# STATE BOARD OF TECHNICAL EDUCATION, BIHAR

**Scheme of Teaching and Examinations for**

# VI$^{th}$ SEMESTER DIPLOMA IN AGRICULTURAL ENGINEERING

**(Effective from Session 2020-21 Batch)**

## THEORY

| Sr. No. | SUBJECTS | SUBJECT CODE | TEACHING SCHEME | EXAMINATION – SCHEME | | | | | | | Credits |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Periods per Week | Hours of Exam. | Teacher's Assessment (TA) Marks (A) | Class Test (CT) Marks (B) | End Semester Exam. (ESE) Marks (C) | Total Marks (A+B+C) | Pass Marks ESE | Pass Marks in the Subject | |
| 1. | Entrepreneurship and start –ups | 2011601 | 03 | 03 | 10 | 20 | 70 | 100 | 28 | 40 | 03 |
| 2. | Mechanics of Structure | 2011602 | 03 | 03 | 10 | 20 | 70 | 100 | 28 | 40 | 03 |
| 3. | Farm Tractor & Non-Conventional Energy | 2011603 | 04 | 03 | 10 | 20 | 70 | 100 | 28 | 40 | 04 |
| 4. | Post-Harvest Technology | 2011604 | 03 | 03 | 10 | 20 | 70 | 100 | 28 | 40 | 03 |
| 5. | Elective /COE | | 03 | 03 | 10 | 20 | 70 | 100 | 28 | 40 | 02 |
| | Elective - (i) Water Resources Management (2011605A) | | (ii) Non-Conventional Energy (2011605B) | | | (iii) Computer Aided Design & Drawing (2011605C) | | | (iv) Pollution and Environmental Engg. (2011605D) | | |
| | Artificial Intelligence (Advance) (2000605B) | | Internet of Things (Advance) (2000605C) | | | Drone Technology (Advance) (2000605D) | | | 3D Printing & Design (Advance) (2000605E) | | |
| | Industrial Automation (Advance) (2000605F) | | Electric Vehicles (Advance) (2000605G) | | | Robotics (Advance) (2000605H) | | | | | |
| | | **Total:- 16** | | | | | **350** | **500** | | | **15** |

## PRACTICAL

| Sr. No. | SUBJECTS | SUBJECT CODE | TEACHING SCHEME | EXAMINATION – SCHEME | | | | | Credits |
|---|---|---|---|---|---|---|---|---|---|
| | | | Periods per Week | Hours of Exam. | Practical | | Total Marks | Pass Marks in the Subject | |
| | | | | | Internal (PA) | External (ESE) | | | |
| 6. | Elective Lab / COE Lab | | 04<br>50% Physical<br>50% Virtual | 03 | 20 | 30 | 50 | 20 | 02 |
| | Farm Tractor & Non- Conventional Energy Lab (2011608 A) | | Artificial Intelligence (Advance) Lab (2000608B) | | | | Internet of Things (Advance) Lab (2000608C) | | |
| | Drone Technology (Advance) Lab (2000608D) | | 3D Printing & Design (Advance) Lab (2000608E) | | | | Industrial Automation (Advance) Lab (2000608F) | | |
| | Electric Vehicles (Advance) Lab (2000608G) | | Robotics (Advance) Lab (2000608H) | | | | | | |
| | **Total: 04** | | | | | | **50** | | 02 |

## TERM WORK

| Sr. No. | SUBJECTS | SUBJECT CODE | TEACHING SCHEME | EXAMINATION – SCHEME | | | | Credits |
|---|---|---|---|---|---|---|---|---|
| | | | Periods per week | Marks of Internal (PA) | Marks of External (ESE) | Total Marks | Pass Marks in the Subject | |
| 7. | Agricultural Economics & Farm Management -TW | 2011609 | 04 | 15 | 35 | 50 | 20 | 02 |
| 8. | Post-Harvest Technology -TW | 2011610 | 04 | 15 | 35 | 50 | 20 | 02 |
| 9. | Term Work | | 02 | 20 | 30 | 50 | 20 | 01 |
| | Course Under Moocs /NPTEL/ Others TW(2011611) | | Artificial Intelligence (Advance) TW (2000611B) | Internet of Things (Advance) TW (2000611C) | | Drone Technology (Advance) TW (2000611D) | | |
| | 3D Printing & Design (Advance) TW (2000611E) | | Industrial Automation (Advance) TW (2000611F) | Electric Vehicles (Advance) TW (2000611G) | | Robotics (Advance) TW (2000611H) | | |
| 10 | Project Work & Its Presentation in Seminar-TW | 2011612 | 04 | 15 | 35 | 50 | 20 | 02 |
| | **Total:- 14** | | | | | **200** | | **07** |
| Total Periods per week Each of duration One Hours = **34** | | | | | | **Total Marks =** | | **24** |

# ENTREPRENEURSHIP AND START-UPS

| Subject Code | Theory | | | No of Period in one session: 42 | | | Credits |
|---|---|---|---|---|---|---|---|
| 2000601 | No. of Periods Per Week | | | Full Marks | : | 100 | 03 |
| | L | T | P/S | ESE | : | 70 | |
| | 03 | — | — | TA | : | 10 | |
| | — | — | — | CT | : | 20 | |

**Course Objectives:**

The main aims of the course are to familiarize students with various concepts used in understanding processes involved in entrepreneurship and business formation and development.

- To acquire Entrepreneurial spirit and resourcefulness.
- To familiarize with various uses of human resource for earning dignified means of living.
- To understand the concept and process of entrepreneurship - its contribution and role in the growth and development of individual and the nation.
- To acquire entrepreneurial quality, competency, and motivation.
- To learn the process and skills of creation and management of entrepreneurial venture.

## CONTENTS: THEORY

| Unit | Name of Topics | Hrs. |
|---|---|---|
| **Unit-I** | Introduction to Entrepreneurship and Start – Ups<br>• Definitions, Traits of an entrepreneur, Entrepreneurship, Motivation<br>• Types of Business Structures, Similarities and differences between entrepreneurs and managers. | **04** |
| **Unit-II** | Business Ideas and their implementation<br>• Discovering ideas and visualizing the business<br>• Activity map<br>• Business Plan | **08** |
| **Unit-III** | Idea to Start-up<br>• Market Analysis – Identifying the target market,<br>• Competition evaluation and Strategy Development,<br>• Marketing and accounting,<br>• Risk analysis | **08** |
| **Unit-IV** | Management<br>• Company's Organization Structure,<br>• Recruitment and management of talent.<br>• Financial organization and management | **08** |
| **Unit-V** | Financing and Protection of Ideas<br>• Financing methods available for start-ups in India<br>• Communication of Ideas to potential investors – Investor Pitch<br>• Patenting and Licenses | **08** |
| **Unit-VI** | Exit strategies for entrepreneurs, bankruptcy, and succession and harvesting strategy | **06** |
| | Total | **42 hrs.** |

**References:**


1. The Startup Owner's Manual: The Step-by-Step Guide for Building a Great Company Steve Blank and Bob Dorf K & S Ranch ISBN – 978- 0984999392
2. The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses Eric Ries Penguin UK ISBN – 978-0670921607
3. Demand: Creating What People Love Before They Know They Want It Adrian J. Sloutsky with Karl Weber Headline Book Publishing ISBN – 978- 0755388974
4. The Innovator's Dilemma: The Revolutionary Book That Will Change the Way You Do Business Clayton M. Christensen Harvard business ISBN: 978-142219602


**SUGGESTED SOFTWARE/LEARNING WEBSITES:**

a. https://www.fundable.com/learn/resources/guides/startup
b. https://corporatefinanceinstitute.com/resources/knowledge/finance/corporatestructure/
c. https://www.finder.com/small-business-finance-tips
d. https://www.profitbooks.net/funding-options-to-raise-startup-capital-for-your-business/

**Course outcomes:**

Upon completion of the course, the student will be able to :

CO 1 : To understand the dynamic role of entrepreneurship and small businesses

CO 2 : To organize and Manage a Small Business

CO 3 : To plan the Financial strategy and Control

CO 4 : To operate forms of Ownership for Small Business

CO 5 : To make Strategic Marketing Planning

CO 6 : To launch new Product or Service Development

CO 7 : To conceive business Plan

*****

# MECHANICS OF STRUCTURE

| Subject Code 2011602 | Theory | | | No of Period in one session : 42 | | | Credits |
|---|---|---|---|---|---|---|---|
| | No. of Periods Per Week | | | Full Marks | : | 100 | 03 |
| | L | T | P/S | ESE | : | 70 | |
| | 03 | — | — | TA | : | 10 | |
| | | | | CT | : | 20 | |

**RATIONALE:**
This subject forms an important part of Mechanical Engineering as well as other engineering branches live Agricultural Engineering and deals with the basic concept of the behavior of material used in machine past and in practice in different structures. The student will be able take up design job and understand the various properties of materials and behavior under different types of loads. In fact, the subject may be considered as the key of the engineering subjects dealing materials.

**Objectives:**
The student will be able to

1. Understand the various problem of materials used machine.
2. Understand and analysis of various forces acting on the component of machine and the resistance offered by these components.
3. Judge the suitability of a particular material in the design.

| Contents: Theory | | Hrs |
|---|---|---|
| **Unit -1** | **Principal Stress and Strain**<br>1.1 Normal and tangential stress on oblique planes, resultant stress.<br>1.2 Principal planes and principal stresses & strain (analytical and graphical solution) simple problems.<br>1.3 Theory of elastic failure.<br>1.4 Simple problems. | [04] |
| **Unit -2** | **Centre of Gravity & Moment of Inertia**<br>2.1 Centre of gravity, centroid and moment of Inertia as T.I. and angle & channel section.<br>2.2 Definition of moment of Inertia and radius of gyration Basic theorem of parallel and perpendicular axes.<br>2.3 Moment of inertia of Rectangular, circular, section about centroidal axis.<br>2.4 Simple problems | [ 05] |
| **Unit -3** | **Bending Stress in Beam**<br>3.1 Theory of simple bending, position of neutral axis. Moment of resistance, Distribution of bending stress across the section. Bending stress in symmetrical and unsymmetrical section, section modulus, flexural strength of a section.<br>3.2 Shearing stress at a section in a loaded Beam. Distribution of shear stress over rectangular, Triangular, circular, I and T Sections. | [ 04] |
| **Unit -4** | **Combined Direct and Bending Stresses**<br>4.1 Concept of Direct and Eccentric Load.<br>4.2 Symmetrical Column (Rectangular and Circular) with eccentric loading about one axis. Stress distribution at base, Maximum & minimum stress at base.<br>4.3 The middle third Rule.<br>4.4 Column & Chimney subjected to horizontal wind pressure.<br>4.5 Simple problems | [ 06 ] |
| **Unit -5** | **Stope & Deflection of Beam**<br>5.1 Relation between slope, deflection & radius of curvature.<br>5.2 Slope and deflection calculation for cantilever and simply supported beams subjected to concentrated and uniformly distributed load by double integration and moment area method. Mohr's Theorem.<br>5.3 Macaulay's method and its application to find deflection at a particular section for beams subjected to point (concentrated) load as well as uniformly distributed load.<br>5.4 Simple problems. | [ 05] |

| | | |
|---|---|---|
| **Unit -6** | **Columns & Struts.**<br>6.1 Concept of columns mode of failure, classification and end conditions.<br>6.2 Buckling load, crushing load, slenderness Ratio, factors affecting strength of columns.<br>6.3 Euler's Theory of long column. Determination of buckling and safe loads. Assumptions and limitations of Euler's Theory. Rankine's formula for column. Indian standard code of column (No derivation)<br>6.4 Simple problems | [ 04] |
| **Unit -7** | **Torsion of Shaft**<br>7.1 Theory of pure torsion. Moment of resistance Torsional equation. Assumption in the theory of pure torsion, Strength of solid and hollow shaft. Polar modulus.<br>7.2 power transmitted by shaft, stresses in Bolt and key of shaft coupling, shear and torsional resilience.<br>7.3 Simple problems | [ 06] |
| **Unit -8** | **Spring**<br>8.1 Closed coil helical springs, determination of deflection, angle of twist and stiffness under axial loading and Twisting.<br>8.2 Carriage spring, determination of central deflection, Number of leaves and Radius of curvature of semi-elliptical and elliptical section of spring. Simple | [ 04] |
| **Unit -9** | **Thin Cylinders and Spheres.**<br>9.1 Failure of a cylindrical shell due to an internal pressure, circumferential and longitudinal stress.<br>9.2 Change in dimensions, change in volume due to internal pressure of thin cylinder & Thin spherical shell. Simple Problems. | [ 04] |
| | **Total** | **42** |

**BOOKS RECOMMENTDED**

| Sl No. | Title | Author | Publisher |
|---|---|---|---|
| 1 | Strength of Material | by Surender Singh | — |
| 2 | Strength of Material | by Ramarutham | — |
| 3 | Strength of Material | by R.S. Khurmi | — |
| 4 | Strength of Material | by R.K. Rajput | — |
| 5 | Strength of Material | by D.S. Bedi. | — |
| 6 | Mechanics of Strength of Material | by Malhotra & Gupta. | — |

# FARM TRACTORS AND NON-CONVENTIONAL ENERGY

| Subject Code 2011603 | Theory | | | No of Period in one session: 56 | | | Credits |
|---|---|---|---|---|---|---|---|
| | No. of Periods Per Week | | | Full Marks | : | 100 | 04 |
| | L | T | P/S | ESE | : | 70 | |
| | 04 | — | — | TA | : | 10 | |
| | | | | CT | : | 20 | |

**RATIONALE:**

A diploma in Agricultural Engineering has to perform his role in farmer's field for modern & scientific agriculture with present farm. Tractors and other non-conventional energy source thus for performing these operations. The know how is must.

**Objectives:**

The present course is designed to develop the ability to perform the farm Tractors & their different systems. The limited conventional energy source will not serve the purpose in time course is designed for non-conventional energy source and its utilization. Following are the contents to fulfill the objectives.

| Contents: Theory | | Hrs |
|---|---|---|
| **Unit -1** | **Tractors**<br>1.1 Introduction<br>1.2 Classification of Tractors and its adoptability<br>1.3 Selection of tractors, Tractors specifications and specialty<br>1.4 Tractor loading system | [ 06 ] |
| **Unit -2** | **Tractors Clutches**<br>2.1 Types of clutches, construction and their working.<br>2.2 Clutch trouble and its remedies. | [ 04 ] |
| **Unit -3** | **Tractors Transmission system**<br>3.1 Types of transmission systems and their working.<br>3.2 Differential, construction and working<br>3.3 Final Drive<br>3.4 Power take- off, belt pulley, angle power drive, universal coupling.<br>3.5 Hydraulic operated internally and externally machinery utilization. | [ 06 ] |
| **Unit -4** | **Steering systems**<br>4.1 Conventional type and power steering systems.<br>4.2 Maintenance of steering | [ 04 ] |
| **Unit -5** | **Brake Systems**<br>05.01 Mechanical, Hydraulic, Air and power brake | [ 04 ] |
| **Unit -6** | **Hitching systems**<br>6.1 Principles of vertical and horizontal hitching.<br>6.2 Hitching adjustment<br>6.3 Draw Bar and Draw Bar horse power calculations | [ 04 ] |
| **Unit -7** | **Traction and Traction Aids**<br>7.1 Traction, Tractive effort, slip<br>7.2 Dead load ballast, Liquid ballast<br>7.3 Chain and Griddles<br>7.4 **I** and **L** type strake<br>7.5 Rolling Resistance and Traction efficiency | [ 04 ] |

| | | |
|---|---|---|
| **Unit -8** | **<u>Automotive Technology (Theory)</u>**<br>8.1 Past, present & future trends in Automotive Technology – Diesel & Gasoline.<br>8.1.1 Engines, classification of different engines & adaptability.<br>8.1.2 IC Engines, Combustion chamber design, Types & application.<br>8.1.3 Automotive exhaust emission – constituents (Diesel & Gasoline).<br>8.1.4 Emission norms under MV ACE, Euro Norms & Bharat Stage Norms.<br>8.1.5 Diagnostics & Test equipments – Engine Analysis, Emission Analyzer, ECU Scan tool, compression tester.<br>8.2 Diesel & Gasoline Technology.<br>8.2.1 Introduction, Diesel fuel layout & Components, Gasoline fuel layout & components.<br>8.2.2 Diesel fuel components – function, working principle, testing, calibration, timing, construction, components & trouble shooting, add on modules.<br>8.2.3 Gasoline fuel components – function, working principles, testing, calibration, construction, components & trouble shooting.<br>8.2.4 Diagnostics & Test equipments – Diesel fuel injection pump test bench. Injector tester (Diesel), Nozzle cleaner, Petrol injector cleaner cum tester. Test specification.<br>8.3. Energy Systems.<br>8.3.1 Introduction, coverage, trends.<br>8.3.2 Starter – function, construction, working principle, components, types, output, testing & trouble shooting.<br>8.3.3 Alternator – function, construction, working principle, components, types, output, testing & trouble shooting.<br>8.3.4 Energy storage (batteries) – function, construction, working principal, types, JIS/DIN code Specifications, charging | [ 16 ] |
| **Unit -9** | **<u>Non-conventional energy source.</u>**<br>09.01 Utilization of wind, solar and other non-conventional energy source in agricultural different processes. | [ 08 ] |
| | **Total** | **56** |

**REFERENCE BOOKS**:-

| Sl No. | Title |
|---|---|
| 1 | Solar Energy Utilization by G.D. Rai, Khanna Publishers |
| 2 | Solar Energy by S.P. Sukhtme Tata McGraw Hill |
| 3 | Farm Gas Engine and Tractors by Johns Fred R. Tata McGraw Hill. |
| 4 | Tractors and Their power Units by Ligidial & J.E. Coketem. John Willy & Sons. |
| 5 | Tractor Engine Maintenance and Repair by H.C. Jain & C.R. Rai, Standard Publisher Distributors New Delhi. |
| 6 | Automotive Handbook by BOSCH. |

# POST HARVEST TECHNOLOGY

| Subject Code 2011604 | Theory | | | No of Period in one session : 42 | | | Credits |
|---|---|---|---|---|---|---|---|
| | No. of Periods Per Week | | | Full Marks | : | 100 | 03 |
| | L | T | P/S | ESE | : | 70 | |
| | 03 | — | — | TA | : | 10 | |
| | | | | CT | : | 20 | |

**RATIONALE:**

An Agricultural Engineering Diploma holder has to involve in processing works after the harvest of the farm product to the final shape; acceptable to the consumer with the help of different processing machines. In the light of modern and scientific agricultural methods of cultivation, modern and mechanized machine operations are essential. Thus, to get the know-how of related processing machines, its working and handling is must for quality product. This course is designed to fulfill the objective of maintaining the qualitative and quantitative requirement with the time.

**OBJECTIVE**:

To bring the farm product in acceptable and nutritative form with the help of post-harvest technology economically and efficiently.

| Sl No. | Topic | Lectures/Periods |
|---|---|---|
| 01. | Introduction | 02 |
| 02. | Drying. | 05 |
| 03. | Cleaning and grading | 05 |
| 04. | Seed treatment | 04 |
| 05. | Material Handling | 02 |
| 06. | Bagging | 02 |
| 07. | Storage | 04 |
| 08. | Milling and threshing | 04 |
| 09. | Rice milling | 04 |
| 10. | Cane Crushing | 02 |
| 11. | Fruit preservation | 04 |
| 12. | Dairy Engineering Process Equipment's | 04 |
| | | **Total- 42** |

**Contents: Theory**

**Unit -1** **Introduction**

1.1 Introduction and importance of seed processing principles of Agricultural processing

1.2 Sequences o f operations, flow diagram service offered by processor to farmers, wheat, maize, paddy and soybean processing.

1.3 Different steps involved in seed processing

**Unit -2** **Drying**

2.1 Importance of seed and grain moisture and drying.

2.2 Estimation of moisture by direct and indirect method.

2.3 Equilibrium moisture contents.

2.4 Principles of drying, drying process.

2.5 Constant ratio period and falling rate period.

2.6 Drying kinds, thin and thick bed drying.

2.7.1 Temperature and air flow requirement.

2.7.2 Natural air and heated air drying.

02.08 Solar drying. Direct and indirect dryer, their efficiency and economy.

**Unit -3** **Cleaning and grading**

3.1 Importance and grade factor.

3.2 Elementary study of related machines, their operations and maintenance of air screen Machine.

3.3 Seed and grain cleaning and grading equipment's.

3.4 Scalper, Grader and cleaner.

3.5 Width and roundness, shape and weight-based separator, horizontal separator, disk separator, gravity separator, rotary cleaner their principles of operations and working.

| | |
|---|---|
| **Unit -4** | **Seed Treatment**<br>4.1 Seed treatment and its important and kinds of seed treatment.<br>4.2 Methods, advantages of treatment.<br>4.3 Elementary study of seed treating equipment's and powdered, slurry seed treater. |
| **Unit -5** | **Material Handling Equipments**<br>5.1 Screw conveyers, belt conveyers.<br>5.2 Bucket elevator.<br>5.3 Pneumatic conveyers.<br>5.4 Construction of different types of conveyers and maintenance. |
| **Unit -6** | **Bagging**<br>6.1 Manual bagging.<br>6.2 Semi-automatic bagging machine.<br>6.3 Automatic bagging machine. |
| **Unit -7** | **Storage**<br>7.1 Traditional storage system.<br>7.2 Storage of seeds and grains.<br>7.3 Grain respiration and factor effecting it.<br>7.4 Changes in stored product during store from germination and seed viability.<br>7.5 Design of storage system and equipment's, ISI code of practice.<br>7.6 Storage of fresh fruits vegetables and diary and other farm products |
| **Unit -8** | **Milling and Threshing**<br>8.1 Principles of operation of Dal mills.<br>8.2 Requirements for optimum milling.<br>8.3 Milling of animal feeds.<br>8.4 Treatment for animal feed.<br>8.5 Milling equipment's. Burr grinder and hammer mill.<br>8.6 Kath Kolhu and power ghani.<br>8.7 Oil extracting equipment, expeller – horizontal type.<br>8.8 Chaff cutter and ensilage cutter.<br>8.9 Threshing equipment, its principles, clearance, adjustment and control. |
| **Unit -9** | **Rice milling, Chura mill & makhana processing**<br>9.1 Elementary study and operation of modern rice milling with line flow diagram, quality control.<br>9.2 Chura mill and makhana processing unit. |
| **Unit -10** | **Cane crushing and juice extraction.**<br>10.1 Cane crushers, manual, animal and power operated.<br>10.2 Soybean processing.<br>10.3 Juice extraction principles and juice extractor, manual and power operated. |
| **Unit -11** | **Fruit Preservation**<br>11.1 Importance of fruit preservation.<br>11.2 Quality of preservation.<br>11.3 Fruit processing, preparation of squash, jam, jelly marmled, pickles and other products. |

| | |
|---|---|
| **Unit -12** | **Dairy Engineering**<br>12.1.1 Different dairy processes of milk receiving equipment's.<br>12.1.2 Milking machine – principles and operations.<br>12.2.1 Pasteurization – its definition and types.<br>12.2.2 Its merits and demerits.<br>12.2.3 Different pasteurization milk flow line diagram.<br>12.3.1 Homogenization – definition and types.<br>12.3.2 Operation of homogenizer.<br>12.4.1 Cream separation principles.<br>12.4.2 Hand operated, power operated cream separator – its working & maintenance.<br>12.5.1 Butter churns principles.<br>12.5.2 Type of butter churns – its construction, working and maintenance.<br>12.5.3 Ice cream preparation -- types and ingredients mild dryer.<br>12.6.1 Principle s and types of milk dryer.<br>12.6.2 Cleaning and sterilizing equipment's.<br>12.6.3 Adulteration test in milk and milk products.<br>12.6.4 Mixing in Vitamin A in milk. |
| | |

| Sl No. | Title | Author | Publisher |
|---|---|---|---|
| 1 | Agricultural process engineering | by S.M. Handerson & R.L. Perry, | John Willey & Sons |
| 2 | Principles of agricultural Engineesring Vol II | by A.M. Michel & T.P. Ojha | Jain Brothers |
| 3 | Dugdh Vigyan | by Bhati and Lavaniya | - |
| 4 | Diary Process Engineering | by J.S. Warner | - |

## ELECTIVE-(ANY ONE) - (i) WATER RESOURCE DEVELOPMENT & MANAGEMENT

| Subject Code 2011605A | Theory | | | No of Period in one session : 42 | | | Credits |
|---|---|---|---|---|---|---|---|
| | No. of Periods Per Week | | | Full Marks | : | 100 | 02 |
| | L | T | P/S | ESE | : | 70 | |
| | 03 | — | — | TA | : | 10 | |
| | | | | CT | : | 20 | |

**RATIONALE** –

A Diploma in Agricultural Engineering has an opportunity to make himself specialized in water resource development field for up to date & complete know-how regarding the most burning problem of Indian Agriculture.

**Objective:**

To make perfect and acquaint with the up-to-date technological advancement the present effective curriculum is made to fulfill the objectives.

| Sl.No. | Topics | Period |
|---|---|---|
| 01. | Soil water plant relationship | 07 |
| 02. | Irrigation | 06 |
| 03. | Irrigation methods | 08 |
| 04. | Water resources Development | 07 |
| 05. | Wells and tube wells | 07 |
| 06. | Irrigation pumps | 07 |
| | | **Total- 42** |

| Contents: Theory | | Hrs |
|---|---|---|
| **Unit -1** | **Irrigation** | [07] |
| | 1.1. Irrigation, definition & types | |
| | 1.2. Importance of Irrigation in raising crops | |
| | 1.3. Benefits of Irrigation | |
| | 1.4. Water requirements of crops | |
| | 1.5. Quality of irrigation water | |
| **Unit -2** | **Soil water plant relation** | [06] |
| | 2.1. Types of ag ricultural soils | |
| | 2.2. Classes and availability of soil water consumptive use of water | |
| | 2.3. Duty irrigation water, delta and base period ween duty | |
| | 2.4. Relation betand delta | |
| | 2.5.1. Classification of comm. And area mand area. | |
| | 2.5.2. Gross com ommanded area. ultivated | |
| | 2.5.3. Culturable carea | |
| | 2.5.4. Culturable c & in cultivatable area. irrigation | |
| | 2.5.5. Cultivatable of India (at list of Bihar) rements of | |
| | 2.5.6. Intensity of najor crops | |
| | 2.6.1. Major cropse use of water. | |
| | 2.6.2. Water requi ect of excessive use of water | |
| | 2.6.3. Consumptiv | |
| | 02.06.4. Harmful eff | |

| | | |
|---|---|---|
| **Unit -3** | **Irrigation methods**<br>3.1.1. Method of irrigation<br>3.1.2. Surface, sub surface, sprinkler irrigation<br>03.02.01. Flooding furrow method and contour farming.<br>3.2.2 Details of sub-surface irrigation.<br>3.2.3 Details of sprinkler irrigation.<br>3.2.4 Limitation of the method.<br>3.3.1 Types of sprinkler systems.<br>3.3.2 Perforated pipe system.<br>3.3.3 Based on portability.<br>a. Semi portable.<br>b. Semi permanent system.<br>c. Solid set system.<br>d. Permanent system.<br>3.3.4 Components of sprinkler system.<br>3.3.5 Classification of rotating head sprinkler system and their characteristics and adoptability.<br>03.04.1 Details of the system and its components. | [08] |
| **Unit -4** | **Water Resources Development**<br>4.1 Water resources and their development.<br>4.2 Different resources of water surface and sub-surface.<br>4.3 Hydrologic cycles.<br>4.4.1 Resources of water.<br>4.4.2 Ground water in filtration in rain water.<br>4.4.3 Porosity.<br>4.4.4 Water bearing stratum.<br>4.4.5 Ground water flow, Darcy Law and permeability.<br>4.4.6 Different source of tapping the ground water such as springs, infiltration gallery,<br>porous pipe gallery, wells, tube wells, collectors well a brief introduction of each | [07] |
| **Unit -5** | **Wells and Tube wells**<br>5.1 Irrigation wells.<br>5.2 Different types of wells. Introduction of different types and classification.<br>5.3 Method of construction of tube well.<br>5.3.1 Boring method.<br>5.3.2 Hand boring and water jet boring method.<br>5.3.3 Percussion method or cable tool method.<br>5.3.4 Hydraulic rotary method.<br>5.3.5 Rivers rotary method.<br>5.4.1 Well assembly.<br>5.4.2 Development of well.<br>5.4.3 Sequence of operation.<br>5.4.4 Discharge equation of wells from unconfined strata.<br>5.4.5 Discharge equation of wells from confined strata.<br>5.5.1 Cavity wells. Introduction and method of construction.<br>5.5.2 Causes of failure of cavity wells and their probable remedy. | [07] |

| | | |
|---|---|---|
| **Unit -6** | **Irrigation Pumps**<br>6.1 Irrigation Pump.<br>6.2 Low head lift pump.<br>6.3 Medium head lift pump.<br>6.4 High head water lift.<br>6.5 Wind power and water power lift pump.<br>6.5.1 Wind mill.<br>6.5.2 Positive displacement pump.<br>6.6.1 Animal powered reciprocating type pump.<br>6.6.2 Variable displacement pump.<br>(i) Specific speed.<br>(ii) Pump characteristics.<br>(iii) Terminology.<br>(iv) Effect of speed and impellor diameter on pump.<br>6.7 Centrifugal and its classification.<br>6.8 Priming.<br>6.9.1 Centrifugal pump horizontal type.<br>6.9.2 Vertical type, end closed coupled or unibuilt.<br>6.10 Medium lift submersible centrifugal pump with hydraulic drive.<br>6.10.1 Installation of horizontal centrifugal pump.<br>6.10.2 Electrical connection of pumps.<br>6.10.3 Maintenance operation and trouble shooting of centrifugal pump.<br>6.11.1 Vertical turbine pump and its construction.<br>6.11.2 Pump drives, direct drives, belt drive, right angled gear drive.<br>6.11.3 Installation of vertical turbine pumps.<br>6.11.4 Operation maintenance and trouble shooting of the vertical turbine pumps.<br>6.12.1 Submersible pumps and its construction and operation.<br>6.12.2 Installation and maintenance of submersible pumps. | [07] |
| | **Total** | **42** |

**Text Books**


1. Irrigation Engineering and Water Power by B. C Punamia, Standard Publishers Distributors, New Delhi.
2. Irrigation by A.M Michel, Vikas Publishers.
3. Tube well and pumps by A.M Michel, Water Technology Centre IARI, New Delhi.
4. Irrigation Engineering by S.K Garg.

# ELECTIVE-(ANY ONE) - (ii) NON CONVENTIONAL ENERGY

| Subject Code 2011605B | Theory | | | No of Period in one session : 42 | | | Credits |
|---|---|---|---|---|---|---|---|
| | No. of Periods Per Week | | | Full Marks | : | 100 | 02 |
| | L | T | P/S | ESE | : | 70 | |
| | 03 | — | — | TA | : | 10 | |
| | | | | CT | : | 20 | |

**RATIONALE:**

Energy in an important input in all sectors of any country's economy. The standard of living of a given country can be directly related to per capita energy consumption. The population of the world has increased rapidly and standard of living of human being has increased hence Energy crisis occurs. If present trend continues, the world in the year 2000 A.D will be more crowded than that of today. The conventional source of energy are depleting and may be exhausted by the end of the century or beginning of the next century. Nuclear energy requires skilled technicians and poses the safety as regards to radioactive waste disposal. Solar energy and other non-conventional energy sources are the sources, those are to be utilize in future.

**Objectives:**

The objective of the course content is to provide knowledge of different types of conventional & non – conventional sources of energy.

The student will be able to

* Understand the importance of non – conventional energy in domestic Agriculture as well as industrial sector.
* Understand the conversion of these energy in to useful work.
* Understand the conservation of energy in different field by using improved equipments.

| Contents: Theory | | Hrs |
|---|---|---|
| **Unit -1** | **An introduction to Non-Conventional Energy Sources.**<br>1.1 Classification of Energy Sources (Conventional & Non-Conventional)<br>1.2 Availability, Comparison and limitations<br>1.3 World Energy futures<br>1.4 Renewable energy Sources – Solar energy, wind energy, Biomass energy, Tidal Geothermal energy, OTEC, MHD Power, Mini & Micro Hydro Plant. Its prospects in India | [07] |
| **Unit -2** | **Solar Energy**<br>1.1 Solar constant<br>1.2 Solar Radiation concept<br>1.3 Solar Radiation Geometry<br>1.4 Solar Radiation measurements | [04] |
| **Unit -3** | **Solar Energy Collectors.**<br>3.1 Principles of the conversion of solar radiation in to Heat.<br>3.2 Flat-Plate Collectors & its efficiency.<br>3.3 Concentrating Collector (Focusing Type)<br>3.4 Advantages and Disadvantages of concentrating collector over flat- plate collectors. | [04] |
| **Unit -4** | **Solar Energy Storage**<br>4.1 Introduction to solar energy storage system.<br>4.2 Solar pond- its principle of operation & extraction of thermal energy.<br>4.3 Application of solar ponds. | [04] |

| | | |
|---|---|---|
| **Unit -5** | **Application of Solar Energy**<br>5.1 Introduction<br>5.2 Solar photo – voltaic system<br>5.3 Solar Cell & its principle<br>5.4 Solar cell Modules<br>5.5 Solar cell connecting arrangements<br>5.6 Application of solar Photovoltaic system (Agricultural & Industrial)<br>5.7 Advantages and Disadvantages of Photovoltaic solar Energy conversion.<br>5.8 Solar distillation, Solar pumping, Solar furnace, Solar cooking, solar green house & its types. | [04] |
| **Unit -6** | **Wind Energy.**<br>6.1 Wind map of India & potentials of wind power in India<br>6.2 Wind speed, wind power, wind vanes.<br>6.3 Site selection considerations.<br>6.4 Basic components of WECS (Wind Energy Conversion System)<br>6.5 Classification of WECS system.<br>6.6 Advantages & Disadvantages of WECS<br>6.7 Types of wind – machine (Wind Energy Collectors)<br>6.8 Application of wind energy | [04] |
| **Unit -7** | **Energy from Biomass**<br>7.1 Introduction<br>7.2 Biogas conversion Technologies (Thermo chemical Conversion & Fermentation)<br>7.3 Biogas Generation<br>7.4 Factors affecting Bio-digestion or Generation of gas.<br>7.5 Classification of Biogas plants.<br>7.6 Types of Biogas plants.<br>7.7 Commonly used Biogas plants in India.<br>7.8 Community Bio gas plants<br>7.9 Materials used for Bio gas Generation.<br>7.10 Selection of sites for a Bio gas plants.<br>7.11 Problems related to Bio gas plants. | [07] |
| **Unit -8** | **Energy Conservation**<br>8.1 An economic Concept of Energy.<br>8.2 Principles and need of conservation of energy.<br>8.3 Energy demand Management.<br>8.4 Energy Accounting & Auditing | [08] |
| | **Total** | **42** |

**BOOKS RECOMMENTDED: -**

| Sl No. | Title | Author | Publisher |
|---|---|---|---|
| 1 | Non – Conventional Energy Sources | by G.D. Rai | Khanna Publisher. |
| 2 | ikjEifjd mtkZ L=kr | }kjk ,0 ,u0 ekFkqj vkS j ,u0 ,y0 jkBkSj | fgekWa kw id k'kdA |
| 3 | Ref Book – Solar Engineering & Thermal Process | by John A duffie & William | A Backman, Willey Inter |
| 4 | Solar Energy | by G.D.Rai | Khanna Publisher |
| 5 | Manual of Wind Mill – Institute of Engg. And Rural Technology, Allahabad | | |
| 6 | Gobar Gas Plant | by Khadivillage | commission |
| 7 | Bio gas technology (A practical hand book) | by K.C. Khandewall | |
| 8 | Advances in Biogas Technology | by O.P. Chwela. | |
| 9 | Solar energy utilization | by B.P. Sukhtma T.M.H. | |
| 10 | Different Publication of Tata Energy Research Institute N. Delhi | | |

# ELECTIVE-(ANY ONE) - (iii) COMPUTER AIDED DESIGN & DRAWING

| Subject Code 2011605C | Theory | | | No of Period in one session: 42 | | | Credits |
|---|---|---|---|---|---|---|---|
| | No. of Periods Per Week | | | Full Marks | : | 100 | 02 |
| | L | T | P/S | ESE | : | 70 | |
| | 03 | — | — | TA | : | 10 | |
| | | | | CT | : | 20 | |

**RATIONALE & OBJECTIVES: -**

Today, all the workplace and living environment are being computerized. Every nook and comer computer the requirement of the computer knows how is must. In order to prepare Diploma Engineers to work in those environments, it is essential that they are exposed to various aspects of graphics package such as understanding the concept of CAD and its drafting application particularly in Engineering Diploma courses. Operating a computer with good working knowledge in computer aided design and its application form the broad competency profile of Diploma holders. This exposure will definitely enable the student to enter the world with confidence, live in these environments in harmonious way and contribute to the productivity.

| Sl.No. | TOPIC | PERIODS |
|---|---|---|
| 01. | Introduction to Designing and draughting Package | 03 |
| 02. | Understanding AUTOCAD and its commands | 03 |
| 03. | Basic Drawing Techniques | 04 |
| 04. | Accuracy and Speed | 02 |
| 05 | Advanced Drawing Commands | 02 |
| 06. | Isometric Drawings | 02 |
| 07. | Pseudo – 3D Drawings | 03 |
| 08. | Text and Units | 02 |
| 09. | Editing Techniques | 02 |
| 10. | Working with Layers | 02 |
| 11. | Block and Xrefs. | 02 |
| 12. | Dimensioning | 02 |
| 13. | 3D- Drawing | 03 |
| 14. | Wire frame Construction | 03 |
| 15. | 3D Faces | 02 |
| 16. | Working with Paper Space | 02 |
| 17. | Plan and Elevation of Buildings- Single Story & Multistory | 03 |
| | **Total** | **42** |

| Contents : Theory | | Hrs |
|---|---|---|
| **Unit -1** | **INTRODUCTION TO DESIGN AND DRAUGHTING PACKAGE**<br>Traditional Draughting Techniques. Auto Cad Draughting techniques. Starting and finishing AUTOCAD. Startup Dialogue Box.<br>The Drawing Units<br>The Electronic Paper Size Drawing Screen<br>Menu and Toolbars | [03 ] |
| **Unit -2** | **UNDERSTANDING AUTOCAD AND ITS COMMANDS**<br>Starting command, Toolbar icon, flyout Toolbar, Menu command- Pull down, Keyboard,<br>Command Prompt – Working through line, circle, Area, erase, zoom, break etc.<br>Editing commands- Fillet, donut, Offset, Extending, Trimming, Move, Text, Dim, Hatch, Drag, Copy, Paste, Trim, etc. | [ 03 ] |

| | | |
|---|---|---|
| **Unit -3** | **BASIC DRAWING TECHNIQUES**<br>Drawing a Line. Drawing a Circle. Moving an Object. Using Grid and Snap.<br>Drafting setting – Snap & Grid. Snapping to objects- the Toolbar. Running Objects – the Toolbar. Running Object Snap Tools. | [04 ] |
| **Unit -4** | **ACCURACY AND SPEED**<br>Opening and existing drawing. Using Co-ordinate input Using the Zoom Toolbar. Aerial View.<br>The Purge Command.<br>Grips – the little blue boxes. System Variables. | [02 ] |
| **Unit -5** | **ADVANCED DRAWING COMMAND**<br>Ray- Construction Line or Xline. Polylines – Polyline shapes. Rectangles<br>3D Polylines and Rectangles Donuts, Splines, Ellipses, Arcs, How to Draw a Door Arc.<br>Multilines- editing, creating multiline styles, Modify Multiline Properties.<br>Polygons. | [02 ] |
| **Unit -6** | **ISOMETRIC DRAWING**<br>Not really 2D Drawing. Thickness – the Z dimension.<br>Using Hide- the Drawing/Editing Commands. Elevation & Thickness, Thickness limitations. | [02 ] |
| **Unit -7** | **PSEUDO -3D DRAWING**<br>Not really 2D Drawing. Thickness – the Z dimension.<br>Using Hide- the Drawing/Editing Commands. Elevation & Thickness, Thickness limitations | [03 ] |
| **Unit -8** | **TEXT AND UNITS**<br>Single Line Text, Paragraph Text. Multiline Text Editor, the Spell Checker.<br>Editing Text- Text size and Plotting/ Printing. Controlling the Drawing Units. | [02 ] |
| **Unit -9** | **EDITING TECHNIQUES**<br>Offset, Rotate, Stretch, Lengthen, Trim, Extend, Chamfer | [02 ] |
| **Unit -10** | **WORKING WITH LAYERS**<br>Layers – setting up a new layer. Assigning a colour to a layer.<br>Making a layer current, visible or invisible.<br>Line types- load a line type, By Layer, By Object. Moving Objects to different Layers.<br>Scaling Line types- Lt Scale. | [02] |
| **Unit -11** | **BLOCKS AND XREFS.**<br>Blocks and Layers – Making, Inserting, Using in any Drawing. External References – Xrefs.<br>Application and Values of Xrefs. | [02 ] |
| **Unit -12** | **DIMENSIONING**<br>The Dimension.<br>The Dimensioning Toolbar.<br>Linear Dimensioning- Object, Snap & Dimensioning Aligned Dimensioning.<br>Radius & Diameter. | [02 ] |

| | | |
|---|---|---|
| **Unit -13** | **3D DRAWING.**<br>The 3D Drawing – The coordinate Plane, WCS Icon. The UCSICON command – Orientation of the UCS. The X-Y Plane and Origin.<br>The UCS- moving up to Z axis, Naming a UCS, Rotating the UCS around X axis & Y axis, Looking at a UCS from behind – using View ports. Editing Objects on a UCS – using 3 Points to define a UCS, The UCS command. | [03 ] |
| **Unit -14** | **WIREFRAME CONSTRUCTION**<br>Laying the base- using layers.<br>Placing Text on a Plane- using Vports. | [03 ] |
| **Unit -15** | **3D FACES**<br>3D Faces – placing 3D faces on the wire frame. Visible 3D Face Edges, Invisible Edges.<br>Drawing a Window, making edges visible/invisible. | [02 ] |
| **Unit -16** | **WORKING WITH PAPER SPACE**<br>Use of Paper space- default layout, the default layout page anatomy. Scaling the drawing – method 1, method 2.<br>Working with paper space view ports – deleting & creating, freezing individual viewports. | [02 ] |
| **Unit -17** | **LAN AND ELEVATION OF BUILDINGS –**<br>SINGLE STORY AND MULTISTORY. | [03 ] |
| | **Total** | **42** |

**BOOKS RECOMMENDED**

| **Sl No.** | **Title** | **Author** | **Publisher** |
|---|---|---|---|
| 1 | AUTOCAD | by George Omura & B. Robert Callori. | BPB Publication. |
| 2 | AUTOCAD | by Whelan, | Dreamtech Publication. |
| 3 | Principle of CAD/CAM | by Rooney & Philip | Sybex Publication. |

# ELECTIVE-(ANY ONE) - (iv) POLLUTION AND ENVIRONMENTAL ENGINEERING

| Subject Code 2011605D | Theory | | | No of Period in one session : 42 | | | Credits |
|---|---|---|---|---|---|---|---|
| | No. of Periods Per Week | | | Full Marks | : | 100 | 02 |
| | L | T | P/S | ESE | : | 70 | |
| | 03 | — | — | TA | : | 10 | |
| | | | | CT | : | 20 | |

**RATIONALE:** With the increasing population the cost of our natural resources are being polluted day by day our existence depends upon the natural (resources) with time the general a awareness is necessary.

Objectives: With the view to control the pollution to reduce the pollution of natural resources the present course contents is structure for fulfillment of objective used on scientific technological concepts:

| Sl.No. | Topics | Periods |
|---|---|---|
| 01 | Pollution | 02 |
| 02 | Air pollution | 10 |
| 03 | Water pollution | 03 |
| 04 | Radio active pollution | 03 |
| 05 | Land pollution | 03 |
| 06 | Noise pollution | 03 |
| 07 | Water supply and treatment | 08 |
| 08 | Safe sewage disposal & treatment | 10 |
| | **Total** | **42** |

| Contents : Theory | | Hrs |
|---|---|---|
| **Unit -1** | **Pollution**<br>1.1 Introduction of pollution & Definition.<br>1.2 Types of pollution | [ 02 ] |
| **Unit -2** | **Air Pollution**<br>2.1 Introduction and Definition of pollution.<br>2.2 Type of Air pollution, sources of Air pollution, measurement of Air pollutes.<br>2.3 Effect of pollution on man, animals, plants and properly global effect.<br>2.4 Mycological factors effecting air pollution criteria of Air pollution method of abaliment and control of pollution.<br>2.5 Air pollution control, zoning dilution in plant modification of process and rand material. Removal of plummets and disposal particular matter setting chamber cyclones. Scrubbers bog falter, electrostatic precipitators.<br>2.6 Removal of gassers pollutions adsorption, absorption and incorruption.<br>2.7 Smoke sources, effecting measurement and control Air pollution standard historical cases and pleads, elements of air conditioning. | [10] |
| **Unit -3** | **Water pollution**<br>3.1 Introduction, Definition, Properties of healthy water.<br>3.2 Types of water impurities, source of water pollutant its effect of water pollution.<br>3.3 Water pollution control | [ 03 ] |
| **Unit -4** | **Radio Active pollution:**<br>4.1 Introductio Radio Active pollution.<br>4.2 Radioactiveradiation, man-made radiation & its effects | [03 ] |
| **Unit -5** | **Land pollution**<br>5.1 Introduction, Definition.<br>5.2 Soil erosion, soil conservation | [03 ] |
| **Unit -6** | **Noise pollution:**<br>6.1 Introduction, Definition.<br>6.2 Noise pollution control. | [03 ] |

| | | |
|---|---|---|
| **Unit -7** | **Water supply and treatment**<br>7.1.1 Importance of water quality and its purpose of treatment.<br>7.1.2 Basic principle of water and waste water treatment unit General aspects of treatment typical flow diagrams.<br>7.2.1 Purpose and different units of treatment, types of screen sedimentation, the array of sedimentation plan and coagulated.<br>7.2.2 Coagulation principles and coagulants, filtration theory slow, Rapid and presser filters, filter trouble.<br>7.2.3 By chlorination, detention method effect of chlorination, super chlorination and dechlorination, pre and past chlorination.<br>7.2.4 Water softening & removal process of temporary and permanent hardness. | [08 ] |
| **Unit -8** | **Safe sewage disposal & treatment**<br>08.01.1 Sewage, disposal, general aspect of sewage handling pollutional effect.<br>8.2.2 Methods of disposal, detention method conditions favorable for dilution methods effects on stream.<br>8.2.3 Self purification stream oxygen balance lend suitability of land treatment sewage forming sewage sickness periods.<br>8.3.1 Sewage treatment and its objectives.<br>8.3.2 Preliminary treatment.<br>8.3.3 Primary treatment.<br>8.3.4 Secondary treatment.<br>8.3.5 Final treatment for reuse typical flow diagrams sewage treatment plant layout. | [10 ] |
| | **Total** | **42** |

**BOOKS**:

| **Sl No.** | **Title** | **Author** | **Publisher** |
|---|---|---|---|
| 1 | Air pollution | by Pirkernen. | - |
| 2 | Air pollution | by Theings. | - |
| 3 | Air pollution | by Ocaford. | - |
| 4 | Air pollution hand book | by Hokden & Audaly | - |
| 5 | Fundamental of Air pollution | by Stermelat. | - |
| 6 | Water supply by Rub | - | Rub-Academic Press |
| 7 | Sanitary supply | by S.K. Garg | - |
| 8 | Waste water treatment | - | - |
| 9 | Water supply and sanitary Engg. | By G.S. Praise die. | - |

**A) Course Code : 2000605B/2000608B/2000611B**

**B) Course Title :** Artificial Intelligence (Advance)

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

**D) Rationale :**

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

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

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

**CO-1** Elaborate the use of Machine learning in Artificial Intelligence.
**CO-2** Implement various supervised and unsupervised learning models and methods.
**CO-3** Illustrate Artificial neural networks and its applications.
**CO-4** Implement various Neural network models and Learning Methods.
**CO-5** Solve machine learning and artificial neural network problems using Tens or flow.

## F) Suggested Course Articulation Matrix (CAM):

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

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

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

## G) Teaching & Learning Scheme:

| Board of Study | Course Code | Course Title | Scheme of Study (Hours/Week) | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Classroom Instruction(CI) | | Lab Instruction(LI) | Notional Hours (TW+SL) | Total Hours (CI+LI+TW+SL) | Total Credit (C) |
| | | | L | T | | | | |
| | 2000605B/2000608B/2000611B | Artificial intelligence (Advance) | 03 | - | 04 | 02 | 09 | 05 |

**Legend:**

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

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

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

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

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

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

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

## H) Assessment Scheme:

| Board of Study | Course Code | Course Title | Assessment Scheme (Marks) | | | | | | Total Marks (TA+TWA+LA) |
|---|---|---|---|---|---|---|---|---|---|
| | | | Theory Assessment (TA) | | Term Work & Self-Learning Assessment (TWA) | | Lab Assessment(LA) | | |
| | | | Progressive Theory Assessment (PTA) | End Theory Assessment (ETA) | Internal | External | Progressive Lab Assessment (PLA) | End Laboratory Assessment (ELA) | |
| | 2000605B/2000608B/2000611B | Artificial Intelligence (Advance) | 30 | 70 | 20 | 30 | 20 | 30 | 200 |

**Legend:**

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

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

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

**Note:**

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

**I) Course Curriculum Detailing:** This course curriculum detailing depicts learning outcomes at course level and session level and their attainment by the students through Classroom Instruction (CI), Laboratory Instruction (LI), Term Work (TW) and Self Learning (SL). Students are expected to demonstrate the

attainment of Theory Session Outcomes (TSOs) and Lab Session Outcomes (LSOs) leading to attainment of Course Outcomes (COs) upon the completion of the course. While curriculum detailing, NEP 2020 related reforms like Green skills, Sustainability, Multidisciplinary aspects, Society connect, Indian Knowledge System (IKS) and others must be integrated appropriately.

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

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

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

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

## K) Suggested Laboratory (Practical) Session Outcomes (LSOs) and List of Practical: (2000608B)

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

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

**L) Suggested Term Work and Self Learning (2000611B):** Some sample suggested assignments, micro project andother activities are mentioned here for reference.

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

**b. Micro Projects:**

Use python programming for the solutions of Microproject problems

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

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

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

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

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

**Legend:**

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

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

# : Mentioned under point- (O)

**Note:**

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

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

| Unit Title and Number | Total Classroom Instruction(CI) Hours | Relevant COs Number(s) | Total Marks | ETA (Marks) | | |
|---|---|---|---|---|---|---|
| | | | | **Remember(R)** | **Understanding(U)** | **Application& above (A)** |
| Unit-1.0. Introduction to machine learning | 7 | **CO1** | 11 | 5 | 4 | 2 |
| Unit-2.0. Supervised and unsupervised learning | 10 | **CO2** | 18 | 5 | 6 | 7 |
| Unit-3.0. Introduction to neural networks | 10 | **CO3** | 17 | 5 | 7 | 5 |
| Unit-4.0.Neural networks models and Learning Methods | 8 | **CO4** | 14 | 3 | 3 | 8 |
| Unit-5.0. Tensor flow | 10 | **CO5** | 10 | 2 | 6 | 2 |
| **Total Marks** | **45** | | **70** | **20** | **26** | **24** |

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

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

| SN | Laboratory Practical Titles | | Relevant COs Number(s) | PLA/ELA | | |
|---|---|---|---|---|---|---|
| | | | | Performance | | Viva - Voce (%) |
| | | | | PRA* (%) | PDA** (%) | |
| 1. | Write a program to implement k-Nearest Neighbor algorithm toclassify the iris data set. Print both correct and wrong predictions. Python ML library classes can be used for this problem. | | CO-2 | - | 80 | 20 |
| 2. | (a) Implement SVM for Iris Dataset- download the dataset from(https://gist.github.com/netj/8836201)<br>(b) Find confusion matrix and evaluation matrix for SVM | | CO-2 | - | 80 | 20 |
| 3. | a) Explore k-means algorithm for the small sample dataset.<br>b) Explore k-means algorithm for Iris Dataset | | CO-2 | 20 | 70 | 10 |
| 4. | Apply EM algorithm to cluster a set of data stored in a .CSV file.Use the same data set for clustering using k-Means algorithm. Compare the results of these two algorithms and comment on the quality of clustering. You can add Python ML library<br>classes/API in the program. | | CO-2 | - | 80 | 20 |
| 5. | Build an Artificial Neural Network by implementing the Backpropagation algorithm and test the same using appropriatedata sets. | | CO-4 | 10 | 70 | 20 |
| 6. | Implement the perceptron algorithm from scratch in python. | | CO-4 | 10 | 70 | 20 |
| 7. | Write a programme to implement two dimension and three-dimension Tensor. | | CO-5 | - | 80 | 20 |
| 8. | Write a programme to add and multiply two 4x4 matrix, you can<br>Import “tens or flow” and “numpy”. | | CO-5 | - | 80 | 20 |
| 9. | Solve a classification problem on the Tens or flow playground. | | CO-5 | 20 | 70 | 10 |
| 10. | Implement algorithm for linear regression in tens or flow | | CO-2, CO-5 | 10 | 70 | 20 |

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

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

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

## P) List of Major Laboratory Equipment, Tools and Software:

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

## R) Suggested Learning Resources:

### (a) Books:

| S. No. | Titles | Author(s) | Publisher and Edition with ISBN |
|---|---|---|---|
| 1. | Machine Learning using Python | Manaranjan Pradhan, U Dinesh Kumar | Wiley, ISBN-10: 8126579900 ISBN-13: 978-8126579907 |
| 2. | Introduction to Machine Learning | Jeeva Jose | Khanna Book Publishing Co. (P) ltd, 2020.ISBN-10: 9389139066 ISBN-13: 978-9389139068 |
| 3. | Machine Learning for Dummies | John Paul Mueller and Luca Massaron, For Dummies, | For Dummies; 2nd edition,ISBN-10: 1119724015 ISBN-13: 978-1119724018 |
| 4. | Machine Learning | Rajeev Chopra | Khanna Book Publishing Co., 2021ISBN-10: 9789386173423 ISBN-13: 978-9386173423 |
| 6. | Learn TensorFlow 2.0: Implement Machine Learning and Deep LearningModels with Python | Pramod Singh, Avinashmanure | Apress, 978-1484255605 ISBN-10: 1484255607 ISBN-13: 978-1484255605 |
| 7 | Artificial Intelligence: Concepts, **Techniques and Applications** | Alexis Keller | States Academic Press, **2022 ISBN-** 9781649649245 |
| 8 | **Artificial Intelligence:** An Introduction | **Jacob** Pearson | Willford Press 2022 ISBN 9781682860911 |
| 9 | **Fundamentals of** Machine Learning | Mia Williams | Willford Press 2022 ISBN 9781682860920 |
| 10 | Artificial Intelligence: A Modern Approach | Emilia Stones | Larsen and Keller Education 2022 ISBN 9781641728525 |

### (b) Online Educational Resources:

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

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

### (c) Others:

**Data Source:**

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

## S) Course Curriculum Development Team (NITTTR, Bhopal)

- Dr. Sanjay Agrawal (Coordinator)
- Dr. R. K. Kapoor (Co-coordinator)

******

**A) Course Code : 2000605C/2000608C/2000611C**

**B) Course Title :** Internet of Things (Advance)

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

**D) Rationale :**

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

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

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

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

**to-CO-1** Use basic Python features in Programming.

**CO-2** Use advance Python features in Programming.

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

**CO-4** Explain IoT Networking and its application.

**CO-5** Develop IoT App for the given problem

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

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

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

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

## G) Teaching & Learning Scheme:

| Board of Study | Course Code | Course Title | Scheme of Study (Hours/Week) | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Classroom Instruction (CI) | | Lab Instruction(LI) | NotionalHours (TW+SL) | Total Hours (CI+LI+TW+SL) | Total Credits(C) |
| | | | L | T | | | | |
| | 2000605C/2000608C/2000611C | IoT (Advance) | 03 | - | 04 | 02 | 09 | 05 |

**Legend:**

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

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

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

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

SL: Self Learning, MOOCS, spoken tutorials, Online educational resources etc.

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

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

## H) Assessment Scheme:

| Board of Study | Course Code | Course Title | Assessment Scheme (Marks) | | | | | | Total Marks (TA+TWA+LA) |
|---|---|---|---|---|---|---|---|---|---|
| | | | Theory Assessment (TA) | | Term Work & Self-Learning Assessment (TWA) | | Lab Assessment(LA) | | |
| | | | Progressive Theory Assessment (PTA) | End Theory Assessment (ETA) | Internal | External | Progressive LabAssessment (PLA) | End Laboratory Assessment | |
| | **2000605C/2000608C/2000611C** | IoT (Advance) | 30 | 70 | 20 | 30 | 20 | 30 | 200 |

**Legend:**

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

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

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

**Note:**

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

**I) Course Curriculum Detailing:** This course curriculum detailing depicts learning outcomes at course level and session level and their attainment by the students through Classroom Instruction (CI), Laboratory Instruction

(LI), Term Work (TW) and Self Learning (SL). Students are expected to demonstrate the attainment of Theory Session Outcomes (TSOs) and Lab Session Outcomes (LSOs) leading to attainment of Course Outcomes (COs)

upon the completion of the course. While curriculum detailing, NEP 2020 related reforms like Green skills, Sustainability, Multidisciplinary aspects, Society connect, Indian Knowledge System (IKS) and others must be integrated appropriately.

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

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

| | | |
|---|---|---|
| | | **CO-5** |

| Major Theory Session Outcomes (TSOs) | Units | Relevan tCOs Number(s) |
|---|---|---|
| TSO.5.b. Identify various stages of selected app<br>TSO.5.c. Develop the app.<br>TSO.5.d. Implement and deploy the app<br>TSO.5.e Maintain and improve the app based on the feedback | 5.2 Identify stages of app to be developed.<br>5.3 Develop, Implement, and Deploy the App<br>5.4 Testing and Integration<br>5.5 Maintain and improve | |

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

## K) Suggested Laboratory (Practical) Session Outcomes (LSOs) and List of Practical (2000608C):

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

| Practical/Lab Session Outcomes (LSOs) | S. No. | Laboratory Experiment/Practical Titles | Relevant COs Number(s) |
|---|---|---|---|
| | | that you have to do this using loop and only one loop is allowed to use.<br>2.6 Consider the situation when you need to write a program which prints the number from 1 to 10 and but not 6. It is specified that you have to do this using loop and only one loop is allowed to use.<br>2.7 Create a Class with instance attributes<br>2.8 Create a Vehicle class without anyvariables and methods<br>2.9 Write a Python function to find the Max of three numbers.<br>2.10 Write a Python program to reverse a string. | |
| LSO 3.1 Signup for free cloud storage<br>LSO 3.2 Store data into cloud and retrieve it. | 3. | 3.1 Create a free cloud account<br>3.2 Store data on cloud and retrieve it | **CO-3** |
| LSO 4.1 Design various types of network cablesLSO 4.2 Connect computer in LAN.<br>LSO 4.3 Connect devices using wireless networkLSO 4.4 Connect machine with machine<br>LSO 4.5 Connect devices using IEEE 802LSO 4.6 Connect devices using LPWAN LSO 4.7 Connect devices using RFID | 4 | 4.1 Study of different types of Network cables and Practically implement the cross-wired cable and straight through cable using clamping tool.<br>4.2 Connect the computers in Local Area Network<br>4.3 Connect 2 or more devices using Bluetooth<br>4.4 Connect 2 or more devices using infrared<br>4.5 Connect 2 more machine using m2m<br>4.6 Connect 2 or more different devices using access point<br>4.7 Connect 2 devices using LPWAN (SmartMeter)<br>4.8 Connect 2 or more devices using RFID | **CO-4** |
| LSO 5.1 Develop a IoT app<br>LSO 5.2 Develop IoT applications using smartphones. | 5. | 5.1 Identify a problem and develop an app<br>5.2 Building a temperature monitoring system using sensors and Smartphone | **CO-5** |

**L) Suggested Term Work and Self Learning (2000611C):** Some sample suggested assignments, micro projectand other activities are mentioned here for reference.

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

**b. Micro Projects:**

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

**c. Other Activities:**

1. Seminar Topics: - “Future of wireless network.”

2. "Smart electricity billing ", "Cloud computing and IoT"
3. Visit to industry for IoT implementation in industrial process.
4. Reading RFID cards using 8051- RFID in the supply chain- Vehicles parking using RFID- library managementsystem- electronic toll payment- smart shipping containers fleet monitoring and management.
5. Building IoT Applications like pressure, air quality, temperature and motion detector using Arduino and raspberry-pi Universal boards.
6. Surveys of market for availability of various types of network devices and its pricing.
7. Product Development: Development of projects for real life problem solution app.
8. Software Development: Using Python

**d. Self-learning topics:**

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

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

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

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

**Note:**

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

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

| Unit Title and Number | Total Classroom Instruction(CI) Hours | Relevant COs Number(s) | Total Marks | ETA (Marks) | | |
|---|---|---|---|---|---|---|
| | | | | Remember(R) | Understanding(U) | Application& above (A) |
| Unit-1. Python basics | 5 | CO1 | 7 | 2 | 2 | 3 |
| Unit-2. Python Advance | 5 | Co1, CO2 | 7 | 2 | 2 | 3 |
| Unit-3. Cloud features | 14 | CO3 | 21 | 8 | 8 | 5 |
| Unit-4. Networking and Application | 14 | CO4, C03 | 21 | 5 | 7 | 9 |
| Unit-5. IoT Applications | 10 | CO5, CO3 andCO4 | 14 | 3 | 6 | 5 |
| **Total Marks** | **48** | | **70** | **20** | **25** | **25** |

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

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

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

| | | | | | |
|---|---|---|---|---|---|
| 12. | Write a python program which can print first 10 integers and its square using while/for loop. | CO-2 | 60 | 30 | 10 |

| SN | Laboratory Practical Titles | Relevant COs Number(s) | PLA /ELA | | |
|---|---|---|---|---|---|
| | | | Performance | | Viva-Voce (%) |
| | | | PRA* (%) | PDA** (%) | |
| 13. | Write a python program which can print sum of first 10 natural numbers using while/for loop. | CO-2 | 60 | 30 | 10 |
| 14. | Write a python program which can identify the prime number between the range given using while/for loop. | CO-2 | 60 | 30 | 10 |
| 15. | Consider a situation where you want to iterate over a string and want to print all the characters until a letter 'e' or 's' is encountered. It is specified that you have to do this using loop and only one loop is allowed to use. | CO-2 | 60 | 30 | 10 |
| 16. | Consider the situation when you need to write a program which prints the number from 1 to 10 and but not 6. It is specified that you have to do this using loop and only one loop is allowed to use. | CO-2 | 60 | 30 | 10 |
| 17. | Create a Class with instance attributes | CO-2 | 60 | 30 | 10 |
| 18. | Create a Vehicle class without any variables and methods | CO-2 | 60 | 30 | 10 |
| 19. | Write a Python function to find the Max of three numbers. | CO-2 | 60 | 30 | 10 |
| 20. | Write a Python program to reverse a string. | CO-2 | 60 | 30 | 10 |
| 21. | Create a free cloud account | CO-3 | 70 | 20 | 10 |
| 22. | Store data on cloud and retrieve it. | CO-3 | 60 | 30 | 10 |
| 23. | Study of different types of Network cables and Practically implement the cross-wired cable and straight through cable using clamping tool. | CO-4 | 70 | 20 | 10 |
| 24. | Connect the computers in Local Area Network | CO-4 | 70 | 20 | 10 |
| 25. | Connect 2 or more devices using Bluetooth | CO-4 | 70 | 20 | 10 |
| 26. | Connect 2 or more devices using infrared | CO-4 | 70 | 20 | 10 |
| 27. | Connect 2 more machine using m2m | CO-4 | 70 | 20 | 10 |
| 28. | Connect 2 or more different devices using access point | CO-4 | 70 | 20 | 10 |
| 29. | Connect 2 devices suing LPWAN (Smart Meter) | CO-4 | 70 | 20 | 10 |
| 30. | Connect 2 or more devices using RFID | CO-4 | 70 | 20 | 10 |
| 31. | Identify a problem and develop an app | CO-5 | 70 | 20 | 10 |

**Legend:**

PRA*: Process Assessment
PDA**: Product Assessment

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

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

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

| S. No. | Name of Equipment, Toolsand Software | Broad Specifications | Relevant Experiment/PracticalNumber |
|---|---|---|---|
| 1 | Python software | Openly available as per instruction | As mentioned above list |
| 2 | Cables connecters and crimping tools | Cat 6e cable, RJ-45 connectors and Crimping Tool | |
| 3 | Bluetooth and infrared devices | Any mobile and wireless keyboard and mouse | |
| 4 | IoT free cloud | Free available | |
| 5 | Smart devices | Like meters, bulbs etc. | |
| 6 | Wireless access point | Wireless router or access point | |
| 8 | Arduino development board | Arduino Uno and Arduino Nano. | |
| 6 | Raspberry Pi | Raspberry Pi 4/ Raspberry Pi 3/ Raspberry Pi 2 | |

## R) Suggested Learning Resources:

**(a) Books**:

| S. No. | Titles | Author(s) | Publisher and Edition with ISBN |
|---|---|---|---|
| 1 | Let Us Python | Kanetkar Yashavant | BPB Publications ISBN: 9789388511568, 9789388511568 |
| 2 | IOT (Internet of things) and Its Application | P K Pandey | T Balaji Publication (1 January 2020) ISBN-10:8194136385 ISBN-13: 978-8194136385 |
| 3 | Raspberry Pi Cookbook: Software andHardware Problems and Solutions | Simon Monk | Shroff/O'Reilly; Third edition (4 October 2019) ISBN-10: 9352139267 ISBN-13: 978-9352139262 |
| 4 | Raspberry Pi Cookbook: Software andHardware Problems and Solutions, | Simon Monk | Shroff/O'Reilly; Third edition (4 October 2019) ISBN-10: 9352139267 ISBN-13: 978-9352139262 |
| 5 | Cloud Computing: Concepts, Technology& Architecture | Erl | Pearson Education India; 1st edition (1 January 2014) ISBN-10: 9332535922 ISBN-13: 978-9332535923 |
| 6. | Fundamentals of Internet of Things | Eden Scott | States Academic Press 2023 ISBN 9781649649235 |

| | | | |
|---|---|---|---|
| 7 | Internet of Things | Alaina Wilson | Murphy & Moore Publishing 2023 ISBN 9781649872731 |
| 8 | Principles of Internet of Things | Hallie Parker | Larsen and Keller Education 2023 ISBN 9781641728312 |

### (b) Online Educational Resources:

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

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

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

### (c) Others:

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

## S) Course Curriculum Development Team (NITTTR, Bhopal)

Dr. M. A. Rizvi (Coordinator)

******

**A) Course Code : 2000605D/2000608D/2000611D**

**B) Course Title :** Drone Technology (Advanced)

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

**D) Rationale :**

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

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

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

**CO-1** Apply the concept of engineering mechanics for stability of drone.

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

**CO-3** Operate drone using advance flight controller board.

**CO-4** Perform drone maintenance and assembly.

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

## F) Suggested Course Articulation Matrix (CAM):

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

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

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

## G) Teaching & Learning Scheme:

| Board of Study | Course Code | Course Title | Scheme of Study (Hours/Week) | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Classroom Instruction (CI) | | Lab Instruction(LI) | NotionalHours (TW+ SL) | Total Hours (CI+LI+TW+ SL) | Total Credits(C) |
| | | | L | T | | | | |
| | 2000605D/2000608D/2000611D | Drone Technology (Advance) | 03 | - | 04 | 02 | 09 | 05 |

**Legend:**

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

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

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

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

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

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

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

## H) Assessment Scheme:

| Board of Study | Course Code | Course Title | Assessment Scheme (Marks) | | | | | | Total Marks (TA+TWA+LA) |
|---|---|---|---|---|---|---|---|---|---|
| | | | Theory Assessment (TA) | | Term Work & Self-Learning Assessment(TWA) | | Lab Assessment(LA) | | |
| | | | Progressive Theory Assessment (PTA) | End Theory Assessment (ETA) | Internal | External | Progressive LabAssessment (PLA) | End Laboratory Assessment (ELA) | |
| | **2000605D/2000608D/2000611D** | Drone Technology (Advance) | 30 | 70 | 20 | 30 | 20 | 30 | 200 |

**Legend:**

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

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

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

**Note:**

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

should prepare checklist & rubrics for these activities.

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

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

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

| Major Theory Session Outcomes (TSOs) | | Units | Relevant COs Number (s) |
|---|---|---|---|
| TSO<br>3b.<br>TSO<br>3c. TSO<br>3d.<br>TSO<br>3e. TSO<br>3f. | Explain ports of any given advance flightcontroller board.<br>Write steps of software installation of flight controller board.<br>Describe installation and calibration steps of radio telemetry with FCB.<br>Write steps of calibration of accelerometer and ESC with FCB.<br>Describe interfacing of GPS with FCB. | 3.1 Specification and ports of FCB<br>3.2 Software for FCB<br>▯ Software installation<br>3.3 Radio Communication with FCB<br>▯ Installation of Radio Telemetry<br>▯ Radio Calibration with FCB<br>3.4 Calibration of accelerometer<br>3.5 Calibration of ESC<br>3.6 Interface of motor with FCB using ESC<br>3.7 GPS interface with FCB<br>3.8 Safety features of advance FCB | |
| TSO<br>4a. TSO<br>4b.<br>TSO<br>4c. TSO<br>4d. | Describe challenges comes in drone maintenance.<br>Describe measuring devices and instrument use in drone maintenance.<br>Describe measuring instrument used to measure electrical parameters in drone.<br>Write sequence of steps use in assembling of drone. | **Unit-4.0 Maintenance and assembling of Drone**<br>4.1 Need and scope of drone maintenance<br>4.2 Types of maintenance<br>4.3 Routine drone maintenance and its checklist<br>• Recording basic details<br>• Structural inspection<br>• Battery check<br>• Software/firmware<br>4.4 Types of measuring instrument use in drone maintenance<br>4.5 Measurement of different electrical parameters related with drone hardware<br>4.6 Assembly of drones<br>• Concept of interchangeability<br>• Principle of gauging and their applicabilityin drone assembly<br>• Parameters and profile measurements of standard propellers<br>• Concepts of drone assembly using 3D modeling | **CO-4** |
| TSO<br>5a. TSO<br>5b.<br>TSO<br>5c. | Describe function of autonomous drone using AI.<br>Describe IoT enable UAV for surveillanceand data gathering.<br>Explain drone applications based on cost saving, enhanced efficiency and profitability aspects. | **Unit-5.0 Advance Drone Application**<br>5.1 Application of AI in Drone Technology<br>5.2 IoT and Computer vision integrated Drone<br>5.3 Drone interface with smart-phone<br>5.4 Drone Applications in<br>• Military<br>• Precision Agriculture | **CO-5** |

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

## K) Suggested Laboratory (Practical) Session Outcomes (LSOs) and List of Practical (2000608D):

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

| | | | |
|---|---|---|---|
| LSO 12.1 Measure voltage, current frequency using Digital Multimeter<br>LSO 12.2 Measure peak to peak voltage, time period, and duty cycle using DSO and waveform generator. | 12. | Measure various electric parameters in drone hardware | **CO-4** |

| Practical/Lab Session Outcomes (LSOs) | S. No. | Laboratory Experiment/Practical Titles | Relevant COs Number(s) |
|---|---|---|---|
| LSO 12.3 Measure unknown frequency and its level using spectrum analyzer. | | | |
| LSO 13.1 Inspect drone as per the given checklist<br>LSO 13.2 Diagnose drone problems after flying of 50 and 100hrs | 13. | Perform preventive maintenance of drone components | **CO-4** |
| LSO 14.1 Perform dismantle process of drone.<br>LSO 14.2 perform services need for operation<br>LSO 14.3 Check and Install different parts of thedrone system.<br>LSO 14.4 Assemble drone component. | 14. | Dismantle and service of different parts of drone system | **CO-4** |

**L) Suggested Term Work and Self Learning (2000611D):** Some sample suggested assignments, micro projectand other activities are mentioned here for reference.

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

**b. Micro Projects:**

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

**c. Other Activities:**

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

**d. Self-learning topics:**

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

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

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

**Legend:**

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

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

**#**: Mentioned under point-(O)

**Note:**

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

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

| Unit Title and Number | Total Classroom Instruction(CI) Hours | Relevant COs Number(s) | Total Marks | ETA (Marks) | | |
|---|---|---|---|---|---|---|
| | | | | **Remember(R)** | **Understanding(U)** | **Application& above (A)** |
| Unit 1.0 Engineering mechanicsfor Drone Technology | 8 | **CO-1** | 12 | 04 | 04 | 04 |
| Unit 2.0 Drone frame and components | 10 | **CO-2** | 14 | 04 | 04 | 06 |
| Unit 3.0 Advance Flight Controller Board | 12 | **CO-3** | 16 | 04 | 06 | 06 |
| Unit 4.0 Maintenance and assembling of drone | 10 | **CO-4** | 16 | 04 | 06 | 06 |
| Unit 5.0 Advance Drone Application | 8 | **CO-5** | 12 | 04 | 04 | 04 |
| **Total Marks** | **48** | | **70** | **20** | **24** | **26** |

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

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

| S. No. | Laboratory Practical Titles | Relevant COs Number(s) | PLA /ELA | | |
|---|---|---|---|---|---|
| | | | Performance | | Viva - Voce (%) |
| | | | PRA* (%) | PDA** (%) | |
| 1. | Determine Centre of gravity of different done structure. | CO-1 | 50 | 40 | 10 |
| 2. | Demonstrate gyroscopic effect on a drone model | CO-1 | 40 | 50 | 10 |
| 3. | Compare different types of airframe structure like quadcopter frame (plus shape, cross shape and H-shape), hexacopter frame (hexa + and hexa S). | CO-2 | 50 | 40 | 10 |
| 4. | Test Tilt and LiDAR sensors and their characteristics with Microcontrollerbased Flight controller board. | CO-2 | 50 | 40 | 10 |
| 5. | Demonstrate the interfacing of GPS module to drone navigation. | CO-2, CO-3 | 50 | 40 | 10 |
| 6. | Test HD and thermal Image camera and their characteristics. | CO-2 | 50 | 40 | 10 |
| 7. | Identify, configure and operate 433MHz and 2.4 GHz RC transmitter and receiver. | CO-2 | 60 | 30 | 10 |
| 8. | Programming and configuration of parameters in flight control board (FCB). | CO-3 | 60 | 30 | 10 |
| 9. | Test and perform communication of advance Flight control board with RF transceiver. | CO-3, CO-2 | 60 | 30 | 10 |
| 10. | Test and perform communication of Flight control board (FCB) with GPS | CO-3, CO-2 | 60 | 30 | 10 |
| 11. | Test and troubleshoot HD and thermal image camera with advance FCB in drone. | CO-3, CO-2 | 60 | 30 | 10 |
| 12. | Measure various electric parameters in drone hardware | CO-4 | 40 | 50 | 10 |
| 13. | Perform preventive maintenance of drone components | CO-4 | 60 | 30 | 10 |
| 14. | Dismantle and service of different parts of drone system | CO-4 | 60 | 30 | 10 |

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

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

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

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

| S. No. | Name of Equipment, Tools andSoftware | Broad Specifications | Relevant Experiment/Practical Number |
|---|---|---|---|
| 1. | Drone Frame | Tricopter/Quadcopter/Hexacopter | 1-15 |
| 2. | Propellers | 15 X 5.5 CW/Others | 1-15 |
| 3. | GPS module | M8N Series | 1-15 |
| 4. | Drone Camera | 15-20 Megapixel | 1-15 |
| 5. | Camera Gimble | 3 Axis feature, 360 Degree movement | 1-15 |
| 6. | Tilt Sensor | 8-30 volt | 1-15 |
| 7. | LiDER sensor | Range 75m to 200m | 1-15 |
| 8. | Battery | Lithium Polymer Battery,8000 to 10000 mAh | 1-15 |
| 9. | Motor | BLDC, 370kv | 1-15 |
| 10. | Electronic speed Controller (ESC) | 40 Amp | 1-15 |
| 11. | Flight Controller Board | CC3D/Pixhawk/Others | 1-15 |
| 12. | Transmitter and Receiver for radio signal | 10 Channels and more, 2.4 GHz & 5.8 GHz | 1-15 |
| 13. | Embedded system for AI application on UAV | Open Source Jetson Baseboard /Others | 1-15 |

## R) Suggested Learning Resources:

### (a) Books:

| S. No. | Titles | Author (s) | Publisher and Edition with ISBN |
|---|---|---|---|
| 1. | Make: DIY Drone and Quadcopter Projects: A Collection of Drone-Based Essays, Tutorials, and Projects | Editors of Make | Shroff/Maker Media, First edition 2016,ISBN-978-9352133994 |
| 2. | Make: Getting Started with Drones: Build andCustomize Your Own Quadcopter | Terry Kilby & BelindaKilby | Shroff/Maker Media, First edition 2016,ISBN-978-9352133147 |
| 3. | Agricultural Drones: A Peaceful Pursuit | K R Krishna | Apple Academic Press,1st edition 2018,ISBN-978-1771885959 |
| 4. | Building Multicopter Video Drones: Build and fly multicopter drones to gather breathtaking videofootage | Ty Audronis | Packt Publishing Limited; Illustratededition,2014, ISBN-978-1782175438 |
| 5. | The Complete Guide to Drones | Adam Juniper | Ilex Press, Extended 2nd Edition,2018ISBN-9781781575383 |
| 6. | Unmanned Aircraft Systems - UAVS Design, Development and Deployment (Aerospace Series) | R Austin | John Wiley & Sons Inc, 1st edition, 2010,ISBN-978-0470058190 |
| 7 | Drone Technology | Miranda Hall | NY Research Press 2023 ISBN 9781632389574 |

| | | | |
|---|---|---|---|
| 8 | Introduction to UAV Systems | Rupert Baker | Willford Press 2023 ISBN 9781682860890 |
| 9 | Theory, Design, and Applications of Unmanned Aerial Vehicles | Tyler Wood | Larsen and Keller Education 2023 ISBN 9781641728338 |

### (b) Online Educational Resources:

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

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

### (c) Others:

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

## S) Course Curriculum Development Team (NITTTR, Bhopal)

- Dr. K. K. Jain (Coordinator)
- Dr. Sanjeet Kumar (Co-coordinator)

******

**A) Course Code : 2000605E/2000608E/2000611E**

**B) Course Title :** 3D Printing and Design (Advance)

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

**D) Rationale :**

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

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

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

**CO-1** Select newer 3D Printing material for various applications.
**CO-2** Use solid based 3D Printing processes to develop products.
**CO-3** Use liquid-based 3D Printing processes to develop products.
**CO-4** Use powder-based 3D Printing processes to develop products.
**CO-5** Apply post processing techniques and quality checks on 3D printed components.

## F) Suggested Course Articulation Matrix (CAM):

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

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

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

## G) Teaching & Learning Scheme:

| Board of Study | Course Code | Course Title | Scheme of Study (Hours/Week) | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Classroom Instruction (CI) | | Lab Instruction(LI) | NotionalHours (TW+ SL) | Total Hours (CI+LI+TW+SL) | Total Credits(C) |
| | | | L | T | | | | |
| | **2000605E /2000608E /2000611E** | 3D Printing and Design (Advanced) | 03 | - | 04 | 02 | 09 | 05 |

**Legend:**

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

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

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

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

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

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

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

## H) Assessment Scheme:

| Board of Study | Course Code | Course Title | Assessment Scheme (Marks) | | | | | | Total Marks (TA+TWA+LA) |
|---|---|---|---|---|---|---|---|---|---|
| | | | Theory Assessment (TA) | | Term Work &Self-Learning Assessment (TWA) | | Lab Assessment(LA) | | |
| | | | Progressive Theory Assessment (PTA) | End Theory Assessment (ETA) | Internal | External | Progressive LabAssessment (PLA) | End Laboratory Assessment (ELA) | |
| | **2000605E /2000608E /2000611E** | 3D Printing and Design (Advanced) | 30 | 70 | 20 | 30 | 20 | 30 | 200 |

**Legend:**

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

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

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

**Note:**

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

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

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

| Major Theory Session Outcomes (TSOs) | Units | Relevant COs Number(s) |
|---|---|---|
| *TSO 1a.* Explain various forms of 3D printing raw material.<br>*TSO 1b.* Select material for the given popular 3D printing processes with justification.<br>*TSO 1c.* Select various Polymer based 3D printing raw materials with justification.<br>*TSO 1d.* Explain procedure of Powder preparation for the given 3D printing material.<br>*TSO 1e.* Explain properties of the given Metal/Ceramics 3D printing material.<br>*TSO 1f.* Choose suitable 3D printing material on the basis of Performance Requirements and Material Properties. | **Unit-1.0 3D Printing Materials**<br>1.1 Various forms of 3D printing raw material-Liquid, Solid, Wire, Powder.<br>1.2 Popular FDM, SLA, SLS, Binder Jetting, Material Jetting and Direct Energy deposition 3D printingmaterials.<br>1.3 Polymers, Metals, Non-Metals, Ceramics.<br>1.4 Polymers and their properties.<br>1.5 Powder Preparation and their desired properties.<br>1.6 Choosing the Right 3D Printing Material on the basis of Performance Requirements and Material Properties. | **CO1** |
| *TSO 2a.* Explain working of a typical FDM based 3D Printer.<br>*TSO 2b.* Justify use of FDM based 3D printing processand material for the given component.<br>*TSO 2c.* Explain the Laminated Object Manufacturing process.<br>*TSO 2d.* Estimate the cost and time of the given FDM based 3D printed component. | **Unit-2.0 Solid based 3D Printing Processes**<br>2.1 Basic principle and working of fused depositionmodeling (FDM) process.<br>2.2 Liquefaction, solidification and bonding.<br>2.3 Laminated Object Manufacturing process.<br>2.4 Cost estimation of FDM 3D printed component. | **CO1, CO2** |
| *TSO 3a.* Explain the phenomenon of Photo Polymerization.<br>*TSO 3b.* Explain the working of a typical Stereo Lithography based 3D Printer.<br>*TSO 3c.* Explain procedure of 3D Scanning of the given component.<br>*TSO 3d.* Justify use of SLA based 3D printing process and material for the given component.<br>*TSO 3e.* Estimate the cost and time of the given SLA based 3D printed component.<br>*TSO 3f.* Apply Curing process to SLA based 3D printed component. | **Unit-3.0 Liquid based 3D Printing Processes**<br>3.1 Photo polymerization.<br>3.2 Principle and working of stereo lithography apparatus.<br>3.3 SLA based 3D printing processes.<br>3.4 SLA based 3D printing process materials.<br>3.5 Scanning techniques.<br>3.6 Curing processes.<br>3.7 Cost estimation of SLA 3D printed component. | **CO1, CO3** |

| Major Theory Session Outcomes (TSOs) | Units | Relevan tCOs Number(s) |
|---|---|---|
| *TSO 4a.* Explain powder fusion mechanism.<br>*TSO 4b.* Explain working of a typical SLA based 3D Printer.<br>*TSO 4c.* Justify use of SLA based 3D printing process and material for the given component.<br>*TSO 4d.* Explain Net shape process.<br>*TSO 4e.* Explain Binder Jet 3D printing process.<br>*TSO 4f.* Justify use of Binder Jet 3D printing process and material for the given component.<br>*TSO 4g.* Estimate the cost and time of the given SLS based 3D printed component. | **Unit-4.0 Powder based 3D Printing Processes**<br>4.1 Powder fusion mechanism.<br>4.2 Principle and working of Selective LaserSintering (SLS) process.<br>4.3 SLS based 3D printers.<br>4.4 Laser Engineering Net Shaping process.<br>4.5 Electron Beam Melting.<br>4.6 Binder Jet 3D Printing.<br>4.7 Materials and Process parameters for SLS based 3D printing processes.<br>4.8 Cost estimation of SLS based 3D printedcomponent. | **CO1, CO4** |
| *TSO 5a.* Justify the need of post processing in the given 3D printed component.<br>*TSO 5b.* List the various post processing techniques.<br>*TSO 5c.* List the steps to perform post processing.<br>*TSO 5d.* Explain the given Cleaning related post processing approach for 3D printed component.<br>*TSO 5e.* Explain the given Surface finishing related post processing approach for 3D printed component.<br>*TSO 5f.* Apply simple inspection and testing techniques on the given 3D printed component.<br>*TSO 5g.* Identify the type of defect(s) in the given 3D printed component. | **Unit-5.0 Post Processing and Quality**<br>5.1 Need of post processing: Functional and Aesthetic reasons.<br>5.2 Steps of Post Processing: Cleaning/Support removal, Fixing, Curing or hardening, Surfacefinishing, Colouring.<br>5.3 Cleaning: Support Removal (FDM and Material Jetting); Powder Removal (SLS and Powder BedFusion); Washing (SLA and Photo polymerisation).<br>5.4 Fixing: Filling, Gluing, Welding.<br>5.5 Surface finishing: Sanding, Polishing, Tumbling,Hydro dipping, Epoxy coating, Electro Plating, Vapour smoothing-Acetone treatment.<br>5.6 Colouring, Coating, Priming and Painting.<br>5.7 Inspection and testing: Digital, Visual, Physical.<br>5.8 Defects and their causes. | **CO1, CO2, CO3, CO4, CO5** |

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

## K) Suggested Laboratory (Practical) Session Outcomes (LSOs) and List of Practical (2000608E):

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

| Practical/Lab Session Outcomes (LSOs) | S. No. | Laboratory Experiment/Practical Titles | Relevant COs Number(s) |
|---|---|---|---|
| available SLA Printer.<br>*LSO 2.5.* Perform curing of the SLA based 3Dprinted component. | | | |
| *LSO 3.1.* Use the available 3D printing software.<br>*LSO 3.2.* Select printing process parameters based on the type/make of Printer and raw material<br>*LSO 3.3.* Set printing process parameters.<br>*LSO 3.4.* Produce a complex component using available SLS Printer. | 3. | Develop the assigned digital single complex component using SLS based 3D Printer and available material. | **CO1, CO4** |
| *LSO 4.1.* Use the available 3D printing software.<br>*LSO 4.2.* Select printing process parameters based on the type/make of Printer and raw material<br>*LSO 4.3.* Set printing process parameters.<br>*LSO 4.4.* Produce a complex component using available FDM, SLA and SLS Printer.<br>*LSO 4.5.* Perform Cost, Time, Surface finish and Strength estimations related to 3D printed components. | 4. | Develop same digital single complex component using FDM, SLA and SLS based 3D Printers and compare the printed componentson the basis of Cost, Time, Surface finish, Strength. | **CO1, CO2, CO3, CO4** |
| *LSO 5.1.* Use the available 3D printing software.<br>*LSO 5.2.* Select printing process parameters based on the type/make of Printer and raw material<br>*LSO 5.3.* Select appropriate tolerance, fit and printing process parameters.<br>*LSO 5.4.* Produce an assembly using available SLA/SLS Printer. | 5. | Print one digital assembly on SLA/SLS based 3D Printer. | **CO2/CO3 /CO4** |
| *LSO 6.1.* Use of available 3D scanner.<br>*LSO 6.2.* Develop 3D digital model using scanningapproach.<br>*LSO 6.3.* Use the available 3D printing software.<br>*LSO 6.4.* Produce a complex component using available SLA Printer. | 6. | Scan the given real complex component and print it using FDM/SLA/SLS based 3D Printer. | **CO2, CO3, CO4** |
| *LSO 7.1.* Identify tools/devices/chemicals for post processing<br>*LSO 7.2.* Perform post processing operations on printed component. | 7. | Apply post processing techniques on the 3D printed component of experiment number 1 and/or 2 and/or 3. | **CO5** |
| *LSO 8.1.* Identify tools/devices/techniques for inspection and testing.<br>*LSO 8.2.* Identify the defects in 3D printed components<br>*LSO 8.3.* Apply remedial measures to bring soundness in the defective 3D printed component. | 8. | Check the soundness of the 3D printed component of experiment number 1 and/or 2 and/or 3 using available devices/techniques. | **CO5** |

**L) Suggested Term Work and Self Learning (2000611E):** Some sample suggested assignments, micro projectand other activities are mentioned here for reference

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

**b. Micro Projects:**

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

**c. Other Activities:**

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

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

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

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

| | **Course Evaluation Matrix** | | |
|---|---|---|---|
| | **Theory Assessment (TA)**** | **Term Work Assessment (TWA)** | **Lab Assessment (LA)#** |

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

**Legend:**

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

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

**#:** Mentioned under point-(O)

**Note:**

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

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

| Unit Title and Number | Total Classroom Instruction(CI) Hours | Relevant COs Number(s) | Total Marks | ETA (Marks) | | |
|---|---|---|---|---|---|---|
| | | | | Remember(R) | Understanding(U) | Application& above (A) |
| Unit-1.0 3D Printing Materials | 6 | **CO1** | 10 | 3 | 2 | 5 |
| Unit-2.0 Solid based 3D PrintingProcesses | 10 | **CO1, CO2** | 14 | 4 | 5 | 5 |
| Unit-3.0 Liquid based 3D PrintingProcesses | 10 | **CO1, CO3** | 14 | 4 | 5 | 5 |
| Unit-4.0 Powder based 3D Printing Processes | 10 | **CO1, CO4** | 14 | 4 | 5 | 5 |
| Unit-5.0 Post Processing and Quality | 12 | **CO1, CO2, CO3, CO4, CO5** | 18 | 5 | 5 | 8 |
| **Total** | **48** | **-** | **70** | **20** | **22** | **28** |

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

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

| SN | Laboratory Practical Titles | Relevant COs Number(s) | PLA/ELA | | |
|---|---|---|---|---|---|
| | | | Performance | | Viva - Voce (%) |
| | | | PRA* (%) | PDA** (%) | |
| 1. | Develop the assigned digital single complex component using FDM based 3D Printer and available material. | CO1, CO2 | 30 | 60 | 10 |

| | | | | | |
|---|---|---|---|---|---|
| 2. | Develop the assigned digital single complex component using SLA based 3D Printer and available material. | CO1, CO3 | 30 | 60 | 10 |
| 3. | Develop the assigned digital single complex component using SLS based 3D Printer and available material. | CO1, CO4 | 30 | 60 | 10 |
| 4. | Develop same digital single complex component using FDM, SLA | CO1, CO2, | 30 | 60 | 10 |

| SN | Laboratory Practical Titles | Relevant COs Number(s) | PLA/ELA | | |
|---|---|---|---|---|---|
| | | | Performance | | Viva-Voce (%) |
| | | | PRA* (%) | PDA** (%) | |
| | and SLS based 3D Printers and compare the printed components on the basis of Cost, Time, Surface finish, Strength. | CO3, CO4 | | | |
| 5. | Print one assembly on SLA/SLS based 3D Printer. | CO2/CO3 /CO4 | 30 | 60 | 10 |
| 6. | Scan the given real complex component and print it using FDM/SLA/SLS based 3D Printer. | CO2, CO3, CO4 | 40 | 50 | 10 |
| 7. | Apply post processing techniques on the 3D printed componentof experiment number 1 and/or 2 and/or 3. | CO5 | 40 | 50 | 10 |
| 8. | Check the soundness of the 3D printed component of experiment number 1 and/or 2 and/or 3 using available devices/techniques. | CO5 | 40 | 50 | 10 |

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

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

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

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

| S. No. | Name of Equipment,Tools and Software | Broad Specifications | Relevant Experiment/Practical Number |
|---|---|---|---|
| 1. | High end computers | Processor Intel Core i7 with Open GL Graphics Card, RAM 32 GB, DDR3/DDR4, HDD 500 GB, Graphics Card NVIDIA OpenGL 4 GB, OS Windows 10 | All |
| 2. | Parametric Computer Aided Design software | CATIA/Solid works/NX/Creo **OR** Available with CoE | 1 to 5 |
| 3. | FDM based 3D printer | Fused Deposition Modelling system with complete accessories; Build Volume-300 x 300 x 300mm or Higher; Layer Thickness-0.1 – 0.4 **OR** Available with CoE | 1,4,5,6 |
| 4. | SLA based 3D printer | Printing Technology: SLA, 145 x 145 x 175mm build volume, Common layer thickness 25–100 µm, Dimensional Accuracy ± 0.5% (lower limit: ±0.10 mm), cure time of only 1-3s per layer, Material type: UV-sensitive liquid resin, Curing unit. | 2,4,5,6 |
| 5. | SLS based 3D printer | Printing Technology: SLS., Build Volume: 130 x 130 x 180 mm, Recommended min. wall thickness: 0.8 mm, Powder Diameter: 60 Microns, Material Type: Nylon, TPU, Light Source: Laser Diode | 3,4,5,6 |
| 6. | 3D Printing Material | ABS/PLA, Resin based Photosensitive material, Polymer/metal/ceramic powder **OR** Available with CoE | 1,2,3,4,5,6 |
| 7. | 3D Printing software | Latest version of software like: Cura/PrusaSlicer/ideaMaker/Meshmixer/MeshLab **OR** Available with CoE | 1 to 6 |

| | | | |
|---|---|---|---|
| 8. | 3D Scanner and Processing software | Handheld 3D scanner, Accuracy up to 0.1 mm, Resolution up to 0.2 mm, Real time onscreen 3D model projection and processing, Wireless technology with an inbuilt touch screen and battery, Extended field of view for capturing both large and small objects, Processing Software **OR** Available with CoE | 6 |

| S. No. | Name of Equipment,Tools and Software | Broad Specifications | Relevant Experiment/Practical Number |
|---|---|---|---|
| 9. | Post processing equipments and tools | Deburring tools (tool handle & deburring blades), Electronic DigitalCaliper, Cleaning Needles, Art knife set, Long nose pliers, Flush cutters, Wire brush, Nozzle cleaning kit, Tube cutter, Print removalspatula, Needle file, Cutting mat, Glue stick, Wire stripper, Chemicals, Etching agents etc. | 7 |
| 10. | Inspection and Testing devices | • Visual inspection,Devices related to:<br>• Scanning electron microscopy (SEM), CT system, X-ray,<br>• Penetration testing,<br>• Infrared thermography,<br>• Leak or pressure testing for complex structures,<br>• Eddy current,<br>• Mechanical property inspection to measure tensile, yield, shear, fatigue, hardness, density, impact strenght<br>• Metallography (Microstructure testing) | 8 |

## R) Suggested Learning Resources:

### (a) Books:

| S. No. | Titles | Author(s) | Publisher and Edition with ISBN |
|---|---|---|---|
| 1. | Additive Manufacturing Technologies: RapidPrototyping to Direct Digital Manufacturing | Lan Gibson, David W.Rosen, Brent Stucker | Springer, 2010 ISBN: 9781493921133 |
| 2. | Understanding Additive Manufacturing: Rapid Prototyping, Rapid Tooling, Rapid Manufacturing | Andreas Gebhardt, | Hanser Publisher, 2011 ISBN: 156990507X, 9781569905074 |
| 3. | 3D Printing and Design | Sabrie Soloman | Khanna Publishing House, DelhiISBN: 9789386173768 |
| 4. | 3D Printing and Rapid Prototyping-Principlesand Applications | C.K. Chua, Kah Fai Leong | World Scientific, 2017 ISBN: 9789813146754 |
| 5. | Getting Started with 3D Printing: A Hands-onGuide to the Hardware, Software, and Services Behind the New Manufacturing Revolution | Liza Wallach Kloski, Nick Kloski | Make Community, LLC; 2nd edition,2021 ISBN: 9781680450200 |
| 6. | Laser-Induced Materials and Processes for Rapid Prototyping | L. Lu, J. Fuh, Y.S. Wong | Kulwer Academic Press, 2001ISBN: 9781461514695 |
| 7. | 3D Printing: A Practical Guide | Clay Martin | Larsen and Keller Education 2023 ISBN 9781641728323 |
| 8. | Fundamentals of 3D Printing | Elizah Brooks | Clanrye International 2023 ISBN 9781647290943 |
| 9. | Principles of 3D Printing | Brady Hunter | NY Research Press 2023 ISBN 9781632389549 |

### (b) Online Educational Resources:

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

7. https://www.youtube.com/watch?v=Oz0PoS5LPxg
8. https://www.youtube.com/watch?v=6ejjh0GdyDc

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

### (c) Others:


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


## S) Course Curriculum Development Team (NITTTR, Bhopal)


- Dr. Sharad Pradhan (Coordinator)
- Dr. A. K. Sarathe (Co-coordinator)


******

**A) Course Code** **: 2000605F/2000608F/2000611F**
**B) Course Title** **:** Industrial Automation (Advance)
**C) Pre- requisite Course(s)** **:** Industrial automation (Basic)

**D) Rationale** **:**

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

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

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

**CO-1.** Apply the principles of communication for industrial automation.

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

**CO-3.** Maintain PLC systems

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

**CO-5.** Develop simple automation systems

## F) Suggested Course Articulation Matrix (CAM):

| Course Outcomes(COs) | Programme Outcomes(POs) | | | | | | | Programme SpecificOutcomes* (PSOs) | |
|---|---|---|---|---|---|---|---|---|---|
| | **PO-1** Basic and Disciplin eSpecific Knowledge | **PO-2** Problem Analysi s | **PO-3** Design/ Developmen tof Solutions | **PO-4** Engineer ingTools | **PO-5** Engineering Practices for Society, Sustainability and Environment | **PO-6** Project Managem ent | **PO-7** Life Long Learning | **PSO-1** | **PSO-2** |
| **CO-1** | 3 | 2 | 2 | 2 | 2 | - | 2 | | |
| **CO-2** | 3 | 3 | 3 | 3 | - | - | 2 | | |
| **CO-3** | 3 | 3 | 3 | 3 | 2 | 2 | 2 | | |
| **CO-4** | 3 | 2 | 2 | 2 | 2 | 2 | 2 | | |
| **CO-5** | 3 | 2 | 2 | 3 | 2 | 2 | 2 | | |

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

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

## G) Teaching & Learning Scheme:

| Board of Study | Course Code | Course Title | Scheme of Study (Hours/Week) | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Classroom Instruction(CI) | | Lab Instruction(LI) | NotionalHours (TW+ SL) | Total Hours (CI+LI+TW+ SL) | Total Credits(C) |
| | | | L | T | | | | |
| | **2000605F/ 2000608F/ 2000611F** | Industrial Automation (Advance) | 03 | - | 04 | 02 | 09 | 05 |

**Legend:**

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

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

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

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

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

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

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

## H) Assessment Scheme:

| Board of Study | Course Code | Course Title | Assessment Scheme (Marks) | | | | | | Total Marks (TA+TWA+LA) |
|---|---|---|---|---|---|---|---|---|---|
| | | | Theory Assessment (TA) | | Term Work & Self-Learning Assessment(TWA) | | Lab Assessment(LA) | | |
| | | | Progressive Theory Assessment (PTA) | End Theory Assessment | Internal | External | Progressive Lab Assessment (PLA) | End Laboratory Assessment (ELA) | |
| | **2000605F/2000608F/2000611F** | Industrial Automation (Advance) | 30 | 70 | 20 | 30 | 20 | 30 | 200 |

**Legend:**

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

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

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

**Note:**

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

## I) Course Curriculum Detailing:

**Course Curriculum Detailing:** This course curriculum detailing depicts learning outcomes at course level andsession level and their attainment by the students through Classroom Instruction (CI), Laboratory Instruction

(LI), Term Work (TW) and Self Learning (SL). Students are expected to demonstrate the attainment of Theory Session Outcomes (TSOs) and Lab Session Outcomes (LSOs) leading to attainment of Course Outcomes (COs) upon the completion of the course. While curriculum detailing, NEP 2020 related reforms like Green skills, Sustainability, Multidisciplinary aspects, Society connect, Indian Knowledge System (IKS) and others must be integrated appropriately.

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

| Major Theory Session Outcomes (TSOs) | Units | Relevant COs Number(s) |
|---|---|---|
| TSO.1a Describe how does a PLC communicate?<br>TSO.1b Differentiate between parallel and series communication<br>TSO.1c Describe the data transfer mechanism for the given communication protocols.<br>TSO.1d Describe the given communication protocol used in PLC communication.<br>TSO.1e Summarize PLC to PLC communication procedure<br>TSO.1f Describe the common procedureto interface the PLC with other given hardware. | **Unit-1.0 Industrial automation communication andInterfacing**<br>1.1 Analog and Digital Communications on Plant Floors<br>1.2 Introduction to Industrial Networking<br>1.3 RS232-422-485 standards for data communication<br>1.4 Industrial Ethernet<br>1.5 Concept of Fieldbus<br>1.6 MODBUS protocol<br>1.7 Highway Addressable Remote Transducer (HART)Protocol<br>1.8 Interfacing of Programmable Logic Controller with otherhardware | **CO-1** |
| TSO.2a Specify the proper I/O addressing format of the given PLC.<br>TSO.2b Explain the use of different relay type instructions for the given operation.<br>TSO.2c Describe how a program is executed with the help of Program Scan cycle<br>TSO.2d Develop ladder logic program using arithmetic functions to perform the given operation.<br>TSO.2e Develop ladder logic programs using logical and comparison instructions to perform the given operation<br>TSO.2f Develop ladder logic programs using on delay, off delay and reset/retentive timer in a given PLC to create a delay in operation.<br>TSO.2g Develop ladder logic programs using Up, Down and UP-down counter in a given PLC to count the number of products | **Unit-2.0 PLC Programming**<br>2.1 PLC I/O addressing in ladder logic<br>2.2 PLC programming instructions using ladder logic andrelay type instructions<br>2.3 Program Scan cycle<br>2.4 PLC arithmetic functions - Addition, subtraction, multiplication, division instructions, increment decrement, trigonometric<br>2.5 PLC logical functions - AND, OR, XOR, NOT functions, PLC compare and convert functions.<br>2.6 Programming Timer –Addressing a timer block, status bits, On delay, Off Delay and reset/retentive timer<br>2.7 Programming Counter- Addressing a counter block, status bits, Up and Down counter, up-down counter, counter examples, register basics<br>2.8 Develop ladder logic for various simple applications | **CO-2** |
| TSO.3a Describe Requirements for PLC enclosure.<br>TSO.3b Describe Proper groundingtechniques.<br>TSO.3c Describe noise reduction Techniques.<br>TSO.3d Explain preventive maintenanceprocedure associated with PLC | **Unit-3.0 Installation and maintenance of PLC systems**<br>3.1 PLC enclosure, grounding requirements, noise generating inductive devices, leaky inputs and outputs, techniques to reduce electrical noise and leakage.<br>3.2 Introduction to PLC Trouble shooting and maintenance, trouble shooting of hardware and software.<br>3.3 Diagnostic LED Indicators in PLCs<br>3.4 Common problems | **CO-3** |

| Major Theory Session Outcomes (TSOs) | Units | Relevant tCOs Number(s) |
|---|---|---|
| system to reduce environmental impact<br>TSO.3e Identify faults in the given PLC system<br>TSO.3f Explain the procedure for Troubleshooting PLC system<br>TSO.3g Prepare preventive maintenance plan for the PLC system<br>TSO.3h Use safety equipment's.<br>TSO.3i Follow safe practices | • Internal problems – Check for PLC Power Supply, Emergency Push Button, Power Supply Failure, Battery Failure, Electrical Noise Interference, Verify the PLC Program with the Master Program, Corrupted PLC Memory<br>• External problems - Power failure, faulty grounding and electrical noise interference (RFI or EMI), Status of the Output Modules and their associated Circuitry, Status of the Input Modules and their associated Circuitry, Field Input and Output Devices, Communication Issues.<br>• Environmental Conditions. Check for humidity, temperature, vibration, and noise-level limits specified by its manufacturer<br>3.5 Troubleshooting of Specific Components of the PLC System<br>• Power Supply Troubleshooting<br>• I/O Modules Troubleshooting<br>• Troubleshooting PLC Program Errors<br>• Troubleshooting the Working Environment of a PLC<br>• Replacement of CPU<br>3.6 PLC trouble shooting flowchart<br>3.7 PLC maintenance – PLC maintenance checklist, preventive maintenance procedure, maintenance plan for the PLC system.<br>3.8 Safety procedure and safety equipment's. | |
| TSO.4.a Describe the function of given element of a SCADA system.<br>TSO.4.b Interface the given PLC with SCADA system using the given Open Platform Communications (OPC).<br>TSO.4.c Describe the steps to develop a simple SCADA screen for the given industrial application.<br>TSO.4.d Describe the procedure to maintain the SCADA based PLC system for the given application. | **Unit-4.0 SCADA and DCS**<br>4.1 Introduction, need, benefits and typical applications of SCADA and DCS<br>4.2 SCADA Architecture - Remote Terminal Units (RTUs), Master Terminal Units, Various SCADA editors, Communication protocols for SCADA<br>4.3 Comparison of SCADA with DCS<br>4.4 Interfacing SCADA system with PLC- Typical connectiondiagram, Object Linking and Embedding for Process Control (OPC) architecture<br>4.5 Creating SCADA Screen HMI for simple object, Steps for linking SCADA object (defining Tags and items, creating trends etc.,) with PLC ladder program using OPC, configuring simple applications using SCADA: Traffic light control, water distribution, pipeline control, Power generation, transmission and distribution etc.<br>4.6 Procedure to maintain the SCADA based PLC system. | **CO-3** |
| TSO.5a Identify different components used for automation in the given system<br>TSO.5b Select automation components for a given situation<br>TSO.5c In the given manufacturing or service industry Identify the areas where automation is possible.<br>TSO.5d Prepare plan for sustainable automation as per the requirement. | **Unit-5.0 Applications of Industrial Automation**<br>5.1 **Manufacturing-** Industrial Robots- welding robots, pick and place robots, Cabot's, Machine monitoring system, supply chain, Automated assembly system, Flexible Automation and programmable Automation.<br>5.2 **Health Care-** microscopic robots for medical diagnosis, automated medication dispensing devices, AESOP, ZEUS, RP_7(remote presence 7th generation),DaVinci<br>5.3 **Defense- guided rockets and missiles,** counter measures, UAV drones, launcher, radar antenna, engagement control system | **CO-5** |

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

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

## K) Suggested Laboratory (Practical) Session Outcomes (LSOs) and List of Practical (2000608F):

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

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

| Practical/Lab Session Outcomes (LSOs) | S. No. | Laboratory Experiment/Practical Titles | Relevant COs Number(s) |
|---|---|---|---|
| *LSOs 5.3* Develop a PLC program to control the robot in such a way that the robot can automatically pick and place components and works in syncwith the conveyor belt system.<br>*LSOs 5.4* Develop a Automation system to Open and close the door in the shop<br>*LSOs 5.5* Develop a line following robot with RFID sensor for supplying materialsand automating workflow.<br>*LSOs 5.6* Develop smart street light controlling mechanism which willSwitch on/off the lights automatically depending on the intensity of the sunlight at that particular time of the day.<br>*LSOs 5.7* Develop smart automated railway crossing system to detect train arrival and departure and send appropriate signals to the microcontroller. | | | |

**L) Suggested Term Work and Self Learning (2000611F):** Some sample suggested assignments, micro projectand other activities are mentioned here for reference.

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

i. State three advantages of using programmed PLC timer over mechanical timing relay.

ii. It is required to have a pilot light glow, meeting all of the circuit requirements given below:
- All four circuit pressure Switches must be closed.
- At least two out of three circuit limit Switches must be closed.
- The reset Switch must not be closed.

iii. Using AND, OR, and NOT gates, design a logic circuit that will solve this hypothetical problem

iv. Prepare a comparison chart of different types of PLC

v. Prepare a maintenance plan for a given PLC system.

**b. Micro Projects:**

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

**c. Other Activities:**

1. Seminar Topics- PLC instructions, Timers and Counters used in a given PLC

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

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

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

**d. Self-learning topics:**

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

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

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

**Legend:**

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

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

#: Mentioned under point- (O)

**Note:**

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

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

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

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

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

| S. No. | Laboratory Practical Titles | Relevant COs Number(s) | PLA/ELA | | |
|---|---|---|---|---|---|
| | | | Performance | | Viva-Voce (%) |
| | | | PRA* (%) | PDA** (%) | |
| 1. | Transfer the control data from PLC to PC and vice versa | CO1 | 50 | 40 | 10 |
| 2. | Transfer the control data from PLC to PLC | CO1 | 50 | 40 | 10 |
| 3. | Transfer the sensor data from sensor to PLC to PLC and PC | CO1 | 50 | 40 | 10 |
| 4. | Interface the given PLC with a PC or a Laptop | CO1 | 50 | 40 | 10 |
| 5. | Identify Different parts and front panel indicators of a PLC | CO2 | 50 | 40 | 10 |
| 6. | Develop Ladder logic program for different arithmetic operations | CO2 | 50 | 40 | 10 |
| 7. | Develop Ladder logic program for different logical operations | CO2 | 50 | 40 | 10 |
| 8. | Program Latch and Unlatch circuit in a PLC for motor operation | CO2 | 50 | 40 | 10 |
| 9. | Create delay in operation using on delay, off delay and retentive timer function in a given PLC | CO2 | 50 | 40 | 10 |
| 10. | Count the number of objects/events using Up counter, Down counter and UP/Down counter in a PLC | CO2 | 50 | 40 | 10 |
| 11. | Program PLC using ladder logic to control a LED/Lamp | CO2 | 50 | 40 | 10 |
| 12. | Program PLC using ladder logic to control a simple traffic lightsystem | CO2 | 50 | 40 | 10 |

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

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

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

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

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

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

| S. No. | Name of Equipment, Toolsand Software | Broad Specifications | Relevant Experiment/Practical Number |
|---|---|---|---|
| 1. | SCADA software (reputed make like Allen Bradley, Siemensetc.,) | Ready-to-use symbol library, React and respond in real-time, Real time monitoring, Friendly, manageable, secure, extensible, Easy-to-use, easy to implement, Easy configuration, simplified maintenance, Communication with PLC, easy and flexible alarm definition, data collection and analysis for new and existing systems, easy-to-use for report generation, open access to historical data, different packages available with input/output structure. Open source software SCADA software: like Ellipse/FTVSE/Wonderware/ open SCADA can also be used | 14 |
| 2. | Universal PLC TrainingSystem with HMI (Of reputed make such as Allen bradely, Siemens, etc.,) Compatible with SCADAsoftware | Human Machine Interface (HMI) display, PLC with 16 digital inputs, 16 digital outputs with RS232 communication facility. Open platform to explore wide PLC and HMI applications. Industrial look & feel. Toggle Switches, push to ON Switch, proximity sensor, visual indicator, audio indicator, and DC motor. Experiments configurable through patch board. Powerful instruction sets. Several sample ladder and HMI programs. PC based ladder and HMI programming. Extremely easy and student friendly software to develop different programs. Easy downloading of programs. Practice troubleshooting skills. Compact tabletop ergonomic design. Robust construction. PLC gateway for cloud connectivity. Open source software like Ladder logic simulator, Pico soft Simulator, Logixpro simulator, Simple EDA tools can also be used | 1 to 12 |
| 3. | Safety gears | Gloves, Safety goggles, Ear protection, Dust masks andrespirators. | 13 |
| 4. | Power tools | Power drills, Orbital sanders, Circular saws, Impact wrenches. | 13 |
| 5. | Hand tools | Screwdrivers, Hammers, Hand saws, Hex Key Allen Wrench Set Inch and Metric, relay puller, Multi-Tool Wire Stripper/Crimper/Cutter | 13 |

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

## R) Suggested Learning Resources:

### (a) Books:

| S. No. | Titles | Author(s) | Publisher and Edition with ISBN |
|---|---|---|---|
| 1. | Introduction to Programmable LogicControllers | Dunning, G. | Thomson /Delmar learning, New Delhi, 2005, ISBN 13: 9781401884260 |
| 2. | Programmable Logic Controllers | Petruzella, F.D. | McGraw Hill India, New Delhi, 2010,ISBN: 9780071067386 |
| 3. | Programmable Logic Controllers | Hackworth, John; Hackworth, Federic | PHI Learning, New Delhi, 2003, ISBN: 9780130607188 |
| 4. | Industrial automation and Process control | Stenerson Jon | PHI Learning, New Delhi, 2003, ISBN:9780130618900 |
| 5. | Programmable Logic Controller | Jadhav, V. R. | Khanna publishers, New Delhi, 2017, ISBN: 9788174092281 |
| 6. | Programmable Logic Controllers and Industrial Automation - An introduction, | Mitra, Madhuchandra; Sengupta, Samarjit, | Penram International Publication, 2015, ISBN: 9788187972174 |
| 7. | Control System | Nagrath & Gopal | New Age International Pvt Ltd, ISBN:9789386070111, 9789386070111 |
| 8. | Linear Control Systems with MATLABApplications, Publisher: | Manke, B. S. | Khanna Publishers, ISBN: 9788174093103, 9788174093103 |
| 9. | Supervisory Control and Data Acquisition | Boyar, S. A. | ISA Publication, USA, ISBN: 978-1936007097 |
| 10. | Practical SCADA for industry, | Bailey David; Wright Edwin | Newnes (an imprint of Elsevier), UK2003, ISBN:0750658053 |
| 11 | Industrial Automation: Systems and Engineering | Geoffrey Williamson | States Academic Press , 2022 ISBN 9781649649270 |
| 12 | Industrial Automation Technologies | Jane Taylor | States Academic Press 2023 ISBN 9781649649255 |
| 13 | Introduction to Industrial Automation | Kian Pearson | Willford Press 2023, ISBN 9781682860864 |

### (b) Online Educational Resources:

1. Software: - www.fossee.com

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

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

### (c) Others:

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

## S) Course Curriculum Development Team (NITTTR, Bhopal)

- Dr. Vandana Somkuwar (Coordinator)
- Dr. C.S.Rajeshwari (Co-coordinator)

*****

**A) Course Code** **: 2000605G/2000608G/2000611G**

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

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

**D) Rationale** **:**

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

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

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

**CO-1** Compute various parameters affecting Vehicle movement.

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

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

**CO-4** Test electronic control unit system of EVs.

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

## F) Suggested Course Articulation Matrix (CAM):

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

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

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

## G) Teaching & Learning Scheme:

| Board of Study | Course Code | Course Title | Scheme of Study (Hours/Week) | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Classroom Instruction(CI) | | Lab Instruction (LI) | Notional Hours (TW+ SL) | Total Hours (CI+LI+TW+ SL) | Total Credits (C) |
| | | | L | T | | | | |
| | 2000605G/ 2000608G/ 2000611G | Electric Vehicle (Advanced) | 03 | - | 04 | 02 | 09 | 05 |

**Legend:**

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

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

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

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

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

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

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

## H) Assessment Scheme:

| Board of Study | Course Code | Course Title | Assessment Scheme (Marks) | | | | | | Total Marks (TA+TWA+LA) |
|---|---|---|---|---|---|---|---|---|---|
| | | | Theory Assessment (TA) | | Term Work & Self-Learning Assessment (TWA) | | Lab Assessment(LA) | | |
| | | | Progressive Theory Assessment (PTA) | End Theory Assessment (ETA) | Internal | External | Progressive LabAssessment (PLA) | End Laboratory Assessment (ELA) | |
| | **2000605G/ 2000608G/ 2000611G** | Electric Vehicle (Advanced) | 30 | 70 | 20 | 30 | 20 | 30 | 200 |

**Legend:**

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

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

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

**Note:**

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

**I) Course Curriculum Detailing**: This course curriculum detailing depicts learning outcomes at the course level and session level and their attainment by the students through Classroom Instruction (CI), Laboratory Instruction (LI), Term Work (SW) and Self Learning (SL). Students are expected to demonstrate the attainment of Theory Session Outcomes (TSOs) and Lab Session Outcomes (LSOs) leading to the attainment of Course Outcomes

(COs) upon the completion of the course. While curriculum detailing, NEP 2020-related reforms like

Green skills, Sustainability, Multidisciplinary aspects, Society connect, Indian Knowledge System (IKS) andothers must be integrated appropriately.

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

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

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

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

## K) Suggested Laboratory (Practical) Session Outcomes (LSOs) and List of Practical (2000608G):

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

| | | | |
|---|---|---|---|
| 3.3 given EV battery.<br>a. Specific power<br>b. Specific energy | | | |

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

**L) Suggested Term Work and Self-Learning (2000611G)**: Some sample suggested assignments, micro projectsand other activities are mentioned here for reference.

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

**b. Micro Projects:**

1. Design and build a physical model of an EV motor and powertrain components from scratch.
2. Build and simulate communication systems of EVs using some software tools.
3. Prepare a report on "the way carbon credit works and companies utilize it to reduce their emission values".
4. Develop an EV prototype power train using locally procured hardware components.

**c. Other Activities:**

1. **Seminar Topics**:
   - Safe disposal process of Used Batteries.
   - Charging Technologies used for charging the EV.
   - EV power transmission systems.
2. **Surveys** – Visit an electric vehicle manufacturing plant and prepare report on HVAC system used in EV.

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

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

| COs | Course Evaluation Matrix | | | | | | |
|---|---|---|---|---|---|---|---|
| | Theory Assessment (TA)** | | Term Work Assessment (TWA) | | | Lab Assessment (LA)# | |
| | Progressive Theory Assessment (PTA) Class/MidSem Test | End Theory Assessment (ETA) | Term Work & Self-Learning Assessment | | | Progressive Lab Assessment (PLA) | End Laboratory Assessment (ELA) |
| | | | Assignments | Micro Projects | Other Activities* | | |
| CO-1 | 20% | 15% | 20% | -- | -- | -- | -- |
| CO-2 | 20% | 20% | 20% | -- | -- | 35% | 25% |
| CO-3 | 20% | 30% | 20% | 70% | 40% | 40% | 25% |
| CO-4 | 20% | 25% | 20% | 30% | 20% | 10% | 25% |
| CO-5 | 20% | 10% | 20% | -- | 40% | 15% | 25% |
| Total Marks | 30 | 70 | 20 | 20 | 10 | 20 | 30 |
| | | | 50 | | | | |

**Legend:**
***:** Other Activities include self- learning, seminar, visits, surveys, product development, software development etc.
******: Mentioned under point- (N)
#: Mentioned under point- (O)
**Note:**
- The percentage given are approximate
- In case of Micro Projects and End Laboratory Assessment (ELA), the achieved marks will be equally divided in all those COsmapped with total experiments.
- For CO attainment calculation indirect assessment tools like course exit survey need to be used which comprises of questions related to achievement of each COs.

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

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

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

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

| S. N. | Laboratory Practical Titles | Relevant COs Number(s) | PLA /ELA | | |
|---|---|---|---|---|---|
| | | | Performance | | Viva - Voce (%) |
| | | | PRA* (%) | PDA** (%) | |
| 1 | Testing of Control Disc Braking system and ControlRegenerative Braking system. | CO2 | 60 | 30 | 10 |
| 2 | Testing of Motors. | | | | |
| 3. | Testing of automotive wiring system. | | | | |
| 4. | Testing of Batteries used in EVs | CO2, CO3 | 60 | 30 | 10 |
| 5. | Speed control of Electrical Motors | | 60 | 30 | 10 |
| 6. | Connection of Electronic Control Unit components | CO4 | 60 | 30 | 10 |
| 7. | Troubleshooting of electronic control unit | | | | |
| 7 | Impacts of G2V and V2G | CO 5 | 30 | 60 | 10 |
| 8 | Demonstration of Charging stations | | 70 | 20 | 10 |

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

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

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

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

| S. No. | Name of Equipment, Tools andSoftware | Broad Specifications | Relevant Experiment/Practical Number |
|---|---|---|---|
| 1. | Disc Braking and Regenerativebraking system test rig | Test rig equipment for Demonstration of Disc Brakingand Regenerative Braking system operation. | 1 |
| 2. | Disc Braking System | Test rig / Software for testing the performance of the disc braking system in Half step and Full step braking mode. | 1 |
| 3. | Induction motor | Induction motor For EV applications with testing kit | 2,5 |
| 4. | Switched reluctance motor | Switched reluctance motor for EV applications with testing kit | 2,5 |

| | | | |
|---|---|---|---|
| 5. | Permanent magnet (PM) DC motors | Permanent magnet (PM) DC motors for EV applications with testing kit | 2,5 |
| 6. | Automotive wiring system | Testing facility of automotive wiring system using software /actual EV systems | 3 |

| S. No. | Name of Equipment, Tools andSoftware | Broad Specifications | Relevant Experiment/Practical Number |
|---|---|---|---|
| 7. | Lithium Ion and Lead-acid Batteries | 12V, 7Ah with testing setup. | 4 |
| 8. | Nickel-based batteries (metal hydride and cadmium battery). | 12V, 7Ah with testing setup. | 4 |
| 9. | Battery tester | For testing battery parameters | 4 |
| 10. | Battery charger | Battery charger for EV | 4 |
| 11. | Battery Management System | Training kit or simulation for BMS | 4 |
| 12. | DC-DC Converter | 48V to 12V bidirectional DC-DC Converter | 4 |
| 13. | Power Analyser | To observe the impacts of G2V and V2G | 5 |
| 14. | BMS setup | For Demonstration & training | 4 |
| 15. | DC power supply | 0-32V | 5 |
| 16. | Charging Station Simulator | For Demonstration & training purposes. | 5 |
| 17. | EC Unit with EV subsystems | Electronic Control Unit Hardware parts/ software for demonstrating the Connection of Electronic Control Unit components with EV subsystems. | 6,7 |
| 18. | Facility to demonstrate the impact of the Grid on Vehicle Charging and Vehicle Charging on the Grid. | - | 7 |

## R) Suggested Learning Resources:

### (a) Books:

| S. No. | Titles | Author(s) | Publisher and Edition with ISBN |
|---|---|---|---|
| 1. | Electric Vehicles: And the End of the ICE age | Anupam Singh | Kindle Edition ASIN: B07R3WFR28 |
| 2. | Wireless Power Transfer Technologies for ElectricVehicles (Key Technologies on New Energy Vehicles) | Xi Zhang, Chong Zhu,Haitao Song | Springer Verlag, Singapore; 1st ed.2022 edition (23 January 2022) ISBN-13: 978-9811683473 |
| 3. | Modern Electric, Hybrid Electric, and Fuel Cell Vehicles | EHSANI | CRC Press; Third edition (1 January2019) ISBN-13: 978-0367137465 |
| 4. | Electric Powertrain: Energy Systems, Power Electronics and Drives for Hybrid, Electric and Fuel Cell Vehicles | John G. Hayes, G. AbasGoodarzi | Wiley; 1st edition (26 January 2018) ISBN-13: 978-1119063643 |
| 5. | New Perspectives on Electric Vehicles | Marian Găiceanu (Editor) | IntechOpen (30 March 2022) ISBN-13: 978-1839696145 |
| 6. | Electric and Hybrid Vehicles, | Tom Denton, Taylor &Francis | 2nd Edition (2020) ISBN- 9780429296109 |
| 7. | Hybrid Electric Vehicles: Energy Management Strategies | S. Onori, L. Serrao and G.Rizzoni | Springer (2016) ISBN: 978-1-4471-6781-5 |

| | | | |
|---|---|---|---|
| 8. | Electric & Hybrid Vehicles | A.K. Babu | Khanna Publishing House, NewDelhi, 1st Edition (2018) ISBN: 9789386173713, 9386173719 |

| S. No. | Titles | Author(s) | Publisher and Edition with ISBN |
|---|---|---|---|
| 9. | Power Electronics: Circuits, Devices and Applications, | Rashid, M. H. | Pearson, 3rd edition, (2013) ASIN: B07HB3BM1W |
| 10 | Electric Vehicle Engineering | Liana Walker | Clanrye International2023, ISBN-978164729097 |
| 11 | Electric Vehicles: Current Progress & Technologies | Vanessa Jones | Murphy & Moore Publishing 2023, ISBN 9781649872746 |
| 12 | 20 Electric and Hybrid Vehicles: Principles, Design and Technology | Mary Murphy | Larsen and Keller Education 2023 ISBN 9781641728520 |

### (b) Online Educational Resources:

1. https://www.energy.gov/eere/fuelcells/fuel-cell-systems
2. https://powermin.gov.in/en/content/electric-vehicle
3. https://www.iea.org/reports/electric-vehicles
4. https://www.oercommons.org/search?f.search=Electric+Vehicles
5. https://fame2.heavyindustries.gov.in/Index.aspx

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

### (c) Others:

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

## S) Course Curriculum Development Team (NITTTR, Bhopal)

- Dr. A. S. Walkey (Coordinator)
- Dr. S. S. Kedar (Co- coordinator)

******

**A) Course Code : 2000605H/2000608H/2000611H**

**B) Course Title :** Robotics (Advance)

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

**D) Rationale :**

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

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

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

**to-CO-1** Plan the use of robots in engineering

applications.

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

**CO-3** Use robots for small automatic robotic applications.

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

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

## F) Suggested Course Articulation Matrix (CAM):

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

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

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

## G) Teaching & Learning Scheme:

| Board of Study | Course Code | Course Title | Scheme of Study (Hours/Week) | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Classroom Instruction (CI) | | Lab Instruction(LI) | NotionalHours (TW+SL) | Total Hours (CI+LI+TW+SL) | Total Credits (C) |
| | | | **L** | **T** | | | | |
| | 2000605H | Robotics | 03 | - | 04 | 02 | 09 | 05 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | /2000608H<br>/2000611H | (Advance) | | | | | | |

**Legend:**

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

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

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

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

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

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

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

## H) Assessment Scheme:

| Board of Study | Course Code | Course Title | Assessment Scheme (Marks) | | | | | | Total Marks (TA+TWA+LA) |
|---|---|---|---|---|---|---|---|---|---|
| | | | Theory Assessment (TA) | | Term Work & Self-Learning Assessment (TWA) | | Lab Assessment(LA) | | |
| | | | Progressive Theory Assessment (PTA) | End Theory Assessment (ETA) | Internal | External | Progressive Lab Assessment (PLA) | End Laboratory Assessment | |
| | **2000605H /2000608H /2000611H** | Robotics (Advance) | 30 | 70 | 20 | 30 | 20 | 30 | 200 |

**Legend:**

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

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

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

**Note:**

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

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

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

| Major Theory Session Outcomes (TSOs) | Units | Relevant COs Number(s) |
|---|---|---|
| TSO 1a. Define the need and scope of industrial robots.<br>TSO 1b. Describe the concept of robot dynamics with regards to methods for orientation and location of objects.<br>TSO 1c. Analyse robot direct kinematics for the given 2 DOF planar manipulator.<br>TSO 1d. List types of robots<br>TSO 1e. List safety steps while handling the given robot.<br>TSO 1f. Interface robots with the given welding machine.<br>TSO 1g. Interface robots with the given painting machine.<br>TSO 1h. Interface robots with the given assembly machine. | **Unit-1.0 Robot Kinematics, Dynamics and Industrial Applications**<br>1.1 Definition need and scope of Industrial robots<br>1.2 Robot dynamics – Methods for orientation and location of objects<br>1.3 Planar Robot Kinematics – Direct and inversekinematics for 2 Degrees of Freedom.<br>1.4 Safety while operating and handling robot | **CO2, CO3** |
| | 1.5 Robot Industrial applications:<br>• Welding Robots-Welding Guns, Welding Electrodes, Welding Power Sources, shielding gases, Robot interfacing<br>• Spray painting Robots, assembly operation, cleaning. | |
| TSO 2a. Explain the techniques to control robot motion.<br>TSO 2b. Describe the given robot drive system.TSO 2c. Describe the types of grippers.<br>TSO 2d. Design grippers for specificapplication.<br>TSO 2e. Test the designed gripper for the application.<br>TSO 2f. Use Bar code technology for robotic applications.<br>TSO 2g. Integrate radio frequency identification technology in robotic applications.<br>TSO 2h. Assemble an automated guided vehicle for the given situation using standard components.<br>TSO 2i. Assemble a simple automated storage and retrieval systems (ASRS) for the given situation using standard components. | **Unit– 2.0 Robot Drives, Control and Material Handling**<br>2.1 Controlling the Robot motion.<br>2.2 Position and velocity sensing devices.<br>2.3 Drive systems – Hydraulic and Pneumaticdrives<br>2.4 Linear and rotary actuators and control valves<br>2.5 Electro hydraulic servo valves, electric drives,motors<br>2.6 End effectors – Vacuum, magnetic and air operated grippers<br>2.7 Material Handling; automated guided vehicle systems, automated storage and retrieval systems (ASRS)<br>2.8 Bar code technology<br>2.9 Radio frequency identification technology. | **CO2, CO3** |
| TSO 3a. Differentiate between various work cell layouts.<br>TSO 3b. Select work cell for specific robot withjustification.<br>TSO 3c. Analyse robot cycle time.<br>TSO 3d. Explain industrial applications of roboticcell.<br>TSO 3e. Follow safety procedures in robotic cell. | **Unit– 3.0 Robot Cell Design and Application**<br>3.1 Robot work cell design, control and safety<br>3.2 Robot cell layouts<br>3.3 Multiple Robots and machine interference<br>3.4 Robot cycle time analysis<br>3.5 Industrial application of robotic cells | **CO3** |
| TSO 4a. List different programming languages for the robots<br>TSO 4b. Describe artificial intelligence<br>TSO 4c. Write a programme in the required language to operate a robot for the given task.<br>TSO 4d. Optimise robot programming parameters. | **Unit– 4.0 Robot Programming and Economics of Robotization**<br>4.1 Characteristics of task level languages through programming methods<br>4.2 Motion interpolation<br>4.3 Artificial intelligence: Goals of artificialintelligence, AI techniques, problem | **CO1, CO4, CO5** |

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

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

## K) Suggested Laboratory (Practical) Session Outcomes (LSOs) and List of Practical (2000608H):

| Practical/Lab Session Outcomes (LSOs) | S. No. | Laboratory Experiment/Practical Titles | Relevant COs Number(s) |
|---|---|---|---|
| LSOs 1.1 Identify Wireless Sensor Network.<br>LSOs 2.1 LSOs 1.2 Use wireless sensor Network for different robotic applications | 1. | Identify different wireless sensor network in robotics viz. ZigBee, LoRa. | **CO1, CO3** |
| LSOs 2.2 Identify different Radio Frequency (RF)Controlled Wireless<br>LSOs 2.2 Use Radio Frequency (RF) Controlled Wireless for different robotic applications. | 2. | Use different Radio Frequency (RF) ControlledWireless Robots. | **CO1, CO2** |
| LSOs 3.1 Identify the different Voice operated robot with speaker identification technology | 3. | Examine different voice operated robot with speaker identification technology. | **CO1, CO3** |

| Practical/Lab Session Outcomes (LSOs) | S. No. | Laboratory Experiment/Practical Titles | Relevant COs Number(s) |
|---|---|---|---|
| LSOs 3.2 Use different Voice operated robot with speaker identification technology for different robotic applications. | | | |
| LSOs 5.1 Identify the components required for a computer-controlled pick and place robot (wireless).<br>LSOs 5.2 Integrate the components for the required application. | 4. | Design a computer-controlled pick and place robot (wireless) | **CO1** |
| LSOs 6.1 Identify the components required for a Zigbee controlled Boat with wireless video and voice transmission.<br>LSOs 6.2 Integrate the components for the required application. | 5. | Design a Zigbee controlled Boat with wireless video and voice transmission. | **CO2, CO3** |
| LSOs 8.1 Identify the components required for a PC controlled wireless Multipurpose robot for engineering applications.<br>LSOs 8.2 Integrate the components for the required application. | 6. | Design a PC controlled wireless Multipurpose robot for simple engineering applications. | **CO2, CO4, CO5** |
| LSOs 9.1 Identify the components required for an unmanned arial photography<br>LSOs 9.2 Integrate the components for the required application. | 7. | Design an unmanned arial photography system. | **CO3, CO5** |
| LSOs 10.1 Develop a program<br>LSOs 10.2 Simulate palletizing and depalletizing operations through robots. | 8. | Develop program for real time (online TPP) Palletizing and Depalletizing operations through robots. | **CO5** |
| LSOs 11.1 Develop a program<br>LSOs 11.2 Simulate direction control and step control logic for robotization | 9. | Develop TPP / Offline program for vision-basedinspection for robots. | **CO4, CO5** |
| LSOs 12.1 Develop a program<br>LSOs 12.2 Simulate robotising an inspection and part assembly. | 10. | Program and simulate coordinated identification, inspection and part assembly for robots. | **CO1, CO5** |
| LSOs 13.1 Develop a program.<br>LSOs 13.2 Simulate obstacle avoidance of robots. | 11. | Develop obstacle avoidance robot Programming | **CO1, CO5** |
| LSOs 14.1 PLC programming.<br>LSOs 14.2 Simulate robotising of welding operation. | 12. | Program and simulate welding operation using robot simulation software. | **CO1, CO5** |
| LSOs 15.1 Simulate robotising of drilling operation. | 13. | TPP / Offline program for drilling operation. | **CO1, CO5** |
| LSOs 16.1Develop a program for an industrialapplication.<br>LSOs 16.2Execute the robot programme. | 14. | Program to execute an industrial robot application using a given configuration. | **CO1, CO5** |
| LSOs 17.1 Use robot simulation software for DirectKinematic analysis upto 4-axis robots<br>LSOs 17.2 Correlate the simulated results with respective mathematical calculations. | 15. | Analyse Direct Kinematics of 4-axis robot usingavailable software. | **CO2** |

**L) Suggested Term Work and Self Learning (2000611H):** Some sample suggested assignments, micro project andother activities are mentioned here for reference.

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

**b. Micro Projects:** A suggestive list of micro-projects is given here. Similar micro-projects that match the COs could be added by the concerned course teacher. The student should strive to

identify eco-friendly or recycled material prior to selection for robotic applications.

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

**c. Other Activities:**

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

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

| COs | Course Evaluation Matrix | | | | | | |
|---|---|---|---|---|---|---|---|
| | Theory Assessment (TA)** | | Term Work Assessment (TWA) | | | Lab Assessment (LA)# | |
| | Progressive Theory Assessment (PTA) Class/MidSem Test | End Theory Assessment (ETA) | Term Work & Self-Learning Assessment | | | Progressive Lab Assessment (PLA) | End Laboratory Assessment (ELA) |
| | | | Assignments | Micro Projects | Other Activities * | | |
| **CO-1** | 25% | 23% | 20% | 10% | 25% | 10% | 20% |
| **CO-2** | 20 % | 23% | 20% | 10% | 25% | 20% | 20% |
| **CO-3** | 15% | 17% | 20% | 25% | 25% | 20% | 20% |
| **CO-4** | 20% | 20% | 20% | 15% | 25% | 20% | 20% |
| **CO-5** | 20% | 17% | 20% | 40% | -- | 30% | 20% |
| **Total Marks** | **30** | **70** | **20** | **20** | **10** | **20** | **30** |
| | | | **50** | | | | |

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

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

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

| Unit Number and Title | Total Classroom Instruction(CI) Hours | Relevant COs Number (s) | Total Marks | ETA (Marks) | | |
|---|---|---|---|---|---|---|
| | | | | Remember (R) | Understanding(U) | Application& above (A) |
| Unit-1.0 Robot Kinematics, Dynamics and Industrial Applications | 12 | **CO2, CO3** | 16 | 6 | 5 | 5 |
| Unit– 2.0 Robot Drives, Control and Material Handling | 10 | **CO2, CO3** | 16 | 4 | 8 | 4 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Unit– 3.0 Robot Cell Design and Application | 8 | **CO3** | 12 | 2 | 4 | 6 |
| Unit– 4.0 Robot Programming and Economics of Robotization | 10 | **CO1, CO4, CO5** | 14 | 4 | 4 | 6 |
| Unit– 5.0 Applications in Non-manufacturing Environments | 8 | **CO5** | 12 | 4 | 4 | 4 |
| **Total Marks** | **48** | | **70** | **20** | **25** | **25** |

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

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

| S. No. | Laboratory Practical Titles | Relevant COs Number(s) | PLA/ELA | | |
|---|---|---|---|---|---|
| | | | Performance | | Viva - Voce (%) |
| | | | PRA* (%) | PDA** (%) | |
| 1. | Identify different wireless sensor network in robotics viz. ZigBee, LoRa. | CO1, CO3 | 40 | 40 | 20 |
| 2. | Use different Radio Frequency (RF) Controlled Wireless Robots. | CO1, CO2 | 40 | 40 | 20 |
| 3. | Examine different voice operated robot with speaker identification technology. | CO1, CO3 | 40 | 40 | 20 |
| 4. | Design a computer-controlled pick and place robot (wireless) | CO1, CO4 | 40 | 40 | 20 |
| 5. | Design a Zigbee controlled Boat with wireless video and voice transmission. | CO2, CO3 | 40 | 40 | 20 |
| 6. | Design a PC controlled wireless Multipurpose robot for simple engineering applications. | CO3, CO4 | 40 | 40 | 20 |
| 7. | Design an unmanned arial photography system. | CO3, CO5 | 40 | 40 | 20 |
| 8. | Develop program for real time (online TPP) Palletizing and Depalletizing operations through robots. | CO5 | 40 | 40 | 20 |
| 9. | Develop TPP / Offline program for vision-based inspection forrobots. | CO4, CO5 | 40 | 40 | 20 |
| 10. | Program and simulate coordinated identification, inspection and part assembly for robots. | CO1, CO5 | 40 | 40 | 20 |
| 11. | Develop Obstacle avoidance robot Programming | CO1, CO5 | 40 | 40 | 20 |
| 12. | Program and simulate welding operation using robot simulation software. | CO1, CO5 | 40 | 40 | 20 |
| 13. | TPP / Offline program for drilling operation. | CO1, CO5 | 40 | 40 | 20 |
| 14. | Program to execute an industrial robot application using a given configuration. | CO1, CO5 | 40 | 40 | 20 |
| 15. | Analyse Direct Kinematics of 4-axis robot using availablesoftware. | CO2, CO3 | 40 | 40 | 20 |

**Legend:**

PRA*: Process Assessment

PDA**: Product Assessment

**Note:** This table can be used for both end semester as well as progressive assessment of practical. Rubrics need to be

prepared by the course teacher for each experiment/practical to assess the student performance.

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

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

| S.No. | Name of Equipment,Tools and Software | Broad Specifications | Relevant Experiment /Practical Number |
|---|---|---|---|
| 1. | 6 Axis Articulated Robot(Material Handling)- 1 No | • Articulated Type<br>• Controlled axis: 6-axes (J1, J2, J3, J4, J5, J6)<br>• Reach: 717 mm<br>• Installation Floor, Upside-down (Angle mount)<br>• Motion range (Maximum Speed)<br>  ◦ J1 Axis Rotation7.85 rad/s<br>  ◦ J2 Axis Rotation 6.63 rad/s<br>  ◦ J3 Axis Rotation 9.08 rad/s<br>  ◦ J4 Axis Rotation 9.60 rad/s<br>  ◦ J5 Axis Rotation 9.51 rad/s<br>  ◦ J6 Axis Rotation 17.45ras/s<br>• Max. load capacity Wrist: 4Kg<br>• Allowable Load moment 16.6 N-m at wrist J4 Axis, J5Axis, J6 Axis<br>• Allowable Load inertia).47 kg-$m^2$ at wrist J4 Axis J5Axis, J6 Axis<br>• Repeatability: +/- 0.05mm<br>• Mass: 21 Kg Minimum<br>• Installation environment: Ambient temperature: 0 – 45°C<br>• Ambient humidity: Normally 75%RH or less. No dew,nor frost allowed.<br>• Vibration Acceleration: 4.9 m/s2 (0.5G or less) | 1, 2, 3, 12 |
| 2. | 6 Axis Articulated Robot(General Purpose-Welding, Assembly, Drilling) - 1 No | Link 1: 300 mm Link 2: 300 mm Joint actuator: DC Stepper Motor Transmission: Timing Belt Drive Position feedback: Proximity Switch Gripper actuator: Pneumatic Weight of robot: 50 Kg. Accuracy: ±0.3 Repeatability: ±0.2Tip Velocity range: 500 mm / minPay load capacity: 2 kg (including griper) J1 - Waist: ± 140°J2 - Shoulder: -100 - 60°J3 - Elbow: - 70 + 10°J4 - Wrist rotate: ± 70°J5 - Wrist pitch: ± 35°J6 - Wrist roll: ± 180°External I/O8 Programmable digital inputs8 Programmable digitaloutputs | 8, 9, 14 |
| 3. | A mounted vision system with software (Free open source Robot simulation software) | Integrity Serial Bus System, CAN to Build Intelligent Device Network, Open Hardware Platform, Arduino, to control Robot sub-Systems of motor-sensor, movable Omni Wheel of Omni-Directional, Actuator operation control by DC Encoder Motor, DC-Motor control and operation by Accelerometer, Gyro, Ultrasonic and PSD sensor, Androx Studio; brushless ILM 70×10 Robo Drive DC motor; sensor-actuator units of ARMAR-4; SD-25-160-2A-GR-BB | 3, 4, 5, 11 |

| S.No. | Name of Equipment,Tools and Software | Broad Specifications | Relevant Experiment /Practical Number |
|---|---|---|---|
| | | Harmonic Drive reduction gear unit high gear ratio of 160: 1; structural parts (white) are made out of high-strength aluminum, Hollow shaft with strain gauges for torque sensing, motor's magnetic incremental encoder (AMS5306), digital buses (SPI or 12C); Motor interface PCB includes a 13-Bit temperature-to-digital converter with a temperature range from −40°C to 125°C (Analog Devices ADT7302) | |
| 4. | 6-axis Robotics Trainer | Programmable robotic arm with an interactive frontpanel. Software to demonstrates functioning of the trainer as well as allows a user to develop their own programs. NV330; 8 bit microcontroller to ARM processors**;** Record and Play capability**;** Optional interfacing with PL**C;** Touch operated ON/OFF Switch**;** Auto set to home position**;** Applications can be developed**;**Data acquisition using USB | 3, 4, 5, 13 |
| 5. | E-Yantra Firebird kit | • Fire Bird V 2560 Robot<br>• Spark V Robot<br>• Fire Bird V P89V51RD2 adapter card<br>• Fire Bird V LPC2148 adapter card<br>• LSM303 3 axis digital accelerometer and 3 axes magnetometers<br>• L3G4200 3 axis digital gyroscope<br>• Gyroscope, accelerometer and GPS interfacing module for the robot<br>• GPS receiver<br>• Zigbee Modules 100m range<br>• Zigbee Modules Adapter<br>• Metal-gear Servo Motors<br>• Servo Motor Based Gripper kit for the Fire Bird Vrobot<br>• Sharp infrared range sensor (10cm to 500cm)<br>• Arduino Uno/Nano<br>• Hexapod<br>• 16 Programming Software (AVR studio, Keil, AVR Boot loader, Flash Magic) | 1, 3, 5, 6, 7, 10 |
| 6. | Robot simulator for Robotics | Educational networking licensed Robotic system with simulation software | 2, 8, 10 |
| 7. | Assorted sensors | Optical encoders, Acoustic sensors ,IR, Potentiometer, RTD, Thermistor, strain gauge, piezoelectric, etc. | 4 |
| 8. | Vision equipment | Camera, Imaging Components: Point, Line, Planar and Volume Sensors | 1, 4, 10 |
| 9. | Raspberry Pi kit | 1.2GHz quad-core Broadcom BCM2837 CPU with 1GB DDR2 RAM with in-built Wi-Fi & Bluetooth Video Core IV 3D graphics core 40 pin extended pins - with 27 GPIO pins Micro SD slot Multiple ports: Four USB ports, full sized HDMI, four pole stereo output and composite video port, CSI camera port and DSI display port 10/100 BaseT Ethernet Micro-USB, power source 5V, 2A | 7, 9 |

## R) Suggested Learning Resources:

### (a) Books:

| S. No. | Titles | Author(s) | Publisher and Edition with ISBN |
|---|---|---|---|
| 1. | Introduction to Robotics Mechanics and Control | John Craig | Pearson Education 978-9356062191 |
| 2. | Robotics and controls | Mittal R.K., Nagrath I.J. | Tata McGraw Hill Education Pvt. Ltd.;2017; **978**-0070482937 |
| 3. | Robotics and Image Processing: AnIntroduction | Janaki Raman. P. A | Tata McGraw Hill Publishing companyLtd., 1998; 978-0074621677 |
| 4. | Industrial Robotics - Technology,Programming and Applications | Nicholas Odrey, Mitchell Weiss, Mikell Groover Roger Nagel, AshishDutta | McGraw Hill Education; 2nd Edition;978 -1259006210 |
| 5. | Robotic Engineering: an integrated approach | Richard D. Klafter, Thomas A. Thomas A. Chmielewski, Michael Negin | Prentice Hall of India, N. Delhi, 2009;978-8120308428 |
| 6. | Industrial Robotics Technology,Programming and Applications | Mikell P. Groover, Mitchell Weiss,Roger N. Nagel, Nicholas G. Odrey | McGraw-Hill Education, SecondEdition, 978-1259006210 |
| 7. | Robotics | Appuu Kuttan K. K. | Dreamtech Press, First Edition, 2020, 978-9389583281 |
| 8. | Introduction to Robotics: Analysis,Control, Applications | Saeed B. Niku | Wiley; Second Edition,978-8126533121 |
| 9. | Essentials of Robotics ProcessAutomation | S. Mukherjee | Khanna Publication, First Edition, 978-9386173751 |
| 10. | Robotics | R R Ghorpade, M M Bhoomkar | Nirali Prakashan 978-9388897020 |
| 11. | Mechatronics: Engineering Fundamentals | Allie Weaver | Murphy & Moore Publishing 2022 ISBN 9781649872758 |
| 12. | Elements of Robotics | Greg Scott | States Academic Press 2022 ISBN 9781649649261 |
| 13. | Robotics: Design, Construction and Applications | Allie Weaver | Willford Press 2022 ISBN 9781682860944 |
| 14. | Modern Robotics: Mechanics, Systems and Control | Julian Evans | Larsen and Keller Education 2022 ISBN 9781641728515 |
| 15. | Introduction to Mechatronics | Randy Dodd | Larsen and Keller Education 2022 ISBN 9781641728493 |
| 16. | Introduction to Robotics | Julian Evans | Larsen and Keller Education 2022 ISBN 9781641728503 |

### (b) Online Educational Resources:

1. https://web.iitd.ac.in/~saha/ethiopia/appln.pdf
2. https://nptel.ac.in/courses/112105249
3. https://www.robotsscience.com/industrial/industrial-robots-types-applications-benefits-and-future/
4. https://www.marian.ac.in/public/images/uploads/pdf/online-class/MODULE-6%20ROBOTICS%20INDL_APPLNS-converted.pdf
5. https://forcedesign.biz/blog/5-common-industrial-robot-applications
6. https://www.hitechnectar.com/blogs/top-industrial-robotics-applications-role-of-robots-in-manufacturing/
7. https://en.wikipedia.org/wiki/Industrial_robot

8. https://www.youtube.com/watch?v=fH4VwTgfyrQ
9. https://www.youtube.com/watch?v=aW_BM_S0z4k
10. https://www.automate.org/industry-insights/smarter-robot-grasping-with-sensors-software-the-cloud
11. https://robots.ieee.org/robots/?t=all
12. https://www.youtube.com/watch?v=fc_Cynqr6jM

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

**(c) Others:**

**1. Learning Packages:**

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

**2. Users' Guide:**

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

**3. Lab Manuals:**

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

**S) Course Curriculum Development Team (NITTTR, Bhopal)**

- Dr. Nishith Dubey (Coordinator)
- Prof. (Mrs.) Susan S. Mathew (Co-Coordinator)
- Dr. Sharad Pradhan

# FARM TRACTORS AND NON-CONVENTIONAL ENERGY LAB

| Subject Code | Practical | | | No of Period in one session : 56 | | | Credits |
|---|---|---|---|---|---|---|---|
| | No. of Periods Per Week | | | Full Marks | : | 50 | 02 |
| | L | T | P/S | Internal(PA) | : | 20 | |
| | — | — | 04 | External (ESE) | : | 30 | |

**RATIONALE:**

An agricultural Engineering Diploma holder has to operate the different machines and machinery by different power sources. The tractor is the most suitable power source for multipurpose operation of field or farm machinery. To perform the job with Quality and with good efficiency. The theoretical as well as practical know-how is must with time meeting the limited source of conventional energy its alternate energy non-conventional energy source with latest technology and its know how is also very essential for these students.

## Contents: Practical

| **Minimum ten experiments are to be completed by the students**: - | | **Hrs** |
|---|---|---|
| **Unit -1** | Familiarization of different controls on tractors and indicators and its operation. | [ 02 ] |
| **Unit -2** | Tractors driving practice, first without implements and after that with secondary tillage reversing in turnings. | [ 06 ] |
| **Unit -3** | Tractor driving practice with primary tillage implements. | [ 06 ] |
| **Unit -4** | Notching of trailer and trolley reversing in turning. | [ 04 ] |
| **Unit -5** | Trouble shooting remedies, adjustments, maintenance and repair of tractor systems clutch, gear box, brake, electrical system, steering system, hydraulic system. | [ 01 ] |
| **Unit -6** | Servicing the tractor in the job. | [ 01 ] |
| **Unit -7** | Identification of all the engine and tractor parts. | [ 01 ] |
| **Unit -8** | Identification of all the tools and instruments needs for service and repair work. | [ 01 ] |
| **Unit -9** | Estimation of per hour running cost of tractor without and with load. | [ 01 ] |
| **Unit -10** | Servicing of the hydraulic system of the tractor. | [ 01 ] |
| **Unit -11** | Study of the fabrication, quality controls, installation of a wind mill pumping unit after the suitability of its site selection. | [ 01 ] |
| **Unit -12** | Study of the fabrication, quality control, installation of a solar street light system. | [ 01 ] |
| **Unit -13** | Study of KVIC Bio gas plant system from fabrication, installation and working & | [ 01 ] |
| **Unit -14** | Dismantling, assembling of 5 HP diesel engine pump set. | [ 01 ] |
| **Unit -15** | Study of KVIC Bio gas plant system from fabrication, installation and working & maintenance. | [ 01 ] |
| **Unit -16** | Study of tractor travel reduction traction, efficiency, coefficient of traction, rolling resistance, pull drawbar, efficiency and traction aids and their use in tractor in different condition. | [ 01 ] |
| **Unit -17** | Operation of seed drill by the tractor. | [ 02 ] |
| **Unit -18** | **Automotive Technology.**<br>18.1 Dismantling & assembling if fuel injection pump.<br>18.2 Dismantling & assembling of injections.<br>18.3 Testing of fuel injection pump on the test bench.<br>18.4 Clean test & reset injector opening presence of diesel fuel injector.<br>18.5 Identification of all the components of FIP & injector.<br>18.6 Dismantling & assembling of Alternator.<br>18.7 Dismantling & assembling of starter motor.<br>18.8 Identification of all the parts of Alternator and starter motor.<br>18.9 Testing of Alternator & starter motor on the Auto Electrical test bench.<br>18.10 Testing of all A E components.<br>18.11 Adaptability & testing of Battery & alternator on a tractor.<br>18.12 Setting of special timing of fuel injection pump fitted in a tractor.<br>18.13 Measure the pollutants in exhaust emission of a tractor under idling condition.<br>18.14 Check the engine for serviceability using a compression tester.<br>18.15 Cleaning & testing of petrol injector on a petrol injector cleaner & tester. | [ 24 ] |
| | **Total** | **56** |

# AGRICULTIRALL ECONOMICS & FARM MANAGEMENT-TW

| Subject Code 2011609 | Term Work | | | No of Period in one session : 56 | | | Credits |
|---|---|---|---|---|---|---|---|
| | No. of Periods Per Week | | | Full Marks | : | 50 | 02 |
| | L | T | P/S | Internal(PA) | : | 15 | |
| | — | — | 04 | External(ESE) | : | 35 | |

## Rationale

The aim of the subject is to educate the students about the economic management of Agricultural operation and their appropriate use.

## Objective

The course is designed with following objectives

-To develop skill about setting up their own new small business as enterprises for economic games.

-To develop skill about to manage the enterprises and makes his/her business profitable by his/her Intelligence.

At least four exercises are to be completed.

| Contents : Term Work | |
|---|---|
| **Unit -1** | Study of small scale Industries-its growth and significance. |
| **Unit -2** | Study about costs and returns on a 10 hectare mix farm-its illustration |
| **Unit -3** | Study of about 20 hectare dairy farm-its illustration through suitable example. |
| **Unit -4** | Study of grain farming programme on a 4 hectare farm-its illustration though suitable example. |
| **Unit -5** | Study about costs and returns (a 20 years planning span) on mango plantation-its illustration through suitable example. |
| | **Total** |

**Text Books:-**

| Sl. No. | Name of Book | Writer's Name | Publisher's Name |
|---|---|---|---|
| 01. | Farm Management-An Introduction to Economic Analysis | S.P Dhondyal | Achal Prakashan Mandir, Parmat, Kanpur |
| 02. | Industrial Management and Entrepreneurship Development | S.Bhatnagar & C. Jain | New Bharat Prakashan Merrut- 250001 |
| 03. | Fundamentals of farm business Management | S.S Johl & T.R. Kapur | Kalyain Publishers New Delhi. |

# POST HARVEST TECHNOLOGY-TW

| Subject Code 2011610 | Term Work | | | No of Period in one session : 56 | | | Credits |
|---|---|---|---|---|---|---|---|
| | No. of Periods Per Week | | | Full Marks | : | 50 | 02 |
| | L | T | P/S | Internal (PA) | : | 15 | |
| | — | — | 04 | External (ESE) | : | 35 | |

**RATIONALE:**

Farm products are generally not in acceptable for the consumer until they are processed up to the acceptable form. They are available in season only but their availability have to maintain throughout the year in different preserved farms as well choiced farm. For these various techniques, machines are involved. An agricultural Engineering diploma student has to be become more perfect through practical sessional aspect so that he can be able to perform the job more confidently.

**Objectives**:

The present curriculum is framed in such a way so that student becomes expert in this profession. The following contents are covered for fulfill meant of objectives.

At least t en exercises are to be done.

| Contents : Term Work | |
|---|---|
| **Unit-1** | Study and operation of Air screen cleaner and other cleaning Equipments. |
| **Unit-2** | Study and operation of Heated Air dryers. |
| **Unit-3** | Study and operation of screw conveyors, bucket elevators and belt conveyors. |
| **Unit-4** | Study and operation of slurry seed Treaters and power mixtures. |
| **Unit-5** | Study of dal milling Equipment. |
| **Unit-6** | Study of modern rice mill. |
| **Unit-7** | Study of storage. (Cold storage) |
| **Unit-8** | Study of dairy plant. |
| **Unit-9** | Study of processing and storage plant. |
| **Unit-10** | Manufacture of butter and ghee. |
| **Unit-11** | Manufacture of ice cream. |
| **Unit-12** | Determination of specific gravity of milk. |
| **Unit-13** | Determination of fat percentage of milk. |
| **Unit-14** | Manufacture of orange squash and tomato ketchup. |
| **Unit-15** | Manufacture of Jam, Jelley & pickle, technique of presentation |
| **Unit-16** | Study of makhana processing. |
| **Unit-17** | Study of chura processing mill. |
| **Unit-18** | Study of tea processing. |

**BOOKS RECOMMENDED**.


1 Agricultural process engineering by S.M. Handerson & R.L. Perry, John Willey & Sons.

2. Principles of agricultural Engineesring Vol II by A.M. Michel & T.P. Ojha, Jain Brothers

3. Dugdh Vigyan by Bhati and Lavaniya

4. Diary Process Engineering by J.S. Warner

## COURSE UNDER MOOCS /NPTEL / OTHERS – TW

| Subject Code 2011611 | Term Work | | | | | | Credits |
|---|---|---|---|---|---|---|---|
| | No. of Periods Per Week | | | Full Marks | : | 50 | 01 |
| | L | T | P/S | Internal (PA) | : | 20 | |
| | — | — | 02 | External (ESE) | : | 30 | |

# PROJECT WORK AND ITS PRESENTATION IN SEMINAR - TW

| Subject Code 2011612 | Term Work | | | No of Period in one session : 56 | | | Credits |
|---|---|---|---|---|---|---|---|
| | No. of Periods Per Week | | | Full Marks | : | 50 | 02 |
| | L | T | P/S | Internal (PA) | : | 15 | |
| | — | — | 4 | External (ESE) | : | 35 | |

**RATIONALE:**

Projects are intended to provide students of Agricultural Engg. Diploma with and ability to tackle new problem with inquisitiveness. The project work is included in the course to develop skill to plan, organize, survey, investigation, collect relevant data, analysis of data and take appropriate decision in the students.

**OBJECTIVES:** The course is designed with following objectives.

- Plan
- Organise
- Survey
- Investigation
- Collect relevant data
- Analysis of problem and data
- Taking decision
- Preparation of project or technical report
- Present the report before seminar.

**S.l No Topics**

1. Project planning and preparation of report.
2. Project work
3. Presentation of project work before a seminar

| Contents : Term Work | |
|---|---|
| **Unit-1** | **Project planning and preparation of report**<br>1.1 Selection of project.<br>1.1.1 Objective of project report.<br>1.1.2 Need of preliminary project report<br>1.2 Scheduling the Activities involved in project selection.<br>1.3 Model format of project report<br>1.4 Preparation of action plan for implementation.<br>1.5 Preparation of project Report. |
| **Unit-2** | **Project Work**<br>**At least two project work should be completed by the students**.<br>2.1 Innovative technology-based landscape and gardening project in a big infrastructure company.<br>2.2 Innovative technology need analysis-based community development project.<br>2.3 New technology-based design and construction of machinery project on post-harvest technology.<br>2.4 New technology-based design and construction of machinery project on farm and land development.<br>2.5 Innovative technology-based irrigation project (Dam project, canal project/ tube well project etc).<br>2.6 Preparation of design plan based on the soil and water conservation measures project with economic analysis.<br>2.7 Farm power and non-conventional energy based innovative projects.<br>2.8 Topic based on innovative technique, assigned project as given by respective guide/guides. |
| **Unit-3** | **Presentation of project work before seminar** |

**BOOKS RECOMMENDED**


1. Entrepreneurship by M.K. Jain; Deepak Prakashan, Delhi, Chennai, Kanpur, Bhopal.
2. Hand book on project appraisal and follow up by D.P. Sarda.
3 Farm Management by S.P. Dhondyal; Achal Prakashan Mandir, Kanpur.