                                                                                                      |  |             |                |                  |                                                                                 |   |   |                                                                                         |            |              |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------|----------------|------------------|---------------------------------------------------------------------------------|---|---|-----------------------------------------------------------------------------------------|------------|--------------|
| RGPV (Diploma Wing)<br>Bhopal |                                                                                                                                                                                                                       | SCHEME FOR<br>LEARNING<br>OUTCOME                                                                                                                      |                                                                                                                                                                                                                                                                      |  | Branch Code |                |                  | Course Code                                                                     |   |   | CO<br>Code                                                                              | LO<br>Code | Format No. 4 |
|                               |                                                                                                                                                                                                                       |                                                                                                                                                        |                                                                                                                                                                                                                                                                      |  | M           | 0              | 2                | 2                                                                               | 0 | 5 | 2                                                                                       | 1          |              |
| COURSE NAME                   |                                                                                                                                                                                                                       | Professional Development-II                                                                                                                            |                                                                                                                                                                                                                                                                      |  |             |                |                  |                                                                                 |   |   |                                                                                         |            |              |
| CO Description                |                                                                                                                                                                                                                       | Student will be able to prepare quality charts and posters on the given technical / professional / community welfare/ morality / ethics related themes |                                                                                                                                                                                                                                                                      |  |             |                |                  |                                                                                 |   |   |                                                                                         |            |              |
| LO Description                |                                                                                                                                                                                                                       | Student will be able to prepare quality charts on the given technical / professional / community welfare/ morality / ethics related themes             |                                                                                                                                                                                                                                                                      |  |             |                |                  |                                                                                 |   |   |                                                                                         |            |              |
| SCHEME OF STUDY               |                                                                                                                                                                                                                       |                                                                                                                                                        |                                                                                                                                                                                                                                                                      |  |             |                |                  |                                                                                 |   |   |                                                                                         |            |              |
| S. No                         | Learning Content                                                                                                                                                                                                      | Teaching-Learning Method                                                                                                                               | Description of T-L Process                                                                                                                                                                                                                                           |  |             | Teach Hrs.     | Pract. /Tut Hrs. | LRs Required                                                                    |   |   | Remarks                                                                                 |            |              |
| 1.                            | Need and importance of charts,types of charts, different components of a chart, basic principles of chart preparation, general procedure of chart preparation, practice of chart preparation on different giventhemes | Traditional lecture method + student activity                                                                                                          | Teacher will explain contents with help of examples and cases; teacherwill guide students in preparation ofdifferent types of charts, supervise their progress, indentify their weaknesses and correct/improve them. Students will practice underguidance of teacher |  |             | 05             | 05               | Handout, softcopy album of sample exemplary charts, online material/vide ofilm* |   |   | *Teacher/exper twill suggest a suitable online material/ video to be viewed by students |            |              |
| SCHEME OF ASSESSMENT          |                                                                                                                                                                                                                       |                                                                                                                                                        |                                                                                                                                                                                                                                                                      |  |             |                |                  |                                                                                 |   |   |                                                                                         |            |              |
| S. No.                        | Method of Assessment                                                                                                                                                                                                  | Description of Assessment                                                                                                                              |                                                                                                                                                                                                                                                                      |  |             | Maximu m Marks |                  | Resources Required                                                              |   |   | External / Internal                                                                     |            |              |
| 1                             | Student Assignment                                                                                                                                                                                                    | Student will be asked to prepare an appropriate chart on the given theme along with information/data provided bythe teacher                            |                                                                                                                                                                                                                                                                      |  |             | 10             |                  | Rating scale                                                                    |   |   | Internal                                                                                |            |              |

## ADDITIONAL INSTRUCTIONS FOR THE HOD/ FACULTY (IF ANY)

**A. Purpose of charts:** - To more effectively present the data or statistics with the help of visual effects.

**B. Types of charts:-**

1. **Bar Charts** for presentation of numerical frequency data
2. **Line Charts** demonstration of changes in value over a set of specific periods
3. **Pie Charts** to show pieces of a whole
4. **Radar or spider Charts** visual comparison of different things in a similar category
5. **Pictograms** use of icons or graphics in place of numbers to increase visual attention and better memorization
6. **Flow charts** to guide viewers through processes and steps
7. **Comparison Charts** to visually compare two or more things
8. **Hierarchy Charts** to show how things flow from top to bottom
9. **Venn Diagrams** to compare and contrast different concepts and ideas

**c. Different components of chart**

1. **Chart area:** This is the area where the chart is inserted.
2. **Data series:** This comprises of the various series which are present in a chart i.e., the row and column of numbers present.
3. **Axes:** There are two axes present in a chart. They are the x- axis and y- axis.
4. **Plot area:** The main area of the chart is the plot area.
5. **Grid lines:** They provide reference for the chart

**d. Chart developing procedure**

1. Know your aim of developing the chart
2. Know your audiences
3. Organize the information to be presented
4. Analyze information for best way to present it visually
5. Choosing customized template available on Microsoft PowerPoint
6. Integrate information within template

7. Add visually appealing effects
8. Get feedback of peers /teacher on the chart
9. Correct / improve the chart

**E. Basic principles for chart preparation**

1. Put your conclusion on the title.
2. Highlight your inference.
3. Use images to make your message more memorable.
4. Use visual representation of numbers.
5. Present information in stages.
6. Stick to flat design over 3Ddesign
7. Use a legend only when necessary
8. Turn grid view off
9. Use contrasting colors for each data series
10. Use one font but two weighs
11. Play with chart sizes
12. Try to add animation and interactivity

- F.** In course of Professional Development-II, department may assign teaching learning of each of three course outcomes to each of three teachers and may also divide students into three batches B1, B2, B3. Simultaneously three student batch will work under all the three teachers for all the three course outcomes and then the batches will work for next course outcomes under remaining two teachers as per following arrangement:

|                   |     |     |     |
|-------------------|-----|-----|-----|
|                   | T1  | T2  | T3  |
|                   | CO1 | CO2 | CO3 |
| FIRST 20 PERIODS  | B1  | B2  | B3  |
| SECOND 20 PERIODS | B2  | B3  | B1  |
| THIRD 20 PERIODS  | B3  | B2  | B1  |

**G.** For assignment, teacher will provide one theme along with necessary data or information to each student. Student will prepare an appropriate chart and will submit it to the teacher. The teacher will assess the chart with following rating scale.

**Assessment Rating Scale for the Student Assignment**

| <b>S.<br/>No.</b> | <b>Criteria</b>                                                          | <b>Less<br/>0</b> | <b>Average<br/>1</b> | <b>Adequate<br/>2</b> |
|-------------------|--------------------------------------------------------------------------|-------------------|----------------------|-----------------------|
| 1                 | <b>Appropriateness of title</b>                                          |                   |                      |                       |
| 2                 | <b>Extent and appropriateness of labeling</b>                            |                   |                      |                       |
| 3                 | <b>Extent of expression of trends/differences/ peculiarities of data</b> |                   |                      |                       |
| 4                 | <b>Extent and appropriateness of visually appealing effects</b>          |                   |                      |                       |
| 5                 | <b>Appropriateness of colors, shades, images and visual icons</b>        |                   |                      |                       |

|                               |                                                                                                                                                                                                                               |                                                                                                                                                           |                                                                                                                                                                                                                                                                         |                  |                        |                                                                                  |             |   |                                                                                         |            |            |                     |
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| RGPV (Diploma Wing)<br>Bhopal |                                                                                                                                                                                                                               | SCHEME FOR<br>LEARNING<br>OUTCOME                                                                                                                         |                                                                                                                                                                                                                                                                         | Branch Code      |                        |                                                                                  | Course Code |   |                                                                                         | CO<br>Code | LO<br>Code | Format No. <b>4</b> |
|                               |                                                                                                                                                                                                                               |                                                                                                                                                           |                                                                                                                                                                                                                                                                         | M                | 0                      | 2                                                                                | 2           | 0 | 5                                                                                       | 2          | 2          |                     |
| COURSE NAME                   |                                                                                                                                                                                                                               | Professional Development-II                                                                                                                               |                                                                                                                                                                                                                                                                         |                  |                        |                                                                                  |             |   |                                                                                         |            |            |                     |
| CO Description                |                                                                                                                                                                                                                               | Student will be able to prepare quality charts and posters on the given technical / professional / community welfare/<br>morality / ethics related themes |                                                                                                                                                                                                                                                                         |                  |                        |                                                                                  |             |   |                                                                                         |            |            |                     |
| LO Description                |                                                                                                                                                                                                                               | Student will be able to prepare quality posters on the given technical / professional / community welfare/<br>morality / ethics related themes            |                                                                                                                                                                                                                                                                         |                  |                        |                                                                                  |             |   |                                                                                         |            |            |                     |
| SCHEME OF STUDY               |                                                                                                                                                                                                                               |                                                                                                                                                           |                                                                                                                                                                                                                                                                         |                  |                        |                                                                                  |             |   |                                                                                         |            |            |                     |
| S.<br>No                      | Learning Content                                                                                                                                                                                                              | Teaching-<br>Learning<br>Method                                                                                                                           | Description of T-L Process                                                                                                                                                                                                                                              | Teach<br>Hrs.    | Pract.<br>/Tut<br>Hrs. | LRs Required                                                                     |             |   | Remarks                                                                                 |            |            |                     |
| 1.                            | Need and importance of posters, types of posters, different components of a poster, basic principles of poster preparation, general procedure of poster preparation, practice of poster preparation on different given themes | Traditional lecture method + student activity                                                                                                             | Teacher will explain contents with help of examples and cases; teacher will guide students in preparation of different types of poster, supervise their progress, indentify their weaknesses and correct/improve them. Students will practice under guidance of teacher | 05               | 05                     | Handout, softcopy album of sample exemplary posters, online material/video film* |             |   | *Teacher/expert will suggest a suitable online material/ video to be viewed by students |            |            |                     |
| SCHEME OF ASSESSMENT          |                                                                                                                                                                                                                               |                                                                                                                                                           |                                                                                                                                                                                                                                                                         |                  |                        |                                                                                  |             |   |                                                                                         |            |            |                     |
| S. No.                        | Method of Assessment                                                                                                                                                                                                          | Description of Assessment                                                                                                                                 |                                                                                                                                                                                                                                                                         | Maximum<br>Marks | Resources Required     |                                                                                  |             |   | External<br>/<br>Internal                                                               |            |            |                     |

|                                                                                                                                                                                                                                                                                                                                                                                                 |                    |                                                                                                                          |    |              |          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------------------------------------------------------------------------------------------------------------|----|--------------|----------|
| 1                                                                                                                                                                                                                                                                                                                                                                                               | Student Assignment | Student will be asked to prepare an appropriate poster on the given theme along with information provided by the teacher | 15 | Rating scale | Internal |
| <b>ADDITIONAL INSTRUCTIONS FOR THE HOD/ FACULTY (IF ANY)</b>                                                                                                                                                                                                                                                                                                                                    |                    |                                                                                                                          |    |              |          |
| <p><b>A. Purpose of poster:</b> - A poster is a visual representation of information that has been organized and consolidated into an easily-digestible format. A good poster should be able to be understood in a few minutes, so it's of the utmost importance to make sure that the poster should be logical, consistent, and designed well.</p>                                             |                    |                                                                                                                          |    |              |          |
| <p style="text-align: center;"><b>B. Types of posters:-</b></p> <ol style="list-style-type: none"> <li>1. Infomercial Posters</li> <li>2. Formative Posters</li> <li>3. Show Posters</li> <li>4. Political Ad Posters</li> <li>5. Fashion Posters</li> <li>6. Corporate Posters</li> <li>7. Campaign Posters</li> <li>8. Subject Posters</li> <li>9. Knowledge dissemination Posters</li> </ol> |                    |                                                                                                                          |    |              |          |
| <p style="text-align: center;"><b>C. Poster developing procedure</b></p> <ol style="list-style-type: none"> <li>1. Know your aim of developing the poster</li> <li>2. Know your audiences</li> <li>3. Edit and organize the information to be presented</li> <li>4. Analyze information for best way to present it visually</li> <li>5. Decide the size of the poster</li> </ol>                |                    |                                                                                                                          |    |              |          |

**6. Visualize the layout of the poster and make a thumbnail sketch**

7. Choosing customized template if available on Microsoft PowerPoint/Google slides/ Inkscape/ Photoshop / Gimp

**8. Integrate information within template**

9. Add visually appealing effects such as colors, shades, graphics, icons, cartoons, other visual images

**10. Get feedback of peers /teacher on the poster**

11. Correct / improve the poster

**12. Print the poster**

#### D. Basic principles for poster preparation

- Important information should be readable from about at least 10 feet away
- Title should be short and should create interest
- Text should be clear and to the point
- Effective use of graphics, color and fonts
- Consistent and clean layout

E. In course of Professional Development-II, department may assign teaching learning of each of three course outcomes to each of three teachers and may also divide students into three batches B1, B2, B3. Simultaneously three student batch will work under all the three teachers for all the three course outcomes and then the batches will work for next course outcomes under remaining two teachers as per following arrangement:

|                   |     |     |     |
|-------------------|-----|-----|-----|
|                   | T1  | T2  | T3  |
|                   | CO1 | CO2 | CO3 |
| FIRST 20 PERIODS  | B1  | B2  | B3  |
| SECOND 20 PERIODS | B2  | B3  | B1  |
| THIRD 20 PERIODS  | B3  | B2  | B1  |

F. For assignment, teacher will provide one theme along with necessary data or information to each student. Student will prepare an appropriate chart and will submit it to the teacher. The teacher will assess the chart with following rating scale.

**Assessment Rating Scale for the Student Assignment**

| S. No. | Criteria                                            | Less<br>s<br>0 | Average<br>1 | Adequate<br>2 |
|--------|-----------------------------------------------------|----------------|--------------|---------------|
| 1      | Extent of convey of message                         |                |              |               |
| 2      | Extent of appropriateness of size and layout chosen |                |              |               |
| 3      | Appropriateness of tile and background              |                |              |               |

|  |   |                                                                       |  |  |  |  |
|--|---|-----------------------------------------------------------------------|--|--|--|--|
|  | 4 | Use of numbers, colors, graphics (diagrams, drawings and photographs) |  |  |  |  |
|  | 5 | Section header impact and sequence of content                         |  |  |  |  |
|  | 6 | Quality of printing                                                   |  |  |  |  |

|                               |                                                                                                                                                                                                                                                                  |                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                    |             |   |                  |                        |                      |   |                           |                                                                                    |              |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|---|------------------|------------------------|----------------------|---|---------------------------|------------------------------------------------------------------------------------|--------------|
| RGPV (Diploma Wing)<br>Bhopal |                                                                                                                                                                                                                                                                  | SCHEME FOR<br>LEARNING<br>OUTCOME                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                    | Branch Code |   |                  | Course Code            |                      |   | CO<br>Code                | LO<br>Code                                                                         | Format No. 4 |
|                               |                                                                                                                                                                                                                                                                  |                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                    | M           | 0 | 2                | 2                      | 0                    | 5 | 3                         | 1                                                                                  |              |
| COURSE NAME                   |                                                                                                                                                                                                                                                                  | Professional Development-II                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                    |             |   |                  |                        |                      |   |                           |                                                                                    |              |
| CO Description                |                                                                                                                                                                                                                                                                  | Student will be able to demonstrate social skills while working in groups                                                                                          |                                                                                                                                                                                                                                                                                                                                    |             |   |                  |                        |                      |   |                           |                                                                                    |              |
| LO Description                |                                                                                                                                                                                                                                                                  | Student will be able to demonstrate his social perceptiveness while working in student group                                                                       |                                                                                                                                                                                                                                                                                                                                    |             |   |                  |                        |                      |   |                           |                                                                                    |              |
| SCHEME OF STUDY               |                                                                                                                                                                                                                                                                  |                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                    |             |   |                  |                        |                      |   |                           |                                                                                    |              |
| S.<br>No.                     | Learning Content                                                                                                                                                                                                                                                 | Teaching-<br>Learning<br>Method                                                                                                                                    | Description of T-L Process                                                                                                                                                                                                                                                                                                         |             |   | Teach<br>Hrs.    | Pract.<br>/Tut<br>Hrs. | LRs<br>Require<br>d  |   |                           | Remarks                                                                            |              |
| 1.                            | Need and importance of social skills, social skills for better group performance, important social skills such as social perceptiveness, coordination, negotiation, persuasion etc. social perceptiveness , its importance, indicators of social perceptiveness, | Traditional lecture method + student activity                                                                                                                      | Teacher will explain the contents, through cases and examples; teacher will explain the benefits of social perceptiveness in group work.<br>Teacher will form small groups of students to complete given group tasks , supervise and guide member students in their learning of social perceptiveness through their group activity |             |   | 04               | 06                     | Handout, video film* |   |                           | *Teacher will suggest a suitable online material or video to be viewed by students |              |
| SCHEME OF ASSESSMENT          |                                                                                                                                                                                                                                                                  |                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                    |             |   |                  |                        |                      |   |                           |                                                                                    |              |
| S. No.                        | Method of Assessment                                                                                                                                                                                                                                             | Description of Assessment                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                    |             |   | Maximum<br>Marks | Resources<br>Required  |                      |   | External<br>/<br>Internal |                                                                                    |              |
| 1                             | Student group activity                                                                                                                                                                                                                                           | Different student groups will be formed and group tasks will be assigned to them, the teacher will assess the extent of coordination demonstrated by every student |                                                                                                                                                                                                                                                                                                                                    |             |   | 10               | Rating scale           |                      |   | Internal                  |                                                                                    |              |

**ADDITIONAL INSTRUCTIONS FOR THE HOD/ FACULTY  
(IF ANY)**

**1. Social perceptiveness:** - Social perceptiveness refers to a person's ability to tune into the feelings of the people around him/her. It involves unspoken communication, picking up on body language cues, and discerning the motivation behind particular behaviors. It also refers to the capacity to be

aware of the needs, goals, and feelings of other members in group environment. Group members high in social perceptiveness are able to perceive accurately the interpersonal situation in groups and determine the requirements in terms of interpersonal aspects within the group. They are aware of group environment and of the intentions and sensitivities of other members.

2. During teaching learning, the student group size should be 4 to 5 and duration of the group task may be between 1 to 2 Hrs.

3. During Assessment, the student group size should be 4 to 5 and duration of the task should be 30 to 45 minutes.

4. **Assessment Rating scale for student's social perceptibility:-**

5. In course of Professional Development-II, department may assign teaching learning of each of three course outcomes to each of three teachers and may also divide students into three batches B1, B2, B3. Simultaneously three student batch will work under all the three teachers for all the three course outcomes and then the batches will work for next course outcomes under remaining two teachers as per following arrangement:

|  |    |    |    |
|--|----|----|----|
|  | T1 | T2 | T3 |
|--|----|----|----|

|                   |     |     |     |
|-------------------|-----|-----|-----|
|                   | CO1 | CO2 | CO3 |
| FIRST 20 PERIODS  | B1  | B2  | B3  |
| SECOND 20 PERIODS | B2  | B3  | B1  |
| THIRD 20 PERIODS  | B3  | B2  | B1  |

| S.<br>No. | Criteria                                                                                  | To a<br>lesser<br>extent | To some<br>extent | To a<br>great<br>extent |
|-----------|-------------------------------------------------------------------------------------------|--------------------------|-------------------|-------------------------|
|           |                                                                                           | 0                        | 1                 | 2                       |
| 1         | Show sensitivity and understand other's perspectives                                      |                          |                   |                         |
| 2         | Try to understand point of view of others                                                 |                          |                   |                         |
| 3         | Try to respect the other group member despite of disagreements and difference of opinions |                          |                   |                         |
| 4         | Show concerns for others' need                                                            |                          |                   |                         |

|                               |                                                                                                                                                                                                        |                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |             |   |   |                      |                        |                      |                           |                                                                                    |              |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|---|---|----------------------|------------------------|----------------------|---------------------------|------------------------------------------------------------------------------------|--------------|
| RGPV (Diploma Wing)<br>Bhopal |                                                                                                                                                                                                        | SCHEME FOR<br>LEARNING<br>OUTCOME                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Branch Code |   |   | Course Code          |                        |                      | CO<br>Code                | LO<br>Code                                                                         | Format No. 4 |
|                               |                                                                                                                                                                                                        |                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                           | M           | 0 | 2 | 2                    | 0                      | 5                    | 3                         | 2                                                                                  |              |
| COURSE NAME                   |                                                                                                                                                                                                        | Professional Development-II                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |             |   |   |                      |                        |                      |                           |                                                                                    |              |
| CO Description                |                                                                                                                                                                                                        | Student will be able to demonstrate social skills while working in groups                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |             |   |   |                      |                        |                      |                           |                                                                                    |              |
| LO Description                |                                                                                                                                                                                                        | Student will be able to demonstrate his ability to coordinate while working in a student group                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |             |   |   |                      |                        |                      |                           |                                                                                    |              |
| SCHEME OF STUDY               |                                                                                                                                                                                                        |                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |             |   |   |                      |                        |                      |                           |                                                                                    |              |
| S.<br>No                      | Learning Content                                                                                                                                                                                       | Teaching-<br>Learning<br>Method                                                                                                                                  | Description of T-L Process                                                                                                                                                                                                                                                                                                                                                                                                                                |             |   |   | Teach<br>Hrs.        | Pract.<br>/Tut<br>Hrs. | LRs<br>Require<br>d  |                           | Remarks                                                                            |              |
| 1                             | Important social skills such as social perceptiveness, coordination, negotiation, persuasion etc. Coordination, its importance in group work, key elements of coordination, indicators of coordination | Traditional lecture method + student activity                                                                                                                    | Teacher will teach contents and will discuss examples and cases of group work with different extents coordination, will explain the behavior of individual having high coordination ability, will form small groups of students and assign them group tasks, will supervise these groups for internal coordination and guide them to improve their group coordination, will also supervise and guide individual members for improving their coordination. |             |   |   | 04                   | 06                     | Handout ,video film* |                           | *Teacher will suggest a suitable online material or video to be viewed by students |              |
| SCHEME OF ASSESSMENT          |                                                                                                                                                                                                        |                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |             |   |   |                      |                        |                      |                           |                                                                                    |              |
| S. No.                        | Method of<br>Assessme<br>nt                                                                                                                                                                            | Description of Assessment                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |             |   |   | Maximu<br>m<br>Marks | Resources<br>Required  |                      | External<br>/<br>Internal |                                                                                    |              |
| 1                             | Student group activity                                                                                                                                                                                 | Different student groups will be formed and group tasks will be assign to them, the teacher will assess the extent of coordination demonstrated by every student |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |             |   |   | 15                   | Rating scale           |                      | Internal                  |                                                                                    |              |

|                                                                  |
|------------------------------------------------------------------|
| <b>ADDITIONAL INSTRUCTIONS FOR THE HOD/ FACULTY<br/>(IF ANY)</b> |
|------------------------------------------------------------------|

**A. Coordination:** - Coordination represents a group's ability to act together by predicting or knowing the needs of the task as well as of their group-

mates and the consequent actions to fulfill these needs. It is an orderly arrangement of group efforts to maintain harmony among individual efforts towards the accomplishment of common goals of a group work. Coordination synchronizes the efforts of different members in a group. Coordination ensures unity of different actions in the group because all individual actions are interrelated and inter-dependent to each other.

**B. Key elements of coordination:-**

1. **Integration** of interests and efforts of all individuals
2. **Balancing** –mutual support to various activities of individuals to achieve individual 's goals
3. **Timing** - adjusting timings of different activities so that individuals can support one another to deliver final result in time

**C. Types of coordination:-**

1. **Internal coordination** It is coordination within the group
2. **External coordination** it is coordination with persons and agencies outside the group

**D. Indicators of coordination among group members:-**

1. Members take interest in the overall performance of the group
2. They try to know the problems and issues being faced by the group
3. They try to contribute in solving group's problems and issues
4. They take interests in work of other group members
5. They try to know their work progresses as well as problems and issues being faced by them
6. They try to contribute in solving other group members' work related problems and issues
7. They try to align self work with interrelated works of other group members

### **E. Assessment of student's demonstration of coordination in group work:-**

Students will be divided into small groups ( 4-5). Each group will be assigned a group task of approx. 1 Hr. Students will work on given group task. Teacher will observe behaviors and actions of each student member and assess his/her extent of co-ordination using following rating scale.

#### **E. Assessment Rating scale for student's demonstration of coordination:-**

**F.** In course of Professional Development-II, department may assign teaching-learning of each of three course outcomes to each of three teachers and may also divide students into three batches B1, B2, B3. Simultaneously three student batch will work under all the three teachers for all the three course outcomes and then the batches will work for next course outcomes under remaining two teachers as per following arrangement:

|                  | T1  | T2  | T3  |
|------------------|-----|-----|-----|
|                  | CO1 | CO2 | CO3 |
| FIRST 20 PERIODS | B1  | B2  | B3  |
| SECOND 20        | B2  | B3  | B1  |

|                  |    |    |    |
|------------------|----|----|----|
| PERIODS          |    |    |    |
| THIRD 20 PERIODS | B3 | B2 | B1 |

| S.<br>No. | Criteria                                                                            | To a<br>lesser<br>extent | To some<br>extent | To a<br>great<br>extent |
|-----------|-------------------------------------------------------------------------------------|--------------------------|-------------------|-------------------------|
|           |                                                                                     | 0                        | 1                 | 2                       |
| 1         | Take interest in the overall performance of the group                               |                          |                   |                         |
| 2         | Try to know the problems and issues being faced by the group                        |                          |                   |                         |
| 3         | Try to contribute in solving group's problems and issues                            |                          |                   |                         |
| 4         | Take interests in work of other group members                                       |                          |                   |                         |
| 5         | Try to know their work progresses as well as problems and issues beingfaced by them |                          |                   |                         |
| 6         | Try to contribute in solving other group members' work related problems             |                          |                   |                         |