

1st Semester

1st Semester	Basic Science Course (BS) APPLIED MATHEMATICS-I FOR EEE STREAM	M26BMATE101
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1. Prerequisites

Sl. No.	Proficiency	Pre-requisites
1	Calculus	Algebra: Understanding of basic algebraic operations, equations, and inequalities. Geometry: Basic knowledge of geometric shapes, areas, volumes and trigonometric functions.
2	Series Expansion and Multivariable Calculus	Single-Variable Calculus: Mastery of differentiation and integration in one dimension. Basic Series Knowledge: Familiarity with sequences and series, convergence and divergence.
3	Ordinary Differential Equations (ODEs) of First Order	Calculus: Proficiency in differentiation and integration. Basic Algebra: Ability to manipulate algebraic equations. Basic Differential Equations Concepts: Familiarity with simple separable and linear equations.
4	Basic Concepts of Linear algebra	Linear Algebra: Proficiency in determinant expansion, matrix operations, and eigenvalues/eigenvectors. Numerical Methods: Basic understanding of numerical approximation techniques and stability.

2. Syllabus

Applied Mathematics-I for EEE Stream SEMESTER – I			
Course Code	M26BMATE101	CIE Marks	50
Total Number of Teaching-Learning Hours/Sem (L: T: P:TW:SL)	3:0:2:30	SEE Marks	50
		Total Marks	100
Credits	4	Exam Hours	03
Course Objectives:			
1. To Familiarize the importance of calculus associated with one variable and multivariable for Electrical and Electronics engineering. 2. Analyze Electrical and Electronics engineering problems by applying Ordinary Differential Equations. 3. Familiarize the important tools in Multivariable Calculus that are essential in Electrical and Electronics engineering. 4. Develop the knowledge of Linear Algebra to solve the system of equations.			
Module -1			
Differential Calculus: Polar curves, angle between the radius vector and the tangent, angle between the polar curves, Pedal equations. Curvature and radius of curvature in cartesian, polar, parametric and Pedal forms.			
Module -2			
Power series Expansions, indeterminate forms and multivariable calculus: Statement and problems on Taylor's and Maclaurin's series expansion for one variable. Indeterminate forms - L'Hospital's rule. Partial Differentiation: Partial derivatives, total derivative, differentiation of composite functions, Jacobians. Application: Maxima and minima for functions of two variables.			
Module -3			
Ordinary Differential Equations (ODE) of first order and first degree and nonlinear ODE: Exact and reducible to exact differential equations - Integrating factors on $\frac{1}{N} \left(\frac{\partial M}{\partial y} - \frac{\partial N}{\partial x} \right)$ & $\frac{1}{M} \left(\frac{\partial N}{\partial x} - \frac{\partial M}{\partial y} \right)$. Non-linear differential equations: Introduction to general and singular solutions, Solvable for p only, Clairaut's equations, reducible to Clairaut's equations. Problems.			
Module -4			
Ordinary Differential Equations of Higher Order: Higher-order linear ordinary differential equations with constant coefficients, homogeneous and non-homogeneous equations- e^{ax} , $\sin(ax + b)$, $\cos(ax + b)$			

$b), x^n$ only. Method of variation of parameters, Cauchy's and Legendre's homogeneous differential equations. Problems.

Application: L-C-R circuits.

Module -5

Linear Algebra: Elementary transformations of a matrix, Echelon form, rank of a matrix, consistency of system of linear equations. Gauss elimination and Gauss –Seidel method to solve system of linear equations. Eigen values and Eigen vectors of a matrix, Rayleigh's power method to determine the dominant Eigen value and corresponding Eigen vector of a matrix.

Applications: Traffic flow, Chemical balancing equation.

List of Laboratory experiments (2 hours/week per batch)

1. 2D Engineering Geometry Modeling Using Cartesian and Polar Curves.

An engineering design team is developing a simple profile for a component and a curved reflector-like surface. The first profile is described in Cartesian coordinates, while the second is described naturally using polar coordinates. Engineers use 2D plots to visualize the geometry before further analysis or fabrication

2. Engineering Curve Alignment and Intersection Analysis Using Polar Equations.

In an engineering design problem, two curved profiles meet at a common point. The design engineer needs to determine whether the profiles meet smoothly or at a right angle. Polar equations are convenient for describing the curves because their geometry is naturally expressed using radius r and angle θ .

3. Curvature-Based Design of Smooth Engineering Profiles.

A mechanical engineering team is designing a curved component whose profile is approximated by a parabola. At a selected point on the profile, the engineers need to know how sharply the curve bends. The radius of curvature provides a measure of this local bending and can help in component design, path planning, and smooth geometric transitions.

4. Smart Bridge Monitoring using Taylor's and Maclaurin's Series.

A smart bridge uses sensors to monitor vibrations. For small vibrations, exact computations are expensive, so engineers approximate displacement using Taylor series

5. Drone Battery Optimization using Partial Derivatives and Jacobian.

Sky Deliver Pvt. Ltd. is testing delivery drones. Flight time depends on payload and battery temperature. Engineers want to identify which factor most affects flight time and use Jacobian for sensor calibration

6. Modeling and Simulation of Thermal and Vibrational Engineering Systems Using ODEs.

Engineers frequently model changing physical quantities such as temperature, displacement, velocity, and vibration using ordinary differential equations. In this case study, two engineering situations are considered: cooling of a component using a first-order ODE and vibration of a mechanical system using a second-order ODE. The solutions are obtained numerically and displayed graphically.

7. Modeling and Plotting Chemical Concentration Using First-Order ODEs.

A chemical engineering company monitors the concentration of a chemical in a reactor. The concentration changes with time according to a first-order differential equation. Engineers solve and plot the ODE to predict the system's behaviour and optimize the reaction process.

8. Smart Traffic Management using Gauss Elimination Method.

A smart city monitors vehicles entering and leaving three interconnected road junctions. Engineers must determine the traffic volume at each junction to optimize signal timings.

9. Power Grid Voltage Analysis Using the Gauss–Seidel Method.

An electrical utility company monitors voltages at interconnected substations. Engineers use iterative techniques to compute unknown voltages in large power grids.

10. Earthquake Resistant Building Analysis using Eigenvalues and Eigenvectors.

Structural engineers analyze a two-storey building to study its vibration characteristics during earthquakes. Eigenvalues indicate natural frequencies, while eigenvectors describe vibration modes

Suggested software: Mathematica/MatLab/Python/Scilab

3. Teaching-Learning Process Strategies

Sl. No.	TLP Strategies	Description
1	Lecture Method	Utilize various teaching methods within the lecture format to reinforce competencies.
2	Video/Animation	Incorporate visual aids like videos/animations to enhance understanding the concepts.
3	Collaborative Learning	Encourage collaborative learning for improved competency application.
4	Real-World Application	Discuss practical applications to connect theoretical concepts with real-world competencies.
5	Flipped Class Technique	Utilize a flipped class approach, providing materials before class to facilitate deeper understanding of competencies

4. Assessment Details (both CIE and SEE)**Continuous Internal Evaluation (CIE)**

Continuous Internal Evaluation (CIE)						
Components			Number	Weightage	Max. Marks	Min Marks
1	Internal Assessment - Tests (A)		3	60%	20	08
2	Alternate Assessment (B)		2	40%	10	---
3	Practical Component (C)	Conduction & Record	1	60%	12	5
		Project Work	1	40%	08	---
	Total Marks				50	20

$$\text{Final CIE Marks} = A + B + C$$

A = Average of best two Test marks

B = Average of two Alternate Assessment marks

C = Sum of Lab Conduction and project work

Semester End Examination (SEE)

1. Question paper will be containing 8 questions. Each question is set for 20marks. The medium of the question paper shall be English unless otherwise it is mentioned.
2. The questions from Module 1, 4 and 5 will have 100% choice
3. The questions from Module 2 and 3 will not have any choice
4. Each of the question will have a maximum of two sub questions
5. The students have to answer 5 full questions selecting one full question from each module.
6. Marks scored will be proportionally scaled down to 50 marks

5. Course Outcomes (COs) and Mapping with POs/ PSOs**Course Outcomes (COs)**

COs	Description
M26BMATE101.1	Apply the concepts of differential calculus, power series expansions, multivariable calculus, and ordinary differential equations to solve engineering problems involving curve analysis, optimization, nonlinear systems, and electrical circuit models.
M26BMATE101.2	Analyze systems of linear equations and engineering applications using matrix methods, Gauss elimination, Gauss–Seidel method, eigenvalue and eigenvector techniques, and Rayleigh’s power method to solve practical engineering problems such as traffic flow and chemical balancing
M26BMATE101.3	Analyze a real-world engineering problem, develop an appropriate mathematical model using concepts learned in the course, implement the solution using suitable software/tools, and interpret the results.

CO-PO-PSO Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
M26BMATE101.1	3	3	-	-	-	-	-	-	-	-	-
M26BMATE101.2	3	3	-	-	-	-	-	-	-	-	-
M26BMATE101.3	-	-	-	-	3	-	-	-	-	-	-
M26BMATE101	3	3	-	-	3	-	-	-	-	-	-

6. Mapping to Sustainable Development Goals (SDG):

Sl. No.	SDG	Justification
1	SDG 3: Good Health and Well-Being	In public health, disease spread is often modelled using derivatives to represent how the number of infected individuals changes over time. The goal is to predict the future course of the epidemic and determine intervention strategies such as vaccination or quarantine measures
2	SDG 7: Affordable and Clean Energy	Higher-order ODEs are used to model energy systems, especially in smart grids and renewable energy integration. Power systems can exhibit oscillatory behaviour due to renewable energy fluctuations (e.g., solar and wind) or power generation and consumption dynamics.
3	SDG 11: Sustainable Cities and Communities	Linear algebra is used extensively in urban planning, especially when designing transportation networks, road systems, and building structures. Optimization algorithms are used to ensure that urban areas are both efficient and sustainable, using graph theory and matrix analysis to model connectivity and flow.

1st /2nd Semester	Basic Science (BS) APPLIED PHYSICS FOR EEE STREAM	M26BPHYE102/ 202
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1. Prerequisites

S/L	Proficiency	Prerequisites
1.	Mathematics	Knowledge of calculus, Linear algebra and trigonometry.
2.	Optics	Properties of light, geometrical optics, Physical optics, Total internal reflection, energy levels and spectra,
3.	Modern physics	wave-particle duality, photoelectric effect, blackbody radiation, Bohr's theory, and quantum states—perfect foundation for quantum mechanics.
4.	Electrodynamics	Scalar and vector field, Electric field, Electrostatics, electromagnetic induction Magneto statics, Faradays laws, Polarization, Maxwell's equations.
5.	Basics of Electrical Conductivity	band structure, phonons, and semiconductor behavior are essential for learning about electronic properties of materials and devices like diodes, transistors, and semiconductors.

2. Syllabus

Applied Physics for EEE Stream			
Course Code	M26BPHYE102/202	CIE Marks	50
Total Number of Teaching-Learning Hours/sem (L: T: P:TW:SL)	02:02:0: 20:0 = 84 Hours	SEE Marks	50
		Total Marks	100
Credits	03	Exam Hours	03
Course Objectives: The course aims to 1. Provide a strong foundation in electrodynamics and Maxwell's equations, enabling students to understand electromagnetic field theory and its significance in engineering applications. 2. Introduce the electronic properties of metals and semiconductors, emphasizing quantum theory, charge carrier transport, and the operating principles of semiconductor materials. 3. Familiarize students with integrated circuit fabrication techniques and semiconductor devices, highlighting their construction, characteristics, and practical applications in modern electronics. 4. Develop an understanding of the fundamental principles of quantum mechanics, including wave-particle duality, Schrödinger wave equation, and quantum behavior of particles relevant to nanoscale systems. 5. Introduce the concepts of quantum information and quantum computing, including qubits, quantum states, matrix formalism, and quantum gates, to provide a foundation for emerging quantum technologies.			
Module 1: Electrodynamics and Maxwell's Equations			
Electrodynamics: Scalar and Vector field. Vector operator, Concept of Line, Surface and volume Integral, Concept of gradient of a Scalar Field, Divergence and Curl of vector field and their physical Significance, Gauss Divergence theorem, Stoke's theorem. Numerical on Divergence and Curl, Numerical. Maxwell's Equations: Gauss laws of Electrostatics and Magnetism, Ampere's of magnetism, Faraday's laws of Electromagnetic Induction, Current Density and Equation of Continuity, Ampere's maxwell's law, Expression for Displacement Current, Maxwell's equations.			
Module 2: Electrical properties of materials			
Electrical properties of Materials: Introduction of conductivity in Metals, Matthiessen's Rule, Assumptions of Quantum Free Electron Theory, Fermi Energy, Density of States, Fermi Factor, Variation of Fermi Factor with Temperature and Energy, Expression for Fermi energy at 0 K. Numerical Problems. Physics of Semiconductors: Introduction to Semiconductors, Law of mass action, Electrical conductivity of a semiconductor, Relation between Fermi energy & Energy gap in intrinsic semiconductors, Hall effect, Expression for Hall coefficient in terms of Hall Voltage. Numerical Problems Dielectrics: Introduction to Dielectrics, Types of dielectrics: Polar and Non-polar, Types of Polarization mechanisms, Internal fields in solids and Clausius-Mossotti relation, Application of dielectrics in transformers, Capacitors and Electrical Insulation, Numerical Problems.			
Module 3: IC Fabrication and Semiconductor devices			
Fabrication of basic Chip for IC's – Introduction- General steps for IC fabrications, Layering: wet oxidation, dry oxidation, Methods of deposition: Low Pressure chemical vapour Deposition (CVD) , Plasma Enhanced Chemical vapour deposition (PECVD), Atmospheric Pressure Chemical Vapour Deposition (APCVD), Patterning: Oxide removal processing, Methodology of etching, Process of diffusion of dopant.			

Semiconductor devices: Zener diode, BJT (nnp, npn – CE mode), Photo-diode and Power responsivity, Numerical problems.
Module 4: Quantum Mechanics
Dual nature of radiation and de-Broglie Hypothesis, de-Broglie wavelength of an accelerated electron; Heisenberg's Uncertainty Principle and its application: Nonexistence of electron inside the nucleus-non-relativistic and Proof of transfer of energy from radiation to matter and vice-versa; Wave Function, Physical Significance and properties; Eigen functions and Eigen Values, Time independent Schrödinger wave equation, and its application: Particle inside one-dimensional infinite potential well, Probability density and waveforms, one-dimensional Step potential; Numerical Problems.
Module 5: Quantum Computing
Principles of Quantum Information & Quantum Computing: Introduction to Quantum Computing, Moore's law & its end, Differences between Classical & Quantum computing. Quantum Entanglement and superposition. Dirac representation and Qubits: Dirac notations (Bra- $\langle $ and ket- $ \rangle$), Concept of qubit and its properties. Single and Two qubits. Extension to N qubits, Representation of qubit using Bloch sphere. Matrix operation: Matrix representation of $ 0\rangle$ and $ 1\rangle$ states, Conjugate of a matrix, Transpose of a matrix. Unitary matrix (U), Row and Column Matrices, Inner Product, Identity Operator (I), Applying I to $ 0\rangle$ and $ 1\rangle$ states, Pauli Matrices and its operations on $ 0\rangle$ and $ 1\rangle$ states, Normalization rule, Orthogonality, Orthonormality and Probability of Quantum states. Quantum Gates: Single Qubit Gates: Quantum Not Gate, Pauli – X, Y and Z Gates, Hadamard Gate, Phase Gate (or S Gate), T Gate Multiple Qubit Gates: Controlled Qubit and Target Qubit, Controlled-NOT (C-NOT) Gate, Swap gate, Controlled -Z gate, Toffoli gate (CC-NOT). Numerical Problems.
Text books: 1. Gupta and Gaur, Engineering Physics, (Reprint), Dhanpat Rai Publications, 2016. 2. C L Arora and Dr. PS Hemne, Physics for degree students- 1 st , 2 nd and 3 rd year, (Reprint), S Chand and Company Ltd. 3. Micheal A Nielsen and Isaac L Chuang, Quantum computation and Quantum Information, Reprint 2022, Cambridge University Press. Reference Books: 1. David J. Griffiths, Introduction to Electrodynamics, 3 rd Edition, Prentice Hall, 1999. 2. H.C. Verma, Concepts of Physics: Part-1, Bharati Bhawan, 2016 Print. 3. S.O. Pillai, Solid State Physics, 9 th Edition, New age international publishers, 2021 4. Nouredine Zettili, Quantum Mechanics concepts and applications, second edition, WILEY publications. 5. Chris Bernhard, Quantum computing for Everyone, Reprint 2020, MIT Press.

3 Teaching-Learning Process Strategies

Sl. No.	TLP Strategies	Description
1	Chalk & Talk / PPT Presentations	Clear explanation of theoretical concepts using diagrams, equations, and real-life examples.
2	Lecture Method	Utilize various teaching methods within the lecture format to reinforce competencies.
3	Video/Animation	Incorporate visual aids like videos/animations to enhance understanding concepts.
4	Collaborative Learning	Encourage collaborative learning for improved competency application.
5	Numerical Problem Solving	Step-by-step solving of problems related to lasers, quantum computation and electrical properties.
6	Interactive Discussions	Encourage students to ask questions and participate in discussions to reinforce conceptual clarity.
7	Real-World Application	Discuss practical applications to connect theoretical concepts with real-world competencies.

4 Assessment Details (both CIE and SEE) Continuous Internal Evaluation (CIE)

Components		Number	Weightage	Max. Marks	Min Marks
1	Internal Assessment - Tests (A)	3	60%	30	12
2	Alternate Assessment (B)	2	40%	20	---
Total Marks				50	20

Final CIE Marks = (A) + (B)

A = Average of best two Test marks

B = Average of two Alternate Assessment marks

Semester End Examination (SEE) .

1. Question paper will be containing 8 questions. Each question is set for 20marks. The medium of the question paper shall be English unless otherwise it is mentioned.
2. The questions from Module 1, 4 and 5 will have 100% choice.
3. The questions from Module 2 and 3 will not have any choice.
4. Each of the question will have a maximum of two sub questions.
5. The students have to answer 5 full questions selecting one full question from each module.
6. Marks scored will be proportionally scaled down to 50 marks.

5 Course Outcomes (COs) and Mapping with POs/ PSOs

Course Outcomes (COs)

COs	Description
CO1	Explain the principles of electrodynamics, Maxwell's equations, electronic properties of metals and Semiconductors, Semiconductor devices, Quantum mechanics, and Quantum computing.
CO2	Apply vector calculus, semiconductor physics, quantum mechanics, and quantum computing concepts to solve numerical and analytical problems relevant to engineering applications.
CO3	Analyse electromagnetic phenomena, Semiconductor devices, Quantum systems, and Quantum circuits by interpreting physical principles and quantum gate operations to solve engineering problems.

CO-PO-PSO Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	3										
CO2	3										
CO3		2									
Average of CO'S	3	2									

6 Mapping to Sustainable Development Goals (SDG):

Sl. No.	SDG	Justification
1	SDG 4 – Quality Education.	Encourages deep understanding of modern physics through well-structured modules like Quantum mechanics, Lasers, and Semiconductors.
2	SDG 7 – Affordable and Clean Energy.	Encourages development and understanding of low-loss transmission systems (e.g., Superconductors and optical fibre tech).
3	SDG 8: Decent Work and Economic Growth.	Optical fibre infrastructure supports economic efficiency, global connectivity, and scalable enterprise growth.
4	SDG 9 – Industry, Innovation, and Infrastructure.	Encourages students to engage in technology-driven innovation through applied Physics concepts.

1st /2nd Semester	Professional Core Course (PC) BASIC ELECTRONICS FOR EEE STREAM	M26BBEE103/ 203
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1. Prerequisites

Sl. No.	Proficiency	Pre-requisites
1	Basic knowledge on Physics	A fundamental understanding of physics. Familiarity with basic electronic components like resistors, capacitors, inductors, and semiconductors is necessary
2	Basic knowledge on Mathematics	A fundamental understanding of mathematics such as algebra, basic calculus and logarithms functions.
3	Semiconductor Fundamentals	Basic knowledge of semiconductor physics and semiconductor devices is beneficial.
4	Basic Circuit Laws	This includes understanding the concepts such as voltage, current, basic circuit analysis techniques using Ohm's Law and Kirchhoff's laws.

2. Syllabus

BASIC ELECTRONICS FOR EEE STREAM SEMESTER – I/II			
Course Code	M26BBEE103/203	CIE Marks	50
Total Number of Teaching-Learning Hours/sem(L:T: P:TW:SL)	32:32:0:20:0 = 84 Hours	SEE Marks	50
		Total Marks	100
Credits	03	Exam Hours	03
Course Objectives:			
1. To prepare students with fundamental knowledge/overview in the field of Electronics and Communication Engineering. 2. To equip students with a basic foundation in electronic engineering required for comprehending the operation and application of electronic circuits, logic design, embedded systems, and communication systems.			
Module -1			
Semiconductor Diodes and its applications: Introduction, Diode basics, DC Load Line analysis, Half Wave, Full Wave, and Bridge Rectifiers, Capacitor Filter Circuit, RC Filter, DC Power Supply, (includes numerical).			
Module -2			
Introduction to Field Effect Transistors: Introduction to Transistors, Bipolar Junction Transistor (BJT) vs Field Effect Transistor (FET), Advantages of FET over BJT, Types of FET, Construction of n-channel JFET Construction of p-channel JFET, Applications of FETs			
Metal Oxide Semiconductor Field Effect Transistor (MOSFET): Enhancement Type N-Channel MOSFET Operation, Enhancement Type P-Channel MOSFET Operation, MOSFET Applications: MOSFET as a Switch, MOSFET as an Amplifier (Basic Concept), CMOS Inverter (Introduction)			
Module -3			
Operational Amplifiers: Introduction, The Operational Amplifier, Block Diagram Representation of typical Op-Amp, Schematic Symbol, Op-Amp parameters - Gain, input resistance, Output resistance, CMRR, slew rate, Bandwidth, input offset voltage, Input bias Current and Input offset Current. Op-Amp Applications: Inverting & Non-Inverting Amplifier, Voltage Follower, Summer, Integrator, and Differentiator (includes numerical).			
Module -4			
Boolean Algebra and Logic Circuits: Numbers systems: Binary, Octal, Decimal & Hexa Decimal, Numbers systems conversions. Binary additions, Binary subtraction using 1's and 2's Complements, Logic Gates, Universal gates, De morgan's Theorems, Boolean Algebra, Properties of Boolean Algebra, Boolean Functions. (numerical included) Combinational circuits: Half adder, full adder, full adder with two half adder.			
Module -5			

Communication systems: Introduction to communication, block diagram of Communication System, needs for modulation, types Modulations (AM, FM, PM, ASK, FSK, PSK included, numerical excluded).
Transducers: Introduction to transducer, Types-LVDT, piezoelectric Transducers.

Text Books:

1. Electronic Devices and Circuits, David A Bell, 5th Edition, Oxford, 2016.
2. Op-amps and Linear Integrated Circuits, Ramakanth A Gayakwad, Pearson Education, 4th Edition.
3. Digital Logic and Computer Design, M. Morris Mano, PHI Learning, 2008 ISBN-978-81-203-0417-8.
4. Electronic Instrumentation and Measurements (3rd Edition) – David A. Bell, Oxford University Press, 2013.
5. Electronic Communication Systems, George Kennedy, 4th Edition, TMH.

Reference Books:

1. Robert L. Boylestad & Louis Nashelsky, Electronic Devices and Circuit Theory, Pearson.
2. Thomas L. Floyd, Electronic Devices, Pearson.
3. Donald A. Neamen, Electronic Circuit Analysis and Design, McGraw-Hill (for additional reference).

3. Teaching-Learning Process Strategies

Sl. No.	TLP Strategies	Description
1	Lecture Method	Utilize various teaching methods within the lecture format to reinforce competencies.
2	Video/Animation	Incorporate visual aids like videos/animations to enhance understanding of basic electronics concepts.
3	Collaborative Learning	Encourage collaborative learning for improved competency application.
4	Real-World Application	Discuss practical applications to connect theoretical concepts with real-world competencies.
5	Flipped Class Technique	Utilize a flipped class approach, providing materials before class to facilitate deeper understanding of competencies

4. Assessment Details (both CIE and SEE)
Continuous Internal Evaluation (CIE)

Components		Number	Weightage	Max. Marks	Min Marks
1	Internal Assessment-Tests (A)	3	60%	30	12
2	Alternate Assessment (B)	2	40%	20	---
Total Marks				50	20

Final CIE Marks = (A) + (B)

A = Average of best two Test marks

B = Average of two Alternate Assessment marks

Semester End Examination (SEE)

1. Question paper will be containing 8 questions. Each question is set for 20marks. The medium of the question paper shall be English unless otherwise it is mentioned.
2. The questions from Module 1, 4 and 5 will have 100% choice
3. The questions from Module 2 and 3 will not have any choice
4. Each of the question will have a maximum of two sub questions
5. The students have to answer 5 full questions selecting one full question from each module. Marks scored will be proportionally scaled down to 50 marks

5. Course Outcomes (COs) and Mapping with POs/ PSOs**Course Outcomes (COs)**

COs	Description
M26BBEE103.1	Demonstrate the working principles of semiconductor diodes and analyze diode-based rectifier circuits, filter circuits, DC load line analysis, and DC power supplies by solving basic numerical problems.
M26BBEE103.2	Apply the knowledge of semiconductor physics to illustrate the construction, operation, and applications of JFET and MOSFET devices.
M26BBEE103.3	Analyze the characteristics, parameters, and applications of operational amplifiers by applying basic Op-Amp circuits.
M26BBEE103.4	Apply the concepts of number systems, Boolean algebra, logic gates, combinational circuits, communication systems, modulation techniques, and transducers to solve basic engineering problems and identify their practical applications.

CO-PO-PSO Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
M26BBEE103.1	3	-	-	-	-	-	-	-	-	2	-	-	2
M26BBEE103.2	3	3	-	-	-	-	-	-	-	2	-	3	2
M26BBEE103.3	3	3	-	-	-	-	-	-	-	-	-	3	2
M26BBEE103.4	3	2	-	-	-	-	-	-	2	-	-	3	2
M26BBEE103	3	2.66	-	-	-	-	-	-	2	2	-	3	2

6. Mapping to Sustainable Development Goals (SDG):

Sl. No.	SDG	Justification
1	SDG 4: Quality Education	Enhances understanding of real-world electronic communication and sensor systems. Strengthens analytical and design skills with practical numericals.
2	SDG 7: Affordable and Clean Energy	Supports understanding of energy conversion through rectifiers and power supplies.
3	SDG 9: Industry, Innovation and Infrastructure	Enables learners to design components for energy-efficient electronic systems. Foundation for innovation in analog circuit design, electronic instrumentation and digital circuit design.

1st /2nd Semester	Engineering Science Course (ES) INTRODUCTION TO CIVIL ENGINEERING	M26BESK104A/ 204A
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1. Prerequisites

Sl. No.	Proficiency	Pre-requisites
1	Basic Science and Mathematics	Knowledge of basic physics (mechanics, forces) and mathematics (algebra, geometry).
2	Environmental Awareness	Basic knowledge of pollution, sanitation, and sustainable issues.
3	Engineering Drawing and Visualization	Knowledge of sketches, visualization of shapes, sections and projections of buildings.
4	Logical Reasoning and Spatial Ability	Skill to understand space, balance, and visualize structures and forces.

2. Syllabus

Introduction to Civil Engineering SEMESTER – I/II			
Course Code		CIE Marks	50
Total Number of Teaching-Learning Hours/sem (L:T: P:TW:SL)	2:2:0: 20:20 = 104 Hours	SEE Marks	50
		Total Marks	100
Credits	03	Exam Hours	03
Course Objectives: 1. Explore Civil Engineering scope, materials, and building components aligned with Sustainable Development Goals. 2. Apply fundamental concepts of force systems, equilibrium, and free-body diagrams in basic structural analysis. 3. Calculate and locate centroid of simple and built-up sections for structural applications. 4. Calculate moment of inertia of simple and built-up sections for structural applications.			
Module -1			
Introduction: Surveying, Structural Engineering, Geotechnical Engineering, Hydraulics and Water Resources Engineering, Transportation Engineering, Environmental Engineering. Basic Materials of Construction: Bricks, cement, steel, concrete and mortar. Building components: substructure and super-structure components. Introduction to sustainable development goals. Infrastructure: types of infrastructure Activity: Identification and classification of common building materials, structural components, and Civil Engineering disciplines through observation and group discussion.			
Module -2			
Concurrent force systems: Concept of idealization, system of forces, Resolution and composition of forces, Law of Parallelogram of forces, principle of transmissibility, Resultant of concurrent force systems, free body diagram, types of forces, Lami's theorem, equations of equilibrium. Force Board Activity: Experimental determination of the resultant and equilibrium of concurrent force systems using a force board or graphical vector method			
Module -3			
Non-concurrent force systems: Resultant of non-concurrent coplanar force systems, moment of forces, couple, Varignon's theorem, types of loads and supports, equilibrium of non-concurrent coplanar force systems. Moment Balance Activity: Verification of the principle of moments and equilibrium of non-concurrent force systems using a simple balance setup			
Module - 4			
Centroid: Introduction, centre of gravity, centroid, axis of symmetry, locating the centroid of plane lamina and composite figures from first principles and Numerical examples. Paper Cut-Out Activity: Experimental determination of the centroid of plane lamina using the suspension (plumb line) method and comparison with analytical results.			

Module -5

Moment of inertia: Introduction, method of determining the second moment of area of plane sections from first principles, parallel axis and perpendicular axis theorem, radius of gyration, polar moment of inertia, moment of inertia of built-up sections and numerical examples.

Section Comparison Activity: Comparative study of the bending behaviour of different cross-sections to demonstrate the influence of moment of inertia on structural stiffness.

TEXTBOOKS

1. Bansal R. K., Rakesh Ranjan Beohar and Ahmad Ali Khan, Basic Civil Engineering and Engineering Mechanics, 2015, Laxmi Publications.
2. Kolhapure B K, Elements of Civil Engineering and Engineering Mechanics, 2014, EBPB

REFERENCE BOOKS

1. Beer F.P. and Johnston E. R., *Mechanics for Engineers, Statics and Dynamics*, 1987, McGraw Hill.
2. Irving H. Shames, *Engineering Mechanics*, 2019, Prentice-Hall.
3. Timoshenko S, Young D. H., Rao J. V., *Engineering Mechanics*, 5th Edition, 2017, Pearson Press.

VIDEO LINKS

1. <https://www.youtube.com/watch?v=nGfVTNfNwnk&list=PLOSwwFV98rfKXq2KBphJz95rao7q8PpwT>
2. <https://www.youtube.com/watch?v=3YBXteL-qY4>
3. https://www.youtube.com/watch?v=atoP5_DeTPE
4. <https://www.youtube.com/watch?v=ksmsp9OzAsI>
5. <https://www.youtube.com/watch?v=x1ef048b3CE>
6. https://www.youtube.com/watch?v=l_Nck-X49qc
7. https://play.google.com/store/apps/details?id=appinventor.ai_jgarc322.Resultant_Force
8. <https://www.youtube.com/watch?v=RIbceW1DSZg>
9. <https://www.youtube.com/watch?v=R8wKV0UQtlo>
10. https://www.youtube.com/watch?v=0RZHHgL8m_A
11. <https://www.youtube.com/watch?v=Bl5KKnQOWkY>

3. Teaching-Learning Process Strategies

Sl. No.	TLP Strategies	Description
1	Interactive Lectures	Use multimedia presentations, models, and physical samples to explain building materials and structural components.
2	Field Visits	Organize visits to construction sites, water treatment plants, and urban infrastructure projects.
3	Group Activities	Facilitate collaborative work on smart city models and environmental impact discussions.
4	Problem Solving Sessions	Introduce conceptual and numerical problem-solving on centroid, force systems, and moment of inertia.
5	ICT Tools and Videos	Use NPTEL lectures, animations and simulations to demonstrate real-time force analysis and building science.
6	Seminars and Presentations	Assign students short presentations on infrastructure, smart cities, and sustainable practices.

4. Assessment Details (both CIE and SEE)**Continuous Internal Evaluation (CIE)**

Components	Number	Weightage	Max. Marks	Min Marks
1 Internal Assessment - Tests (A)	3	60%	30	12
2 Alternate Assessment (B)	2	40%	20	8
Total Marks			50	20

Final CIE Marks = (A) + (B)

A = Average of best two Test marks

B = Average of two Alternate Assessment marks

Self-Learning (SL): the teaching faculty shall motivate the students to take up online courses from any recognized platforms. There shall not be any assessment of the Self-Learning component. The faculty must collect the certificate from the students who have successfully completed the self-learning relevant to the course.

Semester End Examination (SEE)

1. Question paper will be containing 8 questions. Each question is set for 20 marks. The medium of the question paper shall be English unless otherwise it is mentioned.
2. The questions from Module 1, 4 and 5 will have 100% choice.
3. The questions from Module 2 and 3 will not have any choice.
4. Each of the question will have a maximum of two sub questions.
5. The students have to answer 5 full questions selecting one full question from each module.
6. Marks scored will be proportionally scaled down to 50 marks.

5. Course Outcomes (COs) and Mapping with POs/ PSOs

Course Outcomes (COs)

COs	Description
M26BESK104A.1	Apply knowledge of Civil Engineering disciplines, materials, structural elements, and infrastructure for sustainable development practices.
M26BESK104A.2	Assess the resultant and equilibrium of force systems on the rigid bodies.
M26BESK104A.3	Determine and locate the centroid of plane and built-up sections.
M26BESK104A.4	Determine the moment of inertia of plane and built-up sections.

CO-PO-PSO Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
M26BESK104A.1	3	-	-	-	-	2	3	-	-	-	2
M26BESK104A.2	3	3	-	2	2	-	-	-	-	-	2
M26BESK104A.3	3	3	-	2	-	-	-	-	-	-	2
M26BESK104A.4	3	3	-	2	-	-	-	-	-	-	2
M65BESK104	3	3	-	2	2	2	3	-	-	-	2

6. Mapping to Sustainable Development Goals (SDG):

Sl. No.	SDG	Justification
1	SDG 9: Industry, Innovation and Infrastructure	Students explore fundamental infrastructure design concepts promoting innovation and resilient development.
2	SDG 11: Sustainable Cities and Communities	Incorporates clean city, smart city, and solid waste management topics to improve urban livability.
3	SDG 13: Climate Action	Introduces environment-friendly practices in construction and energy- efficient buildings.

1st/2nd Semester	Engineering Science Course (ES) INTRODUCTION TO ELECTRICAL ENGINEERING	M26BESK104B/ 204B
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1. Prerequisites

Sl. No.	Proficiency	Pre-requisites
1	Basic concepts of Circuit Elements	Basic understanding of active and passive elements of a circuit. Familiarity with fundamentals of discrete elements such as resistors, capacitors and inductors.
2	Electrical Circuits	Understanding of voltage, current and their characteristic behavior in electrical circuits and relevant laws.
3	Fundamentals of electromagnetic induction	Faraday's laws of electromagnetic induction, Lenz's law and Fleming's left and right hand rule.
4	Basic knowledge of measuring instruments.	Knowledge of measuring instruments such as ammeter, voltmeter and multimeter etc.

2. Syllabus

INTRODUCTION TO ELECTRICAL ENGINEERING SEMESTER – I/II			
Course Code	M26BESK104B/204B	CIE Marks	50
Total Number of Teaching-Learning Hours/sem(L:T:P:TW:SL)	32:32:0:20:20 = 104 Hours	SEE Marks	50
		Total Marks	100
Credits	03	Exam Hours	03
Course Objectives:			
- To explain electric power generation, transmission and distribution - To explain the laws used in the analysis of DC and AC circuits. - To explain the behaviour of circuit elements in single-phase AC circuits. - To explain the construction and operation of Transformers, AC generators, DC motors and Induction motors. - To introduce concepts of circuit protecting devices, earthing and electricity billing			
Module -1: Electrical Energy Sources & DC circuits			
Introduction to electrical energy sources, Single line diagram approach. Brief introduction to the electrical generation using Thermal, Solar, Hydro, Wind using Block diagram approach. DC circuits: Ohm's law and Kirchhoff's laws, analysis of series, parallel and series – parallel circuits excited by independent voltage sources. Power and energy, Illustrative examples			
Module -2: Single phase and Three phase AC circuit			
A.C. Fundamentals: Equation of AC Voltage and current, waveform, time period, frequency, amplitude, phase, phase difference, Derivations of average value, RMS value, form factor, peak factor. Voltage and current relationship with phasor diagrams in R, L, and C circuits. Concept of Impedance. Analysis of R-L, R-C, R-L-C Series circuits. Active power, reactive power and apparent power. Concept of power factor and Numerical. Three Phase Circuits: Advantages and limitations; star and delta connection, relationship between line and phase quantities excluding derivation.			
Module -3: Transformers & Three phase synchronous generators			
Transformers: Necessity of transformer, principle of operation, Types and construction of single-phase transformers, EMF equation, losses, variation of losses with respect to load. Efficiency and numerical. Three-phase synchronous generators: Principle of operation and constructional details of salient and non-salient pole generators, synchronous speed, frequency of generated voltage, emf equation, with the concept of winding factor excluding the derivation and calculation of winding factors and numerical.			
Module -4: Motors			
Three-phase induction Motors: Concept of rotating magnetic field, Principle of operation, constructional features of motor, types – squirrel cage and slip ring. Slip, its significance and numerical.			

DC Motor: Principle of operation, back emf and its significance. Torque equation, types of motors, characteristics and Simple numerical.

Module -5: Domestic Wiring & Electrical Safety

Domestic Wiring: Requirements, Types of wiring: casing, capping. Two way and three way control of load.

Electricity Bill: Power rating of household appliances including air conditioners, PCs, laptops, printers, etc. Definition of “unit” used for consumption of electrical energy, two-part electricity tariff, calculation of electricity bill for domestic consumers.

Equipment Safety measures: Working principle of Fuse and Miniature circuit breaker (MCB), merits and demerits.

Personal safety measures: Electric Shock, Earthing and its types, Safety Precautions to avoid shock

TEXTBOOKS:

- Fundamentals of Electrical Engineering & Electronics by B L Theraja, S. Chand and Company Pvt. Ltd. Reprint edition, 2022
- Basic Electrical Engineering D. C. Kulshreshtha McGraw-Hill Education 1st edition, 2019

REFERENCE BOOKS:

- Electrical Technology E Hughes Pearson International Students 9th edition
- Principles of Electrical Engineering & Electronics V K Mehta and Rohit Mehta S. Chand and Company Pvt. Ltd.

VIDEO LINKS:

- <https://youtu.be/OC8Lbyeyh-E>
- <https://youtu.be/5CHufqAF-p0>

3. Teaching-Learning Process Strategies

Sl. No.	TLP Strategies	Description
1	Lecture Method	Utilize various teaching methods within the lecture format to reinforce competencies.
2	Video/Animation	Incorporate visual aids like videos/animations to enhance understanding of generation of electrical energy.
3	Collaborative Learning	Encourage collaborative learning for improved competency application.
4	Real-World Application	Discuss practical applications to connect theoretical concepts with real-world competencies.
5	Flipped Class Technique	Utilize a flipped class approach, providing materials before class to facilitate deeper understanding of competencies
6	Laboratory Learning	Utilize the facilities available in the laboratories to understand the behavior of the materials by performing few experiments.

4. Assessment Details (both CIE and SEE)

Continuous Internal Evaluation (CIE)

	Components	Number	Weightage	Max. Marks	Min Marks
1	Internal Assessment-Tests (A)	3	60%	30	12
2	Alternate Assessment (B)	2	40%	20	---
	Total Marks			50	20

$$\text{Final CIE Marks} = (A) + (B)$$

A = Average of best two Test marks

B = Average of two Alternate Assessment marks

Self-Learning (SL): If applicable, the teaching faculty shall motivate the students to take up online courses from any recognized platforms. There shall not be any assessment of the Self-Learning component. The

faculty must collect the certificate from the students who have successfully completed the self-learning relevant to the course.

Semester End Examination (SEE)

1. Question paper will be containing 8 questions. Each question is set for 20marks. The medium of the question paper shall be English unless otherwise it is mentioned.
2. The questions from Module 1, 4 and 5 will have 100% choice
3. The questions from Module 2 and 3 will not have any choice
4. Each of the question will have a maximum of two sub questions
5. The students have to answer 5 full questions selecting one full question from each module.
6. Marks scored will be proportionally scaled down to 50 marks

5. Course Outcomes (COs) and Mapping with POs/ PSOs

Course Outcomes (COs)

COs	Description
M26BESK104B.1	Understand the concepts of hydro, thermal, solar & wind energy sources and Electric circuits.
M26BESK104B.2	Apply Ohm's law and Kirchhoff's laws to solve DC & AC circuits
M26BESK104B.3	Illustrate the construction and working principles of DC & AC Machines
M26BESK104B.4	Describe the types of wiring, tariff and safety measures in an electrical system.

CO-PO-PSO Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
M26BESK104B.1	3	3	-	-	-	-	-	-	-	-	-
M26BESK104B.2	3	3	-	-	-	-	-	-	-	-	-
M26BESK104B.3	3	3	-	-	-	-	-	-	-	-	-
M26BESK104B.4	-	-	-	-	-	3	-	-	-	-	-
M26BESK104B	3	3	-	-	-	3	-	-	-	-	-

6. Mapping to Sustainable Development Goals (SDG):

Sl. No.	SDG	Justification
1	SDG 7: Affordable and Clean Energy	Electrical engineers are crucial in designing, installing, and maintaining systems for solar, wind, hydro, and geothermal power. This involves understanding circuits, power electronics, energy conversion, and grid integration.
2	SDG 9: Industry, Innovation, and Infrastructure	Applying basic electrical engineering principles leads to the development of energy-efficient industrial processes, automation, and control systems that reduce resource consumption and waste.
3	SDG 11: Sustainable Cities and Communities	Smart Cities: The development of smart cities heavily relies on electrical engineering for smart infrastructure, energy conservation, efficient waste management, and sustainable urban living. Sustainable Transportation: Electrical engineers are vital in the design and development of electric vehicles (EVs) and their charging infrastructure, reducing reliance on fossil fuels and improving air quality in urban areas.

1st / 2nd Semester	Engineering Science Course (ES) INTRODUCTION TO ELECTRONICS AND COMMUNICATION	M26BESK104C/ 204C
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1. Prerequisites

Sl. No.	Proficiency	Pre-requisites
1	Basic knowledge on Physics	A fundamental understanding of physics.
2	Basic knowledge on Mathematics	A fundamental understanding of mathematics.
3	Semiconductor Fundamentals	Basic knowledge of semiconductor physics and semiconductor devices is beneficial.
4	Basic knowledge of analog and digital signals	Elementary electronic components such as resistors, capacitors, inductors, diodes, and transistors.

2. Syllabus

INTRODUCTION TO ELECTRONICS AND COMMUNICATION SEMESTER – I/II			
Course Code	M26BESK104C/204C	CIE Marks	50
Total Number of Teaching-Learning Hours/sem(L:T: P:TW:SL)	32:32:0:20:20 = 104 Hours	SEE Marks	50
		Total Marks	100
Credits	03	Exam Hours	03
Course Objectives:			
- To prepare students with fundamental knowledge/ overview in the field of Electronics and Communication Engineering. - To equip students with a basic foundation in electronic engineering required for comprehending the operation and application of electronic circuits, logic design, embedded systems, and communication systems. - Professionalism & Learning Environment: To inculcate in first-year engineering students an ethical and professional attitude by providing an academic environment inclusive of effective communication, teamwork, ability to relate engineering issues to a broader social context, and life-long learning needed for a successful professional career.			
Module -1			
Power Supplies – PN Junction Diode: Forward and Reverse Bias Characteristics, DC-powersupply Block diagram, Half-wave rectifier, Full-wave rectifiers, Voltage regulators, switch mode power supplies.			
Amplifiers – Basics of MOSFET: Construction, Symbol, Types (Enhancement and Depletion), Types of amplifiers, Gain, Input and output resistance, Negative feedback.			
Module -2			
Oscillators –Positive feedback, Ladder network oscillator, Wein bridge oscillator, Multivibrators, Single-stage astable oscillator. (Only Concepts, working, and waveforms. No mathematical derivations)			
Operational amplifiers –symbol and connections, Operational amplifier parameters, Operational amplifier characteristics, Operational amplifier configurations, Operational amplifier circuits.			
Module -3			
Boolean Algebra and Logic Circuits: Number Base Conversion, Complements, Binary subtraction using 1's and 2's, Basic Theorems and Properties of Boolean Algebra, Canonical and Standard Forms, Digital Logic Gates.			
Combinational logic: Introduction, Design procedure, Adders and Subtractors.			
Module -4			
Embedded Systems – Definition, Embedded systems vs general computing systems, Classification of Embedded Systems, Major application areas of Embedded Systems, purpose of embedded system, Elements of an Embedded System, Microprocessor vs Microcontroller, RISC vs CISC.			
Sensors and Interfacing – Instrumentation and control systems, Transducers, Sensors, Actuators, LED, 7-Segment LED Display.			

Module -5	
Communication Schemes – Modern communication system scheme, Information source, and input transducer, Transmitter, Channel or Medium – Hardwired and Soft wired, Noise, Receiver, Multiplexing, Types of communication systems. Types of modulation (only concepts) , Concept of Radio wave propagation (Ground, space, sky) An Overview of Wireless Systems: Introduction, First- and Second-Generation Cellular Systems, Cellular Communications from 1G to 3G, Road Map for Higher Data Rate Capability in 3G, Wireless 4G Systems.	
Text Books 1. Mike Tooley, ‘Electronic Circuits, Fundamentals & Applications’, 4th Edition, Elsevier, 2015. DOI https://doi.org/10.4324/9781315737980. eBook ISBN 9781315737980 2. Digital Logic and Computer Design, M. Morris Mano, PHI Learning, 2008 ISBN-978-81-203-0417-84. 3. K V Shibu, ‘Introduction to Embedded Systems’, 2nd Edition, McGraw Hill Education (India), Private Limited, 2016 4. S L Kakani and Priyanka Punglia, ‘Communication Systems’, New Age International Publisher, 2017. 5. Robert L. Boylestad and Louis Nashelsky, Electronic Devices and Circuit Theory, 11th Edition, Pearson Education, 2013. 6. Vijay K. Garg, Wireless Communications and Networking, Morgan Kaufmann Publishers (Elsevier), 2nd Edition.	

3. Teaching-Learning Process Strategies

Sl. No.	TLP Strategies	Description
1	Lecture Method	Utilize various teaching methods within the lecture format to reinforce competencies.
2	Video/Animation	Incorporate visual aids like videos/animations to enhance understanding of basic electronics concepts.
3	Collaborative Learning	Encourage collaborative learning for improved competency application.
4	Real-World Application	Discuss practical applications to connect theoretical concepts with real-world competencies.
5	Flipped Class Technique	Utilize a flipped class approach, providing materials before class to facilitate deeper understanding of competencies

4. Assessment Details (both CIE and SEE) Continuous Internal Evaluation (CIE)

Components		Number	Weightage	Max. Marks	Min Marks
1	Internal Assessment-Tests (A)	3	60%	30	12
2	Alternate Assessment (B)	2	40%	20	---
Total Marks				50	20

$$\text{Final CIE Marks} = (A) + (B)$$

A = Average of best two Test marks

B = Average of two Alternate Assessment marks

Semester End Examination (SEE)

1. Question paper will be containing 8 questions. Each question is set for 20 marks. The medium of the question paper shall be English unless otherwise it is mentioned.
2. The questions from Module 1, 4 and 5 will have 100% choice
3. The questions from Module 2 and 3 will not have any choice
4. Each of the question will have a maximum of two sub questions
5. The students have to answer 5 full questions selecting one full question from each module.

6. Marks scored will be proportionally scaled down to 50 marks

5. Course Outcomes (COs) and Mapping with POs/ PSOs
Course Outcomes (COs)

COs	Description
M26BESK104C/204C.1	Describe the working principles of PN junction diodes, DC power supplies, rectifiers, voltage regulators, switch mode power supplies, amplifier fundamentals, and MOSFET basics.
M26BESK104C/204C.2	Illustrate the principles of oscillators, operational amplifiers configurations used in basic electronic circuits.
M26BESK104C/204C.3	Apply number system concepts, Boolean algebra, and logic gates to implement logic circuits such as adders and subtractors.
M26BESK104C/204C.4	Discuss the fundamentals of communication systems, modulation concepts, radio wave propagation, and the development of wireless communication technologies from 1G to 4G.

CO-PO-PSO Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
M26BESK104C/204C.1	3	-	-	-	2	-	-	-	2	2	-
M26BESK104C/204C.2	3	3	-	-	2	-	-	-	2	2	-
M26BESK104C/204C.3	3	3	2	-	2	-	-	-	2	-	-
M26BESK104C/204C.4	3	2	-	-	-	-	-	-	-	-	-
M26BESK104C/204C	3	-	2	-	2	-	-	-	2	2	-

6. Mapping to Sustainable Development Goals (SDG):

Sl. No.	SDG	Justification
1	SDG 4: Quality Education	Learning advanced electronics builds foundational engineering skills.
2	SDG 9: Industry, Innovation and Infrastructure	Embedded systems, communication technologies, amplifiers, digital logic.
3	SDG 11: Sustainable Cities and Communities	Sensors, automation, embedded applications in smart cities

1st/ 2nd Semester	Engineering Science Course (ES) INTRODUCTION TO MECHANICAL ENGINEERING	M26BESK104D/ 204D
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1. Prerequisites

Sl. No.	Proficiency	Pre-requisites
1	Basic understanding of Engineering disciplines	Familiarity with different engineering disciplines and their role in society, industry, and technological development.
2	Basic knowledge of Mathematics and Physics	Understanding of fundamental concepts such as force, motion, energy, power, heat, and simple calculations related to engineering systems.
3	Analytical Thinking Skills	Ability to observe, analyze, and solve simple engineering problems using logical reasoning.
4	Visualization Skills	Ability to interpret basic engineering diagrams, machine components, schematic representations, and manufacturing processes.
5	Interest in Engineering Systems and Emerging Technologies	Curiosity to understand the working principles of machines, manufacturing processes, automation, robotics, and future mobility technologies.

2. Syllabus

Introduction to Mechanical Engineering SEMESTER – I/II			
Course Code	M26BESK104D/204D	CIE Marks	50
Total Number of Teaching-Learning Hours/sem (L:T: P:TW:SL)	32:32:0:20:20 = 104 Hours	SEE Marks	50
		Total Marks	100
Credits	03	Exam Hours	03
Course Objectives:			
- To develop basic knowledge of Mechanical Engineering, its role in industries, emerging technologies, and conventional and renewable energy sources. - To understand the concepts of different machine tool operations, industrial automation, and advanced manufacturing systems such as CNC machines and Additive Manufacturing (3D Printing). - To understand the working principles and applications of Internal Combustion (IC) engines and future mobility technologies including Electric, Hybrid, and Autonomous Vehicles. - To provide exposure to engineering materials, joining processes and their applications in manufacturing industries. - To acquire a basic understanding of mechatronics, robotics, and their role in industrial automation and modern manufacturing.			
Module -1			
Introduction: Role of Mechanical Engineering in Industries and Society. Emerging trends and technologies in Energy, Manufacturing, Automotive, Aerospace, and Marine sectors. Energy: Introduction and applications of conventional and renewable energy sources including Thermal, Hydrel, Nuclear, Solar Photovoltaic (PV), and Wind Energy. Environmental issues such as Global Warming and Carbon Neutrality.			
Module -2			
Machine Tool Operations: Working principle of Lathe and operations such as Turning, Facing and Knurling. Working principle of Drilling Machine and operations including Drilling, Boring and Reaming. Working principle of Milling Machine and operations such as Plain Milling, End Milling and Slot Milling. (<i>No sketches of machine tools; sketches to be used only for explaining the operations</i>). Automation in Industry: Definition, types – Fixed, Programmable and Flexible Automation, basic elements with block diagrams, advantages and industrial applications.			
Module -3			

Introduction to IC Engines: Components and working principles, four-stroke Petrol and Diesel engines, applications of IC engines, and basic performance parameters of IC engines (**Simple numerical problems**).

Future Mobility: Electric Vehicles (EV), Hybrid Electric Vehicles (HEV), components of electric and hybrid vehicles, advantages and limitations of EVs and Hybrid Vehicles, and an introduction to Autonomous Vehicles.

Module -4

Engineering Materials: Types, properties and applications of Ferrous and Non-Ferrous Metals, Ceramics, Glass, Polymers, Graphite, Diamond and Shape Memory Alloys.

Joining Processes: Soldering, Brazing and Welding, definitions, classification of welding processes, Arc Welding, Gas Welding and TIG Welding.

Module -5

Introduction to Mechatronics and Robotics: Open-loop and Closed-loop Mechatronic Systems. Robot Anatomy, Robot Configurations (Cartesian, Cylindrical, Polar and Articulated), applications, advantages and limitations of Industrial Robots.

Introduction to Advanced Manufacturing Systems: Introduction to CNC machines, components of CNC, advantages and applications of CNC, Introduction to Additive Manufacturing (3D Printing), and Introduction to Industry 4.0.

TEXTBOOKS:

1. K. R. Gopala Krishna, Elements of Mechanical Engineering, Subhash Publications, 35th Edition.
2. **R. K. Rajput**, *a Textbook of Elements of Mechanical Engineering*, **Laxmi Publications**, Fourth Edition.

REFERENCE BOOKS:

3. **Jonathan Wickert and Kemper Lewis**, *an Introduction to Mechanical Engineering*, **Cengage Learning**, Fourth Edition.
4. **P. N. Rao**, *Manufacturing Technology: Foundry, Forming and Welding*, **McGraw Hill Education**, Fifth Edition.

VIDEO LINKS:

1. https://www.nptel.ac.in/courses/112104526?utm_source=chatgpt.com
2. <https://mitlibraryblog.wordpress.com/mitm-videos/>

3. Teaching-Learning Process Strategies

Sl. No.	TLP Strategies	Description
1	Lectures & Presentations	Deliver core concepts and foundational knowledge. - Utilize multimedia (images, diagrams, and animations, videos) to enhance understanding.
2	Interactive Discussions & Q&A	Encourage active participation and clarification of doubts. Facilitate critical thinking and analysis of concepts through student-led discussions
3	Hands-on Activities	Provide laboratory or simulation-based activities to demonstrate real-world applications of mechanics or machine tools.
4	Case Studies	Present real-world engineering challenges and have students analyze potential solutions.
5	Flipped Class Technique	Utilize a flipped class approach, providing materials before class to facilitate deeper understanding of competencies
6	Project-Based Learning	Encourage research and design thinking through project-based learning activities

4. **Assessment Details (both CIE and SEE)**
Continuous Internal Evaluation (CIE)

	Components	Number	Weightage	Max. Marks	Min Marks
1	Internal Assessment - Tests (A)	3	60%	30	12
2	Alternate Assessment (B)	2	40%	20	---
	Total Marks			50	20

Final CIE Marks = (A) + (B)

A = Average of best two Test marks

B = Average of two Alternate Assessment marks

Self-Learning (SL): If applicable, the teaching faculty shall motivate the students to take up online courses from any recognized platforms. There shall not be any assessment of the Self-Learning component. The faculty must collect the certificate from the students who have successfully completed the self-learning relevant to the course.

Semester End Examination (SEE)

1. Question paper will be containing 8 questions. Each question is set for 20marks. The medium of the question paper shall be English unless otherwise it is mentioned.
2. The questions from Module 1, 4 and 5 will have 100% choice
3. The questions from Module 2 and 3 will not have any choice
4. Each of the question will have a maximum of two sub questions
5. The students have to answer 5 full questions selecting one full question from each module.
6. Marks scored will be proportionally scaled down to 50 marks

5. **Course Outcomes (COs) and Mapping with POs/ PSOs**

Course Outcomes (COs)

COs	Description
M26BESK104D/204D.1	Interpret the working principles and applications of conventional and renewable energy sources, with environmental issues such as global warming and carbon neutrality.
M26BESK104D/204D.2	Analyse the working principles and functionalities of various machine tools, industrial automation systems, their control strategies, and industrial applications.
M26BESK104D/204D.3	Evaluate the construction and working principles of Internal Combustion (IC) engines, and the basic concepts, components, and applications of Electric, Hybrid, and Autonomous Vehicles.
M26BESK104D/204D.4	Interpret the properties of engineering materials for selection in engineering applications, and the working principles and applications of welding, brazing, and soldering.
M26BESK104D/204D.5	Analyse the basic concepts of mechatronic systems, robotic systems, CNC machines, Additive Manufacturing (3D Printing), and Industry 4.0 in modern manufacturing.

CO-PO-PSO Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
M26BESK104D/204D.1	3	-	-	-	-	-	-	-	-	-	-
M26BESK104D/204D.2	3	-	-	-	-	-	-	-	-	-	-
M26BESK104D/204D.3	-	3	-	-	-	-	-	-	-	-	-
M26BESK104D/204D.4	3	-	-	-	-	-	-	-	-	-	-
M26BESK104D/204D.5	3	-	-	-	-	-	-	-	-	-	-
M26BESK104D/204D	3	3	-	-	-	-	-	-	-	-	-

6. Mapping to Sustainable Development Goals (SDG):

Sl. No.	SDG	Justification
1	SDG 7: Affordable and Clean Energy	The course introduces conventional and renewable energy sources, environmental sustainability, and future mobility technologies such as Electric and Hybrid Vehicles, promoting awareness of clean energy solutions, energy efficiency, and sustainable transportation, thereby supporting SDG 7.
2	SDG 9: Industry, Innovation and Infrastructure	Topics such as machine tools, industrial automation, CNC machines, Additive Manufacturing (3D Printing), robotics, and Industry 4.0 foster innovation, enhance manufacturing productivity, and strengthen sustainable industrial infrastructure, contributing to SDG 9.
3	SDG 12: Responsible Consumption and Production	The study of engineering materials, joining processes, advanced manufacturing systems, and automation promotes efficient utilization of resources, sustainable manufacturing practices, waste reduction, and responsible production, aligning with SDG 12.

1st / 2nd Semester	Engineering Science Course (ES) INTRODUCTION TO C PROGRAMMING	M26BESK104E / 204E
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1. Prerequisites

Sl. No.	Proficiency	Pre-requisites
1	Basic computer Skills	Understanding how to use a computer, Functionality of Computer and perform basic Programming.
2	Logical Thinking	Ability to think logically and analytically, which is crucial for understanding algorithms and problem-solving in programming.
3	Understanding of Algorithms	Understanding the logic behind different algorithms (e.g., sorting, searching) can improve the efficiency of the code and its role in solving problems efficiently.
4	Basic Modular Arithmetic	Basic Number Theory: Understanding of integers, Datatypes. Algebra: Proficiency in algebraic manipulations and understanding of congruence relations.
5	Problem-Solving Skills	Ability to break down complex problems into smaller, manageable parts and develop step-by-step solutions

2. Syllabus

INTRODUCTION TO C PROGRAMMING SEMESTER – I/II			
Course Code	M26BESK104E/204E	CIE Marks	50
Total Number of Teaching-Learning Hours/sem (L:T: P:TW:SL)	32:32:0:20:20 = 104 Hours	SEE Marks	50
Credits	03	Total Marks	100
		Exam Hours	03
Course Objectives:			
1. To introduce the fundamentals of computers, algorithmic thinking, and structured problem solving. 2. To build strong foundations in C syntax, control structures, and modular programming. 3. To develop the ability to design solutions using arrays, pointers, structures, and files. 4. To cultivate debugging discipline and good programming practices from the very first semester.			
Module -1			
Introduction to computers: Definition, Characteristics of Computer, Stored Program Concept, Applications of Computers, Basic Organization of Computer. Computer memory and Processors: Memory Organization, memory Hierarchy, Sequential and random Access, cache memory, Primary Memory. Design efficient programs: Program design Tools: Algorithms, Flowcharts, Pseudo codes. Programming in C: Introduction to C, Structure of C Program, writing the First C Program, Introduction to C, Files used in a C program, C tokens, Character set in C, keywords, Identifiers, Basic Datatypes in C, variables, constants, Input/output statements in C. Textbook 1: Chapter 1.1,1.2, 1.3, 1.6,1.7 , 3.1-3.7 8.4, 9.1-9.4, 9.7-9.14			
Module -2			
Programming in C: Operators in C, Type conversion and typecasting. Decision control and Looping statements: Introduction to decision control, Conditional branching statements, iterative statements, nested loops, break and continue statements. Textbook 1: Chapter 9.15-9.16, 10.1-10.5			
Module -3			
Functions: Introduction, Using Functions, Function declaration, Function definition, Function call, return statement, passing parameters to functions, scope of variables, recursive functions. Arrays: Declaration of arrays, accessing the elements of an array, storing values in arrays, Operations on arrays (Traverse, Searching, Sorting). Textbook 1: Chapter 11.1-11.8, 11.10. Chapter 12.1-12.5			
Module -4			
Arrays: Two dimensional arrays, operations on two-dimensional arrays Strings: Introduction, string taxonomy, operations on strings, (length, uppercase, lowercase, concatenate, compare, reverse) Miscellaneous string and character functions. Textbook 1: Chapter 12.7-12.8 Chapter 13.1, 13.3-13.6,			

Module -5	
Pointers: Concepts, pointer Variable, Accessing Variables through pointers, pointer Declaration and Definition, Initialization Pointer Variables, Pointer and Functions, pointers to pointers, Compatibility. Structures and Unions: Introduction, defining a structure, declaring structure Variables, accessing structure members, structure initialization, copying and comparing structure variables, operation on individuals' members. Textbook 2: Chapter 11, Chapter 13	
Illustrative Mini Project Ideas (Students May Choose Other Relevant Topics)	
<i>Mini projects are to be executed in teams of 2-3 students over the last 3-4 weeks of the semester, with a project report and a live demonstration for evaluation.</i> Mini Project 1: Digital Voltmeter Simulator Simulate a set of voltage readings, classify them into safe/unsafe ranges using functions, and log the readings to a file. Mini Project 2: Ohm's Law Based Circuit Calculator Given any two of voltage, current, and resistance, compute the third for a series of readings stored in an array, and save results to a file. Mini Project 3 Smart Site Alert Simulator Simulate a set of sensor-style readings (e.g., vibration or crack width) in an array, flag any reading beyond a safe limit, and log alerts to a file. Mini Project 4 Concrete Mix Quantity Calculator Given the volume of concrete and mix ratio, use functions to compute the required quantities of cement, sand, and aggregate, and save the report to a file. Mini Project 5: Frequency Unit Converter Utility Build a utility that converts frequency values between Hz, kHz, and MHz using functions and macros, with results logged to a file.	
Textbooks: 1. Reema Thareja, Computer fundamentals and programming in c, Oxford University, Third edition, 2023 2. Behrouz Forozon, Richard Gilberg, A structured Programming Approach using C, 2nd edition Thomson Learning, 2003.	
Reference Books: 1. E. Balaguruswamy, Programming in ANSI C, 8th Edition, Tata McGraw-Hill. 2. Brian W. Kernighan and Dennis M. Ritchie, The 'C' Programming Language, Pearson Publishers 2015. 3. Behrouz Forozon, Richard Gilberg, A structured Programming Approach using C, 2nd edition Thomson Learning, 2003.	
VIDEO LINKS: https://onlinecourses.nptel.ac.in/noc22_ce54/preview https://mitlibraryblog.wordpress.com/mitm-videos/ https://www.tutorialspoint.com/what-is-an-algorithm-and-flowchart-in-c-language https://www.tutorialspoint.com/cprogramming/c_data_types.htm https://www.tutorialspoint.com/cprogramming/c_operators.htm https://www.ccbp.in/blog/articles/decision-making-statements-in-c https://www.tutorialspoint.com/cprogramming/c_arrays.htm https://www.geeksforgeeks.org/variables-in-c/ https://www.w3schools.com/c/c_arrays.php https://www.programiz.com/c-programming/c-strings https://www.programiz.com/c-programming/c-pointers https://www.scaler.com/topics/c/structures-c/	

3. Teaching-Learning Process Strategies

Sl. No.	TLP Strategies	Description
1	Lecture Method	Utilize various teaching methods within the lecture format to reinforce competencies.
2	Video/Animation	Incorporate visual aids like videos/animations to enhance understanding of programming concepts.
3	Collaborative Learning	Encourage collaborative learning for improved competency application.

4	Real-World Application	Discuss practical applications to connect theoretical concepts with real-world competencies.
5	Programming Assignments	Assign programming tasks to reinforce practical skills associated with competencies.

4. Assessment Details (both CIE and SEE) Continuous Internal Evaluation (CIE)

	Components	Number	Weightage	Max. Marks	Min Marks
1	Internal Assessment - Tests (A)	3	60%	30	12
2	Alternate Assessment (B)	2	40%	20	---
	Total Marks			50	20

Final CIE Marks = (A) + (B)

A = Average of best two Test marks

B = Average of two Alternate Assessment marks

Semester End Examination (SEE)

1. Question paper will be containing 8 questions. Each question is set for 20marks. The medium of the question paper shall be English unless otherwise it is mentioned.
2. The questions from Module 1, 4 and 5 will have 100% choice
3. The questions from Module 2 and 3 will not have any choice
4. Each of the question will have a maximum of two sub questions
5. The students have to answer 5 full questions selecting one full question from each module.
6. Marks scored will be proportionally scaled down to 50 marks

5. Course Outcomes (COs) and Mapping with POs/ PSOs

Course Outcomes (COs)

COs	Description
M26BESK104E/204E.1	Apply the basic knowledge of computer hardware, functionalities of a computer to develop Simple C Programs.
M26BESK104/204E.2	Identify the appropriate operators, Branching and Looping constructs of C language to solve the real-world problem.
M26BESK104E/204E.3	Utilizing the Modularity of functions to implement arrays and strings to perform data Manipulation to inscribe the Application.
M26BESK104E/204E.4	Apply pointers, structures, unions in C programming to develop Application that efficiently manage, manipulate the data.

CO-PO-PSO Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
M26BESK104E/204E.1	3	-	-	-	-	-	-	-	-	-	-
M26BESK104E/204E.2	-	3	-	-	-	-	-	-	-	-	-
M26BESK104E/204E.3	-	3	3	-	-	-	-	-	-	-	-
M26BESK104E/204E.4	-	3	3	-	-	-	-	-	-	-	-
M26BESK104E/204E	3	3	3	-	-	-	-	-	-	-	-

6. Mapping to Sustainable Development Goals (SDG):

Sl. No.	SDG	Justification
1	SDG 4: Quality Education	The course builds critical computational and analytical thinking skills, empowering students with lifelong learning tools in computer science. Promotes technical education and employability
2	SDG 8: Decent Work and Economic Growth	By equipping students with key programming and problem-solving skills, the course enhances career opportunities in IT and software sectors, contributing to economic growth.
3	SDG 9: Industry, Innovation and Infrastructure	Programming using C form the backbone of modern technology and software infrastructure. The course fosters innovation and prepares students for building efficient, scalable digital systems

1st/2nd Semester	Emerging Technology Course (ET) INTRODUCTION TO BIOMEDICAL INSTRUMENTATION	M26BETK105A/ 205A
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1. Prerequisites

Sl. No.	Proficiency	Pre-requisites
1	Mathematics	Understanding of basic arithmetic operations.
2	Basic Electronics	Understanding of semiconductor components and their applications.
3	Basic Electrical	Understanding of Alternating Current, Direct current and their appliances.
4	Computer Knowledge	Basic knowledge of computers, peripherals and its operating system

2. Syllabus

INTRODUCTION TO BIOMEDICAL INSTRUMENTATION SEMESTER – I/II			
Course Code	M26BETK105A/205A	CIE Marks	50
Total Number of Teaching-Learning Hours/sem (L:T: P:TW:SL)	32:32:0:20:20 = 104 Hours	SEE Marks	50
		Total Marks	100
Credits	03	Exam Hours	03
Course Objectives:			
1. To understand the fundamental principles of biomedical instrumentation and physiological signal generation. 2. To study the operation and application of biomedical sensors and transducers. 3. To analyze the functioning of diagnostic and monitoring instruments such as ECG, EEG, EMG, and BP monitors. 4. To apply basic signal conditioning methods to biomedical signals. 5. To evaluate safety standards, ethical practices, and regulations in biomedical instrumentation.			
Module -1			
Physiology, Sensory organs and transducers: Cell and its structure, Nervous system: Structure of nervous system, neurons, Cardiovascular system, respiratory system, Kidney, Basic components of a biomedical system Sensory organs: Structure and function of Eye, Ear mechanism of hearing Transducers: Transducer, types of transducers, Piezo-electric, Ultrasonic transducer.			
Module -2			
Electro-physiological Measuring devices: Electrodes, ECG, EEG, EMG, ERG (Block diagram approach and its typical waveforms), Dialysis of Kidney.			
Module -3			
Non-electrical Measuring devices: Measurement of blood pressure, Heart rate, Spirometer, pH of blood, finger-tip oximeter, PPG, ESR, GSR (Block diagram approach, typical waveforms and its measurements).			
Module -4			
Medical Imaging: Introduction to Radiographic and fluoroscopic techniques, X-rays, Computer Tomography, MRI, Ultrasonography, Endoscopy, Thermography, PET (working principle with merits and demerits).			
Module -5			
Assistive/therapeutic Equipment and Electrical safety: Pacemakers, Ventilators, Hearing Aids, Audio meters. Electrical safety: Electrical danger, physiological effect of current.			
TEXTBOOKS:			
1. 'Medical Instrumentation: Application and Design', John G. Webster, Amit J. Nimunkar · 2020 2. R.S. Khandpur, 'Hand Book of Bio-Medical instrumentation', Tata McGraw Hill Publishing CoLtd., 2003. 3. Leslie Cromwell, Fred J.Weibell, Erich A. Pfeiffer, 'Bio-Medical Instrumentation and Measurements', II edition, Pearson Education, 2002 / PHI. https://kahedu.edu.in/naac/C-3/Additional%20documents/E-content/2651.pdf			
REFERENCE BOOKS:			

1. J. Webster, 'Medical Instrumentation', John Wiley & Sons, 2009.
2. L.A. Geddes and L.E. Baker, 'Principles of Applied Bio-Medical Instrumentation', John Wiley & Sons, 1975.

VIDEO LINKS:

1. https://onlinecourses.nptel.ac.in/noc25_bt49/preview
2. <https://www.coursera.org/learn/medical-image-processing>

3. Teaching-Learning Process Strategies

Sl. No.	TLP Strategies	Description
1	Conceptual Lectures with Visual Aids	Deliver fundamental concepts using presentations, diagrams, animations, and videos for better understanding of physiological systems and instruments.
2	Case Studies and Clinical Application Examples	Analyze real-life medical instrumentation cases from hospitals or published studies.
3	Demonstrations of Medical Devices	Live demos or videos of devices like ECG, pulse oximeters, BP monitors to connect theory with practice.
4	Guest Lectures / Industry Interaction	Invite professionals from hospitals or biomedical industries for expert talks.
5	Quizzes, Group Discussions & Peer Teaching	Encourage active learning through formative assessments and collaborative discussion.
6	Conceptual Lectures with Visual Aids	Deliver fundamental concepts using presentations, diagrams, animations, and videos for better understanding of physiological systems and instruments.

4. Assessment Details (both CIE and SEE)
Continuous Internal Evaluation (CIE)

Components		Number	Weightage	Max. Marks	Min Marks
1	Internal Assessment-Tests (A)	3	60%	30	12
2	Alternate Assessment (B)	2	40%	20	---
Total Marks				50	20

$$\text{Final CIE Marks} = (A) + (B)$$

A = Average of best two Test marks

B = Average of two Alternate Assessment marks

Semester End Examination (SEE)

1. Question paper will be containing 8 questions. Each question is set for 20marks. The medium of the question paper shall be English unless otherwise it is mentioned.
2. The questions from Module 1, 4 and 5 will have 100% choice
3. The questions from Module 2 and 3 will not have any choice
4. Each of the question will have a maximum of two sub questions
5. The students have to answer 5 full questions selecting one full question from each module.
6. Marks scored will be proportionally scaled down to 50 marks

5. Course Outcomes (COs) and Mapping with POs/ PSOs**Course Outcomes (COs)**

COs	Description
M26BETK105A/205A.1	Describe the basic structure and function of physiological systems relevant to biomedical instrumentation.
M26BETK105A/205A.2	Apply the principles and characteristics of sensors and transducers in biomedical instrumentation.

M26BETK105A/205A.3	Apply signal conditioning techniques for acquisition and processing of biomedical signals.
M26BETK105A/205A.4	Analyze the working of diagnostic and therapeutic devices such as ECG, EEG, EMG, and BP monitors.
M26BETK105A/205A.5	Evaluate safety standards, ethical practices, and emerging trends in biomedical instrumentation and healthcare technology.

CO-PO-PSO Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
M26BETK105A/205A.1	3	-	-	-	-	-	-	-	-	-	-
M26BETK105A/205A.2	-	3	-	-	-	-	-	-	-	-	-
M26BETK105A/205A.3	-	-	3	3	-	-	-	-	-	-	-
M26BETK105A/205A.4	-	-	-	3	-	-	-	-	-	-	-
M26BETK105A/205A.5	-	-	3	-	-	-	-	-	-	-	-
M26BET105A/205A	3	3	3	3	-	-	-	-	-	-	-

6. Mapping to Sustainable Development Goals (SDG):

Sl. No.	SDG	Justification
1	SDG 3: Good Health and Well-Being	Failure theories ensure mechanical safety , preventing accidents (SDG 3).
2	SDG 7: Affordable and Clean Energy	Understanding torsion and stability of columns is essential for energy transmission systems (e.g., turbine shafts in clean energy) and for the structural integrity of buildings and machinery, aligning with SDG 7
3	SDG 9: Industry, Innovation and Infrastructure,	Stress analysis ensures that buildings and components can handle real-world loads and environmental effects, which is crucial for developing resilient infrastructure (SDG 9)

1st / 2nd Semester	Emerging Technology Course (ET) INTRODUCTION TO EMBEDDED SYSTEMS	M26BETK105B/ 205B
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1. Prerequisites

Sl. No.	Proficiency	Pre-requisites
1	Physics Fundamentals	Apply fundamental concepts of physics related to electronic devices, semiconductor components, sensors, actuators, and physical principles involved in embedded system applications.
2	Digital Concepts	Demonstrate knowledge of digital electronics concepts including logic gates, digital circuits, memory organization, microcontrollers, and input/output interfaces used in embedded systems.
3	Mathematics	Apply mathematical concepts such as number systems, logical operations, calculations, and analytical methods required for understanding embedded system design, programming, and performance evaluation.
4	Computer Knowledge	Apply basic computer architecture, programming concepts, computer languages, and computational principles to understand microprocessors, microcontrollers, embedded software, and embedded system applications.

2. Syllabus

INTRODUCTION TO EMBEDDED SYSTEMS SEMESTER – I/II			
Course Code	M26BETK105B/205B	CIE Marks	50
Total Number of Teaching-Learning Hours/Sem (L:T: P:TW:SL)	32:32:0:20:20 = 104 Hours	SEE Marks	50
		Total Marks	100
Credits	03	Exam Hours	03
Course Objectives:			
1. To understand the basic hardware components and their selection method based on the characteristics and attributes of an embedded system.			
2. To develop the hardware-software co-design and firmware design approaches.			
3. To provide an overview of various applications and domains of embedded systems			
Module -1			
Basics: Basics of Computer Architecture, Computer Languages, RISC and CISC Architectures.			
Introduction to Embedded Systems: Introduction, Application Domain of Embedded Systems, Desirable Features and General Characteristics, Model of an Embedded System, Microprocessor vs Microcontroller, Example of a Simple Embedded System, Figures of Merit for an Embedded System.			
Module -2			
Embedded systems - The hardware point of view: Microcontroller unit (MCU), a popular 8-bit MCU: General Purpose I/O (GPIO), Clock, Power on Reset, Brown Out Reset, Watchdog Timer, Real-time Clock (RTC), Memory.			
Module -3			
Embedded System Components: Sensors, Actuators, I/O subsystems: LED, 7-segment LED, Optocoupler, Stepper motor, Relay, Push Button Switch, Keyboard. Communication interfaces: onboard interface -I2C, SPI, UART, External interface- USB, Bluetooth, Wi-Fi, ZigBee, GPRS.			
Module -4			
Examples of Embedded Systems: Mobile Phone, Automotive Electronics, Radio Frequency Identification (RFID), Wireless Sensor Networks (WISNET).			
Module -5			
Examples of Embedded Systems: Robotics, Biomedical applications.			
Embedded System Design Concepts: Hardware Software Co- Design, Computational models in embedded systems.			
TEXT BOOKS:			
1. Das, Lyla B, “Embedded systems: An integrated approach” Pearson Education India, 2012			

- Shibu K V, "Introduction to Embedded Systems", Tata McGraw Hill Education Private Limited, 2nd Edition.

REFERENCE BOOKS:

- Raj Kamal, "Embedded system-architecture, design and programming" 2nd edition.

VIDEO LINKS:

- <https://nptel.ac.in/courses/108102045>

3. Teaching-Learning Process Strategies

Sl. No.	TLP Strategies	Description
1	Lecture Method	Utilize various teaching methods within the lecture format to reinforce competencies.
2	Video/Animation	Incorporate visual aids like videos/animations to enhance understanding of embedded system working or protocols or buses.
3	Collaborative Learning	Encourage collaborative learning for improved competency application.
4	Higher Order Thinking (HOTS) Questions:	Pose HOTS questions to stimulate critical thinking related to each competency.
5	Problem-Based Learning (PBL)	Implement PBL to enhance analytical skills and practical application of competencies
6	Multiple Representations	Introduce topics in various representations to reinforce competencies
7	Real-World Application	Discuss practical applications to connect theoretical concepts with real-world competencies.
8	Flipped Class Technique	Utilize a flipped class approach, providing materials before class to facilitate a deeper understanding of competencies
9	Student Role-Play Assignments	Assign any embedded components to give seminars associated with competencies.

**4. Assessment Details (both CIE and SEE)
Continuous Internal Evaluation (CIE)**

	Components	Number	Weightage	Max. Marks	Min Marks
1	Internal Assessment-Tests (A)	3	60%	30	12
2	Alternate Assessment (B)	2	40%	20	---
	Total Marks			50	20

Final CIE Marks = (A) + (B)

A = Average of best two Test marks

B = Average of two Alternate Assessment marks

Self-Learning (SL): If applicable, the teaching faculty shall motivate the students to take up online courses from any recognized platforms. There shall not be any assessment of the Self-Learning component. The faculty must collect the certificate from the students who have successfully completed the self-learning relevant to the course.

Semester End Examination (SEE)

- Question paper will be containing 8 questions. Each question is set for 20marks. The medium of the question paper shall be English unless otherwise it is mentioned.
- The questions from Module 1, 4 and 5 will have 100% choice
- The questions from Module 2 and 3 will not have any choice
- Each of the question will have a maximum of two sub questions

5. The students have to answer 5 full questions selecting one full question from each module.
6. Marks scored will be proportionally scaled down to 50 marks

5. Course Outcomes (COs) and Mapping with POs/ PSOs

Course Outcomes (COs)

COs	Description
M26BETK105B/205B.1	Describe the basic concepts and design attributes of embedded systems
M26BETK105B/205B.2	Describe the elements of an embedded system like core, sensors, actuators, memory and communication buses and protocols.
M26BETK105B/205B.3	Apply the modelling techniques for designing embedded system firmware.
M26BETK105B/205B.4	Analyze the applications of embedded systems in various domains.

CO-PO-PSO Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
M26BETK105B/205B.1	3	-	-	-	-	-	-	-	-	-	2
M26BETK105B/205B.2	3	-	-	-	-	-	-	-	-	-	2
M26BETK105B/205B.3	3	3	-	-	-	-	-	-	-	-	2
M26BETK105B/205B.4	3	-	2	-	-	-	-	-	-	-	2
M26BETK105B/205B	3	3	2	-	-	-	-	-	-	-	2

6. Mapping to Sustainable Development Goals (SDG):

Sl. No.	SDG	Justification
1	SDG 4: Quality education	Focuses on design embedded systems and use of OS.
2	SDG 9: (Industry, Innovation, and Infrastructure)	Embedded systems form the backbone of modern industrial automation, IoT, and smart infrastructure. By learning system design, students contribute to advancements in robotics, automation, and efficient computing solutions.
3	SDG 11: (Sustainable Cities and Communities)	Students are exposed to embedded applications in smart cities, including sensor networks, real-time communication, and automation. These help in the development of smart transportation, environmental monitoring, and public safety systems.

1st / 2nd Semester	Emerging Technology Course (ET) RENEWABLE SOURCES OF ENERGY	M26BETK105C/ 205C
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1. Prerequisites

S/L	Proficiency	Prerequisites
1.	Basic Physics	- Understanding of energy, power, and force. - Knowledge of thermodynamics, particularly the laws of energy conservation and conversion.
2.	Basic Chemistry	- Understanding of chemical reactions and processes. - Understanding the materials and reactions involved in energy storage, bioenergy, and fuel cells.
3.	Basic Biology	Basics of plant biology and ecology for bioenergy.
4.	Environmental Science	Basic understanding of Ecology, Pollution & Environmental Impact and Sustainability.
5.	Conventional Sources	Basic knowledge of fossil fuels, coal, hydro & nuclear.

2. Syllabus

RENEWABLE SOURCES OF ENERGY SEMESTER – II			
Course Code	M26BETK105C/205C	CIE Marks	50
Total Number of Teaching-Learning Hours/sem (L:T: P:TW:SL)	32:32:0:20:20 = 104 Hours	SEE Marks	50
		Total Marks	100
Credits	03	Exam Hours	03
Course objectives: - To understand energy scenario, energy sources and their utilization. - To explore society's present needs and future energy demands. - To Study the principles of renewable energy conversion systems. - To exposed to energy conservation methods.			
Module -1			
Introduction: Energy source and its classification, India's production and reserves of commercial energy sources, India's Energy Needs, Energy Pricing in India, Energy Distribution between Developed and Developing Countries, worldwide renewable energy availability, renewable energy availability in India, Advantages & disadvantages of renewable energy, Introduction to Internet of energy (IOE) and its applications.			
Module -2			
Solar Energy: Fundamentals of Solar Radiation; Solar radiation Measurements- Pyrheliometer, Pyrometer, Sunshine Recorder. Solar Thermal Collectors: Flat Plate Collector and Concentrating Collectors, Solar distillation; Solar pond electric power plant. Solar electric power generation- Principle of Solar cell, Photovoltaic system for electric power generation, advantages, Disadvantages and applications of solar photovoltaic system. Case Study.			
Module -3			
Wind Energy: History and evolution of wind energy, availability of wind energy in India, wind velocity and power from wind; limitations of wind energy, energy available in the wind, Basic components of wind energy conversion system (WECS); lift and drag, Classification of WECS. Vertical axis- Savonius and Darrieus types. Case study. Biomass Energy: Introduction; Photosynthesis Process; Biomass Resources; Biomass conversion technologies, Anaerobic Digestion, Bio digester -fixed dome & Floating type; Urban waste to energy conversion. Case study			
Module -4			

Ocean Water Energy: Tides and waves as energy suppliers and their mechanics, Single & double basin system, OTEC - Open & Close cycle, Challenges and future directions in ocean energy, Case Study.

Geo Thermal Energy: Introduction, Types of Hydrothermal resources, Applications.

Module -5

AI based Renewable Energy Systems: Role of AI in achieving energy efficiency, Machine learning, deep learning, reinforcement learning, AI techniques and models in renewable energy, AI applications in renewable energy systems, Challenges and limitations of AI in renewable energy. **Role of AI in renewable energy systems,** Sector-wise use of AI: Solar, wind, and grid management, Challenges, opportunities, and future directions. Standards for AI in renewable energy.

Text Books:

1. Nonconventional Energy sources, G D Rai, Khanna Publication, Fourth Edition,
2. Energy Technology, S.Rao and Dr. B.B. Parulekar, Khanna Publication.
3. Solar energy, Subhas PSukhatme, TataMcGrawHill, 2ndEdition,1996.
4. Artificial Intelligence-based Renewable Energy Systems, Kashif Naseer Qureshi,

Reference Books:

- 1.Principles of Energy conversion, A. W. Culp Jr., McGraw Hill, 1996
- 2.Non-Convention EnergyResources, Shobh Nath Singh, Pearson, 2018

Links

1. <https://www.youtube.com/@mitmysore-mechanicalengine8107>
2. https://www.youtube.com/watch?v=mh51mAUEXK4&list=PLwdnzlV3ogoXUifhvYB65lLJCZ74o_fAk

3. Teaching-Learning Process Strategies

Sl. No.	TLP Strategies	Description
1	Lecture Method	Utilize various teaching methods within the lecture format to reinforce competencies.
2	Video/Animation	Incorporate visual aids like videos/animations to enhance understanding of RES concepts.
3	Collaborative Learning	Encourage collaborative learning for improved competency application.
4	Real-World Application	Discuss practical applications to connect theoretical concepts with real-world competencies.
5	Flipped Class Technique	Utilize a flipped class approach, providing materials before class to facilitate deeper understanding of competencies.

4. Assessment Details (both CIE and SEE)

Continuous Internal Evaluation (CIE)

	Components	Number	Weightage	Max. Marks	Min Marks
1	Internal Assessment - Tests (A)	3	60%	30	12
2	Alternate Assessment (B)	2	40%	20	---
	Total Marks			50	20

Final CIE Marks = (A) + (B)

A = Average of best two Test marks

B = Average of two Alternate Assessment marks

Semester End Examination (SEE)

1. Question paper will be containing 8 questions. Each question is set for 20marks. The medium of the question paper shall be English unless otherwise it is mentioned.

2. The questions from Module 1, 4 and 5 will have 100% choice
3. The questions from Module 2 and 3 will not have any choice
4. Each of the question will have a maximum of two sub questions
5. The students have to answer 5 full questions selecting one full question from each module.
Marks scored will be proportionally scaled down to 50 marks

5. Course Outcomes (COs) and Mapping with POs/ PSOs

Course Outcomes (COs)

COs	Description
M26BETK105C/205C.1	Make use of the basic physics of energy conversion to identify the environmental aspects of renewable energy resources in comparison with various conventional energy systems, their prospects and limitations.
M26BETK105C/205C.2	Interpret the principles of solar radiation and performance of solar thermal and photovoltaic systems for sustainable energy applications.
M26BETK105C/205C.3	Illustrate the methods of energy conversion using the concept of wind energy and bio mass energy concepts.
M26BETK105C/205C.4	Interpret the different energy generation technologies by identifying the key operating principles of ocean energy and geothermal energy.
M26BETK105C/205C.5	Make use of AI techniques to improve the operation, monitoring, and management of renewable energy systems through suitable case studies.

CO-PO-PSO Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
M26BETK105C/205C.1	3	-	-	-	-	-	-	-	-	-	-
M26BETK105C/205C.2	3	-	-	-	-	-	-	-	-	-	-
M26BETK105C/205C.3	3	-	-	-	-	-	-	-	-	-	-
M26BETK105C/205C.4	3	-	-	-	-	-	-	-	-	-	-
M26BETK105C/205C.5	3	-	-	-	-	-	-	-	-	-	-
M26BETK105C/205C	3	-	-	-	-	-	-	-	-	-	-

6. Mapping to Sustainable Development Goals (SDG):

Sl. No.	SDG	Justification
1	SDG 7 - Affordable and Clean Energy	Primary SDG. Covers renewable energy technologies, energy efficiency, solar, wind, biomass, geothermal, and sustainable energy access.
2	SDG 11 - Sustainable Cities and Communities	Encourages the use of renewable energy in buildings, transportation, and urban energy systems.
3	SDG 12 - Responsible Consumption and Production	Focuses on efficient utilization of energy resources, conservation, and sustainable energy practices.

1st / 2nd Semester	Emerging Technology Course (ET) FUNDAMENTALS OF NANO SCIENCE AND NANOTECHNOLOGY	M26BETK105D/ 205D
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1. Prerequisites

S/L	Proficiency	Prerequisites
1	Engineering principles	Basic understanding of engineering concepts like design, fabrication, and characterization can be helpful.
2	Basic Chemistry	Atomic Structure: Understanding atoms, molecules, and chemical bonds. Chemical Reactions: Knowledge of how substances interact and change. Organic Chemistry: Familiarity with carbon-based molecules, which are often used in nanotechnology.
3	Basic Physics	Classical Mechanics: Basics of motion, forces, and energy. Electromagnetism: Understanding electric and magnetic fields and their interactions with matter. Quantum Mechanics: Basic principles, as nanotechnology often deals with phenomena at the atomic and molecular levels.
4	Fundamentals of Material Science and Engineering	Solid State Physics: Crystal structures, defects in solids, and electronic properties of materials. Thermodynamics: Basic principles including energy, entropy, and the laws of thermodynamics. Material Properties: Mechanical, electrical, optical, and thermal properties of materials.

2. Syllabus

Fundamentals of Nano science and Nanotechnology SEMESTER – I/II			
Course Code	M26BETK105D/205D	CIE Marks	50
Number of Lecture Hours/Week (L: T: P: S)	3:0:0:0	SEE Marks	50
Total Number of Lecture Hours	40	Total Marks	100
Credits	3	Exam Hours	03
Course objectives			
- To provide a comprehensive overview of synthesis and characterization of nanoparticles, nanocomposites and hierarchical materials with nanoscale features. - To provide the engineering students with necessary background for understanding various nanomaterials characterization techniques. - To develop an understanding of the basis of the choice of material for device applications. - To give an insight into complete systems where nanotechnology can be used to improve our everyday life. - To describe the historical development and the future potential of nanotechnology.			
Module -1			
Fundamentals of Nanomaterials and Synthesis			
Introduction to Nanotechnology: Introduction to Nanoscience and Nanotechnology, Historical development and future prospects of nanotechnology, Nanoscale dimensions and classification of nanomaterials, Size-dependent physical, chemical, optical and magnetic properties, Quantum confinement in 0D, 1D, 2D and 3D nanostructures, Surface energy and Surface-to-Volume ratio, Types of nanomaterials.			
Synthesis of Nanomaterials Bottom-Up Approaches: Sol-Gel Method, Hydrothermal and Solvothermal Synthesis, Chemical Vapor Deposition (CVD), Chemical Bath Deposition (CBD), SILAR Technique.			

Top-Down Approaches: High Energy Ball Milling, Physical Vapor Deposition (PVD), Magnetron Sputtering, Laser Ablation.
Module -2
Characterization Techniques for Nanomaterials Microscopy Techniques: Scanning Electron Microscope (SEM), Transmission Electron Microscope (TEM), Atomic Force Microscope (AFM), Scanning Tunneling Microscope (STM), Basic introduction to Field Emission SEM (FESEM). Structural and Optical Characterization: X-Ray Diffraction (XRD), Bragg's Law, Debye-Scherrer Equation and Numerical Problems, UV-Visible Spectroscopy and Optical Band Gap, Fourier Transform Infrared Spectroscopy (FTIR), Introduction to Raman Spectroscopy
Module -3
Carbon and Two-Dimensional Nanomaterials Carbon Nanomaterials: Graphene, Single-Walled Carbon Nanotubes (SWCNT), Multi-Walled Carbon Nanotubes (MWCNT), Fullerenes. Emerging Two-Dimensional Materials: Graphene Oxide (GO), Reduced Graphene Oxide (rGO), Transition Metal Dichalcogenides (MoS ₂ – Introduction). Properties and Applications: Electrical, Mechanical, Thermal, Optical Properties. Applications: Energy Storage, Flexible Electronics, Sensors, Biomedical Applications.
Module -4
Nanotechnology for Sustainable Energy Solar Energy: First, Second and Third Generation Solar Cells, Dye Sensitized Solar Cells (DSSC), Quantum Dot Sensitized Solar Cells (QDSSC), Introduction to Perovskite Solar Cells. Energy Storage: Lithium-ion Batteries, Sodium-ion Batteries (Introduction), Nanomaterials for Cathodes and Anodes, Solid Electrolytes and Battery Separators, Supercapacitors (Introduction). Fuel Cells: Types of Fuel Cells, Proton Exchange Membrane Fuel Cell (PEMFC), Hydrogen Storage Materials, Nanocatalysts for Fuel Cells.
Module -5
Applications of Nanotechnology and Recent Trends Applications of Nanotechnology: Nanomedicine and Drug Delivery, Nano Biotechnology and Biosensors, Nanoelectronics, Nanophotonics, Nano-enabled Agriculture, Water Purification using Nanomaterials, Environmental Remediation, Emerging Trends: Smart Nanomaterials, Nanorobotics (Introduction), Artificial Intelligence in Nanomaterial Design, Safety, Toxicity and Ethical Issues of Nanotechnology, Recent Advances and Industrial Applications of Nanotechnology.
Suggested Learning Resources: Books 1. Nano Materials – A.K. Bandyopadhyay/ New Age Publishers 2. Nanocrystals: Synthesis, Properties and Applications – C.N.R. Rao, P. John Thomas and G. U. Kulkarni, Springer Series in Materials Science 3. Nano Essentials- T. Pradeep/TMH 4. Peter J. F. Harris, Carbon nanotube science: synthesis, properties, and applications. Cambridge University Press, 2011 5. M.A. Shah, K.A. Shah, “Nanotechnology: The Science of Small”, Wiley India, ISBN 13: 9788126538683. Reference Books 1. Introduction to Nanotechnology, C. P. Poole and F. J. Owens, Wiley, 2003 2. Understanding Nanotechnology, Scientific American, 2002 3. Nanotechnology, M. Ratner and D. Ratner, Prentice Hall, 2003 4. Nanotechnology, M. Wildon, K. Kannagara, G. Smith, M. Simmons and B. Raguse, CRC Press Boca Raton, 2002.

3. Teaching-Learning Process Strategies

S/L	TLP Strategies:	Description
1	Lecture Method	Utilize various teaching methods within the lecture format to reinforce competencies.
2	Video/Animation	Incorporate visual aids like videos/animations to enhance understanding of nano materials concepts.
3	Collaborative Learning	Encourage collaborative learning for improved competency application.
4	Higher Order Thinking (HOTS) Questions:	Pose HOTS questions to stimulate critical thinking related to each competency.
5	Multiple Representations	Introduce topics in various representations to reinforce competencies
6	Real-World Application	Discuss practical applications to connect theoretical concepts with real-world competencies.

4. Assessment Details (both CIE and SEE)
Continuous Internal Evaluation (CIE)

Components		Number	Weightage	Max. Marks	Min Marks
1	Internal Assessment - Tests (A)	3	60%	30	12
2	Alternate Assessment (B)	2	40%	20	---
Total Marks				50	20

Final CIE Marks = (A) + (B)**A** = Average of best two Test marks**B** = Average of two Alternate Assessment marks**Semester End Examination (SEE)**

1. Question paper will be containing 8 questions. Each question is set for 20marks. The medium of the question paper shall be English unless otherwise it is mentioned.
2. The questions from Module 1, 4 and 5 will have 100% choice
3. The questions from Module 2 and 3 will not have any choice
4. Each of the question will have a maximum of two sub questions
5. The students have to answer 5 full questions selecting one full question from each module.
6. Marks scored will be proportionally scaled down to 50 marks

5. Course Outcomes (COs) and Mapping with POs/ PSOs**Course Outcomes (COs)**

COs	Description
M26BETK105D/205D.1	Make use of the fundamental concepts of nanotechnology to synthesize the nanoparticles by various techniques.
M26BETK105D/205D.2	Illustrate the working of basic instruments used in characterization of nanoparticles.
M26BETK105D/205D.3	Apply the concepts of nanotechnology in various engineering discipline.
M26BETK105D/205D.4	Interpret the unique properties of carbon and its various allotropes like diamond, graphite and graphene.
M26BETK105D/205D.5	Analyze the relationship between material properties at the nanoscale and their energy storage and conversion capabilities.

CO-PO-PSO Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
M26BETK105D/205D.1	3	-	-	-	-	-	-	-	-	-	-
M26BETK105D/205D.2	3	-	-	-	-	-	-	-	-	-	-
M26BETK105D/205D.3	3	-	-	-	-	-	-	-	-	-	-

M26BETK105D/205D.4	3	-	-	-	-	-	-	-	-	-	-
M26BETK105D/205D.5	-	3	-	-	-	-	-	-	-	-	-
M26BETK105D/205D	3	3	-	-	-	-	-	-	-	-	-

6. Mapping to Sustainable Development Goals (SDG):

Sl. No.	SDG	Justification
1	SDG 7: Affordable and Clean Energy	The course extensively covers nanotechnology applications in sustainable energy, including first, second, and third generation solar cells, dye-sensitized and quantum dot solar cells, perovskite solar cells, lithium-ion and sodium-ion batteries, supercapacitors, hydrogen storage materials, and fuel cell nanocatalysts. These topics directly contribute to improving clean energy generation, storage, and energy efficiency.
2	SDG 9: Industry, Innovation and Infrastructure	The course provides a strong foundation in the synthesis, characterization, and application of advanced nanomaterials using state-of-the-art techniques such as CVD, PVD, sputtering, SEM, TEM, XRD, and AFM. It promotes technological innovation in nanoelectronics, sensors, smart materials, nanophotonics, AI-assisted material design, and industrial nanotechnology, supporting sustainable industrialization and research-driven innovation.
3	SDG 6: Clean Water and Sanitation	The course includes nanomaterial-based water purification and environmental remediation technologies. Advanced nanomaterials such as graphene-based materials and nanocomposites are widely used for removing heavy metals, dyes, pathogens, and organic pollutants from water, contributing to improved access to clean and safe water.

1st / 2nd Semester	Emerging Technology Course (ET) GREEN BUILDINGS	M26BETK105E/ 205E
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1. Prerequisites

Sl. No.	Proficiency	Pre-requisites
1	Mathematics.	Fundamentals of arithmetic and algebra calculations.
2	Physics.	Fundamentals of heat, light, and building physics.
3	Material Science.	Understanding how materials respond to external loads.
4	Construction Methods and Materials.	Knowledge of construction materials observed in day-to-day life.

2. Syllabus

GREEN BUILDINGS SEMESTER – II			
Course Code	M26BET105E/205E	CIE Marks	50
Total Number of Teaching-Learning Hours/Sem (L: T: P:TW:SL)	2:2:0: 20:20 = 104 Hours	SEE Marks	50
		Total Marks	100
Credits	03	Exam Hours	03
Course Objectives:			
- Understand the Definition, Concept & Objectives of the terms cost effective construction and green building. - Apply cost effective Technologies and Methods in Construction. - Understand the Problems due to Global Warming. - Understand green building ratings and sustainable design. - Understand the concept of utilization of solar energy and green composites.			
Module -1			
Introduction to the concept of cost-effective construction			
- Different types of materials, their availability, requirements/properties and application – Stones, Laterite Blocks, Burnt Bricks, Concrete Blocks, Stabilized Mud Blocks, Lime Pozzolana Cement, Fiber Reinforced Cement Components, Fiber Reinforced Polymer Composite, Bamboo. - Recycling of building materials – Bricks, Concrete, Steel, Plastics. - Environmental issues related to quarrying of building materials.			
Module -2			
Environment friendly and cost-effective Building Technologies			
- Alternates for wall construction - Flemish Bond, Rat Trap Bond, Cavity Wall. - Ferro Cement and Ferro Concrete constructions. - Different pre cast members - Wall and Roof Panels, Door and Window frames, Water tanks, Septic Tanks. - Alternate roofing systems - Filler Slab, Composite Beam and Panel Roof. - Pre-engineered and ready to use building elements. - Contributions of agencies - Cost ford, Nirmithi Kendra, Habitat			
Module -3			
Global Warming			
- Definition, Causes and Effect, Contribution of Buildings towards Global Warming, - Carbon Footprint – Global Efforts to reduce carbon Emissions. - Green Buildings – Definition, Features, Necessity, Environmental benefit, Economical benefits, Health and Social benefits, Major Energy efficient areas for buildings. - Embodied Energy in Materials. - Comparison of cost of Green V/s Conventional Building. - Life cycle Assessment of Buildings.			
Module -4			

Green Building rating Systems – BREEAM, LEED, GREEN STAR, GRIHA (Green Rating for Integrated Habitat Assessment) and IGBC for new buildings – Purpose - Key highlights - Point System with Differential weight age.

Green Design – Definition, Principles of sustainable development in building design, Characteristics of Sustainable Buildings, sustainably managed Materials.

Module -5

Utility of Solar Energy in Buildings

Utility of Solar energy in buildings concepts - Passive Cooling and Heating of Buildings, Low Energy Cooling, Case studies of Solar Passive Cooled and Heated Buildings.

Green Composites for Buildings - Concepts of Green Composites,

Water Utilization in Buildings - Low Energy Approaches to Water Management, Management of Solid Wastes, Management of Sullage Water and Sewage.

Green Cover and Built Environment.

TEXTBOOKS

1. Harharalyer G, Green Building Fundamentals, Notion Press
2. Dr. Adv. Harshul Savla, Green Building: Principles & Practices. Notion press.

REFERENCE BOOKS

1. Jimmy C.M. Kao, Wen-Pei Sung, Ran Chen, Green Building, Materials and Civil Engineering, 1st edition, CRC Press.
2. Ross Spiegel, Dru Meadows, Green Building Materials: A Guide to Product Selection and Specification,
3. Sam Kubba, Handbook on green building design and construction, BH publications.

VIDEO LINKS:

1. <https://nptel.ac.in/courses/124106455>
2. <https://nptel.ac.in/courses/105102195>

3. Teaching-Learning Process Strategies

Sl. No.	TLP Strategies	Description
1	Lecture Method	Utilize various teaching methods within the lecture format to reinforce competencies.
2	Video/Animation	Incorporate visual aids like videos/animations to enhance understanding of Verilog concepts.
3	Collaborative Learning	Encourage collaborative learning for improved competency application.
4	Real-World Application	Discuss practical applications to connect theoretical concepts with real-world competencies.
5	Flipped Class Technique	Utilize a flipped class approach, providing materials before class to facilitate deeper understanding of competencies.
6	Site Visits	Visting the sites to understand the concept of green building materials and technologies.

4. Assessment Details (both CIE and SEE)

Continuous Internal Evaluation (CIE)

Components	Number	Weightage	Max. Marks	Min Marks
1 Internal Assessment - Tests (A)	3	60%	30	12
2 Alternate Assessment (B)	2	40%	20	---
Total Marks			50	20

Final CIE Marks = (A) + (B)

A = Average of best two Test marks

B = Average of two Alternate Assessment marks

Self-Learning (SL): The teaching faculty shall motivate the students to take up online courses from any recognized platforms. There shall not be any assessment of the Self-Learning component. The faculty must

collect the certificate from the students who have successfully completed the self-learning relevant to the course.

Semester End Examination (SEE)

1. Question paper will be containing 8 questions. Each question is set for 20marks. The medium of the question paper shall be English unless otherwise it is mentioned.
2. The questions from Module 1, 4 and 5 will have 100% choice
3. The questions from Module 2 and 3 will not have any choice
4. Each of the question will have a maximum of two sub questions
5. The students have to answer 5 full questions selecting one full question from each module.
6. Marks scored will be proportionally scaled down to 50 marks

5. Course Outcomes (COs) and Mapping with POs

Course Outcomes (COs)

COs	Description
M26BETK105E/205E.1	Apply the knowledge of science to study environmental issues in building materials and environmentally friendly/alternative building materials and technologies for cost effective and energy efficient construction.
M26BETK105E/205E.2	Illustrate the concept of global warming due to different materials and buildings in construction.
M26BETK105E/205E.3	Exemplify the concept of green building rating systems used in buildings.
M26BETK105E/205E.4	Illustrate the alternate source of energy and effective water & solid waste management used in buildings to meet sustainable environment.

CO-PO-PSO Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
M26BETK105E/205E.1	3	-	-	-	-	2	-	-	-	-	-
M26BETK105E/205E.2	3	-	-	-	-	2	-	-	-	-	-
M26BETK105E/205E.3	3	2	-	-	-	2	-	-	-	-	-
M26BETK105E/205E.4	3	-	-	-	-	2	-	-	-	-	2
M26BETK105E/205E	3	2	-	-	-	2	-	-	-	-	2

6. Mapping to Sustainable Development Goals (SDG)

Sl. No.	SDG	Justification
1	SDG 3: Good Health and Well-being	Improves indoor air quality, reduces exposure to harmful materials, and promotes healthier living and working environments
2	SDG 6: Clean Water and Sanitation	They will learn about rainwater harvesting, greywater reuse, and better sanitation systems.
3	SDG 7: Affordable and Clean Energy	Focuses on energy efficiency and renewable integration (solar systems)
4	SDG 9: Industry, Innovation and Infrastructure,	By adapting these green technologies can ensure buildings and components can handle real-world loads and environmental effects, which is crucial for developing resilient infrastructure.
5	SDG 11: Sustainable Cities and Communities,	Supports urban resilience, resource-efficient neighbourhoods, and inclusive city planning.
6	SDG 12: Responsible Consumption and Production	The efficient use of materials and adoption of construction practices that minimize waste and environmental impact.
7	SDG 13: Climate Action	Promotes deep decarbonization, greenhouse gas reduction, and climate adaptation resilience
8	SDG 15: Life on Land	Supports biodiversity, ecosystem preservation, sustainable forestry, and green landscapes

1st / 2nd Semester	Emerging Technology Course (ET) SMART BUILDING SERVICES AND SUSTAINABLE SYSTEMS	M26BETK105F/ 205F
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1. Prerequisites.

S/L	Proficiency	Prerequisites
1	Basic knowledge of science and mathematics	Studied in 10+2 level and implementation of the concepts through fundamentals
2	Familiarity with basic engineering drawing	The subject imparts ability to visualize spatial arrangements.
3	General awareness of buildings and infrastructure	Understanding of common utilities in homes/buildings.
4	Basic communication skills	Understand and interpret instructions, manuals, and maintenance records

2. Syllabus

SMART BUILDING SERVICES AND SUSTAINABLE SYSTEMS SEMESTER – I/II			
Course Code	M26BETK105F/205F	CIE Marks	50
Total Number of Teaching-Learning Hours/sem (L: T: P:TW:SL)	2:2:0: 20:20 = 104 Hours	SEE Marks	50
		Total Marks	100
Credits	03	Exam Hours	03
Course Objectives:			
1. Learn the importance of sanitation, domestic water supply, and fire services. 2. Understand the concepts of heat, ventilation and air conditioning. 3. Develop technical and practical knowledge in Building Services.			
Module -1			
Water Supply Services for building:			
Basics of water supply for different building types, Simple water purification techniques, Water-saving methods and practices, Service connections: mains, sump, storage tanks, Simple layout plans for water supply systems in building.			
Plumbing services for building:			
Introduction to plumbing services, Basic plumbing, Types/sizes of pipes and pipe fittings and special setups for multi-storeyed buildings, Common materials, bathroom fixtures, and modern fittings (e.g., taps, mixers, showers)			
Module -2			
Heat Ventilation and Air Conditioning (HVAC):			
Basics of heat transfer and thermal insulating materials, Common methods of thermal insulation for roofs and walls.			
Ventilation: importance, types, and basic systems, Fundamentals of air conditioning and air-cooling systems, Principles of Air conditioning, Types of ducting and air distribution methods, Essentials of air-conditioning system.			
Module -3			
Electrical Services for building:			
Basics of electricity and electrical supply (Single & Three-phase), Protective devices in buildings (fuse, MCB, RCCB, etc.), Electrical safety and types of earthing (pipe, plate, chemical), ISI standards and safety norms, Types of electrical wiring and cables used in buildings, Electrical layout planning for residential buildings, Components: Main board, distribution board, Basic principles of lighting and illumination.			
Fire Fighting services for building:			
Classification of buildings based on fire risk and occupancy, Common causes and spread of fire in buildings			
Fire protection systems: active and passive, Fire detection equipment: smoke detectors, heat sensors, alarms			
Fire suppression systems: sprinklers, extinguishers, hydrants, wet & dry risers, Escape route planning: fire stairs, doors, signage, fire safety provisions.			
Module -4			

Solar Energy Systems in Buildings:

Introduction to Solar Energy: Basics of solar radiation and photovoltaic (PV) principle, Solar potential in India, Solar Power Systems: Components of a rooftop solar system, Applications in Buildings: Rooftop solar electricity generation, Solar water heating systems, Solar streetlights and garden lighting, Solar-powered fans and pumps.

Rainwater Harvesting: Introduction to Rainwater Harvesting, Need and Importance of RWH in Modern Context, Basic Components of Rainwater Harvesting System, Types of Rainwater Harvesting Systems, Benefits of Rainwater Harvesting, Limitations and Challenges in Implementation.

Module -5**Engineering Services in Buildings:**

Introduction of Engineering Services, Vertical Transportation Systems: Lifts and escalators – types, safety norms, Cold and hot water supply systems, Electrical Systems: Overview of building wiring, power distribution, Heating Systems: Hot water boilers – types and usage.

Building Maintenance:

Introduction to Building Maintenance: Importance and scope, Types of Maintenance: Preventive: Regular inspections, servicing, Protective: Weatherproofing, anti-corrosion measures, Scheduled: Periodic maintenance routines, Contingency: Emergency repairs and breakdown response, Maintenance Planning: Planning tools and scheduling, Maintenance Information System (MIS), Maintenance Standards and Practices.

Text Books

1. Charangith shah, Water supply and sanitary engineering, Galgotia publishers.
2. E. G. Butcher, Smoke control in Fire-safety Design.
3. Energy Conservation Building Code – 2017 (with amendments up to 2020), Bureau of Energy Efficiency.

Reference Books:

1. National Building Code.
2. O. H. Koenigsberger, “Manual of Tropical Housing and Building”, Longman Group United Kingdom.

3. Teaching-Learning Process Strategies

S/L	TLP Strategies	Description
1	Lecture Method	Utilize various teaching methods within the lecture format to reinforce competencies.
2	Video/Animation	Incorporate visual aids like videos/animations to enhance understanding of concepts.
3	Collaborative Learning	Encourage collaborative learning for improved competency application.
4	Multiple Representations	Introduce topics in various representations to reinforce competencies
5	Real-World Application	Discuss practical applications to connect theoretical concepts with real-world competencies.
6	Flipped Class Technique	Utilize a flipped class approach, providing materials before class to facilitate deeper understanding of competencies

4. Assessment Details (both CIE and SEE)**Continuous Internal Evaluation (CIE)**

	Components	Number	Weightage	Max. Marks	Min Marks
1	Internal Assessment - Tests (A)	3	60%	30	12
2	Alternate Assessment (B)	2	40%	20	---
	Total Marks			50	20

Final CIE Marks = (A) + (B)

A = Average of best two Test marks

B = Average of two Alternate Assessment marks

Self-Learning (SL): If applicable, the teaching faculty shall motivate the students to take up online courses from any recognized platforms. There shall not be any assessment of the Self-Learning component. The

faculty must collect the certificate from the students who have successfully completed the self-learning relevant to the course.

Semester End Examination (SEE)

1. Question paper will be containing 8 questions. Each question is set for 20marks. The medium of the question paper shall be English unless otherwise it is mentioned.
2. The questions from Module 1, 4 and 5 will have 100% choice
3. The questions from Module 2 and 3 will not have any choice
4. Each of the question will have a maximum of two sub questions
5. The students have to answer 5 full questions selecting one full question from each module.
6. Marks scored will be proportionally scaled down to 50 marks

5. Course Outcomes (COs) and Mapping with POs/ PSOs

Course Outcomes (COs)

Cos	Description
M26BETK105F/205F.1	Demonstrate the understanding of basic engineering services in buildings including water supply, HVAC, electrical, and solar systems.
M26BETK105F/205F.2	Apply sustainable solutions in buildings through the use of rainwater harvesting, solid waste management, and energy-saving methods.
M26BETK105F/205F.3	Identify and interpret safety systems and maintenance strategies including firefighting systems, accessibility features, and building upkeep procedures.

CO-PO-PSO Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
M26BETK105F/205F.1	3						2				2
M26BETK105F/205F.2	3					2					
M26BETK105F/205F.3		3									
M26BETK105F/205F	3	3				2	2				2

6. Mapping to Sustainable Development Goals (SDG)

Sl. No.	SDG	Justification
1	SDG 3: Good Health and Well-being	HVAC, Fire safety, Ventilation, Building maintenance
2	SDG 6: Clean Water and Sanitation	Water supply, Rainwater harvesting, Wastewater systems
3	SDG 7: Affordable and Clean Energy	Solar energy systems, Energy-efficient electrical layout
4	SDG 9: Industry, Innovation and Infrastructure	Engineering services in buildings, Lift systems, Automation in waste management
5	SDG 11: Sustainable Cities and Communities	Solid waste management, Fire safety, Accessibility, HVAC
6	SDG 12: Responsible Consumption and Production	Waste segregation, Composting, Energy-efficient lighting
7	SDG 13: Climate Action	Rainwater harvesting, Solar PV systems, Sustainable HVAC systems

I/ II Semester	Emerging Technology Course (ET) INTRODUCTION TO MACHINE LEARNING	M26BETK105G/ 205G
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1. Prerequisites

Sl. No.	Proficiency	Pre-requisites
1	Mathematics	Ability to understand simple arithmetic, percentages, averages, graphs, tables and basic equations used in introductory data analysis.
2	Computer Operations	Ability to operate a computer, manage files and folders, use spreadsheets, browse online resources and install or open basic software tools.
3	Programming Awareness	Familiarity with variables, simple logic, step-by-step problem solving and the role of programming in solving computational tasks.
4	Data Interpretation	Ability to read tabular data, identify rows and columns, compare values, observe simple patterns and interpret basic charts or scatterplots.

2. Syllabus

INTRODUCTION TO MACHINE LEARNING SEMESTER – I/ II			
Course Code	M26BETK105G/ 205G	CIE Marks	50
Total Number of Teaching-Learning Hours/sem (L:T: P:TW:SL)	32:32:0:20:20 = 104 Hours	SEE Marks	50
Credits	03	Total Marks	100
		Exam Hours	03
Course Objectives:			
1. Introduce the fundamental idea of machine learning and its relationship with data science, artificial intelligence and traditional programming. 2. Enable students to distinguish supervised, unsupervised, semi-supervised and reinforcement learning using simple real-world examples. 3. Develop basic understanding of datasets, features, variables, training data, test data, data preparation and visualization in a machine learning workflow. 4. Introduce beginner-level machine learning algorithms such as regression, clustering, support vector machines, neural networks, decision trees and ensemble models. 5. Develop the ability to interpret basic model behaviour, bias, variance, model optimization and a simple Python-based model-building workflow.			
Module -1			
Foundations and Categories of Machine Learning: Meaning and need of machine learning, machine learning as learning from data, input command versus input data, self-learning, training data and test data, relationship among computer science, data science, artificial intelligence and machine learning, machine learning and data mining, supervised, unsupervised, semi-supervised and reinforcement learning with beginner-level examples. Textbook: Chapters 2 and 3, pp. 7-23.			
Module -2			
Data and the Machine Learning Toolbox: Data as the main input for machine learning, structured and unstructured data, tabular datasets, rows, columns, features, variables, vectors and matrices, basic scatterplots and visualization, beginner machine learning infrastructure, Python, Jupyter Notebook, NumPy, Pandas and Scikit-learn, role of algorithms and visualization in communicating results. Textbook: Chapter 4, pp. 24-33.			
Module -3			
Data Preparation and Regression Analysis: Data scrubbing, incomplete, incorrectly formatted, irrelevant and duplicate data, feature selection, row compression, setting up data for modelling, dependent and independent variables, regression analysis, linear regression and prediction, interpreting simple regression-based prediction problems. Textbook: Chapters 5, 6 and 7, pp. 34-63.			
Module -4			

Unsupervised Learning, Generalization and Classification Models: Clustering and k-means clustering, grouping similar data points, bias and variance, underfitting and overfitting, importance of model generalization, support vector machines as a beginner classification approach, margin, separation and simple classification intuition.
Textbook: Chapters 8, 9 and 10, pp. 64-84.

Module -5

Machine Learning Models and Beginner Implementation: Artificial neural networks overview, decision trees, ensemble modelling, development environment, building a model in Python, model optimization, interpreting model results, beginner-level pathway for continuing machine learning study using Python.
Textbook: Chapters 11 to 16 and Appendix, pp. 85-137 and 145-160.

TEXTBOOKS:

1. Oliver Theobald, Machine Learning for Absolute Beginners: A Plain English Introduction, Second Edition, Scatterplot Press, 2017. ISBN: 9781549617218.

REFERENCE BOOKS:

1. Andreas Lindholm, Niklas Wahlström, Fredrik Lindsten and Thomas B. Schön, Machine Learning: A First Course for Engineers and Scientists, Cambridge University Press, 2022.
2. Gareth James, Daniela Witten, Trevor Hastie, Robert Tibshirani and Jonathan Taylor, An Introduction to Statistical Learning with Applications in Python, Springer, 2023.

VIDEO LINKS:

1. Google Developers, Machine Learning Crash Course: <https://developers.google.com/machine-learning/crash-course>
2. Kaggle Learn, Intro to Machine Learning: <https://www.kaggle.com/learn/intro-to-machine-learning>
3. Scikit-learn Getting Started Guide: https://scikit-learn.org/stable/getting_started.html

3. Teaching-Learning Process Strategies

Sl. No.	TLP Strategies	Description
1	Lecture with Examples	Explain machine learning concepts using simple examples such as spam detection, price prediction, customer grouping and recommendations.
2	Tutorial Practice	Use tutorial hours for interpreting small datasets, identifying input/output variables and selecting suitable beginner-level algorithms.
3	Visual Learning	Use tables, scatterplots, flow diagrams and model workflow diagrams to understand data, features, prediction and model behaviour.
4	Case-Based Learning	Discuss short caselets on regression, clustering, classification, overfitting and model improvement.
5	Tool Demonstration	Demonstrate beginner-level use of Python/Jupyter Notebook, Pandas and Scikit-learn for building simple ML models.
6	Collaborative Presentation	Encourage small groups to explain one algorithm, compare learning categories or present a simple data-driven use case.

4. Assessment Details (both CIE and SEE)

Continuous Internal Evaluation (CIE) for Theory Course with 3 credits

Components		Number	Weightage	Max. Marks	Min Marks
1	Internal Assessment - Tests (A)	3	60%	30	12
2	Alternate Assessment (B)	2	40%	20	---
				50	20

Final CIE Marks = (A) + (B)

A = Average of best two Test marks

B = Average of two Alternate Assessment marks

Self-Learning (SL): The teaching faculty shall motivate students to take up relevant online courses from recognized platforms. There shall not be any assessment of the Self-Learning component. The

faculty must collect certificates from students who successfully complete self-learning activities relevant to the course.

Semester End Examination (SEE)

1. Question paper will contain 8 questions. Each question is set for 20 marks. The medium of the question paper shall be English unless otherwise mentioned.
2. The questions from Module 1, 4 and 5 will have 100% choice.
3. The questions from Module 2 and 3 will not have any choice.
4. Each question will have a maximum of two sub-questions.
5. The students have to answer 5 full questions selecting one full question from each module.
6. Marks scored will be proportionally scaled down to 50 marks.

5. Course Outcomes (COs) and Mapping with POs/PSOs

Course Outcomes (COs)

COs	Description
M26BETK205G.1	Explain the fundamentals of machine learning, its relationship with data science and artificial intelligence, and the role of data-driven learning.
M26BETK205G.2	Distinguish supervised, unsupervised, semi-supervised and reinforcement learning using appropriate examples and problem contexts.
M26BETK205G.3	Interpret datasets in terms of features, variables, training data, test data and basic data preparation requirements for machine learning.
M26BETK205G.4	Analyze the purpose and working intuition of beginner-level machine learning models such as regression, clustering, support vector machines, neural networks, decision trees and ensemble models.
M26BETK205G.5	Apply a beginner machine learning workflow to outline model building, evaluation, optimization and communication of results using suitable tools.

CO-PO-PSO Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
M26BETK205G.1	2	-	-	-	1	-	-	-	-	-	-
M26BETK205G.2	2	2	-	-	1	-	-	-	-	-	-
M26BETK205G.3	2	2	-	-	2	-	-	-	-	-	-
M26BETK205G.4	2	2	1	-	2	-	-	-	-	-	-
M26BETK205G.5	-	2	2	-	3	-	-	-	1	1	1
M26BETK205G	2	2	2	-	3	-	-	-	1	1	1

6. Mapping to Sustainable Development Goals (SDG):

Sl. No.	SDG	Justification
1	SDG 4: Quality Education	Introduces first-year students to foundational machine learning concepts, data literacy, analytical thinking and technology-enabled learning.
2	SDG 8: Decent Work and Economic Growth	Builds early awareness of emerging technology skills that support employability, digital transformation and future-ready technical careers.
3	SDG 9: Industry, Innovation and Infrastructure	Develops understanding of data-driven innovation, intelligent systems and modern computational tools used in industry and research.

1st /2nd Semester	Emerging Technology Course (ET) INTRODUCTION TO AI	M26BETK105H /205H
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1. Prerequisites

S/L	Proficiency	Prerequisites
1.	Basic Computer Literacy	Ability to use computers, operating systems, and common software applications.
2.	Fundamentals of Programming	Basic understanding of programming concepts such as variables, data types, input/output, and logical thinking (any programming language).
3.	Mathematical Foundations	Basic knowledge of algebra, logic, probability, and elementary statistics.
4.	Communication Skills	Ability to read, understand, and communicate technical information in English

2. Syllabus

INTRODUCTION TO AI SEMESTER – I/II			
Course Code	M26BETK105H/205H	CIE Marks	50
Total Number of Teaching-Learning Hours/sem (L:T: P:TW:SL)	32:32:0:20:20 = 104 Hours	SEE Marks	50
Credits	03	Total Marks	100
		Exam Hours	03
Course Objectives:			
1. To introduce the fundamentals, history, and core concepts of Artificial Intelligence. 2. To familiarize students with the architecture and working principles of Large Language Models. 3. To develop the ability to create effective prompts for interacting with generative AI applications. 4. To expose students to AI ethics, emerging AI trends, and Power BI for data visualization and analysis. 5. To enable students to utilize AI-powered tools for solving academic and real-world problems.			
Module -1			
Overview of Artificial Intelligence: Introduction, Definitions of AI, Is Automating Intelligence is Possible, Man Vs. Computers, Simulation of Sophisticated and Intelligent Behaviour, Brief History: Brief History of AI, Branches of AI, Natural Language, Automated Reasoning, Visual Perception, Intelligent Agents, Major Components of Intelligent System. (Textbook 1:Chapter 1: 1.1 -1.13)			
			8 hours
Module -2			
Large Language Models : Introduction, Definition, Training, Token in the Language Model, Estimate the Cost of Running SaaS-based and Open Source LLM Models, Open Source LLM Models. Transformer and Transformer Block, Self Attention. The Future of LLM Communication (Textbook2:Chapter1) LearningMaterial: https://drive.google.com/drive/folders/1M8mDMeJiO0NTRJhDE2xnLD9-wB2ioY_G?usp=drive_link			
			8 hours
Module -3			
Prompt Engineering: Introduction to Prompt Engineering, Evolution of Prompt Engineering, Types of Prompts, Working of Prompt Engineering, Comprehending Prompt Engineering's Function in Communication, Advantages of Prompt Engineering,. (Textbook2:Chapter1)			
			8 hours
Module -4			
Trends in AI: AI and Ethical Concerns, Introduction to Power BI, Get Started with Power BI, Power BI concepts, Sign up for Power BI, Power BI data sources, Connect to a SaaS solution to Upload a local CSV file, Connect to Excel data that can be refreshed, Connect to a sample, Create a Report with Visualizations, Explore the Power BI portal. Practical component: Student Performance Analysis Using Power BI. LearningMaterial: https://drive.google.com/drive/folders/1M8mDMeJiO0NTRJhDE2xnLD9-wB2ioY_G?usp=drive_link			
			8 hours
Module -5			
Industrial Applications of AI: Introduction to Claude. Practical Component: Creating a Personalized Study Planner Using Claude AI, introduction to Perplexity. Practical Component To familiarize with			

Perplexity AI and to use it effectively for searching, learning, summarizing, and verifying academic information. introduction to NotebookLM, Use of NotebookLM to Organize, Summarize, and Learn from Study Materials

LearningMaterial: https://drive.google.com/drive/folders/1M8mDMeJiO0NTRJhDE2xnLD9-wB2ioY_G?usp=drive_link

8 hours

Text Books:

1. Munesh Chandra Trivedi, A Classical Approach to Artificial Intelligence, Second edition.
2. Ajantha Devi Vairamani and AnandNayyar, Prompt Engineering: Empowering Communication, 1st Edition, CRC Press, Taylor & Francis Group, 2024. (DOI:<https://doi.org/10.1201/9781032692319>).

Reference Books:

1. ReemaThareja, Artificial Intelligence: Beyond Classical AI, Pearson Education, 2023.

VIDEO LINKS:

1. <https://nptel.ac.in/courses/106106226>
2. <https://www.youtube.com/watch?v=xXCszgfPN6Y>
3. <https://nptel.ac.in/courses/106101007>

3. Teaching-Learning Process Strategies

S/L	TLP Strategies:	Description
1	Lecture Method	Utilize various teaching methods within the lecture format to reinforce competencies.
2	Video/Animation	Incorporate visual aids like videos/animations to enhance understanding of concepts.
3	Collaborative Learning	Encourage collaborative learning for improved competency application.
4	Problem-Based Learning (PBL)	Implement PBL to enhance analytical skills and practical application of competencies
5	Multiple Representations	Introduce topics in various representations to reinforce competencies
6	Real-World Application	Discuss practical applications to connect theoretical concepts with real-world competencies.
7	Flipped Class Technique	Utilize a flipped class approach, providing materials before class to facilitate deeper understanding of competencies

4. Assessment Details (both CIE and SEE)

Continuous Internal Evaluation:

CIE Split up for Emerging Technology Course (ET)

	Components	Number	Weightage	Max. Marks
1	Internal Assessment - Tests (A)	3	50%	25
2	Term Work - TW (B)	2	50%	25
	Total Marks			50

Final CIE Marks = (A) + (B)

A = Average of best two Test marks

B = Average of two Term Work marks

Semester End Examination (SEE) For Theory Course with 3 credits

1. Question paper will be containing 8 questions. Each question is set for 20marks. The medium of the question paper shall be English unless otherwise it is mentioned.
2. The questions from Module 1, 4 and 5 will have 100% choice
3. The questions from Module 2 and 3 will not have any choice
4. Each of the question will have a maximum of two sub questions
5. The students have to answer 5 full questions selecting one full question from each module.

Marks scored will be proportionally scaled down to 50 marks

5. Course Outcomes (COs) and Mapping with POs/ PSOs

Course Outcomes (COs)

COs	Description
M26BETK205H.1	Understand the fundamentals, history, branches, and intelligent systems of Artificial Intelligence.
M26BETK205H.2	Apply the concepts and working of Large Language Models, transformers, tokenization, and self-attention mechanisms.
M26BETK205H.3	Analyze prompt engineering techniques to effectively use generative AI tools for various applications.
M26BETK205H.4	Analyze AI ethics, recent AI trends, and develop interactive reports using Power BI for data visualization.
M26BETK205H.5	Design AI-based solutions using AI tools to support learning, research, and academic tasks.

CO-PO-PSO Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
M26BETK205H.1	3	2	-	-	-	-	-	2	-	-	2
M26BETK205H.2	3	2	-	1	2	-	-	-	-	-	2
M26BETK205H.3	2	3	2	-	3	-	-	2	1	2	3
M26BETK205H.4	2	3	3	2	3	-	-	3	2	2	2
M26BETK205H.5	2	2	2	1	3	2	-	3	2	2	3
M26BETK205H	2.4	2.4	2.3	1.3	2.8	2	-	2.5	1.6	2	2.4

6. Mapping to Sustainable Development Goals (SDG):

Sl. No.	SDG	Justification
1	SDG 4: Quality Education	Promotes AI-assisted learning using Claude, Perplexity, NotebookLM, and Power BI to enhance personalized, inclusive, and lifelong learning.
2	SDG 8: Decent Work and Economic Growth	Develops AI, data analytics, and prompt engineering skills that improve employability and prepare students for AI-driven industries.
3	SDG 9: Industry, Innovation and Infrastructure	Introduces modern AI technologies, Large Language Models, and data visualization tools that support innovation and digital transformation.

1st /2nd Semester	Basic Science Laboratory Course (BSL) APPLIED PHYSICS LAB FOR EEE STREAM	M26BPHYLE106/ 206
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1. Prerequisites

S/L	Proficiency	Prerequisites
1.	Modern Physics and Optics.	Involves understanding of wave optics, interference, diffraction, photoelectric effect, and quantum energy relations.
2.	Electronics and Semiconductor Physics.	Requires knowledge of semiconductor behavior, electronic components, device characteristics, and circuit analysis.
3.	Electromagnetism and Electrical Circuits.	Focuses on magnetic fields, electromagnetic induction, AC/DC circuit behavior, resonance, and impedance.
4.	Material Science and Dielectric Behavior.	Emphasizes material properties like resistivity, dielectric constant, and band structure in solids.
5.	Computational and Analytical Skills.	Enhances interpretation through simulations, data visualization, motion analysis, and statistical processing using digital tools.

2. Syllabus

Applied Physics lab for EEE stream			
Course Code	M26BPHYLE106/206	CIE Marks	50
Total Number of Teaching-Learning Hours/Sem (L: T: P:TW:SL)	0:0:32: 0:00 = 32 Hours	SEE Marks	50
		Total Marks	100
Credits	01	Exam Hours	03
List of Experiments			
1. LASER- Wavelength using diffraction grating: A telecommunication company is testing a semiconductor diode LASER for use as a light source in an optical fiber communication system. Before deployment, the operating wavelength of the LASER must be verified. Using a diffraction grating of known grating element, determine the wavelength of the given semiconductor diode LASER experimentally.			
2. Optical Fiber — Acceptance Angle and Numerical Aperture: A data communication company is evaluating an optical fiber for high-speed data transmission. The amount of light that can be coupled into the fiber depends on its acceptance angle and numerical aperture. Determine the acceptance angle and numerical aperture of the given optical fiber experimentally.			
3. Magnetic Flux Density of a Circular Coil: An electric vehicle manufacturer is testing a circular coil for use in a magnetic sensing system. The magnetic field produced by the coil must be known at different positions along its axis. Determine the magnetic flux density at any point along the axis of the given circular coil experimentally.			
4. Resistivity of a Semiconductor — Four Probe Method: A semiconductor device manufacturer is characterizing a semiconductor material for use in electronic devices. Since the electrical resistivity strongly influences device performance, determine the resistivity of the given semiconductor using the four-probe method.			
5. I–V Characteristics of a Bipolar Junction Transistor: An electronics engineer is testing a bipolar junction transistor before using it as an amplifier in an electronic circuit. Determine the input and output I–V characteristics of the given transistor and identify its operating regions experimentally.			
6. Dielectric Constant by Charging and Discharging: A capacitor manufacturer is testing a dielectric material for use in energy-storage and electronic circuits. Determine the dielectric constant of the given material by studying the charging and discharging characteristics of the capacitor.			
7. Photo-Diode — Power Responsivity: An optical sensing system uses a photodiode to detect light signals. To evaluate its performance, the relationship between the incident optical power and the photocurrent must be determined. Study the characteristics of the given photodiode and determine its power responsivity experimentally.			
8. Frequency Response of Series and Parallel LCR Circuits: An electronic communication system requires a circuit capable of selecting signals at a desired frequency. To study its frequency-selective behaviour, determine the frequency response of the given series and parallel LCR circuits and identify their resonance frequencies.			
9. Planck's Constant Using LEDs: An LED manufacturer is characterizing LEDs of different colors to understand the relationship between their emitted photon energy and operating voltage. Determine			

Planck's constant using LEDs of different wavelengths and compare the experimental value with the accepted value.
10. Fermi Energy of Copper: A materials engineer is studying copper for use as an electrical conductor in high-performance electronic systems. The Fermi energy is an important parameter for understanding the behavior of its conduction electrons. Determine the Fermi energy of copper experimentally using the given experimental data.
11. Identification of Circuit Elements in a Black Box: An electronics technician receives an unknown circuit module from a manufacturer without its circuit diagram. The module contains unknown circuit elements whose values need to be identified before it can be integrated into a larger system. Identify the circuit elements present in the black box and determine their values experimentally.
12. Energy Gap of a Semiconductor: A semiconductor device company is selecting a semiconductor material for a temperature-sensitive electronic application. Since the energy gap determines several important electrical properties of the material, determine the energy gap of the given semiconductor experimentally.
13. Interactive Physical Simulations: An engineering design team wants to study a physical system before constructing a prototype in the laboratory. Using an interactive physics simulation, investigate the given physical phenomenon, vary the relevant parameters, observe their effects, and interpret the obtained results.
14. Single-Qubit and Multiple-Qubit Quantum Gate Simulation: A technology company is developing a basic quantum computing algorithm and needs to understand how quantum gates manipulate qubit states. Using a quantum simulation platform, implement single-qubit and multiple-qubit, quantum gates, observe the resulting states, and interpret their operation.
15. Eigen Wave Function and Probability Density Using Spreadsheet: A nanotechnology research group is studying the behavior of an electron confined in a nanoscale system. To understand the allowed quantum states and the probability of finding the electron at different positions, determine the eigen wave function and corresponding probability density using a spreadsheet.

3. Teaching-Learning Process Strategies

1.	Laboratory Learning	Utilize the facilities available in the laboratories to understand the behavior of the materials by performing experiments.
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4. Assessment Details (both CIE and SEE)

CIE for Practical Course.

- CIE marks for a practical shall be 50 marks.
- The split up of CIE marks for conduction/record/journal and test is to be split in the ratio 60:40.
- Conduction of each experiment/group of experiments shall be evaluated for 20 marks.
- The record write-up for the individual experiment shall be evaluated for 10 marks.
- Total marks scored for record writing and conducting the experiment shall be summed up to 30 marks (60% of the maximum marks).
- Two tests, each for 100 marks, shall be conducted, and the final test marks shall be scaled down to 10 marks (20% of the maximum marks).

Test marks distribution for the Practical Course:

Sl. No.	Description	% Marks	In Marks
1	Write-up, Conduction, Result.	60%	60
2	Viva-Voce	40%	40
Total		100%	100

Continuous Internal Evaluation (CIE)

Sl. No.	Components	Number	Weightage	Max. Marks	Min Marks
1	Conduction & Record (A)	1	60%	30	12
2	Lab IA test (B)	1	20%	10	---
3	Project Work (C)	1	20%	10	---
Total Marks				50	20

Final CIE Marks = A + B + C

A = Average of marks for all the experiments

B = Lab Internal Assessment marks

C = Project work marks

SEE for the Practical Course:

- SEE marks for a practical course shall be 50 marks.
- The practical course is evaluated for 100 marks, and the scored marks shall be scaled down to 50 marks.
- A change of experiment/program is allowed only once, and 20% of the marks allotted to the procedure/write-up part will be zero.
- The duration of SEE shall be 3 hours.

Marks distribution for the Practical Course:

SL. No.	Description	% Marks	Marks
1	Write-up, Procedure	20%	20
2	Conduction and result	60%	60
3	Viva-Voce	20%	20
Total		100%	100

5. Course Outcomes (COs) and Mapping with Pos:**Course Outcomes (COs)**

COs	Description
CO1	Explain the relation between the working principles and practical measurements in electromagnetism, electronics and Optics.
CO2	Apply the working principles of the given experiments and perform the experiments using required apparatus in Optics, electromagnetism and electronics.
CO3	Analyse the experimental results through interpretation of graphical/ theoretical data demonstrate and document the same.
CO4	Design and implement a physics-based mini project for an engineering application and write the report.

CO-PO-PSO Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	3										
CO2	3										
CO3								2			
CO4			3								
Average of CO'S	3		3					2			

6. Mapping to Sustainable Development Goals (SDG):

Sl. No.	SDG	Justification
1	SDG 4: Quality Education	Hands-on experiments, virtual labs, quantum tools, and spreadsheet modelling drive active learning, equal educational access, and practical problem-solving.
2	SDG 7: Affordable and Clean Energy	Exploring bandgaps, Fermi energy, Photodiodes, dielectrics, and LEDs provides the core principles for solar photovoltaics, energy storage, and low-loss electronics.
3	SDG 9: Industry, Innovation, and Infrastructure	Practical training in fibre Optics, Laser diffraction, Transistors, LCR resonance, and Quantum gates builds key skills in photonics, communications, smart grids, and quantum technology.
4	SDG 12: Responsible Consumption and Production	Four-probe testing, dielectric analysis, and component diagnosis develop expertise in quality control, troubleshooting, and extending electronic product lifespans.

5	SDG 13: Climate Action	Characterizing energy-efficient LEDs and photodiodes directly advances technologies designed to reduce carbon emissions and monitor clean energy systems.
6	SDG 11: Sustainable Cities and Communities	Applying resonance circuits, power-factor correction, and fibre optics delivers the core hardware foundation for smart grids, intelligent transport, and connected cities.

1st / 2nd Semester	Engineering Science Lab (ESL) C PROGRAMMING LAB	M26BECPL107/ 207
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1. Prerequisites

Sl. No.	Proficiency	Pre-requisites
1	Basic Computer Skills	Understanding how to use files, folders, and applications. Familiarity with installing and using software.
2	Logical Thinking and Problem Solving	Ability to break problems into steps. Familiarity with if/then logic or flowcharts is a bonus.
3	Basic Math Skills	Comfort with simple arithmetic (addition, subtraction, multiplication, division). Basic understanding of variables and equations.
4	Typing Skills	Not required, but being comfortable with a keyboard will improve your coding speed and reduce frustration.

2. Syllabus

C PROGRAMMING LAB SEMESTER – I/II			
Course Code	M26BCPL107/207	CIE Marks	50
Total Number of Teaching-Learning Hours/sem (L:T: P:TW:SL)	0:0:32:0:0= 32 Hours	SEE Marks	50
		Total Marks	100
Credits	01	Exam Hours	03
Course Objectives:			
- Develop an in-depth knowledge of functional and logical concepts of C Programming with basic syntax and semantics. - Enhance students' analytical and logical thinking skills, enabling them to translate real-world problems into algorithmic solutions and then into working C code. - Equip students with the foundational skills to design, write, and debug C programs, as well as foster problem-solving abilities through programming			
Scenario-Based Experiments			
1	A particle of mass 5 kg is moving with a velocity of 10 m/s at a height of 20 m above the ground. Assuming the acceleration due to gravity is 9.8 m/s², write a program to calculate the mechanical energy of the particle using the formula: $E = mgh + \frac{1}{2}mv^2$ m= mass of the particle, g= acceleration due to gravity, h= height, v= velocity.		
2	A teacher wants to find the highest marks among three students in a class. Write a program that accepts the marks of three students as input and finds and displays the largest mark among them.		
3	You are hired by the local electricity board to automate their monthly billing process. The board charges 80 paise/unit for the first 200 units, 90 paise/unit for the next 100 units, and Rs. 1/unit beyond 300 units, with a minimum meter charge of Rs. 100 for every consumer. If a consumer's bill exceeds Rs. 400, an additional 15% surcharge is applied on the total amount. Write a C program that reads a consumer's name and units consumed, and prints an itemized electricity bill		
4	A local stationery shop wants a simple billing helper for its counter computer. Write a C program that acts as a calculator: it should read two numbers and an operator symbol (+, -, *, /) chosen by the shopkeeper, perform the requested arithmetic operation, and print the result. The program must handle an invalid operator and division by zero gracefully instead of crashing.		
5	A bank wants to verify whether a customer's account number is the same when read from left to right and right to left. Write a C program to accept an integer from the user and determine whether the given number is a palindrome or not using while construct.		
6	A library has digitized its book records and stored the accession numbers of all books on a shelf. To help the librarian quickly locate a book, write a C program that implements the Linear Search		

	algorithm and reports the position of the searched number or informs the librarian that the book is not available
7	A company has two branches, Branch A and Branch B, that record the number of products sold in different categories over two months. The sales data is stored in two matrices. Write a program that accepts two matrices of the same order and performs the following operations: 1. Matrix Addition: Calculate the combined sales of both branches. 2. Matrix Subtraction: Calculate the difference in sales between Branch A and Branch B. The program should display the resultant matrix for both addition and subtraction.
8	A mathematics learning application wants to help students calculate the factorial of a number . The factorial of a positive integer n is calculated as: $n! = n \times (n - 1) \times (n - 2) \times \dots \times 1$
9	The sports committee of a college has collected the scores of N participants in an athletics event and wants them arranged in ascending order to prepare the final ranking sheet. Write a C program that reads the N scores and sorts them using the Bubble Sort technique, displaying the sorted list of scores
10	A college's online registration portal needs to validate and process usernames entered by students: check whether two usernames are identical, merge a username with a default domain suffix, and determine the length of the username for a database field limit. Write a C program using user-defined functions (with appropriate parameter passing techniques) to compare two strings, concatenate two strings, and find the length of a string, using built-in string library functions.
Textbooks: 1. Reema Thareja, Computer fundamentals and programming in c, Oxford University, Third edition, 2023. 2. Behrouz Forozan, Richard Gilberg, A structured Programming Approach using C, 2nd edition Thomson Learning, 2003. Reference Books: 1. E. Balaguruswamy, Programming in ANSI C, 8th Edition, Tata McGraw-Hill. 2. Brian W. Kernighan and Dennis M. Ritchie, The 'C' Programming Language, Pearson Publishers 2015. 3. Yashwanth Kanetkar, "Let Us C", Second Edition, BPB Publishers, 2021.	

3. Teaching-Learning Process Strategies

Sl. No.	TLP Strategies	Description
1	Interactive Demonstration	Students observe syntax, logic, and output flow in real-time to build a conceptual foundation.
2	Hands-on Practice	Students apply concepts by solving lab exercises independently on computers. Practice focuses on reinforcing learning by executing the programs.
3	Problem-Based Learning (PBL)	Students are given real-world scenario-based problems (e.g., billing systems, sensor data analysis, file handling) to solve using C, fostering critical thinking and application skills.
4	Incremental Learning Approach	Concepts are taught from simple (variables, loops), modular programming (functions), and structural programming to break down complex problems into smaller, manageable parts.

4. Assessment Details (both CIE and SEE)

Continuous Internal Evaluation (CIE)

Sl. No.	Components	Number	Weightage	Max. Marks	Min Marks
1	Conduction & Record (A)	1	60%	30	12
2	Lab IA test (B)	1	20%	10	---

3	Project Work (C)	1	20%	10	---
Total Marks				50	20

Final CIE Marks = A + B + C

A = Average of marks for all the experiments

B = Lab Internal Assessment marks

C = Project work marks

SEE for the Practical Course

1. SEE marks for a practical course shall be 50 marks.
2. The practical course is evaluated for 100 marks, and the scored marks shall be scaled down to 50 marks.
3. A change of experiment/program is allowed only once, and 20% of the marks allotted to the procedure/write-up part will be zero.
4. The duration of SEE shall be 3 hours.

5. Course Outcomes (COs) and Mapping with POs/ PSOs

Course Outcomes (COs)

COs	Description
M26BECPL107/207.1	Analyze problem statements and formulate appropriate algorithmic solutions using fundamental programming constructs.
M26BECPL107/207.2	Apply control structures and user-defined functions to develop, compile, debug, and execute C programs in a native compiler environment.
M26BECPL107/207.3	Prepare professional laboratory reports documenting problem statements, algorithms, flowcharts, source code, execution logs, outputs, and inferences.

CO-PO-PSO Mapping

COs/Pos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
M26BECPL107/207.1	3	-	-	-	3	-	-	-	-	-	-
M26BECPL107/207.2	3	3	3	-	3	-	-	-	-	-	-
M26BECPL107/207.3	-	2	-	-	3	-	-	-	3	-	-
M26BECPL107/207	3	2.5	3		3				3		

6. Mapping to Sustainable Development Goals (SDG):

Sl. No.	SDG	Justification
1	SDG 4: Quality Education	The course builds critical computational and analytical thinking skills, empowering students with lifelong learning tools in computer science. Promotes technical education and employability
2	SDG 8: Decent Work and Economic Growth	By equipping students with key programming and problem-solving skills, the course enhances career opportunities in IT and software sectors, contributing to economic growth.
3	SDG 9: Industry, Innovation and Infrastructure	Programming using C form the backbone of modern technology and software infrastructure. The course fosters innovation and prepares students for building efficient, scalable digital systems

1st /2nd Semester	Ability Enhancement Course (AE) INNOVATION, DESIGN THINKING AND INTERDISCIPLINARY PROJECT WORK	M26BIDTK108/ 208
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1. Prerequisites

Sl. No.	Proficiency	Pre-requisites
1	Basic Science knowledge	Understands basic mathematics and science concepts to analyze problems, apply logical thinking, and develop practical engineering solutions
2	Problem-Solving Skills and Computer knowledge	Ability to analyze challenges logically and apply basic problem-solving frameworks. Uses computers, office software, and the internet for research, documentation, presentations, and effective project management.
3	Communication and Collaboration Skills	Communicates ideas clearly through speaking, writing, presentations, and discussions for effective teamwork and project documentation.
4	Teamwork and adaptability	Works effectively with team members, shares responsibilities, respects diverse opinions, and contributes toward achieving common project goals

2. Syllabus

INNOVATION, DESIGN THINKING AND INTERDISCIPLINARY PROJECT WORK SEMESTER I/II			
Course Code	M26BIDTK108/208	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	0:0:2	SEE Marks	50
Total Hours of Pedagogy	25	Total Marks	100
Credits	01	Exam Hours	03

Course Objectives This course will enable students to:

1. Introduce students to the fundamentals of design thinking as a human-centered, iterative approach to innovation and creative problem solving.
2. Develop an understanding of design tools, frameworks, and methodologies that facilitate effective ideation, prototyping, and user-centered design in diverse contexts.
3. Foster critical thinking, analytical reasoning, and empathy, enabling students to identify and frame real-world problems from multiple user perspectives.
4. Enhance collaboration, communication, and creativity through hands-on team-based design projects and real-world scenario applications.
5. Equip students with practical skills in prototyping, testing, and iterative design, preparing them to apply design thinking in academic, social, and entrepreneurial settings.

Course Structure and Weekly Plan

Weeks	Modules & Activities	Key Deliverables
Week 1-3	Orientation, Team Formation & Design Thinking Fundamentals - Introduction to Social Entrepreneurship, Innovation & Interdisciplinary approach. Design Thinking process: (Empathize–Define–Ideate–Prototype–Test), Group discussions: on design thinking process - Ice-breaking, team-building, and theme selection activities - Formation of Student Teams (<i>4-6 Members</i>) and Mentor Allocation	Team list, theme area, and initial idea sketch
Week 4-5	Empathy and Field Exploration - Visits to villages, industries, NGOs, public offices, etc. - Stakeholder interviews, observations, and empathy mapping - Recording interactions in the prescribed activity book	Field visit reflections and stakeholder interaction documentation
Week 6-8	Problem Definition and Framing - Categorization and group discussions on field data - Framing challenge statements using <i>How Might We</i> approach - Framing objectives & expected outcomes. - Affinity Mapping, Problem Tree analysis - How to search for prior work (journals, patents, research project, case studies). Understanding user needs	Clearly defined problem statement, user insights, and literature survey report
Week 9-11	Ideation and Concept Design - Brainstorming {mind mapping, 5W1H (what, who, when, where, why, and	Shortlisted idea, design

	how) SCAMPER}, and idea filtering, - Selection of feasible, eco-friendly, and interdisciplinary ideas - Rough sketches, block diagrams, flowcharts, resource planning - Defining team roles and work breakdown structure	document (flowcharts, sketches), resource plan
Week 12-13	Prototype Development (Stage 1) - Prototyping using ATAL Idea Lab/Makers Space/Thinker CAD/Figma - Development of subsystems/modules, integration, debugging - Peer and mentor reviews	Subsystem demonstrations, prototype development
Week 14	Testing, Validation, and Iteration - User testing and feedback collection - Refinement and iteration of prototypes - Analysis of performance, failures, limitations - Preparation of business/sustainability model	Testing report, feedback form, business model draft, Iteration Summary
Week 15-16	Final Demo, Documentation and Social Pitch - Innovation showcase and social pitch to jury - Final presentation with impact assessment, prototype demo, & sustainability plan/ solution. - Submission of final documentation and reflection journals	Final prototype model, Report, presentation, peer-team reflections
Text Books 1. Hasso Plattner, Christoph Meinel and Larry Leifer (eds), "Design Thinking: Understand – Improve Apply", Springer, 2011 2. Yousef Haik and Tamer M.Shahin, "Engineering Design Process", Cengage Learning, Second Edition, 2011. 3. Solving Problems with Design Thinking - Ten Stories of What Works (Columbia Business School Publishing) Hardcover – 20 Sep 2013 by Jeanne Liedtka (Author), Andrew King (Author), Kevin Bennett (Author).		

3. Teaching-Learning Process Strategies

Sl. No.	TLP Strategies	Description
1	Activity based learning & Experiential learning	Students learn by performing hands-on activities, experiments, and practical tasks to apply theoretical concepts in real-world engineering situations.
2	Group Learning	Students collaborate through discussions, brainstorming to analyze problems, generate ideas, and develop innovative engineering solutions
3	Case studies	Students learn through case studies for formulations of problems using field or literature survey and brainstorm to convert ideal into a prototype.
4	Project Based learning	Students work in multidisciplinary teams to design, develop, test, and present innovative solutions for real-world engineering and societal challenges.
5	Use of IDT Framework	Students apply design thinking principles and utilize Atal/Maker Spaces to prototype, test, refine, and validate innovative engineering solutions

4. Assessment Details (both CIE and SEE) (Use the applicable CIE design as per the course)

Component	Marks	Description
Continuous Internal Evaluation (CIE)	50	Based on weekly progress, fieldwork, documentation, and teamwork documented in activity book
Semester End Examination (SEE)	50	Based on prototype demonstration, presentation, and viva

Continuous Internal Evaluation (CIE) – 100 Marks

Sl. No.	CIE Parameter	Marks	Description
1	Orientation, Team formation and Communication skills	10	Participation in orientation, teamwork, and communication activities
2	Empathy & Field Exploration Documentation	15	Quality of stakeholder interviews, empathy mapping, activity book entries
3	Problem Definition, Literature Survey & Framing	15	Clarity of problem statements, user insights, prior work reference

4	Ideation, Mind Mapping & Design	20	Creativity, brainstorming participation, idea filtering, design clarity
5	Prototype Development, Testing & Iteration	25	Quality and creativity of prototype/model, testing, and iteration
6	Teamwork, Journal, and Engagement	15	Peer and mentor evaluation, teamwork, journal updates
	Total	100	Minimum to Qualify for SEE: 40/100 (CIE $\geq$ 40)

Semester End Examination (SEE) – 100 Marks

SEE conducted jointly by one Internal and one Internal/External from Industry/External Examiner

S/L	Parameter	Marks	Description
1	Prototype / Solution Demonstration	30	Functionality, creativity, and use of lab tools
2	Final Presentation / Social Pitch	20	Clarity, Storytelling, problem–solution fit, visual aids
3	Business Model/Sustainability Plan	10	Feasibility, scalability, alignment with SDGs
4	Documentation Report / Portfolio	20	Structure, reflections, stakeholder inputs
5	Innovation, Q& A	20	Individual understanding and creativity
	Total	100	

Submission Requirements

1. **Team wise Activity Book (Handwritten)** – All stages documented with mentor signatures
2. **Prototype or Working Model** (Physical or Virtual Model)
3. **Team Wise Final Project Report** (handwritten, Use of MS office or equivalent AI Tools)
4. **Team wise Final Presentation** (PPT/PDF – hard and soft copy)
5. **Poster** (A3 size)

5. Course Outcomes (COs) and Mapping with POs/ PSOs**Course Outcomes (COs)**

COs	Description
M26BIDTK108.1	Empathize with community and industry problems to define meaningful challenges.
M26BIDTK108.2	Apply design thinking and interdisciplinary principles to develop user-centric, innovative solutions.
M26BIDTK108.3	Build and test digital or functional prototypes using the Atal Idea Lab/Tinkering Lab/Makers Space.
M26BIDTK108.4	Demonstrate teamwork, project management, and presentation skills through collaborative work.
M26BIDTK108.5	Pitch socially relevant, sustainable, and scalable solutions with impact analysis.

CO-PO-PSO Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
M26BIDTK108.1	3						2				
M26BIDTK108.2	3								3		
M26BIDTK108.3		3			3		2				
M26BIDTK108.4	3				3						
M26BIDTK108.5		3				2				3	3
M26BIDTK108	3	3			3	2	2		3	3	3

6. Mapping to Sustainable Development Goals (SDG):

Sl.No	SDG	Justification
1	SDG 4:Quality Education	Promotes experiential, project-based, and lifelong learning through innovation and design thinking.
2	SDG 9:Industry, Innovation, and Infrastructure	Develops innovative solutions, prototypes, and engineering designs for societal and industrial challenges.
3	SDG 17:Partnerships for the Goals	Fosters teamwork, interdisciplinary collaboration, and shared innovation—key to achieving all SDGs.

4	SDG 11: Sustainable Cities and Communities	Enables students to frame user-centered problems and design community-driven and sustainable solutions.
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1st Semester	Humanities Science (HS) PROFESSIONAL ENGLISH - I	M26BENGK109
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1. Prerequisites

Sl. No.	Proficiency	Pre-requisites
1	Basic knowledge of English grammar and vocabulary	Students should have a foundational understanding of sentence structure, parts of speech, tenses, and commonly used vocabulary.
2	Familiarity with general writing formats	Prior exposure to writing simple paragraphs, letters, or essays at the school level helps ease the transition into structured and formal writing.
3	Ability to comprehend spoken English	Students should be able to follow general English conversations, classroom instructions, and audio content, which will be enhanced further in listening modules.
4	Fundamental computer and internet usage skills	Basic skills such as using a word processor, browsing the web, and using email are essential for completing blog writing, document formatting, and online communication activities.

2. Syllabus

Professional English - I Semester I			
Course Code	M26BENGK109	CIE Marks	50
Total Number of Teaching-Learning Hours/sem (L:T: P:TW:SL)	1:0:0:0:0=16	SEE Marks	50
		Total Marks	100
Credits	01	Exam Hours	01
Course Objectives:			
To develop active listening skills by practicing various listening activities, understanding the barriers to effective listening, and applying strategies to enhance comprehension and attention. To build paragraph writing proficiency through structured practice in narrative, descriptive, cause-effect, and comparison formats, focusing on coherence, unity, and the use of transitions. To introduce students to formal and digital communication including email, blog writing, memos, circulars, and notices with emphasis on clarity, tone, and purpose. To equip students with the ability to produce technical documents such as summaries, abstracts, project documentation, reports, and technical proposals aligned with academic and professional standards.			
Module 1: SPEAKING PRACTICE (PHASE-1)			
UNIT I (a): Self-Introduction			
- Importance of professional self-introduction in academic and workplace contexts - Structuring an effective self-introduction (Personal, Academic, Skills, Goals) - Elevator pitch development (30–60 seconds format) - Highlighting strengths, achievements, and areas of interest effectively - Voice modulation, confidence, and body language during introduction - Tailoring self-introduction for academic, networking, and interview contexts			
UNIT I (b): Listening Activities:			
Advantages of active listening; Disadvantages of poor listening; Use of AV modes for awareness of different accents			
Module -2			
UNIT II (a): Just-A-Minute (JAM) Session			
- Introduction to JAM format and evaluation parameters - Idea generation techniques for impromptu speaking - Structuring short spontaneous responses (Opening–Point–Closing) - Fluency building and hesitation control techniques - Handling unfamiliar or abstract topics - Confidence, clarity, and time-management skills			
UNIT (b): Public Speaking Techniques			
A. Foundations of Public Speaking			

• Overcoming stage fear and confidence building • Audience analysis and purpose identification • Structuring a speech (Opening–Body–Closing) • Voice modulation, tone, pace, pauses, articulation • Body language, gestures, posture, and eye contact
B. Professional Speaking Formats
• Extempore speaking techniques • Presentation skills using visual aids • Storytelling for impact • Persuasive speaking methods • Handling Q&A sessions effectively
Module -3
UNIT 3: Paragraph writing: Structure, Construction of a paragraph, Narrative, Descriptive, Comparisons and Contrasts, Cause and Effect, Facts and figures; Use of transitions and connecting devices.
Module -4
UNIT 4: Email writing, Blog writing, Technical and Academic writing basics. Memo, circular, notice. Project documentation, writing of summary, abstract.
Module -5
UNIT 5 (a): Verbal Ability Essentials (Phase 1) (Note: Only placement-focused areas)
• Sentence Correction (Sub-Verb Agreement, articles, prepositions, idioms and phrases, phrasal verbs) • Tense forms, Clause Analysis • Vocabulary in Context • Cohesive Devices • Synonyms & Antonyms
(b) Reading Comprehension (Beginner & Intermediate Levels):
a) Skimming b) Scanning c) Intensive Reading d) Extensive Reading
REFERENCE BOOKS: 1. Sanjay Kumar & Pushp Lata – Communication Skills (Oxford University Press) 2. N. P. Sudharshana & C. Savitha – English for Engineers (Cambridge University Press) 3. Meenakshi Raman & Sangeeta Sharma – Technical Communication: Principles and Practice (Oxford University Press) 4. Practical English Usage by Michael Swan, Oxford University Press. 5. Technical communication by Gajendra Singh Chauhan, Cengage Learning India Recommended Digital Learning Resources: TED Talks – Public speaking, leadership, and communication models. British Council Learn English – Listening, pronunciation, grammar, and vocabulary practice. Grammarly – Writing support for emails, reports, and academic writing. LinkedIn Learning – Professional communication, presentation skills, and career readiness modules. Cambridge Dictionary (Online) – Pronunciation and vocabulary support.

3. Teaching-Learning Process Strategies

Sl. No.	TLP Strategies	Description
1	Lecture Method	Deliver key writing and communication concepts through engaging lectures using examples, concept maps, and structured presentations to establish core understanding.
2	Audio-Visual Aids	Use videos, podcasts, and recorded talks for listening skill development and to model formal/informal communication formats (e.g., email etiquette) and VTU software accessible through MITM library.
3	Collaborative Learning	Promote peer editing, group paragraph construction, and blog-writing teams to foster cooperative skills and knowledge sharing.

4	Real-World Application	Integrate real-life writing tasks like drafting emails, memos, proposals, and project summaries to connect learning with workplace needs.
5	Flipped Classroom Technique	Share writing guides, grammar resources, or sample documents before class; use class time for writing exercises and critique sessions.
6	Hands-on Writing Activities	Practice structured writing tasks in class: paragraph building, report writing, summary/abstract writing, and peer-review sessions.
7	Mini Projects and Portfolios	Assign projects like blog series creation, documentation of a mock project, or technical proposal writing; compile student work into portfolios.
8	Problem-Based Learning (PBL)	Pose real-world communication challenges (e.g., crisis memo, product summary, or report on a lab experiment) to stimulate analytical and creative writing.
9	ICT-Enabled Teaching Tools	Use Google Docs for collaborative editing, Grammarly for feedback, LMS tools for submissions/quizzes, and blogs for publishing content.

4. Assessment Details (both CIE and SEE)

Continuous Internal Evaluation:

Components		Number	Weightage	Max. Marks
1	Internal Assessment - Tests (A)	3	50%	25
2	Term Work - TW (B)	2	50%	25
Total Marks				50

Final CIE Marks=(A) + (B)

A = Average of best two Test marks

B = Average of two Term Work marks

Semester End Examination:

1. Question paper pattern will be ten questions. Each question is set for 20marks. The medium of the question paper shall be English unless otherwise it is mentioned.
2. There shall be 2 questions from each module, each of the two questions under a module (with a maximum of 3 sub questions), may have mix of topics under that module if necessary.
3. The students have to answer 5 full questions selecting one full question from each module.
4. Marks scored will be proportionally scaled down to 50 marks

5. Course Outcomes (COs) and Mapping with POs/ PSOs

Course Outcomes (COs)

COs	Description
M26BENGK109.1	Develop effective communication skills through active listening, structured writing, and the use of appropriate formats for academic and professional contexts.
M26BENGK109.2	Apply principles of technical writing to prepare clear, concise, and coherent documents such as emails, reports, proposals, summaries, and project documentation.

CO-PO-PSO Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
M26BENGK109.1	3	2	-	-	-	-	-	-	2	3	2	2
M26BENGK109.2	3		2	-	2	-	-	-	2	3	2	2

6. Mapping to Sustainable Development Goals (SDG):

Sl. No.	SDG	Justification
1	SDG 4: Quality Education	The course promotes essential communication and technical writing skills, improving students' ability to understand, express, and document knowledge effectively.

2	SDG 8: Decent Work and Economic Growth	Effective writing and listening are critical workplace skills, enhancing employability, professionalism, and career growth.
3	SDG 9: Industry, Innovation and Infrastructure	Technical documentation, proposals, and reports are vital for innovation, project development, and building efficient industrial practices.
4	SDG 17: Partnerships for the Goals	Collaborative writing, peer review, and team-based communication activities build skills necessary for effective teamwork and global cooperation.

1st / 2nd Semester	Humanity Science (HS) BIOLOGY FOR ENGINEERS	M26BBEK110/ 210
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1. Prerequisites

Sl. No.	Proficiency	Pre-requisites
1	Basic Knowledge of Biology	A basic understanding of high school-level biology concepts can be beneficial. This includes knowledge of cell structure, basic physiology, and fundamental biological processes.
2	Basic Knowledge of Biochemistry	Familiarity with major biological molecules and their application (carbohydrates, proteins, lipids, nucleic acids, vitamins, enzymes, and hormones).
3	Basic Knowledge of Mathematics and Physics	Understanding the human anatomy and physiological systems in comparison with bioengineering principles.
4	Basic Concepts of Design	Understanding of basic design and system thinking, which will help in bioengineering design and nature-bioinspired materials and mechanisms.
5	Engineering Fundamentals	Ability to analyze and apply basic engineering principles to solve biological problems.

2. Syllabus

BIOLOGY FOR ENGINEERS SEMESTER – I/ II			
Course Code	M26BBEK110/210	CIE Marks	50
Total Number of Teaching-Learning Hours/sem (L:T: P:TW:SL)	1:0:0:16:0 = 16 Hours	SEE Marks	-
Credits	0	Total Marks	50
Course objectives: - To acquaint the students with fundamental biological principles and their application to bioengineering. - To enable the students to understand the bio-design principles to create novel devices and structures. - To show the students how biological systems can be re-designed as substitute products for natural systems. - To encourage students to create an interdisciplinary view of biological engineering.			
Module -1			
CELL BIOLOGY: Introduction to cell (Types, structure, and major functions of Cells and Cell Organelles) Stem cells and their application. Bio-molecules: Properties and functions of Carbohydrates, Nucleic acids, Proteins, Lipids, Enzymes, Vitamins, and Hormones.			
3 Hours			
Module -2			
BIOMOLECULES AND THEIR APPLICATION: Carbohydrates as Cellulose-based water filters, PHA and PLA as Bio-plastics, Nucleic acids in Vaccines and Diagnosis, Proteins in food production (Plant-based protein, Whey protein, and Meat analogs), Lipids as bio-diesel, and cleaning agents/detergents, Enzymes in Biosensors fabrication, Food processing, Detergent formulation, and Textile processing.			
3 Hours			
Module -3			
ADAPTATION OF ANATOMICAL PRINCIPLES FOR BIOENGINEERING DESIGN: Brain as a CPU System. Eye as a Camera System. Heart as a Pump System. Lungs as Purification System. Kidney as a Filtration System.			
2 Hours			
Module -4			
NATURE-BIOINSPIRED MATERIALS AND MECHANISMS: Echolocation, Photosynthesis. Bird Flying, Lotus Leaf Effect, Plant Burrs, Sharkskin, Kingfisher Beak. Human Blood Substitutes - Hemoglobin-Based Oxygen Carriers (Hbocs) and Perfluorocarbons (Pfc).			
2 Hours			
Module -5			

TRENDS IN BIOENGINEERING: Scaffolds In Muscular, Skeletal Systems and Tissue Engineering, Bio-printing Techniques and Materials. Electrical Tongue and Electrical Nose in Food Science, DNA Origami and Bio-computing, Bio-imaging, and Artificial Intelligence for Disease Diagnosis. Bio-concrete. Bio-remediation. Bio-mining. **2 Hours**

Suggested Learning Resources:

- Human Physiology, Stuart Fox, Krista Rompolski, McGraw-Hill eBook. 16th Edition, 2022
- Biology for Engineers, Thyagarajan S., Selvamurugan N., Rajesh M.P., Nazeer R.A., Thilagaraj W., Barathi S., and
- Jaganthan M.K., Tata McGraw-Hill, New Delhi, 2012.
- Biology for Engineers, Arthur T. Johnson, CRC Press, Taylor and Francis, 2011
- Biomedical Instrumentation, Leslie Cromwell, Prentice Hall 2011.
- Biology for Engineers, Sohini Singh and Tanu Allen, Vayu Education of India, New Delhi, 2014.
- Biomimetics: Nature-Based Innovation, Yoseph Bar-Cohen, 1st edition, 2012, CRC Press.
- Bio-Inspired Artificial Intelligence: Theories, Methods and Technologies, D. Floreano and C. Mattiussi, MIT Press, 2008.
- Bioremediation of heavy metals: bacterial participation, by C R Sunilkumar, N Geetha A C Udayashankar Lambert Academic Publishing, 2019.
- 3D Bioprinting: Fundamentals, Principles and Applications by Ibrahim Ozbolat, Academic Press, 2016.
- Electronic Noses and Tongues in Food Science, Maria Rodriguez Mende, Academic Press, 2016

Web links and Video Lectures (e-Resources):

- VTU EDUSAT / SWAYAM / NPTEL / MOOCS / Coursera / MIT-open learning resource
- <https://nptel.ac.in/courses/121106008>
- <https://freevideolectures.com/course/4877/nptel-biology-engineers-other-non-biologists>
- <https://ocw.mit.edu/courses/20-020-introduction-to-biological-engineering-design-spring-2009>
- <https://ocw.mit.edu/courses/20-010j-introduction-to-bioengineering-be-010j-spring-2006>
- <https://www.coursera.org/courses?query=biology>
- https://onlinecourses.nptel.ac.in/noc19_ge31/preview
- <https://www.classcentral.com/subject/biology>
- <https://www.futurelearn.com/courses/biology-basic-concepts>

3. Teaching-Learning Process Strategies

Sl. No.	TLP Strategies	Description
1	Lecture Method	Explanation via real-life problems, situation modelling, deliberation of solutions, hands-on sessions, reflective and questioning /inquiry-based teaching.
2	Live Demonstration	Instructions with interactions in classroom lectures (physical/hybrid).
3	Collaborative Learning	Encourage collaborative learning for improved competency application.
4	ICT Tools	Use of ICT tools, including YouTube videos, related MOOCs, AR/VR/MR tools.
5	Problem-Based Learning (PBL)	Implement PBL to enhance analytical skills and practical application of competencies
6	Multiple Representations	Introduce topics in various representations to reinforce competencies
7	Gamification Tools	Use of gamification tools (in both physical/hybrid classes) for creative learning outcomes
8	Student Seminars	Solo, group /oral presentations.
9	Model Making	Demonstration using working models.

4. Assessment Details**CIE Split UP:**

	Components	Number	Weight-age	Max. Marks	Min. Marks
(i)	Internal Assessment-Tests (A)	2	50%	25	10
(ii)	Assignments/Quiz/Activity (B)	2	50%	25	10
	Total Marks			50	20

Final CIE Marks = (A) + (B)

Average internal assessment shall be the average of the 2 test marks conducted

5. Course Outcomes (COs) and Mapping with POs/ PSOs**Course Outcomes (COs)**

COs	Description
M25BBEK210.1	Elucidate the fundamentals of biological concepts employing pertinent health, and engineering applications.
M25BBEK210.2	Assess the biological ideologies for the design and development of novel bioengineering solutions.
M25BBEK210.3	Substantiate and apply the ideologies amid nature-inspired bio-mimetic perceptions for explicit engineering solutions.
M25BBEK210.4	Exploring innovative bio-based solutions for relevant biological complications.

CO-PO-PSO Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
M25BBEK210.1	3	-	-	-	-	-	3	-	-	-	-
M25BBEK210.2	3	-	3	-	-	3	-	-	-	-	-
M25BBEK210.3	3	3	3	-	-	-	3	-	-	-	-
M25BBEK210.4	3	-	3	-	3	-	3	-	-	-	-
M25BBEK210	3	3	3		3	3	3	-	-	-	-

6. Mapping to Sustainable Development Goals (SDG):

Sl. No.	SDG	Justification
1	SDG 3 – Good Health and Well-being	The syllabus includes stem cells, tissue engineering, bio-imaging, and AI for disease diagnosis, contributing to advanced healthcare and improved health outcomes.
2	SDG 6 –Clean Water and Sanitation	Application of cellulose-based water filters derived from carbohydrates helps in developing sustainable water purification systems for safe and clean water access.
3	SDG 9 – Industry, Innovation & Infrastructure	Modules on bio-inspired design, bio-printing, biosensors, and bio-mimetic promote innovation in sustainable engineering and infrastructure.
4	SDG 12 – Responsible Consumption & Production	Use of bio-plastics (PHA/PLA), bio-diesel from lipids, and enzyme-based green chemistry promotes eco-friendly production and reduced environmental impact.

2nd Semester

2nd Semester	Basic Science (BS) APPLIED MATHEMATICS-II FOR EEE STREAM	M26BMATE201
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1. Prerequisites

Sl. No.	Proficiency	Pre-requisites
1	Vector Calculus	Understanding partial derivatives, multiple integrals, and vector fields, Dot product, Cross product
2	Integral Calculus	Knowledge of integration w.r.t the specific variables, understanding of curves with fundamental knowledge of geometry for changing the order of integration and also to find area and volume of curves
3	Laplace transforms	Knowledge of advanced calculus, linear algebra, and ordinary differential equations, concept of initial value problem
4	Numerical Methods-I & II	Basic Algebra and Calculus: Understanding of algebraic expressions, equations, and functions. Fundamental concepts of calculus, including derivatives and integrals. Linear Algebra: Matrices and determinants.

2. Syllabus

Applied Mathematics-II for EEE Stream SEMESTER – II			
Course Code	M26BMATE201	CIE Marks	50
Total Number of Teaching-Learning Hours/Sem (L: T: P:TW:SL)	3:0:2:30	SEE Marks	50
		Total Marks	100
Credits	4	Exam Hours	03
Course Objectives:			
1. To, familiarize the importance of Integral calculus and Vector calculus. 2. Have an insight into solving ordinary differential equations by using Laplace transform 3. Techniques to develop the knowledge of numerical methods and apply them to solve transcendental and differential equations.			
Module -1			
Integral Calculus and its applications: Multiple Integrals -Evaluation of double and triple integrals, evaluation of double integrals by change of order of integration, changing into polar coordinates. Applications: Find Area and Volume by double integral. Problems. Beta and Gamma functions: Definitions, properties, relation between Beta and Gamma functions. Problems.			
Module -2			
Vector calculus and its applications: Vector differentiation: Scalar and vector fields, gradient of a scalar field, directional derivatives, divergence of a vector field, solenoidal vector, curl of a vector field, irrotational vector, physical interpretation of gradient, divergence curl and scalar potential. Vector Integration: Problems on Line integrals, Green's and Stokes' theorem (without verification) Application: work done by a force and flux.			
Module -3			
Numerical Methods-1: Solution of algebraic and transcendental equations: Regula-Falsi method and Newton-Raphson method. Finite Differences and Interpolation: Forward and backward differences, Interpolation, Newton forward and backward interpolation formulae, Newton's divided difference interpolation formula and Lagrange's interpolation formula. Numerical Integration: Trapezoidal rule, Simpson's 1/3 rd rule and Simpson's 3/8 th rule.			
Module -4			
Numerical Methods -2: Numerical solution of ordinary differential equations of first order and first degree: Taylor's series method, Modified Euler's method, Runge-Kutta method of fourth order Milne's predictor corrector method -problems.			

Module -5
Laplace transforms: Definition and Formulae of Laplace Transforms, Laplace Transforms of elementary functions. Properties–Linearity, Scaling, shifting property, differentiation in the s domain, division by t. Laplace Transforms of periodic functions, square wave, saw-tooth wave, triangular wave, full and half wave rectifier, Heaviside Unit step function. Inverse Laplace Transforms: Definition, properties, evaluation of Inverse Laplace Transforms using different methods, and applications to solve ordinary differential equations.
List of Laboratory experiments (2 hours/week per batch)
1. Evaluating Area and Volume of Engineering Structures Using Double Integration. An aircraft wing has a curved surface with dimensions approximately $8\text{ m} \times 3\text{ m}$, and engineers need to determine its surface area and enclosed volume accurately. Double integration is used to calculate these quantities, helping engineers estimate material requirements, weight, and aerodynamic performance.
2. Inside the Reactor: Computing the Volume of a Complex Industrial Vessel. An industrial chemical vessel consists of a cylindrical section of radius 2 m and height 5 m, with a conical top of height 1.5 m. Engineers calculate the total volume of the vessel to determine its chemical storage capacity and ensure safe and efficient operation.
3. Vector Field Analysis for Fluid Flow and Electromagnetic Applications. Engineers analyze the airflow around an aircraft wing, where the air velocity at different points may be 10, 15, and 20 m/s in different directions. Vector field analysis is used to study the flow pattern and electromagnetic fields, helping improve aerodynamic design and electrical system performance.
4. Determining Work and Energy in a Force Field Using Line Integration A delivery drone experiences a 15 N wind force while traveling along a 200 m curved flight path between two locations. Engineers use line integration to calculate the total work done by the wind force along the drone's path, helping estimate its energy requirement.
5. Finding the Perfect Operating Point: Smart System Optimization. A smart air-conditioning system consumes 5 kW of power at a room temperature of 25°C and 7 kW at 30°C; engineers need to find the operating condition that minimizes energy consumption. Using optimization techniques, engineers determine the best operating point to reduce power usage while maintaining the required indoor temperature.
6. Weather Forecasting using Newton–Gregory Forward and Backward Interpolation. A weather station records temperatures of 28°C, 30°C, 33°C, and 35°C at 9 AM, 11 AM, 1 PM, and 3 PM, but the 12 PM value is missing. Meteorologists use Newton–Gregory forward or backward interpolation to estimate the missing temperature and improve the accuracy of weather forecasts
7. Solar Energy Estimation using Numerical Integration. A solar panel receives sunlight with measured power values of 200, 500, 800, and 600 W/m^2 at different times of the day. Engineers use numerical integration to estimate the total solar energy received and evaluate the panel's energy-generation performance.
8. Rocket Trajectory Prediction using Taylor's and Modified Euler Methods. A small research rocket is launched with an initial velocity of 50 m/s and acceleration of 9.8 m/s^2; its height and velocity are calculated at 1-second intervals. Use Taylor's and Modified Euler methods to predict the rocket's trajectory and compare the accuracy of the two numerical methods.
9. Modeling and Analyzing Control Systems Using Laplace Transforms. An automatic temperature-control system uses a sensor to maintain a room at 25°C, while the heater response changes with time. Engineers use the Laplace transform to model the control system, analyze its response, and improve temperature stability.
10. Recovering Physical System Responses Using Inverse Laplace Transformation. A temperature sensor in an industrial furnace records a system response of $10e^{-0.5t}$ after the heater is switched off. Engineers use the inverse Laplace transform to convert the system response from the frequency domain back to the time domain and determine the actual temperature variation.
1. Suggested software: Mathematica/MatLab/Python/Scilab

3. Teaching-Learning Process Strategies

Sl. No.	TLP Strategies	Description
1	Lecture Method	Utilize various teaching methods within the lecture format to reinforce competencies.
2	Video/Animation	Incorporate visual aids like videos/animations to enhance understanding the concepts.
3	Collaborative Learning	Encourage collaborative learning for improved competency application.
4	Real-World Application	Discuss practical applications to connect theoretical concepts with real-world competencies.
5	Flipped Class Technique	Utilize a flipped class approach, providing materials before class to facilitate deeper understanding of competencies

4. Assessment Details (both CIE and SEE)**Continuous Internal Evaluation (CIE)**

Continuous Internal Evaluation (CIE)						
Components			Number	Weightage	Max. Marks	Min Marks
1	Internal Assessment - Tests (A)		3	60%	20	08
2	Alternate Assessment (B)		2	40%	10	---
3	Practical Component (C)	Conduction & Record	1	60%	12	5
		Project Work	1	40%	08	---
	Total Marks				50	20

Final CIE Marks = A + B + C**A** = Average of best two Test marks**B** = Average of two Alternate Assessment marks**C** = Sum of Lab Conduction and project work

Self-Learning (SL): The teaching faculty shall motivate the students to take up online courses from any recognized platforms. There shall not be any assessment of the Self-Learning component. The faculty must collect the certificate from the students who have successfully completed the self-learning relevant to the course.

Semester End Examination (SEE)

1. Question paper will be containing 8 questions. Each question is set for 20marks. The medium of the question paper shall be English unless otherwise it is mentioned.
2. The questions from Module 1, 4 and 5 will have 100% choice
3. The questions from Module 2 and 3 will not have any choice
4. Each of the question will have a maximum of two sub questions
5. The students have to answer 5 full questions selecting one full question from each module.
6. Marks scored will be proportionally scaled down to 50 marks

5. Course Outcomes (COs) and Mapping with POs/ PSOs**Course Outcomes (COs)**

COs	Description
M26BMATE201.1	Apply the concepts of multiple integrals, Beta and Gamma functions, vector calculus, and Laplace transforms to solve engineering problems involving area, volume, work done, flux, and differential equation models.
M26BMATE201.2	Analyze and solve engineering problems using numerical methods for nonlinear equations, interpolation, numerical integration, ordinary differential equations, and interpret the accuracy and applicability of the obtained results.

M26BMATE201.3	Analyze engineering problems, construct mathematical models, implement computational solutions using appropriate software tools, and critically evaluate and interpret the outcomes.
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CO-PO-PSO Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
M26BMATE201.1	3	3	-	-	-	-	-	-	-	-	-
M26BMATE201.2	3	3	-	-	-	-	-	-	-	-	-
M26BMATE201.3	-	-	-	-	3	-	-	-	-	-	-
M26BMATE201	3	3	-	-	3	-	-	-	-	-	-

6. Mapping to Sustainable Development Goals (SDG):

Sl. No.	SDG	Justification
1	SDG 6 : Clean Water and Sanitation	Supports analysis of fluid flow, electromagnetic fields, energy systems, environmental modelling, and transport phenomena essential for sustainable engineering solutions.
2	SDG 9 : Industry, Innovation and Infrastructure	Provides analytical tools for system modelling, signal processing, control systems, electrical and mechanical system analysis, and sustainable technology development.
3	SDG 11: Sustainable Cities and Communities	Simulating urban development, including traffic patterns, housing growth, and resource usage.
4	SDG 13 : Climate Action	Enables numerical modelling and simulation of dynamic systems such as weather prediction, mechanical systems, control systems, and engineering processes.

1st / 2nd Semester	Basic Science (BS) APPLIED CHEMISTRY FOR SMART ELECTRONIC SYSTEMS	M26BCHEE102/ 202
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1. Prerequisites

Sl. No.	Proficiency	Pre-requisites
1	Basic Chemistry	Understanding of atomic structure, chemical bonding, periodic properties, acids, bases, pH, concentration, and redox reactions.
2	Mathematics and Calculations	Ability to solve algebraic equations, logarithmic functions, ratios, percentages, and engineering numerical problems.
3	Physics and Electronics Fundamentals	Basic knowledge of current, voltage, resistance, semiconductors, electromagnetic radiation, optics, and energy conversion principles.
4	Material Science	Familiarity with metals, polymers, semiconductors, ceramics, conductivity, crystallinity, and thermal properties of materials.
5	Environmental Science and Sustainability	Awareness of environmental pollution, sustainability, green chemistry principles, and recycling concepts.
6	Instrumentation and Measurement Techniques	Basic understanding of sensors, transducers, calibration, and measurement of chemical and optical properties.
7	Nanotechnology Concepts	Preliminary understanding of nanoscale materials, surface effects, and size-dependent properties.
8	Polymer Chemistry	Familiarity with monomers, polymers, polymerization methods, molecular weight concepts, and engineering applications of polymers.

2. Syllabus

Applied Chemistry for Smart Electronic Systems SEMESTER – I/II			
Course Code	M26BCHEE102/202	CIE Marks	50
Total Number of Teaching-Learning Hours/sem(L:T: P:TW:SL)	2:2:0:20:00 = 84 Hours	SEE Marks	50
		Total Marks	100
Credits	03	Exam Hours	03
Course Objectives: This course will enable students to:			
- To impart fundamental knowledge of chemistry concepts and advanced materials used in electronics and communication engineering applications. - To develop an understanding of semiconductors, nanomaterials, polymers, electrochemical systems, and smart materials for emerging electronic technologies. - To enable students to analyze sustainable energy systems, sensors, and modern electronic materials used in energy storage and communication devices. - To create awareness regarding environmental sustainability, e-waste management, and green technologies associated with electronic industries.			
MODULE 1: Smart Materials for Modern Electronics (8hr)			
Introduction: Smart materials. Semiconductors: p-type and n-type semiconductors, organic and inorganic semiconductors, Perovskite materials and their applications in optoelectronic devices. Nano materials: Introduction, size dependent properties of nano materials (Surface area, Catalytic, Conducting), preparation of nano materials by sol-gel and co-precipitation method with example. Introduction, properties and applications – Nano fibers, Nano photonics, Nano sensors. Perovskite materials and their applications in optoelectronic devices. Quantum dots: basic concepts and Quantum Dot sensitized Solar cells (QDSSCs)- construction, working principle and applications.			

Self-learning: Flexible and Wearable Electronics: Introduction and applications of smart materials in flexible electronic devices.
MODULE 2: Advanced Energy Storage and Clean Energy Systems (8hr)
Batteries: Introduction, classification of batteries, construction, working & applications of lithium-ion, Sodium ion and redox flow batteries. Clean Energy Chemistry: Introduction, fuel cell, construction, working principle, applications and limitations of Solid-Oxide Fuel Cell (SOFCs), differences between fuel cell and a battery and Solar Photovoltaic (PV) Cell. Green Fuels: Introduction, generation of energy (green hydrogen) by electrolysis of water and its advantages. Self-learning: Energy harvesting technologies for wearable and IoT devices.
MODULE 3: Functional Polymers and Sensor Technologies (8hr)
Polymers: Introduction, molecular weight (number average and weight average) and numerical problems. Electronic Polymers: Preparation, properties and applications of PVC, PMMA, and Polyimide (PI) in electronic and optoelectronic devices. Conducting polymers: Synthesis and conducting mechanism of poly aniline. Bio polymers: Preparation, properties and engineering applications of Poly Lactic Acid (PLA), Polyethylene Glycol (PEG). Sensors: Electro chemical sensors: Introduction, conductometric sensors: principle, instrumentation and its application in the estimation of strong acid and optical sensors: principle, instrumentation and its application in the estimation of nickel. Self-learning: Polymer applications in electronics: Introduction to polymer electrolytes, flexible electronic materials and polymer Nano composites for sensors and energy storage devices.
MODULE 4: Electrochemistry and Corrosion Control for Electronic Applications (8hr)
Electrochemistry: Basics of electrochemistry, electrodes and electrode potentials, concentration cell (definition, construction, and working), ion-selective electrode (glass electrode), and determination of pH using a glass electrode. Corrosion: Introduction, electrochemical theory of corrosion, galvanic corrosion and differential aeration corrosion in electronic components. Corrosion control: Surface coating techniques (galvanization and anodization) and corrosion protection of electronic components and printed circuit boards (PCBs). Corrosion rate: Corrosion Penetration Rate (CPR) and simple numerical problems. Self-learning: Nano coatings and corrosion protection techniques used in electronic devices and semiconductor packaging.
MODULE 5: Smart E-waste management (8hr)
E-Waste: Introduction, sources of e-waste, composition, characteristics, and need of e- waste management. Toxic materials used in manufacturing electronic and electrical products, health hazards due to exposure to e-waste. Recycling and Recovery: Different approaches of recycling (separation, thermal treatments, hydrometallurgical extraction, pyro metallurgical methods, direct recycling). Extraction of gold and copper from E-waste. Role of stake holders in environmental management of e-waste (producers, consumers, recyclers, and statutory bodies). Role of AI in e-waste management. Self-learning: Impact of heavy metals on environment and human health.
TEXTBOOKS: 1. A Text Book of Engg. Chemistry, Shashi Chawla, Dhanpat Rai & Co.(P)Ltd. 2. Applied Chemistry, Sunita Rattan, Kataria Engineering Chemistry, Baskar, Wiley 3. A Text book of Engineering Chemistry, SS Dara & Dr. SS Umare, S Chand & Company Ltd., 12th Edition, 2011. 4. Chemistry for Environmental Engineering and Science - by Clair Sawyer, Perry Mccarty, Gene Parkin. 5. Industrial chemistry by B K Sharma-GOEL Publishing House, ISBN 8187224002, 2000 6. Hand Book of applied Chemistry ; For the First Year BE, EEE and allied branches by Dr. Mujeeda Banu REFERENCE BOOKS: 1. "Engineering Chemistry", O.G. Palanna, Tata McGraw Hill Education Pvt. Ltd. New Delhi, Fourth Reprint, 2015. 2. Chemistry of Engineering materials, Malini S, KS Anantha Raju, CBS publishers Pvt Ltd., VIDEO LINKS: 1. https://youtu.be/0k4jtqcbEJU?si=EAX22qd0HCZGKy9v 2. https://youtu.be/kM_gifaGTo?si=DgZQf82-2PFvIkif 3. https://youtu.be/E15scS77nII?si=as9MkbfKoHoawnqO

3. Teaching-Learning Process Strategies

Sl. No.	TLP Strategies	Description
1	Lecture Method	Deliver concepts related to semiconductors, nanomaterials, sensors, conducting polymers, and energy storage devices through structured lectures.
2	Demonstration and Laboratory Learning	Conduct demonstrations on pH sensors, electrochemical cells, polymer models, and photovoltaic systems.
3	Video/Animation Aids	Use simulations to explain semiconductor behavior, nanomaterial synthesis, quantum dots, and sensor working principles.
4	Collaborative and Peer Learning	Encourage peer discussions on nanoelectronics, smart materials, and sustainable electronic technologies.
5	Case-Based and Real-World Application	Introduce industrial applications such as lithium-ion batteries, PCB manufacturing, quantum-dot displays, and smart sensors.
6	Flipped Classroom Approach	Provide reading materials and videos on fuel cells, polymers, and e-waste recycling before class discussions.
7	Mini-Projects and Surveys	Assign projects such as household e-waste surveys and studies on nanomaterials in communication systems.

4. Assessment Details (both CIE and SEE)**Continuous Internal Evaluation (CIE) for Theory Course**

	Components	Number	Weightage	Max. Marks	Min Marks
1	Internal Assessment - Tests (A)	3	60%	30	12
2	Alternate Assessment (B)	2	40%	20	---
	Total Marks			50	20

Final CIE Marks = (A) + (B)

A = Average of best two Test marks

B = Average of two Alternate Assessment marks

Semester End Examination (SEE) For Theory Course

1. Question paper will be containing 8 questions. Each question is set for 20marks. The medium of the question paper shall be English unless otherwise it is mentioned.
2. The questions from Module 1, 4 and 5 will have 100% choice.
3. The questions from Module 2 and 3 will not have any choice.
4. Each of the question will have a maximum of two sub questions.
5. The students have to answer 5 full questions selecting one full question from each module.
6. Marks scored will be proportionally scaled down to 50 marks.

5. Course Outcomes (COs) and Mapping with POs/ PSOs**Course Outcomes (COs)**

COs	Description
M26BCHEE102/202.1	Explain the structure, properties, and applications of semiconductors, nanomaterials, conducting polymers, and smart materials used in electronic and communication systems.
M26BCHEE102/202.2	Apply electrochemical principles to analyse batteries, fuel cells, photovoltaic cells, sensors, and corrosion phenomena relevant to electronic engineering applications.
M26BCHEE102/202.3	Evaluate the performance of engineering polymers, biomaterials, and modern energy technologies for sustainable electronic systems.
M26BCHEE102/202.4	Analyze environmental issues related to electronic waste and propose sustainable recycling and management strategies.

CO-PO-PSO Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
M26BCHEE102/202.1	3	2	-	-	2	-	-	-	-	-	-
M26BCHEE102/202.2	3	3	-	2	2	-	2	-	-	-	-

M26BCHEE102/202.3	2	2	2		2	-	3	-	-	-	-
M26BCHEE102/202.4	2	3	-	2	-	3	3	2	-	-	2
M26BCHEE102/202	2.5	2.5	2	2	2	3	2.67	2	-	-	2

6. Mapping to Sustainable Development Goals (SDG):

Sl. No.	SDG	Justification
1	SDG 7: Affordable and Clean Energy	Study of lithium-ion batteries, fuel cells, photovoltaic cells, and green hydrogen promotes clean and sustainable energy technologies.
2	SDG 8: Decent Work and Economic Growth	Knowledge of nanotechnology, semiconductors, and advanced electronic materials contributes to high-technology industries and skilled employment opportunities.
3	SDG 9: Industry, Innovation and Infrastructure	Smart materials, nanotechnology, conducting polymers, and sensors support innovation in electronic devices and sustainable industrial infrastructure.
4	SDG 11: Sustainable Cities and Communities	Sensors, energy-efficient materials, and smart electronic systems contribute to intelligent and sustainable urban infrastructure.
5	SDG 12: Responsible Consumption and Production	E-waste recycling, recovery of valuable metals, and sustainable material utilization promote responsible production and resource management.
6	SDG 13: Climate Action	Adoption of renewable energy technologies and environmentally responsible management of electronic waste helps reduce environmental impact and supports climate action.

1st / 2nd Semester	Engineering Science Course (ES) COMPUTER AIDED ENGINEERING DRAWING-EEE STREAM	M26BCEDK103 /203
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1. Prerequisites

Sl. No.	Proficiency	Pre-requisites
1	Basic Geometry and Mathematics	Understanding of geometric shapes, Cartesian coordinate system, algebra, and trigonometry.
2	Fundamentals of Engineering Concepts	Familiarity with engineering terminology and the purpose of engineering drawings.
3	Introduction to Technical Drawing	Awareness of different types of technical drawings and projection methods. Proficiency in free-hand sketching and using drawing instruments.
4	Computer Literacy	Basic knowledge of computer operations and software usage.
5	Visualization Skills	Ability to visualize 3D objects and their 2D representations.
6	Attention to Detail	Precision in creating accurate drawings and following technical standards. Capability to interpret technical drawings and solve related problems.
7	Communication and Learning Abilities	Effective communication of technical information, time management, and adaptability to new tools and techniques.

2. Syllabus

Computer Aided Engineering Drawing			
Course Code	M26BCEDK203	CIE Marks	50
Total Number of Teaching-Learning Hours/sem (L:T: P:TW:SL)	32:0:32:20:00 = 84 Hours	SEE Marks	50
Credits	03	Total Marks	100
		Exam Hours	03
Course Objectives:			
- To understand fundamentals and conventions to grasp the significance of engineering drawing, BIS conventions, and scales for accurate representation - To familiarize with CAD software, coordinate systems, and reference planes for creating precise drawings in 2D and 3D environments. - To develop proficiency in using CAD commands and techniques to create various geometric entities and perform essential operations. - To understand orthographic projections for points, lines, planes, and solids, and master isometric projection techniques and conversion methods. - To apply learned concepts and skills in diverse engineering scenarios, including drawing views in 3D environments, lateral surface development, and creating diagrams and charts.			
Module -1			
Introduction: for CIE only			
Significance of Engineering drawing, BIS Conventions of Engineering Drawing, Free hand sketching of engineering drawing, Scales. Introduction to Computer Aided Drafting software, Co-ordinate system and reference planes HP, VP, RPP & LPP of 2D/3D environment. Selection of drawing sheet size and scale. Commands and creation of Lines, coordinate points, axes, polylines, square, rectangle, polygons, splines, circles, ellipse, text, move, copy, off-set, mirror, rotate, trim, extend, break, chamfer, fillet and curves.			
Orthographic Projections of Points, Lines and Planes:			
Introduction to Orthographic projections: Orthographic projections of points in 1 st and 3 rd quadrants. Orthographic projections of lines (Placed in First quadrant only). Orthographic projections of planes viz triangle, square, rectangle, pentagon, hexagon, and circular laminae (Placed in First quadrant only using change of position method).			
Application on projections of Lines & Planes (For CIE only)			
Module -2			

Orthographic Projection of Solids:

Orthographic projection of right regular solids (**Solids Resting on HP only**): Prisms & Pyramids (square, pentagon, hexagon), Cylinders, Cones, Cubes & Tetrahedron. *Projections of Frustum of cone and pyramids (For practice only, not for CIE and SEE).*

Module -3**Isometric Projections:**

Isometric scale, Isometric projection of hexahedron (cube), right regular prisms, pyramids, cylinders, cones and spheres. Isometric projection of combination of two simple solids.

Conversion of simple isometric drawings into orthographic views.

Problems on applications of Isometric projections of simple objects / engineering components.

Introduction to drawing views using 3D environment (For CIE only).

Module -4**Development of Lateral Surfaces of Solids:**

Development of lateral surfaces of right regular prisms, cylinders, pyramids and cones resting with base on HP only. Development of lateral surfaces of their frustums and truncations.

Problems on applications of development of lateral surfaces like funnels and trays.

Problems on applications of development of lateral surfaces of transition pieces connecting circular duct and rectangular duct (For CIE Only)

Module-5

Electrical Circuit Diagrams and Layouts (For CIE Only): Electrical symbols and standards in drawing. Circuit diagram of a simple household wiring system. Schematic diagram for a power supply unit. Layout of single-line diagram (SLD) for small substations. Panel board layout and internal connection diagram using layers in CAD

Text Books

1. Bhatt, N.D., Engineering Drawing: Plane and Solid Geometry, 53rd edition, Charotar Publishing House Pvt. Limited, 2019.
2. K. R. Gopalakrishna, & Sudhir Gopalakrishna: Textbook Of Computer Aided Engineering Drawing, 39th Edition, Subash Stores, Bangalore, 2017

Reference Books

1. Bhattacharya S. K., Electrical Engineering Drawing, New Age International publishers, second edition 1998, reprint 2005.
2. S.N. Lal, & T Madhusudhan, Engineering Visualisation, 1st Edition, Cengage, Publication
3. Parthasarathy N. S., Vela Murali, Engineering Drawing, Oxford University Press, 2015.

3. Teaching-Learning Process Strategies

Sl. No.	TLP Strategies	Description
1	Chalk and Talk method	The drawing views are explained using chalk and talk method
2	Videos Demonstration and Simulations	The assembly drawings are explained with the help of videos and simulations.
3	Use of Charts	The use of charts enables better visualization to students.
4	Software	Assign modeling and drafting tasks to reinforce practical skills associated with competencies.

4. Assessment Details (both CIE and SEE)

The weight-age of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks).

A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation (CIE):

The CIE marks for CAED course offered in the 1st year shall be assessed as follows:

1. The CIE marks awarded in the case of Drawing shall be based on Weekly evaluation of the classwork (sketching and computer display/printouts) with each drawing evaluated as mentioned module wise in the syllabus. The marks of all the drawing sheets are added and scaled do to 30marks
2. One class test similar to SEE will be conducted after completion of the syllabus for 100 marks and scaled

down to 20Marks.

3. CIE marks (out of 50) scored by the student is the sum of classwork evaluation and test marks.
4. CIE component should comprise of Continuous evaluation of drawing work of students as and when the Modules are covered based on below detailed weightage.

Module	Max Marks Weightage	Evaluation weightage in marks	
		Computer Display & print out	Preparatory Sketching
Module – 1	20	15	05
Module – 2	25	20	05
Module – 3	20	15	05
Module – 4	20	15	05
Module-5	15	10	05
TOTAL	100	75	25
Consideration of Class work		100 Marks is scaled down to 25 marks	

5. At least one Test covering all the modules is to be conducted for 100 marks and evaluation to be based SEE pattern, and the same is to be scaled down to 25Marks
6. The final CIE = Class work marks + Test marks

Semester End Examination (SEE): SEE marks for the practical course is 50 Marks.

- The duration of SEE is 03 hours. Questions shall be set worth of 3 hours
- SEE shall be conducted jointly by the two examiners appointed by the COE.
- SEE shall be conducted and evaluated for maximum of 100 marks. Marks obtained shall be accounted for SEE final marks, reducing it to 50 marks.
- Two questions from each Modules to be set as per the below table weightage details. The student has to answer one from each module.
- Question paper for each batch of students has to be set before the commencement of Examination of each batch. The answer sheets will have to be jointly evaluated by the two examiners.
- Two questions to be set from each Module
- Student has to answer one question each from Module
- *However, the student may be awarded full marks, if he/she completes solution on computer display without sketch.*

Module	Max Marks Weightage	Evaluation weightage in marks	
		Computer Display & print out	Preparatory Sketching
Module-1	20	15	05
Module-2	30	25	05
Module-3	25	20	05
Module-4	25	20	05
TOTAL	100	80	20

5. Course Outcomes (COs) and Mapping with POs/ PSOs

Course Outcomes (COs)

COs	Description
M26BCEDK203.1	Ability to apply orthographic projection principles to represent points and lines in various quadrants.
M26BCEDK203.2	Apply orthographic projection principles to represent regular plane surfaces for different resting positions and orientation within the first quadrant.
M26BCEDK203.3	Proficiently apply orthographic projection techniques to represent right regular solids resting on HP.
M26BCEDK203.4	Apply isometric scale and projection techniques to visualize and represent various solids facilitating a comprehensive understanding of engineering drawings
M26BCEDK203.5	Analyze and create lateral surfaces for solids resting on HP

CO-PO-PSO Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
M26BCEDK203.1	3	-	-	-	-	-	-	-	-	-	-
M26BCEDK203.2	-	3	-	-	-	-	-	-	-	-	-

M26BCEDK203.3	-	-	3	-	-	-	-	-	-	-	-
M26BCEDK203.4	-	-	-	3	-	-	-	-	-	-	-
M26BCEDK203.5	-	-	-	-	2	-	-	-	-	-	-
M26BCEDK203	3	3	3	3	2	-	-	-	-	-	-

6. Mapping to Sustainable Development Goals (SDG):

Sl. No.	SDG	Justification
1	SDG 4: Quality Education	Quality Education by providing essential technical and digital skills in engineering drawing and CAD. It promotes inclusive, skill-based learning aligned with modern industry and lifelong learning goals.
2	SDG 9: Industry, Innovation, and Infrastructure	By building foundational skills in technical drawing and CAD, essential for modern engineering design and manufacturing. It fosters innovation and contributes to sustainable industrial development through accurate visualization and digital drafting tools.
3	SDG 12: Responsible Consumption and Production	By teaching precise design and drafting techniques that reduce material wastage and support efficient manufacturing. It encourages sustainable design practices through accurate development of surfaces and optimized use of resources in engineering production.

1st / 2nd Semester	Engineering Science Course (ES) INTRODUCTION TO CIVIL ENGINEERING	M26BESK104A/ 204A
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1. Prerequisites

Sl. No.	Proficiency	Pre-requisites
1	Basic Science and Mathematics	Knowledge of basic physics (mechanics, forces) and mathematics (algebra, geometry).
2	Environmental Awareness	Basic knowledge of pollution, sanitation, and sustainable issues.
3	Engineering Drawing and Visualization	Knowledge of sketches, visualization of shapes, sections and projections of buildings.
4	Logical Reasoning and Spatial Ability	Skill to understand space, balance, and visualize structures and forces.

2. Syllabus

Introduction to Civil Engineering SEMESTER – I/II			
Course Code		CIE Marks	50
Total Number of Teaching-Learning Hours/sem (L:T: P:TW:SL)	2:2:0: 20:20 = 104 Hours	SEE Marks	50
		Total Marks	100
Credits	03	Exam Hours	03
Course Objectives:			
1. Explore Civil Engineering scope, materials, and building components aligned with Sustainable Development Goals.			
2. Apply fundamental concepts of force systems, equilibrium, and free-body diagrams in basic structural analysis.			
3. Calculate and locate centroid of simple and built-up sections for structural applications.			
4. Calculate moment of inertia of simple and built-up sections for structural applications.			
Module -1			
Introduction: Surveying, Structural Engineering, Geotechnical Engineering, Hydraulics and Water Resources Engineering, Transportation Engineering, Environmental Engineering.			
Basic Materials of Construction: Bricks, cement, steel, concrete and mortar.			
Building components: substructure and super-structure components.			
Introduction to sustainable development goals.			
Infrastructure: types of infrastructure			
Activity: Identification and classification of common building materials, structural components, and Civil Engineering disciplines through observation and group discussion.			
Module -2			
Concurrent force systems: Concept of idealization, system of forces, Resolution and composition of forces, Law of Parallelogram of forces, principle of transmissibility, Resultant of concurrent force systems, free body diagram, types of forces, Lami's theorem, equations of equilibrium.			
Force Board Activity: Experimental determination of the resultant and equilibrium of concurrent force systems using a force board or graphical vector method			
Module -3			
Non-concurrent force systems: Resultant of non-concurrent coplanar force systems, moment of forces, couple, Varignon's theorem, types of loads and supports, equilibrium of non-concurrent coplanar force systems.			
Moment Balance Activity: Verification of the principle of moments and equilibrium of non-concurrent force systems using a simple balance setup			
Module - 4			
Centroid: Introduction, centre of gravity, centroid, axis of symmetry, locating the centroid of plane lamina and composite figures from first principles and Numerical examples.			
Paper Cut-Out Activity: Experimental determination of the centroid of plane lamina using the suspension (plumb line) method and comparison with analytical results.			

Module -5

Moment of inertia: Introduction, method of determining the second moment of area of plane sections from first principles, parallel axis and perpendicular axis theorem, radius of gyration, polar moment of inertia, moment of inertia of built-up sections and numerical examples.

Section Comparison Activity: Comparative study of the bending behaviour of different cross-sections to demonstrate the influence of moment of inertia on structural stiffness.

TEXTBOOKS

3. Bansal R. K., Rakesh Ranjan Beohar and Ahmad Ali Khan, Basic Civil Engineering and Engineering Mechanics, 2015, Laxmi Publications.
4. Kolhapure B K, Elements of Civil Engineering and Engineering Mechanics, 2014, EBPB

REFERENCE BOOKS

1. Beer F.P. and Johnston E. R., *Mechanics for Engineers, Statics and Dynamics*, 1987, McGraw Hill.
2. Irving H. Shames, *Engineering Mechanics*, 2019, Prentice-Hall.
3. Timoshenko S, Young D. H., Rao J. V., *Engineering Mechanics*, 5th Edition, 2017, Pearson Press.

VIDEO LINKS

1. <https://www.youtube.com/watch?v=nGfVTNfNwnk&list=PLOSwwFV98rfKXq2KBphJz95rao7q8PpwT>
2. <https://www.youtube.com/watch?v=3YBXteL-qY4>
3. https://www.youtube.com/watch?v=atoP5_DeTPE
4. <https://www.youtube.com/watch?v=ksmsp9OzAsI>
5. <https://www.youtube.com/watch?v=x1ef048b3CE>
6. https://www.youtube.com/watch?v=l_Nck-X49qc
7. https://play.google.com/store/apps/details?id=appinventor.ai_jgarc322.Resultant_Force
8. <https://www.youtube.com/watch?v=RIbceW1DSZg>
9. <https://www.youtube.com/watch?v=R8wKV0UQtlo>
10. https://www.youtube.com/watch?v=0RZHHgL8m_A
11. <https://www.youtube.com/watch?v=Bl5KnQOWkY>

3. Teaching-Learning Process Strategies

Sl. No.	TLP Strategies	Description
1	Interactive Lectures	Use multimedia presentations, models, and physical samples to explain building materials and structural components.
2	Field Visits	Organize visits to construction sites, water treatment plants, and urban infrastructure projects.
3	Group Activities	Facilitate collaborative work on smart city models and environmental impact discussions.
4	Problem Solving Sessions	Introduce conceptual and numerical problem-solving on centroid, force systems, and moment of inertia.
5	ICT Tools and Videos	Use NPTEL lectures, animations and simulations to demonstrate real-time force analysis and building science.
6	Seminars and Presentations	Assign students short presentations on infrastructure, smart cities, and sustainable practices.

4. Assessment Details (both CIE and SEE)**Continuous Internal Evaluation (CIE)**

Components	Number	Weightage	Max. Marks	Min Marks
1 Internal Assessment - Tests (A)	3	60%	30	12
2 Alternate Assessment (B)	2	40%	20	8
Total Marks			50	20

$$\text{Final CIE Marks} = (A) + (B)$$

A = Average of best two Test marks

B = Average of two Alternate Assessment marks

Self-Learning (SL): the teaching faculty shall motivate the students to take up online courses from any recognized platforms. There shall not be any assessment of the Self-Learning component. The faculty must collect the certificate from the students who have successfully completed the self-learning relevant to the course.

Semester End Examination (SEE)

1. Question paper will be containing 8 questions. Each question is set for 20 marks. The medium of the question paper shall be English unless otherwise it is mentioned.
2. The questions from Module 1, 4 and 5 will have 100% choice.
3. The questions from Module 2 and 3 will not have any choice.
4. Each of the question will have a maximum of two sub questions.
5. The students have to answer 5 full questions selecting one full question from each module.
6. Marks scored will be proportionally scaled down to 50 marks.

5. Course Outcomes (COs) and Mapping with POs/ PSOs

Course Outcomes (COs)

COs	Description
M26BESK104A.1	Apply knowledge of Civil Engineering disciplines, materials, structural elements, and infrastructure for sustainable development practices.
M26BESK104A.2	Assess the resultant and equilibrium of force systems on the rigid bodies.
M26BESK104A.3	Determine and locate the centroid of plane and built-up sections.
M26BESK104A.4	Determine the moment of inertia of plane and built-up sections.

CO-PO-PSO Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
M26BESK104A.1	3	-	-	-	-	2	3	-	-	-	2
M26BESK104A.2	3	3	-	2	2	-	-	-	-	-	2
M26BESK104A.3	3	3	-	2	-	-	-	-	-	-	2
M26BESK104A.4	3	3	-	2	-	-	-	-	-	-	2
M65BESK104	3	3	-	2	2	2	3	-	-	-	2

6. Mapping to Sustainable Development Goals (SDG):

Sl. No.	SDG	Justification
1	SDG 9: Industry, Innovation and Infrastructure	Students explore fundamental infrastructure design concepts promoting innovation and resilient development.
2	SDG 11: Sustainable Cities and Communities	Incorporates clean city, smart city, and solid waste management topics to improve urban livability.
3	SDG 13: Climate Action	Introduces environment-friendly practices in construction and energy- efficient buildings.

1st/2nd Semester	Engineering Science Course (ES) INTRODUCTION TO ELECTRICAL ENGINEERING	M26BESK104B/ 204B
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1. Prerequisites

Sl. No.	Proficiency	Pre-requisites
1	Basic concepts of Circuit Elements	Basic understanding of active and passive elements of a circuit. Familiarity with fundamentals of discrete elements such as resistors, capacitors and inductors.
2	Electrical Circuits	Understanding of voltage, current and their characteristic behavior in electrical circuits and relevant laws.
3	Fundamentals of electromagnetic induction	Faraday's laws of electromagnetic induction, Lenz's law and Fleming's left- and right-hand rule.
4	Basic knowledge of measuring instruments.	Knowledge of measuring instruments such as ammeter, voltmeter and multimeter etc.

2. Syllabus

INTRODUCTION TO ELECTRICAL ENGINEERING SEMESTER – I/II			
Course Code	M26BESK104B/204B	CIE Marks	50
Total Number of Teaching-Learning Hours/sem(L:T:P:TW:SL)	32:32:0:20:20 = 104 Hours	SEE Marks	50
		Total Marks	100
Credits	03	Exam Hours	03
Course Objectives:			
6. To explain electric power generation, transmission and distribution 7. To explain the laws used in the analysis of DC and AC circuits. 8. To explain the behaviour of circuit elements in single-phase AC circuits. 9. To explain the construction and operation of Transformers, AC generators, DC motors and Induction motors. 10. To introduce concepts of circuit protecting devices, earthing and electricity billing			
Module -1: Electrical Energy Sources & DC circuits			
Introduction to electrical energy sources, Single line diagram approach. Brief introduction to the electrical generation using Thermal, Solar, Hydro, Wind using Block diagram approach. DC circuits: Ohm's law and Kirchhoff's laws, analysis of series, parallel and series – parallel circuits excited by independent voltage sources. Power and energy, Illustrative examples			
Module -2: Single phase and Three phase AC circuit			
A.C. Fundamentals: Equation of AC Voltage and current, waveform, time period, frequency, amplitude, phase, phase difference, Derivations of average value, RMS value, form factor, peak factor. Voltage and current relationship with phasor diagrams in R, L, and C circuits. Concept of Impedance. Analysis of R-L, R-C, R-L-C Series circuits. Active power, reactive power and apparent power. Concept of power factor and Numerical. Three Phase Circuits: Advantages and limitations; star and delta connection, relationship between line and phase quantities excluding derivation.			
Module -3: Transformers & Three phase synchronous generators			
Transformers: Necessity of transformer, principle of operation, Types and construction of single-phase transformers, EMF equation, losses, variation of losses with respect to load. Efficiency and numerical. Three-phase synchronous generators: Principle of operation and constructional details of salient and non-salient pole generators, synchronous speed, frequency of generated voltage, emf equation, with the concept of winding factor excluding the derivation and calculation of winding factors and numerical.			
Module -4: Motors			

Three-phase induction Motors: Concept of rotating magnetic field, Principle of operation, constructional features of motor, types – squirrel cage and slip ring. Slip, its significance and numerical.

DC Motor: Principle of operation, back emf and its significance. Torque equation, types of motors, characteristics and Simple numerical.

Module -5: Domestic Wiring & Electrical Safety

Domestic Wiring: Requirements, Types of wiring: casing, capping. Two way and three way control of load.

Electricity Bill: Power rating of household appliances including air conditioners, PCs, laptops, printers, etc. Definition of “unit” used for consumption of electrical energy, two-part electricity tariff, calculation of electricity bill for domestic consumers.

Equipment Safety measures: Working principle of Fuse and Miniature circuit breaker (MCB), merits and demerits.

Personal safety measures: Electric Shock, Earthing and its types, Safety Precautions to avoid shock

TEXTBOOKS:

10. Fundamentals of Electrical Engineering & Electronics by B L Theraja, S. Chand and Company Pvt. Ltd. Reprint edition, 2022
11. Basic Electrical Engineering D. C. Kulshreshtha McGraw-Hill Education 1st edition, 2019

REFERENCE BOOKS:

1. Electrical Technology E Hughes Pearson International Students 9th edition
2. Principles of Electrical Engineering & Electronics V K Mehta and Rohit Mehta S. Chand and Company Pvt. Ltd.

VIDEO LINKS:

1. <https://youtu.be/OC8Lbyeyh-E>
2. <https://youtu.be/5CHufqAF-p0>

3. Teaching-Learning Process Strategies

Sl. No.	TLP Strategies	Description
1	Lecture Method	Utilize various teaching methods within the lecture format to reinforce competencies.
2	Video/Animation	Incorporate visual aids like videos/animations to enhance understanding of generation of electrical energy.
3	Collaborative Learning	Encourage collaborative learning for improved competency application.
4	Real-World Application	Discuss practical applications to connect theoretical concepts with real-world competencies.
5	Flipped Class Technique	Utilize a flipped class approach, providing materials before class to facilitate deeper understanding of competencies
6	Laboratory Learning	Utilize the facilities available in the laboratories to understand the behavior of the materials by performing few experiments.

4. Assessment Details (both CIE and SEE)

Continuous Internal Evaluation (CIE)

	Components	Number	Weightage	Max. Marks	Min Marks
1	Internal Assessment-Tests (A)	3	60%	30	12
2	Alternate Assessment (B)	2	40%	20	---
	Total Marks			50	20

Final CIE Marks = (A) + (B)

A = Average of best two Test marks

B = Average of two Alternate Assessment marks

Self-Learning (SL): If applicable, the teaching faculty shall motivate the students to take up online courses from any recognized platforms. There shall not be any assessment of the Self-Learning component. The faculty must collect the certificate from the students who have successfully completed the self-learning relevant to the course.

Semester End Examination (SEE)

1. Question paper will be containing 8 questions. Each question is set for 20marks. The medium of the question paper shall be English unless otherwise it is mentioned.
2. The questions from Module 1, 4 and 5 will have 100% choice
3. The questions from Module 2 and 3 will not have any choice
4. Each of the question will have a maximum of two sub questions
5. The students have to answer 5 full questions selecting one full question from each module.
6. Marks scored will be proportionally scaled down to 50 marks

5. Course Outcomes (COs) and Mapping with POs/ PSOs

Course Outcomes (COs)

COs	Description
M26BESK104B.1	Understand the concepts of hydro, thermal, solar & wind energy sources and Electric circuits.
M26BESK104B.2	Apply Ohm's law and Kirchhoff's laws to solve DC & AC circuits
M26BESK104B.3	Illustrate the construction and working principles of DC & AC Machines
M26BESK104B.4	Describe the types of wiring, tariff and safety measures in an electrical system.

CO-PO-PSO Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
M26BESK104B.1	3	3	-	-	-	-	-	-	-	-	-
M26BESK104B.2	3	3	-	-	-	-	-	-	-	-	-
M26BESK104B.3	3	3	-	-	-	-	-	-	-	-	-
M26BESK104B.4	-	-	-	-	-	3	-	-	-	-	-
M26BESK104B	3	3	-	-	-	3	-	-	-	-	-

6. Mapping to Sustainable Development Goals (SDG):

Sl. No.	SDG	Justification
1	SDG 7: Affordable and Clean Energy	Electrical engineers are crucial in designing, installing, and maintaining systems for solar, wind, hydro, and geothermal power. This involves understanding circuits, power electronics, energy conversion, and grid integration.
2	SDG 9: Industry, Innovation, and Infrastructure	Applying basic electrical engineering principles leads to the development of energy-efficient industrial processes, automation, and control systems that reduce resource consumption and waste.
3	SDG 11: Sustainable Cities and Communities	Smart Cities: The development of smart cities heavily relies on electrical engineering for smart infrastructure, energy conservation, efficient waste management, and sustainable urban living. Sustainable Transportation: Electrical engineers are vital in the design and development of electric vehicles (EVs) and their charging infrastructure, reducing reliance on fossil fuels and improving air quality in urban areas.

1st / 2nd Semester	Engineering Science Course (ES) INTRODUCTION TO ELECTRONICS AND COMMUNICATION	M26BESK104C/ 204C
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1. Prerequisites

Sl. No.	Proficiency	Pre-requisites
1	Basic knowledge on Physics	A fundamental understanding of physics.
2	Basic knowledge on Mathematics	A fundamental understanding of mathematics.
3	Semiconductor Fundamentals	Basic knowledge of semiconductor physics and semiconductor devices is beneficial.
4	Basic knowledge of analog and digital signals	Elementary electronic components such as resistors, capacitors, inductors, diodes, and transistors.

2. Syllabus

INTRODUCTION TO ELECTRONICS AND COMMUNICATION SEMESTER – I/II			
Course Code	M26BESK104C/204C	CIE Marks	50
Total Number of Teaching-Learning Hours/sem(L:T: P:TW:SL)	32:32:0:20:20 = 104 Hours	SEE Marks	50
		Total Marks	100
Credits	03	Exam Hours	03
Course Objectives:			
- To prepare students with fundamental knowledge/ overview in the field of Electronics and Communication Engineering. - To equip students with a basic foundation in electronic engineering required for comprehending the operation and application of electronic circuits, logic design, embedded systems, and communication systems. - Professionalism & Learning Environment: To inculcate in first-year engineering students an ethical and professional attitude by providing an academic environment inclusive of effective communication, teamwork, ability to relate engineering issues to a broader social context, and life-long learning needed for a successful professional career.			
Module -1			
Power Supplies – PN Junction Diode: Forward and Reverse Bias Characteristics, DC-powersupply Block diagram, Half-wave rectifier, Full-wave rectifiers, Voltage regulators, switch mode power supplies. Amplifiers – Basics of MOSFET: Construction, Symbol, Types (Enhancement and Depletion), Types of amplifiers, Gain, Input and output resistance, Negative feedback.			
Module -2			
Oscillators –Positive feedback, Ladder network oscillator, Wein bridge oscillator, Multivibrators, Single-stage astable oscillator. (Only Concepts, working, and waveforms. No mathematical derivations) Operational amplifiers –symbol and connections, Operational amplifier parameters, Operational amplifier characteristics, Operational amplifier configurations, Operational amplifier circuits.			
Module -3			
Boolean Algebra and Logic Circuits: Number Base Conversion, Complements, Binary subtraction using 1's and 2's, Basic Theorems and Properties of Boolean Algebra, Canonical and Standard Forms, Digital Logic Gates. Combinational logic: Introduction, Design procedure, Adders and Subtractors.			
Module -4			
Embedded Systems – Definition, Embedded systems vs general computing systems, Classification of Embedded Systems, Major application areas of Embedded Systems, purpose of embedded system, Elements of an Embedded System, Microprocessor vs Microcontroller, RISC vs CISC.			

Sensors and Interfacing – Instrumentation and control systems, Transducers, Sensors, Actuators, LED, 7-Segment LED Display.
Module -5
Communication Schemes – Modern communication system scheme, Information source, and input transducer, Transmitter, Channel or Medium – Hardwired and Soft wired, Noise, Receiver, Multiplexing, Types of communication systems. Types of modulation (only concepts) , Concept of Radio wave propagation (Ground, space, sky) An Overview of Wireless Systems: Introduction, First- and Second-Generation Cellular Systems, Cellular Communications from 1G to 3G, Road Map for Higher Data Rate Capability in 3G, Wireless 4G Systems.
Text Books 1. Mike Tooley, 'Electronic Circuits, Fundamentals & Applications', 4th Edition, Elsevier, 2015. DOI https://doi.org/10.4324/9781315737980. eBook ISBN 9781315737980 2. Digital Logic and Computer Design, M. Morris Mano, PHI Learning, 2008 ISBN-978-81-203-0417-84. 3. K V Shibu, 'Introduction to Embedded Systems', 2nd Edition, McGraw Hill Education (India), Private Limited, 2016 4. S L Kakani and Priyanka Punglia, 'Communication Systems', New Age International Publisher, 2017. 5. Robert L. Boylestad and Louis Nashelsky, Electronic Devices and Circuit Theory, 11th Edition, Pearson Education, 2013. 6. Vijay K. Garg, Wireless Communications and Networking, Morgan Kaufmann Publishers (Elsevier), 2nd Edition.

3. Teaching-Learning Process Strategies

Sl. No.	TLP Strategies	Description
1	Lecture Method	Utilize various teaching methods within the lecture format to reinforce competencies.
2	Video/Animation	Incorporate visual aids like videos/animations to enhance understanding of basic electronics concepts.
3	Collaborative Learning	Encourage collaborative learning for improved competency application.
4	Real-World Application	Discuss practical applications to connect theoretical concepts with real-world competencies.
5	Flipped Class Technique	Utilize a flipped class approach, providing materials before class to facilitate deeper understanding of competencies

4. Assessment Details (both CIE and SEE)
Continuous Internal Evaluation (CIE)

	Components	Number	Weightage	Max. Marks	Min Marks
1	Internal Assessment-Tests (A)	3	60%	30	12
2	Alternate Assessment (B)	2	40%	20	---
	Total Marks			50	20

$$\text{Final CIE Marks} = (A) + (B)$$

A = Average of best two Test marks

B = Average of two Alternate Assessment marks

Semester End Examination (SEE)

1. Question paper will be containing 8 questions. Each question is set for 20marks. The medium of the question paper shall be English unless otherwise it is mentioned.
2. The questions from Module 1, 4 and 5 will have 100% choice

3. The questions from Module 2 and 3 will not have any choice
4. Each of the question will have a maximum of two sub questions
5. The students have to answer 5 full questions selecting one full question from each module.
6. Marks scored will be proportionally scaled down to 50 marks

5. Course Outcomes (COs) and Mapping with POs/ PSOs

Course Outcomes (COs)

COs	Description
M26BESK104C/204C.1	Describe the working principles of PN junction diodes, DC power supplies, rectifiers, voltage regulators, switch mode power supplies, amplifier fundamentals, and MOSFET basics.
M26BESK104C/204C.2	Illustrate the principles of oscillators, operational amplifiers configurations used in basic electronic circuits.
M26BESK104C/204C.3	Apply number system concepts, Boolean algebra, and logic gates to implement logic circuits such as adders and subtractors.
M26BESK104C/204C.4	Discuss the fundamentals of communication systems, modulation concepts, radio wave propagation, and the development of wireless communication technologies from 1G to 4G.

CO-PO-PSO Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
M26BESK104C/204C.1	3	-	-	-	2	-	-	-	2	2	-
M26BESK104C/204C.2	3	3	-	-	2	-	-	-	2	2	-
M26BESK104C/204C.3	3	3	2	-	2	-	-	-	2	-	-
M26BESK104C/204C.4	3	2	-	-	-	-	-	-	-	-	-
M26BESK104C/204C	3	-	2	-	2	-	-	-	2	2	-

6. Mapping to Sustainable Development Goals (SDG):

Sl. No.	SDG	Justification
1	SDG 4: Quality Education	Learning advanced electronics builds foundational engineering skills.
2	SDG 9: Industry, Innovation and Infrastructure	Embedded systems, communication technologies, amplifiers, digital logic.
3	SDG 11: Sustainable Cities and Communities	Sensors, automation, embedded applications in smart cities

1st/ 2nd Semester	Engineering Science Course INTRODUCTION TO MECHANICAL ENGINEERING	M26BESK104D/ 204D
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1. Prerequisites

Sl. No.	Proficiency	Pre-requisites
1	Basic understanding of Engineering disciplines	Familiarity with different engineering disciplines and their role in society, industry, and technological development.
2	Basic knowledge of Mathematics and Physics	Understanding of fundamental concepts such as force, motion, energy, power, heat, and simple calculations related to engineering systems.
3	Analytical Thinking Skills	Ability to observe, analyze, and solve simple engineering problems using logical reasoning.
4	Visualization Skills	Ability to interpret basic engineering diagrams, machine components, schematic representations, and manufacturing processes.
5	Interest in Engineering Systems and Emerging Technologies	Curiosity to understand the working principles of machines, manufacturing processes, automation, robotics, and future mobility technologies.

2. Syllabus

Introduction to Mechanical Engineering SEMESTER – I/II			
Course Code	M26BESK104D/204D	CIE Marks	50
Total Number of Teaching-Learning Hours/sem (L:T: P:TW:SL)	32:32:0:20:20 = 104 Hours	SEE Marks	50
		Total Marks	100
Credits	03	Exam Hours	03
Course Objectives:			
- To develop basic knowledge of Mechanical Engineering, its role in industries, emerging technologies, and conventional and renewable energy sources. - To understand the concepts of different machine tool operations, industrial automation, and advanced manufacturing systems such as CNC machines and Additive Manufacturing (3D Printing). - To understand the working principles and applications of Internal Combustion (IC) engines and future mobility technologies including Electric, Hybrid, and Autonomous Vehicles. - To provide exposure to engineering materials, joining processes and their applications in manufacturing industries. - To acquire a basic understanding of mechatronics, robotics, and their role in industrial automation and modern manufacturing.			
Module -1			
Introduction: Role of Mechanical Engineering in Industries and Society. Emerging trends and technologies in Energy, Manufacturing, Automotive, Aerospace, and Marine sectors. Energy: Introduction and applications of conventional and renewable energy sources including Thermal, Hydrel, Nuclear, Solar Photovoltaic (PV), and Wind Energy. Environmental issues such as Global Warming and Carbon Neutrality.			
Module -2			
Machine Tool Operations: Working principle of Lathe and operations such as Turning, Facing and Knurling. Working principle of Drilling Machine and operations including Drilling, Boring and Reaming. Working principle of Milling Machine and operations such as Plain Milling, End Milling and Slot Milling. (<i>No sketches of machine tools; sketches to be used only for explaining the operations</i>). Automation in Industry: Definition, types – Fixed, Programmable and Flexible Automation, basic elements with block diagrams, advantages and industrial applications.			
Module -3			

Introduction to IC Engines: Components and working principles, four-stroke Petrol and Diesel engines, applications of IC engines, and basic performance parameters of IC engines (**Simple numerical problems**).

Future Mobility: Electric Vehicles (EV), Hybrid Electric Vehicles (HEV), components of electric and hybrid vehicles, advantages and limitations of EVs and Hybrid Vehicles, and an introduction to Autonomous Vehicles.

Module -4

Engineering Materials: Types, properties and applications of Ferrous and Non-Ferrous Metals, Ceramics, Glass, Polymers, Graphite, Diamond and Shape Memory Alloys.

Joining Processes: Soldering, Brazing and Welding, definitions, classification of welding processes, Arc Welding, Gas Welding and TIG Welding.

Module -5

Introduction to Mechatronics and Robotics: Open-loop and Closed-loop Mechatronic Systems. Robot Anatomy, Robot Configurations (Cartesian, Cylindrical, Polar and Articulated), applications, advantages and limitations of Industrial Robots.

Introduction to Advanced Manufacturing Systems: Introduction to CNC machines, components of CNC, advantages and applications of CNC, Introduction to Additive Manufacturing (3D Printing), and Introduction to Industry 4.0.

TEXTBOOKS:

1. K. R. Gopala Krishna, Elements of Mechanical Engineering, Subhash Publications, 35th Edition.
2. **R. K. Rajput**, *a Textbook of Elements of Mechanical Engineering*, **Laxmi Publications**, Fourth Edition.

REFERENCE BOOKS:

1. **Jonathan Wickert and Kemper Lewis**, *an Introduction to Mechanical Engineering*, **Cengage Learning**, Fourth Edition.
2. **P. N. Rao**, *Manufacturing Technology: Foundry, Forming and Welding*, **McGraw Hill Education**, Fifth Edition.

VIDEO LINKS:

1. https://www.nptel.ac.in/courses/112104526?utm_source=chatgpt.com
2. <https://mitlibraryblog.wordpress.com/mitm-videos/>

3. Teaching-Learning Process Strategies

Sl. No.	TLP Strategies	Description
1	Lectures & Presentations	Deliver core concepts and foundational knowledge. - Utilize multimedia (images, diagrams, and animations, videos) to enhance understanding.
2	Interactive Discussions & Q&A	Encourage active participation and clarification of doubts. Facilitate critical thinking and analysis of concepts through student-led discussions
3	Hands-on Activities	Provide laboratory or simulation-based activities to demonstrate real-world applications of mechanics or machine tools.
4	Case Studies	Present real-world engineering challenges and have students analyze potential solutions.
5	Flipped Class Technique	Utilize a flipped class approach, providing materials before class to facilitate deeper understanding of competencies
6	Project-Based Learning	Encourage research and design thinking through project-based learning activities

4. Assessment Details (both CIE and SEE) Continuous Internal Evaluation (CIE)

	Components	Number	Weightage	Max. Marks	Min Marks
1	Internal Assessment - Tests (A)	3	60%	30	12
2	Alternate Assessment (B)	2	40%	20	---
	Total Marks			50	20

Final CIE Marks = (A) + (B)

A = Average of best two Test marks

B = Average of two Alternate Assessment marks

Self-Learning (SL): If applicable, the teaching faculty shall motivate the students to take up online courses from any recognized platforms. There shall not be any assessment of the Self-Learning component. The faculty must collect the certificate from the students who have successfully completed the self-learning relevant to the course.

Semester End Examination (SEE)

1. Question paper will be containing 8 questions. Each question is set for 20marks. The medium of the question paper shall be English unless otherwise it is mentioned.
2. The questions from Module 1, 4 and 5 will have 100% choice
3. The questions from Module 2 and 3 will not have any choice
4. Each of the question will have a maximum of two sub questions
5. The students have to answer 5 full questions selecting one full question from each module.
6. Marks scored will be proportionally scaled down to 50 marks

5. Course Outcomes (COs) and Mapping with POs/ PSOs

Course Outcomes (COs)

COs	Description
M26BESK104D/204D.1	Interpret the working principles and applications of conventional and renewable energy sources, with environmental issues such as global warming and carbon neutrality.
M26BESK104D/204D.2	Analyse the working principles and functionalities of various machine tools, industrial automation systems, their control strategies, and industrial applications.
M26BESK104D/204D.3	Evaluate the construction and working principles of Internal Combustion (IC) engines, and the basic concepts, components, and applications of Electric, Hybrid, and Autonomous Vehicles.
M26BESK104D/204D.4	Interpret the properties of engineering materials for selection in engineering applications, and the working principles and applications of welding, brazing, and soldering.
M26BESK104D/204D.5	Analyse the basic concepts of mechatronic systems, robotic systems, CNC machines, Additive Manufacturing (3D Printing), and Industry 4.0 in modern manufacturing.

CO-PO-PSO Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
M26BESK104D/204D.1	3	-	-	-	-	-	-	-	-	-	-
M26BESK104D/204D.2	3	-	-	-	-	-	-	-	-	-	-
M26BESK104D/204D.3	-	3	-	-	-	-	-	-	-	-	-
M26BESK104D/204D.4	3	-	-	-	-	-	-	-	-	-	-
M26BESK104D/204D.5	3	-	-	-	-	-	-	-	-	-	-
M26BESK104D/204D	3	3	-	-	-	-	-	-	-	-	-

6. Mapping to Sustainable Development Goals (SDG):

Sl. No.	SDG	Justification
1	SDG 7: Affordable and Clean Energy	The course introduces conventional and renewable energy sources, environmental sustainability, and future mobility technologies such as Electric and Hybrid Vehicles, promoting awareness of clean energy solutions, energy efficiency, and sustainable transportation, thereby supporting SDG 7.
2	SDG 9: Industry, Innovation and Infrastructure	Topics such as machine tools, industrial automation, CNC machines, Additive Manufacturing (3D Printing), robotics, and Industry 4.0 foster innovation, enhance manufacturing productivity, and strengthen sustainable industrial infrastructure, contributing to SDG 9.
3	SDG 12: Responsible Consumption and Production	The study of engineering materials, joining processes, advanced manufacturing systems, and automation promotes efficient utilization of resources, sustainable manufacturing practices, waste reduction, and responsible production, aligning with SDG 12.

1st / 2nd Semester	Engineering Science Course (ES) INTRODUCTION TO C PROGRAMMING	M26BESK104E/ 204E
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1. Prerequisites

Sl. No.	Proficiency	Pre-requisites
1	Basic computer Skills	Understanding how to use a computer, Functionality of Computer and perform basic Programming.
2	Logical Thinking	Ability to think logically and analytically, which is crucial for understanding algorithms and problem-solving in programming.
3	Understanding of Algorithms	Understanding the logic behind different algorithms (e.g., sorting, searching) can improve the efficiency of the code and its role in solving problems efficiently.
4	Basic Modular Arithmetic	Basic Number Theory: Understanding of integers, Datatypes. Algebra: Proficiency in algebraic manipulations and understanding of congruence relations.
5	Problem-Solving Skills	Ability to break down complex problems into smaller, manageable parts and develop step-by-step solutions

2. Syllabus

INTRODUCTION TO C PROGRAMMING SEMESTER – I/II			
Course Code	M26BESK104E/204E	CIE Marks	50
Total Number of Teaching-Learning Hours/sem (L:T: P:TW:SL)	32:32:0:20:20 = 104 Hours	SEE Marks	50
Credits	03	Total Marks	100
		Exam Hours	03
Course Objectives:			
1. To introduce the fundamentals of computers, algorithmic thinking, and structured problem solving. 2. To build strong foundations in C syntax, control structures, and modular programming. 3. To develop the ability to design solutions using arrays, pointers, structures, and files. 4. To cultivate debugging discipline and good programming practices from the very first semester.			
Module -1			
Introduction to computers: Definition, Characteristics of Computer, Stored Program Concept, Applications of Computers, Basic Organization of Computer. Computer memory and Processors: Memory Organization, memory Hierarchy, Sequential and random Access, cache memory, Primary Memory. Design efficient programs: Program design Tools: Algorithms, Flowcharts, Pseudo codes. Programming in C: Introduction to C, Structure of C Program, writing the First C Program,. Introduction to C, Files used in a C program, C tokens, Character set in C, keywords, Identifiers, Basic Datatypes in C, variables, constants, Input/output statements in C. Textbook 1: Chapter 1.1,1.2, 1.3, 1.6,1.7 , 3.1-3.7 8.4, 9.1-9.4, 9.7-9.14			
Module -2			
Programming in C: Operators in C, Type conversion and typecasting. Decision control and Looping statements: Introduction to decision control, Conditional branching statements, iterative statements, nested loops, break and continue statements. Textbook 1: Chapter 9.15-9.16, 10.1-10.5			
Module -3			
Functions: Introduction, Using Functions, Function declaration, Function definition, Function call, return statement, passing parameters to functions, scope of variables, recursive functions. Arrays: Declaration of arrays, accessing the elements of an array, storing values in arrays, Operations on arrays (Traverse, Searching, Sorting). Textbook 1: Chapter 11.1-11.8, 11.10. Chapter 12.1-12.5			
Module -4			
Arrays: Two dimensional arrays, operations on two-dimensional arrays Strings: Introduction, string taxonomy, operations on strings, (length, uppercase, lowercase, concatenate, compare, reverse) Miscellaneous string and character functions. Textbook 1: Chapter 12.7-12.8 Chapter 13.1, 13.3-13.6,			

Module -5	
Pointers: Concepts, pointer Variable, Accessing Variables through pointers, pointer Declaration and Definition, Initialization Pointer Variables, Pointer and Functions, pointers to pointers, Compatibility. Structures and Unions: Introduction, defining a structure, declaring structure Variables, accessing structure members, structure initialization, copying and comparing structure variables, operation on individuals' members. Textbook 2: Chapter 11, Chapter 13	
Illustrative Mini Project Ideas (Students May Choose Other Relevant Topics)	
<i>Mini projects are to be executed in teams of 2-3 students over the last 3-4 weeks of the semester, with a project report and a live demonstration for evaluation.</i> Mini Project 1: Digital Voltmeter Simulator Simulate a set of voltage readings, classify them into safe/unsafe ranges using functions, and log the readings to a file. Mini Project 2: Ohm's Law Based Circuit Calculator Given any two of voltage, current, and resistance, compute the third for a series of readings stored in an array, and save results to a file. Mini Project 3 Smart Site Alert Simulator Simulate a set of sensor-style readings (e.g., vibration or crack width) in an array, flag any reading beyond a safe limit, and log alerts to a file. Mini Project 4 Concrete Mix Quantity Calculator Given the volume of concrete and mix ratio, use functions to compute the required quantities of cement, sand, and aggregate, and save the report to a file. Mini Project 5: Frequency Unit Converter Utility Build a utility that converts frequency values between Hz, kHz, and MHz using functions and macros, with results logged to a file.	
Textbooks: 1. Reema Thareja, Computer fundamentals and programming in c, Oxford University, Third edition, 2023 2. Behrouz Forozon, Richard Gilberg, A structured Programming Approach using C, 2nd edition Thomson Learning, 2003. Reference Books: 1. E. Balaguruswamy, Programming in ANSI C, 8th Edition, Tata McGraw-Hill. 2. Brian W. Kernighan and Dennis M. Ritchie, The 'C' Programming Language, Pearson Publishers 2015. 3. Behrouz Forozon, Richard Gilberg, A structured Programming Approach using C, 2nd edition Thomson Learning, 2003. VIDEO LINKS: https://onlinecourses.nptel.ac.in/noc22_ce54/preview https://mitlibraryblog.wordpress.com/mitm-videos/ https://www.tutorialspoint.com/what-is-an-algorithm-and-flowchart-in-c-language https://www.tutorialspoint.com/cprogramming/c_data_types.htm https://www.tutorialspoint.com/cprogramming/c_operators.htm https://www.ccbp.in/blog/articles/decision-making-statements-in-c https://www.tutorialspoint.com/cprogramming/c_arrays.htm https://www.geeksforgeeks.org/variables-in-c/ https://www.w3schools.com/c/c_arrays.php https://www.programiz.com/c-programming/c-strings https://www.programiz.com/c-programming/c-pointers https://www.scaler.com/topics/c/structures-c/	

3. Teaching-Learning Process Strategies

Sl. No.	TLP Strategies	Description
1	Lecture Method	Utilize various teaching methods within the lecture format to reinforce competencies.
2	Video/Animation	Incorporate visual aids like videos/animations to enhance understanding of programming concepts.
3	Collaborative Learning	Encourage collaborative learning for improved competency application.
4	Real-World Application	Discuss practical applications to connect theoretical concepts with real-world competencies.

5	Programming Assignments	Assign programming tasks to reinforce practical skills associated with competencies.
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4. Assessment Details (both CIE and SEE)
Continuous Internal Evaluation (CIE)

	Components	Number	Weightage	Max. Marks	Min Marks
1	Internal Assessment - Tests (A)	3	60%	30	12
2	Alternate Assessment (B)	2	40%	20	---
	Total Marks			50	20

Final CIE Marks = (A) + (B)

A = Average of best two Test marks

B = Average of two Alternate Assessment marks

Semester End Examination (SEE)

1. Question paper will be containing 8 questions. Each question is set for 20marks. The medium of the question paper shall be English unless otherwise it is mentioned.
2. The questions from Module 1, 4 and 5 will have 100% choice
3. The questions from Module 2 and 3 will not have any choice
4. Each of the question will have a maximum of two sub questions
5. The students have to answer 5 full questions selecting one full question from each module.
6. Marks scored will be proportionally scaled down to 50 marks

5. Course Outcomes (COs) and Mapping with POs/ PSOs

Course Outcomes (COs)

COs	Description
M26BESK104E/204E.1	Apply the basic knowledge of computer hardware, functionalities of a computer to develop Simple C Programs.
M26BESK104/204E.2	Identify the appropriate operators, Branching and Looping constructs of C language to solve the real-world problem.
M26BESK104E/204E.3	Utilizing the Modularity of functions to implement arrays and strings to perform data Manipulation to inscribe the Application.
M26BESK104E/204E.4	Apply pointers, structures, unions in C programming to develop Application that efficiently manage, manipulate the data.

CO-PO-PSO Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
M26BESK104E/204E.1	3	-	-	-	-	-	-	-	-	-	-
M26BESK104E/204E.2	-	3	-	-	-	-	-	-	-	-	-
M26BESK104E/204E.3	-	3	3	-	-	-	-	-	-	-	-
M26BESK104E/204E.4	-	3	3	-	-	-	-	-	-	-	-
M26BESK104E/204E	3	3	3	-	-	-	-	-	-	-	-

6. Mapping to Sustainable Development Goals (SDG):

Sl. No.	SDG	Justification
1	SDG 4: Quality Education	The course builds critical computational and analytical thinking skills, empowering students with lifelong learning tools in computer science. Promotes technical education and employability
2	SDG 8: Decent Work and Economic Growth	By equipping students with key programming and problem-solving skills, the course enhances career opportunities in IT and software sectors, contributing to economic growth.

3	SDG 9: Industry, Innovation and Infrastructure	Programming using C form the backbone of modern technology and software infrastructure. The course fosters innovation and prepares students for building efficient, scalable digital systems
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1st / 2nd Semester	Programming Language Course (PL) BASICS OF JAVA	M26BPLK105A / 205A
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1. Prerequisites

Sl. No.	Proficiency	Pre-requisites
1	Foundational Programming Logic	Comfort with variables, control structures, and functions from an earlier programming course (POP/Python).
2	Basic Data Structures Awareness	Familiarity with arrays and the idea of organizing data in memory.
3	Basic Computer Skills	Ability to set up a JDK/IDE, compile, and run programs from the command line or an IDE.
4	Elementary OOP Vocabulary	Awareness of terms like class, object, and method, even if not yet applied.

2. Syllabus

BASICS OF JAVA SEMESTER – I			
Course Code	M26BPLK105A / 205A	CIE Marks	50
Total Number of Teaching-Learning Hours/sem (L:T: P:TW:SL)	32:32:0:20:20 = 104 Hours	SEE Marks	50
		Total Marks	100
Credits	03	Exam Hours	03
Course Objectives:			
- To build a strong foundation in object-oriented principles (encapsulation, inheritance, polymorphism, abstraction) using Java. - To develop proficiency in exception handling, multithreading, and the Java Collections Framework. - To equip students with skills to design robust, reusable Java classes and packages. - To introduce students to Java-based GUI and basic client-server (socket) programming.			
Module -1			
Module 1: Java & OOP Foundations:			
Java Buzzwords, JVM/JRE/JDK, bytecode, and the compile-run cycle. Classes and objects: fields, methods, constructors, the 'this' keyword. Data types, operators, arrays, and Java Strings/StringBuilder. Control statements: selection, iteration, and jump statements in Java. Static members, method overloading, and constructor overloading.			
Lab Programs:			
- Construct and execute a Java program to determine the largest among three user-defined numbers. - Construct and execute a Java program that illustrates the concept of constructor overloading. - Construct and execute a Java program capable of verifying whether a given string qualifies as a palindrome.			
Text Book 1: Ch 1–2, Ch 3, Ch 4, Ch 5, Ch 6, Ch 7, Ch 18 (Strings) Text Book 2: Ch 2–3, Ch 4, Ch 5, Ch 6–7, Ch 8			
Module -2			
Module 2: Inheritance, Polymorphism, Interfaces & Packages			
Inheritance basics, the 'super' keyword, method overriding, and dynamic method dispatch. Abstract classes and methods; the 'final' keyword. Interfaces: defining, implementing, default and static interface methods. Packages: creating, importing, and access protection (public/private/protected/default). Polymorphism in practice: designing extensible class hierarchies.			
Lab Programs:			
- Construct and execute a Java program that illustrates single inheritance through the application of the super keyword. - Construct and execute a Java program that demonstrates the concept of method overriding. - Construct and execute a Java program to implement a Shape interface across two distinct classes.			

Text Book 1: Ch 8 (Inheritance), Ch 9 (Packages and Interfaces) | Text Book 2: Ch 8 (extends/overriding), Ch 10 (Interfaces), Ch 11 (Packages)

Module -3

Templates & Exception Handling :

Exception hierarchy, try-catch-finally, multiple catch blocks, throw/throws. Creating and using custom (user-defined) exceptions. The Java thread model: creating threads via Thread class and Runnable interface. Thread lifecycle, synchronization, inter-thread communication (wait/notify), avoiding deadlocks. Executor framework basics for managing thread pools.

Lab Programs:

1. Construct and execute a C++ program to determine the maximum of two numbers by implementing a generic function template.
2. Construct and execute a C++ program that illustrates exception handling through the try-catch construct.
3. Construct and execute a C++ program to define a custom exception class derived from the standard std::exception class.

Text Book 1: Ch 10 (Exception Handling), Ch 11 (Multithreaded Programming) | Text Book 2: Ch 13 (Errors and Exceptions), Ch 12 (Multithreaded Programming)

Module -4

Collection hierarchy:

List, Set, Map interfaces and key implementations (ArrayList, Linked List, HashSet, TreeSet, HashMap, TreeMap). Iterators, Comparable and Comparator for custom sorting. Generics: generic classes and methods, bounded type parameters, wildcards. Autoboxing/unboxing and the java.util utility classes.

Lab Programs:

1. Construct and execute a C++ program to store and present a collection of elements using a vector container.
2. Construct and execute a C++ program to arrange a vector of integers in order by employing the sort() algorithm.
3. Construct and execute a C++ program that illustrates the storage and retrieval of key-value pairs using a map container.

Text Book 1: Ch 14 (Generics), Ch 20 (java.util Part 1: Collections Framework) | Text Book 2: Ch 16 (Java Collections)

Module -5

Java I/O streams:

Byte vs character streams, reading/writing files, try-with-resources. Serialization basics for persisting Java objects. Introduction to Java Swing: components, layouts, event handling for simple GUIs. Networking basics: Socket and ServerSocket classes for simple client-server communication.

Lab Programs:

1. Construct and execute a C++ program capable of reading from and writing to a file using the fstream class.
2. Construct and execute a C++ program that illustrates the use of a unique_ptr smart pointer for automatic memory management.
3. Construct and execute a C++ program to apply a lambda expression in conjunction with the for each STL algorithm.

Text Book 1: Ch 13 (I/O & Try-with-Resources), Ch 22 (java.io), Swing chapters (~Ch 28–30), Networking (~Ch 24) | Text Book 2: Ch 15 (I/O Files), Ch 14 (Graphics/AWT/Swing)

Text Books:

1. Herbert Schildt, Java: The Complete Reference, 12th Edition, McGraw-Hill.
2. E. Balagurusamy, Programming with Java, 6th Edition, McGraw-Hill Education.

Reference Books:

1. Cay S. Horstmann, Core Java Volume I - Fundamentals, 12th Edition, Pearson.
2. Kathy Sierra and Bert Bates, Head First Java, 2nd Edition, O'Reilly.

Video Link:

1. https://onlinecourses.nptel.ac.in/noc22_cs27/preview

3. Teaching-Learning Process Strategies

Sl. No.	TLP Strategies	Description
1	Lecture Method	Utilize various teaching methods within the lecture format to reinforce competencies.
2	Video/Animation	Incorporate visual aids like videos/animations to enhance understanding of programming concepts.
3	Collaborative Learning	Encourage collaborative learning (pair programming, peer code review) for improved competency application.
4	Real-World Application	Discuss practical applications to connect theoretical concepts with real-world competencies.
5	Programming Assignments	Assign programming/lab tasks and mini-projects to reinforce practical skills associated with competencies.

4. Assessment Details (both CIE and SEE)**Continuous Internal Evaluation (CIE)**

	Components	Number	Weightage	Max. Marks	Min Marks
1	Internal Assessment - Tests (A)	3	60%	30	12
2	Alternate Assessment (B)	2	40%	20	---
	Total Marks			50	20

Final CIE Marks = (A) + (B)**A** = Average of best two Test marks**B** = Average of two Alternate Assessment marks**Semester End Examination (SEE)**

1. Question paper will be containing 8 questions. Each question is set for 20marks. The medium of the question paper shall be English unless otherwise it is mentioned.
2. The questions from Module 1, 4 and 5 will have 100% choice
3. The questions from Module 2 and 3 will not have any choice
4. Each of the question will have a maximum of two sub questions
5. The students have to answer 5 full questions selecting one full question from each module.
6. Marks scored will be proportionally scaled down to 50 marks

5. Course Outcomes (COs) and Mapping with POs/ PSOs**Course Outcomes (COs)**

COs	Description
M26BPLK105A 205A.1	Understand and apply the fundamental programming constructs of OOP with Java.
M26BPLK105A/205A.2	Design and implement modular, well-structured programs using the language's core features.
M26BPLK105A/205A.3	Analyze problems and select appropriate data organization techniques to build efficient solutions.
M26BPLK105A/205A.4	Develop complete mini-applications that integrate multiple course concepts to solve real-world problems.
M26BPLK105A/205A.5	Demonstrate professional coding practices including debugging, documentation, and version-appropriate style

CO-PO-PSO Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
M26BPLK105A.1	3	-	-	-	-	-	-	-	-	-	-
M26BPLK105A.2	-	3	-	-	-	-	-	-	-	-	-
M26BPLK105A.3	-	-	3	3	-	-	-	-	-	-	-
M26BPLK105A.4	-	-	-	3	-	-	-	-	-	-	-
M26BPLK105A.5	-	-	3	-	-	-	-	-	-	-	-
M26BPLK105A	3	3	3	3	-	-	-	-	-	-	-

6. Mapping to Sustainable Development Goals (SDG):

Sl. No.	SDG	Justification
1	SDG 4: Quality Education	Strengthens rigorous computational thinking and systems-level programming skills as part of a well-rounded technical education.
2	SDG 9: Industry, Innovation and Infrastructure	C++ underpins performance-critical systems, embedded software, and game engines, directly supporting infrastructure innovation.
3	SDG 8: Decent Work and Economic Growth	Proficiency in C++ opens career pathways in systems programming, finance, gaming, and embedded industries.

1st/ 2nd Semester	Programming Language Course - (PL) INTRODUCTION TO PYTHON PROGRAMMING	M26BPLK105B/ 205B
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1. Prerequisites

Sl. No.	Proficiency	Pre-requisites
1	Basic Computer Skills	Understanding how to use files, folders, and applications. Familiarity with installing and using software
2	Logical Thinking and Problem Solving	The ability to understand a problem and solve it step by step. The process of understanding a problem, writing a Python program to solve it, and checking the result.
3	Basic Math Skills	Knowledge of arithmetic operations, percentages, averages, and simple mathematical formulas to perform calculations in Python programs.
4	Elementary Programming Concepts	Basic understanding of variables, data types, operators, input/output, conditional statements, loops, and functions to develop simple Python programs.

2. Syllabus

INTRODUCTION TO PYTHON PROGRAMMING SEMESTER – I			
Course Code	M26BPLK105B/205B	CIE Marks	50
Number of Lecture Hours/Week (L:T: P: S:TW:SL)	32:32:0:20:20 = 104 Hours	SEE Marks	50
		Total Marks	100
Credits	03	Exam Hours	03
Course Objectives:			
1. Learn the syntax and semantics of the Python programming language. 2. Illustrate the process of structuring the data using lists, tuples. 3. Appraise the need for working with various documents like Excel, PDF, Word and Others. 4. Demonstrate the use of built-in functions to navigate the file system. 5. Implement the Object Oriented Programming concepts in Python.			
Module -1			
Python Basics:			
Entering Expressions into the Interactive Shell, The Integer, Floating-Point, and String Data Types, String Concatenation and Replication, Storing Values in Variables, Your First Program, Dissecting Your Program, Flow control:			
Boolean Values, Comparison Operators, Boolean Operators, Elements of Flow Control, Program Execution, Flow Control Statements, Importing Modules, Ending a Program Early with sys.exit().			
Functions:			
def Statements with Parameters, Return Values and return Statements, The None Value, Keyword Arguments and print() function, Local and Global Scope, The global Statement, Exception Handling.			
Textbook 1: Ch. 1, 2, 3			8 Hours
Lab Programs:			
1. Develop a program to read the student details like Name, USN, and Marks in three subjects. Display the student details, total marks and percentage with suitable messages.			
2. Develop a program to read the name and year of birth of a person. Display whether the person is a senior citizen or not.			
3. Develop a program to generate Fibonacci sequence of length (N). Read N from the console.			
Module -2			
Lists: Dictionaries and Structuring Data:			
The List Data Type, Working with Lists, Augmented Assignment Operators, Methods, Strings and Tuples, References,			
Dictionaries and Structuring Data:			
The Dictionary Data Type, Dictionary vs List, The Keys(), values() and items() methods, Pretty Printing, Using Data Structures to Model Real-World Things.			

Textbook 1: Ch. 4, 5 Lab Programs: 1. Design a program that defines a factorial function and uses it to determine the binomial coefficient for the given inputs N and R. 2. Develop a program to read N numbers from the console into a list and calculate the mean, variance, and standard deviation. Display the results with suitable messages. 3. Develop a program to accept a multi-digit number as characters from the console and print the occurrence count of each digit with suitable messages.	8 Hours
Module -3	
Manipulating Strings: Working with Strings, Useful String Methods ,Copying and pasting string with the pyperclip() module. Reading and writing Files: Files and File Paths, The File Reading/Writing Process, Saving Variables with the shelve Module, Saving Variables with the pprint.format() Function Textbook 1: Ch. 6, 9 Lab Programs: 1. Implement a program that reads a text file, counts the frequency of each distinct word using a dictionary, sorts the words in decreasing order of frequency, and prints the top 10 most frequent words. 2. Develop a program to read the contents of a text file, sort them in ascending order, and write the sorted contents to a separate text file. Use appropriate string, list, and file handling methods. 3. Develop a program to backing Up a given Folder (Folder in a current working directory) into a ZIP File by using relevant modules and suitable methods.	8 Hours
Module -4	
Organizing Files: The shutil Module, walking a Directory Tree, Compressing Files with the zipfile Module, Debugging: Raising Exceptions, Getting the Traceback as a String, Assertions, Logging. Textbook 1: Ch. 10, 11 Lab Programs: 1. Develop a Python program that defines a function DivExp(a, b) to perform division. Use an assertion to validate that a is greater than zero and handle the divide-by-zero condition by raising an appropriate exception. Read the input values from the console and call the function. 2. Construct and execute a Python program to walk a directory tree using os.walk() and list all files with a specific extension. 3. Develop a Python program to simulate the operation of a traffic light. Use an assertion to ensure that the input signal is one of Red, Yellow, or Green. Display the corresponding traffic instruction and handle invalid inputs appropriately.	8 Hours
Module -5	
Classes and objects: Programmer-defined type,Attributes, Rectangles, Instances as return values, Objects are mutable, Copying. Classes and functions: Time, Pure functions, Modifiers, Classes and methods: Printing objects, The __init__ method, The __str__ method, Operator overloading,Polymorphism Textbook 2: Ch. 15, 16, 17 Lab Programs: 1. Develop a Python program to define a class Complex for representing complex numbers. Implement a function to perform the addition of two Complex objects and use it to calculate the sum of N ($N \geq 2$) complex numbers entered by the user. 2. Construct and execute a Python program that demonstrates the use of the __init__ and __str__ methods within a programmer-defined class. 3. Write a Python program using a Student class to read a student's details and marks in three subjects, calculate the total and percentage, and display the score card using appropriate class methods.	8 Hours
TEXT BOOKS 1. Al Sweigart, "Automate the Boring Stuff with Python", 2nd Edition, No Starch Press, 2020. 2. Allen B. Downey, "Think Python: How to Think Like a Computer Scientist", 2nd Edition, Green Tea Press, 2015.	
REFERENCE BOOKS:	

1. Naomi Ceder, The Quick Python Book, 4th Edition
2. Mark Lutz, Learning Python, 5th Edition

Video Links:

1. <https://automatetheboringstuff.com/>
2. <https://greenteapress.com/wp/think-python-2e/>
3. <https://youtube.com/@mitmysorecse2071>

Illustrative Mini Project Ideas (Students May Choose Other Relevant Topics)

Mini projects are to be executed in teams of 2–3 students over the last 3–4 weeks of the semester, with a project report and a live demonstration for evaluation.

1. Mini Project 1: Personal File Organizer & Backup Utility

Build a command-line utility that scans a target folder, organizes files into sub-folders by type/extension using the `os` and `shutil` modules, and creates a dated ZIP backup of the organized folder using the `zipfile` module, with a logging-based summary report of every operation performed.

2. Mini Project 2: Secure Password Locker with Persistent Storage

Develop a dictionary-based password manager that lets a user add, retrieve, update, and delete account credentials, persisting the data between runs using the `shelve` module, with input validation and try-except blocks to gracefully handle missing or duplicate entries.

3. Mini Project 3: Student Record Management System (OOP-based)

Design a Student class with attributes for name, marks, and grade, implement the `__init__` and `__str__` methods for clean object display, and build a program that stores a list of Student objects, computes each student's grade, and saves/loads the records to/from a text file.

4. Mini Project 4: Text Analyzer & Wiki Formatter

Create a tool that reads a text file, uses a dictionary to compute word-frequency statistics, pretty-prints the results with the `pprint` module, and reformats selected lines into wiki-style bulleted markup, building directly on the string-manipulation and dictionary techniques from Modules 2 and 3.

5. Mini Project 5: Debug-Aware Contact Book with Exception Handling

Build a contact book application that stores contacts as dictionaries within a list, supports adding/searching/deleting entries, and persists data to a file, while using assertions and the logging module to record errors and full tracebacks for invalid input, per the debugging practices covered in Module 4.

3. Teaching-Learning Process Strategies

Sl. No.	TLP Strategies	Description
1	Hands-on Coding	Python is best learned by doing. Provide plenty of opportunities for students to write code, debug, and experiment with Python programs. Use coding exercises, projects, and challenges to reinforce learning.
2	Interactive Learning	Use interactive Python environments like Jupyter Notebooks, REPL (Read-Eval-Print Loop), or IDEs such as PyCharm or Visual Studio Code. These tools allow students to see immediate results and interactively explore concepts.
3	Real-world Examples	Relate Python concepts to real-world applications and examples that resonate with students' interests or future career paths. For example, show how Python is used in data analysis, web development, or artificial intelligence.
4	Incremental Complexity	Start with simple Python concepts and gradually increase the complexity of topics as students gain proficiency. This approach helps build a strong foundation and prevents overwhelming students with advanced topics too soon.
5	Laboratory Learning	Utilize the facilities available in the laboratories to understand the behavior of the materials by performing few experiments.

4. Assessment Details (both CIE and SEE)**Continuous Internal Evaluation (CIE)**

	Components	Number	Weightage	Max. Marks	Min Marks
1	Internal Assessment - Tests (A)	3	60%	30	12

2	Alternate Assessment (B)	2	40%	20	---
Total Marks				50	20

Final CIE Marks = (A) + (B)

A = Average of best two Test marks

B = Average of two Alternate Assessment marks

Semester End Examination (SEE)

1. Question paper will be containing 8 questions. Each question is set for 20marks. The medium of the question paper shall be English unless otherwise it is mentioned.
2. The questions from Module 1, 4 and 5 will have 100% choice
3. The questions from Module 2 and 3 will not have any choice
4. Each of the question will have a maximum of two sub questions
5. The students have to answer 5 full questions selecting one full question from each module.
6. Marks scored will be proportionally scaled down to 50 marks

5. Course Outcomes (COs) and Mapping with POs/ PSOs

Course Outcomes (COs)

COs	Description
M26BPLK105B/205B.1	Apply the fundamentals of Python programming to solve complex problems.
M26BPLK105B/205B.2	Analyse different data structures, concepts of string manipulation used in python programming
M26BPLK105B/205B.3	Interpret the concepts of object-oriented programming using Python
M26BPLK105B/205B.4	Develop Solutions to the real-world problems using python and justify through formal reasoning with complete experimental documentation.

CO-PO Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
M26BPLK105B/205.1	3	-	-	-	-	-	-	-	-	-	-
M26BPLK105B/205.2	-	3	-	-	-	-	-	-	-	-	-
M26BPLK105B/205.3	-	-	3	-	-	-	-	-	-	-	-
M26BPLK105B/205.4	-	-	-	3	3	-	-	-	-	-	-
M26BPLK105/205B	3	3	3	3	3	-	-	-	-	-	-

6. Mapping to Sustainable Development Goals (SDG)

Sl. No.	SDG	Justification
1	SDG 4: Quality Education	Python is free, beginner-friendly, and widely used in digital education platforms and coding literacy campaigns.
2	SDG 8: Decent Work and Economic Growth	Python helps in workforce analytics, automation, and developing digital skills that boost employability.
3	SDG 9: Industry, Innovation, and Infrastructure	Python drives innovations in AI, IoT, and automation in industries, enhancing infrastructure management.

1st / 2nd Semester	Programming Language Course (PL) INTRODUCTION TO C++ PROGRAMMING	M26BPLK105C/ 205C
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1. Prerequisites

Sl. No.	Proficiency	Pre-requisites
1	Foundational Programming Logic	Comfort with variables, control structures, and functions, typically from POP in C.
2	Basic Understanding of Pointers	Familiarity with the concept of memory addresses and pointer variables.
3	Basic Computer Skills	Ability to compile and run C++ programs using a compiler/IDE (g++, Code::Blocks, VS Code).
4	Elementary OOP Vocabulary	Awareness of terms like class and object, even if not yet applied in code.

2. Syllabus

INTRODUCTION TO C++ PROGRAMMING SEMESTER – I/ II			
Course Code	M26BPLK105C	CIE Marks	50
Total Number of Teaching-Learning Hours/sem (L:T: P:TW:SL)	32:32:0:20:20 = 104 Hours	SEE Marks	50
Credits	03	Total Marks	100
		Exam Hours	03
Course Objectives:			
1. To build a strong foundation in object-oriented principles (encapsulation, inheritance, polymorphism) using C++. 2. To develop skills in operator overloading, templates, and exception handling for robust, reusable code. 3. To introduce the Standard Template Library (STL) for efficient data management. 4. To develop an appreciation of resource management (RAII) and modern C++ practices..			
Module -1			
C++ & OOP Foundations From C to C++: new features, references, inline functions, default arguments. Classes and objects: data members, member functions, access specifiers. Constructors (default, parameterized, copy) and destructors. Static members and static member functions; the 'this' pointer. Friend functions and friend classes. Lab Programs: - Construct and execute a C++ program to compute the area of a rectangle by encapsulating the relevant data and logic within a class. - Construct and execute a C++ program that illustrates the sequence in which constructors and destructors are invoked. - Construct and execute a C++ program to interchange the values of two numbers by implementing a friend function. Text Book 1: Ch 2 (Beginning with C++), Ch 5 (Classes and Objects), Ch 6 (Constructors and Destructors) Text Book 2: Ch 16 (Classes), Ch 17 (Construction, Cleanup, Copy, and Move)			
Module -2			
Inheritance & Polymorphism Types of inheritance: single, multiple, multilevel, hierarchical, hybrid. Function overriding, virtual functions, and pure virtual functions (abstract classes). Runtime polymorphism via virtual function tables; early vs late binding. Operator overloading: unary and binary operators, overloading using friend functions. Virtual destructors and safe polymorphic object destruction. Lab Programs: - Construct and execute a C++ program that illustrates the concept of single-level inheritance. - Construct and execute a C++ program that demonstrates runtime polymorphism through the implementation of virtual functions.			

3. Construct and execute a C++ program to overload the + operator such that it supports the addition of two complex numbers. Text Book 1: Ch 8 (Inheritance: Extending Classes), Ch 9 (Virtual Functions and Polymorphism), Ch 7 (Operator Overloading) Text Book 2: Ch 20 (Derived Classes), Ch 21 (Class Hierarchies), Ch 18–19 (Overloading, Special Operators)
Module -3
Templates & Exception Handling: Function templates and class templates; template parameters. Template specialization basics. Exception handling: try-catch-throw, exception hierarchies, standard exceptions. Custom exception classes derived from std::exception. Resource Acquisition Is Initialization (RAII) concept and its role in exception safety. Lab Programs: 1. Construct and execute a C++ program to determine the maximum of two numbers by implementing a generic function template. 2. Construct and execute a C++ program that illustrates exception handling through the try-catch construct. 3. Construct and execute a C++ program to define a custom exception class derived from the standard std::exception class. Text Book 1: Ch 12 (Templates), Ch 13 (Exception Handling) Text Book 2: Ch 23 (Templates), Ch 24 (Generic Programming), Ch 13 (Exception Handling) 8 Hours
Module -4
Standard Template Library (STL) STL overview: containers, iterators, algorithms, functions. Sequence containers: vector, list, deque; associative containers: map, set, multimap. Iterators: types and usage; range-based for loops. STL algorithms: sort, find, count, accumulate, transform. Choosing the right container for performance and use-case requirements. Lab Programs: 1. Construct and execute a C++ program to store and present a collection of elements using a vector container. 2. Construct and execute a C++ program to arrange a vector of integers in order by employing the sort() algorithm. 3. Construct and execute a C++ program that illustrates the storage and retrieval of key-value pairs using a map container. Text Book 1: Ch 14 (Introduction to the STL) Text Book 2: Ch 31 (STL Containers), Ch 32 (STL Algorithms), Ch 33 (STL Iterators)
Module -5
File Handling & Modern C++ Practices File streams: ifstream, ofstream, fstream; reading/writing objects to files. Namespaces and their role in avoiding naming conflicts. Introduction to smart pointers (unique_ptr, shared_ptr) for automatic memory management. Lambda expressions basics and their use with STL algorithms. Overview of building a small end-to-end application combining OOP, STL, and file handling. Lab Programs: 1. Construct and execute a C++ program capable of reading from and writing to a file using the fstream class. 2. Construct and execute a C++ program that illustrates the use of a unique_ptr smart pointer for automatic memory management. 3. Construct and execute a C++ program to apply a lambda expression in conjunction with the for_each STL algorithm. Text Book 1: Ch 11 (Working with Files), Ch 16 (New Features of ANSI C++ Standard) Text Book 2: Ch 38 (I/O Streams), Ch 14 (Namespaces), Ch 34 (Memory and Resources — smart pointers), lambda coverage in Ch 11 (Select Operations)
Text Books: 1. E. Balagurusamy, Object Oriented Programming with C++, 8th Edition, McGraw-Hill Education. 2. Bjarne Stroustrup, The C++ Programming Language, 4th Edition, Addison-Wesley. Reference Books: 1. Herbert Schildt, C++: The Complete Reference, 4th Edition, McGraw-Hill. 2. Nicolai M. Josuttis, The C++ Standard Library, 2nd Edition, Addison-Wesley. Video Link: 2. https://onlinecourses.nptel.ac.in/noc22_cs28/preview
Illustrative Mini Project Ideas (Students May Choose Other Relevant Topics)

Mini projects are to be executed in teams of 2–3 students over the last 3–4 weeks of the semester, with a project report and a live demonstration for evaluation.

1. Mini Project 1: Hotel Reservation System

Design a hotel reservation system using classes for Room, Guest, and Booking, storing reservations in a file, with STL containers to manage room availability and a simple search for available rooms by date range.

2. Mini Project 2: Multi-Account Banking System using Inheritance

Build a banking system with a base Account class and derived Savings Account/Current Account classes with different interest/overdraft rules, using virtual functions for polymorphic transaction processing and exception handling for invalid transactions.

3. Mini Project 3: Library Management System using STL

Implement a library system using a map for ISBN-based book lookup and a vector for tracking issued books per member, supporting issue, return, and overdue-fine calculation, persisted to a file.

4. Mini Project 4: 8-Puzzle Solver

Implement a solver for the classic 8-puzzle using a search algorithm (BFS or A*) with STL containers (queue/priority queue, set/map for visited states) to find and display the sequence of moves to reach the goal state.

5. Mini Project 5: Employee Management System with Smart Pointers

Create an employee management system using classes for different employee types (via inheritance), managing employee objects using shared_ptr/unique_ptr to demonstrate automatic memory management, with custom exceptions for invalid data and file-based persistence.

3. Teaching-Learning Process Strategies

Sl. No.	TLP Strategies	Description
1	Lecture Method	Utilize various teaching methods within the lecture format to reinforce competencies.
2	Video/Animation	Incorporate visual aids like videos/animations to enhance understanding of programming concepts.
3	Collaborative Learning	Encourage collaborative learning (pair programming, peer code review) for improved competency application.
4	Real-World Application	Discuss practical applications to connect theoretical concepts with real-world competencies.
5	Programming Assignments	Assign programming/lab tasks and mini-projects to reinforce practical skills associated with competencies.
6	Lecture Method	Utilize various teaching methods within the lecture format to reinforce competencies.

4. Assessment Details (both CIE and SEE)

Continuous Internal Evaluation (CIE)

	Components	Number	Weightage	Max. Marks	Min Marks
1	Internal Assessment - Tests (A)	3	60%	30	12
2	Alternate Assessment (B)	2	40%	20	---
	Total Marks			50	20

$$\text{Final CIE Marks} = (A) + (B)$$

A = Average of best two Test marks

B = Average of two Alternate Assessment marks

Semester End Examination (SEE)

1. Question paper will be containing 8 questions. Each question is set for 20marks. The medium of the question paper shall be English unless otherwise it is mentioned.
2. The questions from Module 1, 4 and 5 will have 100% choice
3. The questions from Module 2 and 3 will not have any choice
4. Each of the question will have a maximum of two sub questions

5. The students have to answer 5 full questions selecting one full question from each module.
6. Marks scored will be proportionally scaled down to 50 marks

5. Course Outcomes (COs) and Mapping with POs/ PSOs

Course Outcomes (COs)

COs	Description
M26BPLK105C.1	Understand and apply the fundamental programming constructs of OOP with C++.
M26BPLK105C.2	Design and implement modular, well-structured programs using the language's core features.
M26BPLK105C.3	Analyze problems and select appropriate data organization techniques to build efficient solutions.
M26BPLK105C.4	Develop complete mini-applications that integrate multiple course concepts to solve real-world problems.
M26BPLK105C.5	Demonstrate professional coding practices including debugging, documentation, and version-appropriate style.

CO-PO-PSO Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
M26BPLK105C.1	3	2	-	-	-	-	-	-	-	-	-
M26BPLK105C.2	-	3	2	-	-	-	-	-	-	-	-
M26BPLK105C.3	-	-	3	2	-	-	-	-	-	-	-
M26BPLK105C.4	-	-	-	2	3	-	-	-	2	-	-
M26BPLK105C.5	-	-	-	-	-	-	-	-	2	2	2
M26BPLK105C	3	2.5	2.5	2	3	-	-	-	2	2	2

6. Mapping to Sustainable Development Goals (SDG):

Sl. No.	SDG	Justification
1	SDG 4: Quality Education	Strengthens rigorous computational thinking and systems-level programming skills as part of a well-rounded technical education.
2	SDG 9: Industry, Innovation and Infrastructure	C++ underpins performance-critical systems, embedded software, and game engines, directly supporting infrastructure innovation.
3	SDG 8: Decent Work and Economic Growth	Proficiency in C++ opens career pathways in systems programming, finance, gaming, and embedded industries.

1st / 2nd Semester	Programming Language Course (PL) INTRODUCTION TO WEB PROGRAMMING	M26BPLK105D/ 205D
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1. Prerequisites

Sl. No.	Proficiency	Pre-requisites
1	Basic Programming Concepts:	Understanding core programming concepts like variables, loops, and conditional statements will make learning JavaScript and other languages easier.
2	Web Servers and Hosting:	Having a basic understanding of how websites are hosted and served on the internet is beneficial.
3	Problem-Solving and Logical Thinking	Ability to analyze problems and apply logical steps to solve them and Familiarity with algorithmic thinking.
4	Understanding of Markup Language	Basic understanding of what HTML and CSS
5	Developer Tools	Familiarize yourself with browser developer tools, which are essential for debugging and testing web pages.

2. Syllabus

INTRODUCTION TO WEB PROGRAMMING SEMESTER – I / II			
Course Code	M26BPLK105D/205D	CIE Marks	50
Total Number of Teaching-Learning Hours/sem (L:T: P:TW:SL)	32:32:0:20:20 = 104 Hours	SEE Marks	50
Credits	03	Total Marks	100
Course Objectives: 1. To use the syntax and semantics of HTML and XHTML 2. To develop different parts of a web page 3. To understand how CSS can enhance the design of a webpage. 4. To create and apply CSS styling to a webpage 5. To get familiarity with the JavaScript language and understand Document Object Model handling of Java Script			
Module -1			
HTML: Understanding elements, physical style elements, DIV and SPAN elements, exploring hyperlink and URLs, Table elements, Images in web page, input element, button, multi choice, submitting forms Textbook1: Ch. 2.1, 3.1,3.2,4.1,5.1.1, 5.1.2,6.1,7.1.1, 8.1.1,8.1.2, 8.1.10, 7.2 8 Hours			
Module -2			
CSS: Syntax of CSS, CSS selectors, CSS in HTML doc, Color property, image property, size property, background property, font family, font size property, font style property, font variant property, font weight property, font property, CSS to text, box model, template layout model, display of an element using CSS, positioning an element, floating element. Textbook 1:Ch 8.1.2, 18.1.3, 18.1.4, 19.1.1, 19.1.2, 19.1.8, 19.1.11,20.1.1,20.1.2, 20.1.5-20.1.8, 20.3, 21.1,21.3,22.1-22.3,25.1 8 Hours			
Module -3			
Table Elements, Formatting a Data Table: Borders, Alignment, and Padding, CSS Structural Pseudo class Selectors, thead and tbody Elements, Cell Spanning, Web Accessibility, CSS display Property with Table Values, a Element, Relative URLs, Navigation Within a Web Page, CSS for Links, Bitmap Image Formats: GIF, JPEG, PNG, img Element, Responsive Images, Positioning Images, Shortcut Icon, iframe Element . Textbook 2 : 5.2 to 5.8, 6.2, 6.3, 6.6., 6.7, 6.9, 6.10, 6.12, 7.2 to 7.4 8 Hours			

Module -4	
XML: Working with basics of XML, XML namespaces, XML schema: simple type, data types, DOM parser, XSLT processor, JAXP, XPath language, XLink language, XPointer language, XML encoding. Textbook1: 28.1-28.7, 29.1,29.2.1,29.2.3, 30.1,30.3,30.4, 32.1-32.3,29.4,29.5 8 Hours	
Module -5	
Introduction to JavaScript: Functions, DOM, Forms, and Event Handlers History of JavaScript, Hello World Web Page, Buttons, Functions, Variables, Identifiers, Assignment Statements and Objects, Document Object Model, Client-Side Versus Server-Side, form Element, Controls, Text Control, accessing a Form's Control Values, reset and focus Methods TextBook2: 8.2 to 8.13, 8.15, 8.16 8 Hours	
TEXTBOOKS: 1.Dreamtech Press India Pvt. Ltd HTML 5 Black Book, Covers CSS 3, JavaScript, XML, XHTML, AJAX, PHP and jQuery, Second Edition,2019 2.John Dean, Jones & Bartlett Learning, WEB PROGRAMMING with HTML5, CSS and JavaScript, First Edition,2018 REFERENCE BOOKS: 1. S Rattan, Strength of Materials, Second Edition, McGraw Hill, 2011. 2. Ferdinand Beer and Russell Johnston, Mechanics of materials, Tata McGraw Hill, 2003. VIDEO LINKS: 1. https://onlinecourses.swayam2.ac.in/aic20_sp11/preview	

3. Teaching-Learning Process Strategies

Sl. No.	TLP Strategies	Description
1	Learning Objectives	Understand the basic concepts of the internet and the World Wide Web. Differentiate between websites, web pages, web servers, and web browsers. Introduce HTML, CSS, and basic client-server architecture. Understand how data travels on the internet using protocols like HTTP/HTTPS and Develop a simple static web page.
2	Learning Resources	Basic Web Technology or Web Development books., Online Tutorials: W3Schools, MDN Web Docs. Software Tools: Text Editor (VS Code, Notepad++), Browsers (Chrome, Firefox). Hardware Requirements: Computer Lab with internet access
3	Collaborative Learning	Encourage collaborative learning for improved competency application.
4	Real-World Application	Discuss practical applications to connect theoretical concepts with real-world Competencies.
5	Outcomes	Create and host a basic webpage. Demonstrate understanding of web browser and server interaction.

4. Assessment Details (both CIE and SEE)**Continuous Internal Evaluation (CIE)**

Components		Number	Weightage	Max. Marks	Min Marks
1	Internal Assessment - Tests (A)	3	60%	30	12
2	Alternate Assessment (B)	2	40%	20	---
Total Marks				50	20

Final CIE Marks = (A) + (B)**A** = Average of best two Test marks**B** = Average of two Alternate Assessment marks

Semester End Examination (SEE)

1. Question paper will be containing 8 questions. Each question is set for 20marks. The medium of the question paper shall be English unless otherwise it is mentioned.
2. The questions from Module 1, 4 and 5 will have 100% choice
3. The questions from Module 2 and 3 will not have any choice
4. Each of the question will have a maximum of two sub questions
5. The students have to answer 5 full questions selecting one full question from each module.
6. Marks scored will be proportionally scaled down to 50 marks

5. Course Outcomes (COs) and Mapping with POs/ PSOs**Course Outcomes (COs)**

COs	Description
M26BPLK105D.1	Apply the knowledge of fundamental concepts of HTML, XHTML, CSS and JavaScript
M26BPLK105D.2	Identify complex engineering problems and providing suitable solutions using HTML5 and JavaScript
M26BPLK105D.3	Analyse various attributes, values and types of CSS to design Web components.
M26BPLK105D.4	Investigate the core constructs and event handling mechanisms of JavaScript and CSS for Providing valid solutions.

CO-PO-PSO Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
M26BPLK105D.1	3	-	-	-	-	-	-	-	-	-	-
M26BPLK105D.2	-	3	-	-	-	-	-	-	-	-	-
M26BPLK105D.3	-	-	3	-	-	-	-	-	-	-	-
M26BPLK105D.4	-	-	-	3	-	-	-	-	-	-	-
M26BPLK105D	3	3	3	3	-	-	-	-	-	-	-

6. Mapping to Sustainable Development Goals (SDG):

Sl. No.	SDG	Justification
1	SDG 4: Quality Education	Provides learners with essential digital and technical skills such as HTML, CSS, JavaScript—empowering them in a technology-driven world.
2	SDG 9: Industry, Innovation, and Infrastructure	Equips students to build digital platforms that can support modern services, innovation, and IT infrastructure development
3	SDG 10: Reduced Inequalities,	Web technologies allow marginalized groups to access opportunities and information, bridging digital and social gaps

1st / 2nd Semester	Basic Science Lab (BSL) APPLIED CHEMISTRY LABORATORY FOR SMART ELECTRONIC SYSTEMS	M26BCHELE106 /206
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1. Prerequisites

Sl. No.	Proficiency	Pre-requisites
1	Analytical Chemistry Techniques	Understanding of acid-base, redox, and complexometric titrations. Familiarity with indicators, titration curves, and stoichiometric calculations.
2	Instrument Handling	Prior experience in handling instruments like pH meters, conductivity meters, potentiometers, viscometers, flame photometers, and colorimeters.
3	Sensor and Digital Interface Usage	Basic knowledge of using electrochemical sensors and optical sensors. Understanding how digital sensors interface with microcontrollers or PC-based data acquisition systems.
4	Chemical Handling and Lab Safety	Knowledge of MSDS (Material Safety Data Sheet), safe handling of acids, bases, and organic solvents. Correct usage of PPE like gloves, goggles, and lab coats.
5	Data Recording and Interpretation	Ability to systematically record observations, tabulate data, calculate molarity/normality, and perform result interpretation with suitable units and significant figures.
6	Fundamentals of Electrochemistry	Understanding of electrochemical cells, electrode potential, plating mechanisms, and corrosion. Required for plating, corrosion rate, and battery acid strength experiments.

2. Syllabus

Applied Chemistry Laboratory for Smart Electronic Systems SEMESTER – I/II			
Course Code	M26BCHELE106/206	CIE Marks	50
Number of Lecture Hours/Week (L: T: P: S:TW:SL)	(0:0:2:0:0)=32Hrs	SEE Marks	50
		Total Marks	100
Credits	01	Exam Hours	03
Course objectives: This course will enable students to: - Understand the chemical principles underlying electronic materials, nanomaterials, conducting polymers, electrochemical systems, corrosion, and renewable energy devices relevant to Electronics and Communication Engineering. - Develop practical skills in the operation of modern analytical instruments and sensors for characterization of electronic materials, industrial samples, battery systems, and e-waste. - Apply chemical knowledge to investigate engineering problems related to electronic materials, corrosion of electronic components, water quality in electronic industries, and sustainable energy technologies. - Analyze and interpret experimental data obtained from chemical and instrumental techniques and correlate the results with practical electronic applications. - Promote sustainable engineering practices through experiments involving green materials, e-waste recycling, electrochemical technologies, and solar energy systems.			
Sl. No	Experiments		
1.	The total alkalinity of the given simulated alkaline cleaning solution used in electronic manufacturing sample is to be determined using suitable indicators through volumetric analysis. An industry needs to neutralize its alkaline wastewater before sending it to a treatment facility. Given a simulated alkaline cleaning solution sample, how would you determine its total alkalinity and estimate the amount of acid required for neutralization?		

2.	To determine the total hardness of a simulated cooling water sample used in electronic manufacturing industries by the EDTA method. A person in an industry is working for cooling systems in an electronic manufacturing facility. How would you estimate the total hardness of cooling water using the EDTA method to determine the concentration of calcium and magnesium ions and prevent scale formation in cooling pipes and heat exchangers?
3.	To determine the amount of Iron in a simulated PCB manufacturing Effluent diphenylamine indicator A worker involved in PCB manufacturing and environmental monitoring, how he would estimate the concentration of iron in PCB manufacturing effluent using a diphenylamine indicator to monitor metal contamination before treatment.
4.	A sewage treatment plant needs to assess the pollution level of incoming sewage by determine its chemicals oxygen demand (COD) before discharge As an engineer working in an electronic manufacturing facility, how would you determine the Chemical Oxygen Demand (COD) of industrial wastewater to evaluate its organic pollution level and assess the effectiveness of wastewater treatment before discharge.
5.	Industrial waste water affecting a simulated semiconductor cleaning solution is being analyzed for acidity using a conductometric analysis As person working in semiconductor manufacturing department, how you would determine the acid content of a semiconductor cleaning solution using conductometric titration to maintain the required acid concentration.
6.	A Weak acid used as a model electrolyte additive is being studied to understand its dissociation behavior by measuring its pKa using a pH sensor. As an Electronic Hardware Engineer developing batteries and electrochemical sensors, how would you determine the pKa of a weak acid using a pH sensor to understand its ionization behavior
7.	A Simulated corroded electronic connector Sample is being analyzed to estimate its iron content using potentiometric analysis As an analyst in a QC of the company investigating the reliability of electronic connectors, how would you estimate the concentration of iron released from a corroded connector sample using potentiometric analysis to evaluate corrosion-induced degradation and its possible impact on connector performance
8	Monitoring nickel concentration in rechargeable battery materials using colorimetric analysis. As an employee in a battery manufacturing industry, how would you determine the concentration of nickel in a rechargeable battery electrolytic solution using a colorimeter.
Project/Virtual lab (For CIE only – not to be included for SEE)	
1	Investigate and compare the viscosity coefficients of toluene and nitrobenzene using a virtual Ostwald's viscometer: In a virtual laboratory project, simulate the measurement of flow times of toluene, nitrobenzene, and water using an Ostwald's viscometer under identical conditions. Calculate and compare the viscosity coefficients of the solvents, analyze their flow behavior, and relate the findings to solvent handling and processing in electronics and semiconductor-related applications.
2	Copper electroplating of metallic connectors for enhanced conductivity and corrosion protection As a laboratory investigator, undertake a project-based investigation on copper electroplating of metallic connectors. Carry out electroplating using a suitable copper electrolyte and study the effect of electroplating time and current on the deposited copper layer. Evaluate the coated connectors based on coating thickness, uniformity, adhesion, electrical conductivity, and corrosion resistance, and identify suitable conditions for obtaining a reliable copper coating for electronic applications
Reference Books: 1. Vogel's textbook of qualitative chemical analysis By: Vogel, A. I Mendham, J Denney, R.C Barnes, J.DThomas, M Siavsankar -6 th edn-Pearson Education Services Pvt.Ltd, 2017. 2. Vogel's Qualitative Inorganic Analysis, 7th Edition, Pearson Learning by <u>Svehla</u>.	

3. Teaching-Learning Process Strategies

S/L	TLP Strategies:	Description
1	Pre-Lab Sessions	Lecturer introduces the theoretical background of experiments covering chemistry of nanomaterials, conducting polymers, batteries, corrosion, electroplating, photovoltaic systems, and analytical techniques. The sessions include objectives, principles of instruments, safety precautions, and expected outcomes.
2	Pre-Lab Assignments	Students are assigned relevant textbook sections, laboratory manuals, videos, research articles, and industrial case studies on topics such as sensor calibration, conducting polymers, e-waste recycling, electrochemistry, and solar cells to ensure preparedness before laboratory sessions.
3	Experimentation	Students individually or in teams perform experiments involving electronic materials, industrial water samples, battery materials, PCB waste, and electrochemical systems. Activities include: • Setting up apparatus • Safe handling of chemicals • Operation of analytical instruments • Accurate data recording • Performing calculations and interpretation of results.
4	Live Demonstration & Guidance	The faculty member provides continuous guidance by: • Demonstrating proper handling and calibration of instruments • Clarifying procedural and conceptual doubts • Assisting in data interpretation • Ensuring adherence to laboratory safety protocols and good laboratory practices.
5	Lab Reports, conclusion & Inference	Students prepare laboratory reports including: • Objectives of the experiment • Experimental procedure • Data presentation using tables and graphs • Calculations and analysis • Discussion of observations, possible errors, conclusions, engineering significance, and applications in sustainable technologies.
6	Reflection & Peer Discussion	Students discuss findings with peers and faculty members to strengthen conceptual understanding and relate laboratory observations to practical applications in electronics, energy systems, corrosion control, and smart technologies.

4. Assessment Details**Continuous Internal Evaluation (CIE) for Practical Lab Course**

Sl. No.	Components	Number	Weightage	Max. Marks	Min Marks
1	Write up, Conduction & Record (A)	1	60%	30	12
2	Lab IA test (B)	1	20%	10	---
3	Project Work (C)	1	20%	10	---
Total Marks				50	20

Final CIE Marks = A + B + C

A = Average of marks for all the experiments

B = Lab Internal Assessment marks

C = Project work marks

❖ SEE for the Practical Course:

1. SEE marks for a practical course shall be 50 marks.
2. The practical course is evaluated for 100 marks, and the scored marks shall be scaled down to 50 marks.
3. A change of experiment/program is allowed only once, and 20% of the marks allotted to the

procedure/write-up part will be zero.

4. The duration of SEE shall be 3 hours.

Marks distribution for the Practical Course

SL. No.	Description	% Marks	Marks
1	Write-up, Procedure	20%	20
2	Conduction and result	70%	70
3	Viva-Voce	10%	10
Total		100%	100

5. Course Outcomes (COs) and Mapping with POs/ PSOs

Course Outcomes (COs)

COs	Description
M26BCHELE106/206.1	Apply fundamental chemical principles to analyze electronic materials, industrial water samples, battery systems, and e-waste using appropriate experimental techniques.
M26BCHELE106/206.2	Operate modern analytical instruments and sensors to determine physicochemical properties of electronic materials, electrolytes, industrial samples, and energy systems.
M26BCHELE106/206.3	Analyze experimental data, interpret results scientifically, and communicate findings related to electronic materials, sustainable technologies, and renewable energy systems through systematic laboratory reports.

CO-PO-PSO Mapping

COs/Pos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
M26BCHELE106/206.1	3	2	-	2	-	-	2	-	-	-	-
M26BCHELE106/206.2	2	2	-	2	3	-	-	-	-	-	2
M26BCHELE106/206.3	2	3	-	3	2	-	2	-	2	2	2
M26BCHELE106/206	2.33	2.33	-	2.33	2.5	-	2	-	2	2	2

6. SGD: Sustainable Development goals with justification

Sl. No.	SDG	Justification
1	SDG 3: Good Health and Well-being	Monitoring industrial effluents and e-waste reduces environmental hazards and improves public health.
2	SDG 6: Clean Water and Sanitation	Analysis of hardness, alkalinity, chloride, and industrial water samples supports sustainable water management and pollution control in electronic industries.
3	SDG 7: Affordable and Clean Energy	Conducting polymers, batteries, and solar cell experiments promote clean energy technologies.
4	SDG 9: Industry, Innovation, and Infrastructure	Nanomaterials, sensors, electroplating, and advanced electronic materials support technological innovation.
5	SDG 11: Sustainable Cities and Communities	Smart materials and sustainable electronics contribute to resilient and intelligent infrastructure.
6	SDG 12: Responsible Consumption and Production	Recovery of copper and nickel from e-waste promotes circular economy and resource efficiency.
7	SDG 13: Climate Action	Renewable energy technologies and sustainable materials contribute toward climate mitigation.

1st/ 2nd Semester	Ability Enhancement Course (AE) AI AND ITS APPLICATIONS	M26BAIE107/ 207
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1. Prerequisites

Sl. No.	Proficiency	Pre-requisites
1	Fundamental Computing Skills	Ability to operate a computer, manage digital files, browse the internet, and use common productivity software for learning and assignments.
2	Logical and Analytical Thinking	Ability to reason logically, identify patterns, and solve simple analytical problems using structured thinking.
3	Communication and Information Literacy	Ability to comprehend technical information, communicate ideas effectively, and retrieve information from authentic digital resources.
4	Awareness of Emerging Technologies	Basic awareness of modern digital technologies and curiosity towards intelligent systems and their applications in everyday life.

2. Syllabus

AI AND ITS APPLICATIONS SEMESTER – I/ II			
Course Code	M26BAIE107/207	CIE Marks	50
Total Number of Teaching-Learning Hours/sem (L:T: P:TW:SL)	0:0:2:0:0	SEE Marks	50
		Total Marks	100
Credits	01	Exam Hours	03
Course Objectives:			
1. Familiarize students with Artificial Intelligence tools and technologies through hands-on laboratory experiments. 2. Develop practical skills in computer vision, natural language processing, machine learning, and prompt engineering using no-code AI platforms. 3. Enable students to apply Generative AI tools for engineering problem-solving, technical documentation, and intelligent system design. 4. Promote responsible, ethical, and effective use of Artificial Intelligence in engineering and multidisciplinary applications.			
LIST OF EXPERIMENTS			
1	Experiment 1: Choosing the Right AI Tool for an Engineering Task Scenario: You are a first-year ECE student working on a mini project. You need to find information about an electronic component, summarize a technical paragraph, translate a short instruction, and identify an object from an image. You have access to several AI tools such as ChatGPT, Google Gemini, Microsoft Copilot and Google Lens. You want to find out whether all AI tools provide similar results or whether a particular tool is better suited for a specific task. Experiment: Explore different AI tools and perform common tasks such as question answering, text summarization, translation, image recognition and information retrieval. Compare the responses generated by different AI tools.		
2	Experiment 2: Identifying Electronic Components Using AI Vision Scenario: During an electronics laboratory session, you find several electronic components whose names and types are not immediately known. Instead of searching for each component manually, you decide to use an AI-based vision tool to identify them from photographs. You also want to know whether the AI can identify the same component when the lighting, orientation or background is changed. Experiment: Use Google Lens or an equivalent AI vision tool to identify electronic components, everyday objects, plants, landmarks, QR codes and printed text. Observe the prediction accuracy under different lighting conditions and object orientations.		
3	Experiment 3: Extracting Information from Electronic Documents Using AI		

	Scenario: You are working with an electronic component for which the datasheet is available only as a scanned document. You need to extract its specifications quickly. You also have some handwritten laboratory notes and printed documents that need to be converted into editable text. You decide to investigate whether AI-based Optical Character Recognition (OCR) can perform these tasks accurately. Experiment: Use different AI tools to extract textual information from: - Printed documents - Handwritten notes - Electronic component datasheets Compare the OCR results for different image qualities.
4	Experiment 4: Building a Voice-Based Interface Using AI Scenario: Imagine that you are developing a hands-free interface for an electronic device. Instead of operating the device using buttons, the user should be able to give simple voice commands. Before developing such a system, you need to understand how accurately AI can recognize speech and whether factors such as different speakers, background noise and language affect its performance. Experiment: Explore speech-based AI applications using different AI tools by: - Converting speech into text. - Converting text into speech. - Comparing recognition accuracy for different speakers and noise levels. - Exploring multilingual speech recognition.
5	Experiment 5: Training an AI Model to Identify Electronic Components Scenario: An electronics laboratory stores hundreds of components, and students often find it difficult to identify them quickly. You are asked to investigate whether a simple AI system can learn to distinguish between different components from their images. Since you are a beginner, you decide to use a no-code machine learning platform instead of writing a program. Experiment: Develop a simple image classification model using Google Teachable Machine by: - Collecting images of two or three electronic components. - Creating appropriate classes. - Training the AI model. - Testing the model using previously unseen images.
6	Experiment 6: Developing a Hand-Gesture-Based Control System Using AI Scenario: You are developing a contactless control system for an electronic device. The user should be able to issue simple commands such as ON, OFF and STOP using hand gestures instead of physical switches. You decide to train an AI model to recognize these gestures. However, you need to determine whether the model works reliably for different users and environmental conditions. Experiment: Develop a hand-gesture recognition model using Google Teachable Machine and evaluate its performance under different: - Backgrounds - Lighting conditions - Users
7	Experiment 7: Using Zero-Shot Prompting to Solve Engineering Problems Scenario: You are working on an introductory electronics project and need quick explanations of unfamiliar technical concepts. You do not have a ready-made example or template to provide to the AI tool. You therefore give the AI only the task or question and investigate how effectively it can respond without any examples. Experiment: Write zero-shot prompts using ChatGPT or another Generative AI tool to: - Generate summaries. - Answer technical questions. - Explain engineering concepts. - Compare prompt quality and AI responses.

8	Experiment 8: Improving AI Responses Using Examples Scenario: You ask a Generative AI tool to prepare a short technical explanation, but the response is not in the format or style you expected. You then provide an example of the desired response and later provide multiple examples to guide the AI. You want to investigate whether providing examples improves the quality and consistency of the response. Experiment: Write one-shot and few-shot prompts using ChatGPT or another Generative AI tool. Compare the outputs obtained using poorly written prompts and well-structured prompts and analyze the importance of prompt engineering.
9	Experiment 9: Using Generative AI as an Engineering Assistant Scenario: You are working on an electronics project and encounter three common difficulties: writing a simple Python program, understanding a technical article and learning an unfamiliar engineering concept. Instead of using AI only as a question-answering tool, you decide to investigate whether it can act as an engineering assistant for these different tasks. You must also verify whether the information generated by AI is reliable. Experiment: Use ChatGPT to: • Generate a simple Python program. • Summarize a technical article. • Explain an engineering concept. • Evaluate and critically analyze the quality of AI-generated responses.
10	Experiment 10: Designing an AI-Enabled Electronic System Using Generative AI Scenario: A city wants to reduce traffic congestion by automatically monitoring traffic conditions and controlling traffic signals. As an engineering team, you are asked to propose an AI-enabled solution. You need to identify the sensors, AI component, controller and output devices and explain how the different parts of the system interact. Experiment: Use ChatGPT to develop a block diagram and explain the working of an AI-enabled electronic system such as: • Smart Traffic Control • Smart Irrigation • Health Monitoring System

3. Teaching-Learning Process Strategies

Sl. No.	TLP Strategies	Description
1	Demonstration-Based Learning	Demonstrate AI tools and laboratory procedures before student experimentation.
2	Experiential Learning	Encourage students to learn AI concepts through hands-on experimentation using AI platforms and applications.
3	Problem-Based Learning	Assign simple engineering problems that require AI-assisted solutions using appropriate tools.
4	Collaborative Learning	Promote teamwork through group-based laboratory activities, discussions, and result analysis.
5	Inquiry-Based Learning	Encourage students to compare outputs, investigate AI behaviour, evaluate model performance, and draw conclusions from observations.

4. Assessment Details

Continuous Internal Evaluation (CIE):

	Components	Number	Weightage	Max. Marks	Min Marks
1	Conduction & Record (A)	1	60 %	30	12
2	Lab IA Test (B)	1	20 %	10	---

3	Project Work (C)	1	20 %	10	---
	Total Marks			50	20

Final CIE Marks = (A) + (B) + (C)

A = Average of marks for all the experiments

B = Lab Internal Assessment marks

C = Project work marks

5. Course Outcomes (COs) and Mapping with POs/ PSOs

Course Outcomes (COs)

COs	Description
M26BAIE207.1	Demonstrate the use of Artificial Intelligence tools for information retrieval, image recognition, optical character recognition, and speech processing.
M26BAIE207.2	Develop simple no-code machine learning models using AI platforms and evaluate their performance for image and gesture recognition tasks.
M26BAIE207.3	Apply prompt engineering techniques to interact effectively with Generative AI tools for solving engineering problems and generating technical content.
M26BAIE207.4	Utilize Artificial Intelligence tools to design, analyze, and present AI-enabled solutions for Electronics and Communication Engineering applications while demonstrating ethical and responsible AI practices.

CO-PO-PSO Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
M26BAIE207.1	3	2	-	-	3	-	-	-	-	2	-	3	2
M26BAIE207.2	2	3	2	2	3	-	-	-	2	-	2	2	3
M26BAIE207.3	2	3	2	-	3	-	-	-	-	3	2	2	3
M26BAIE207.4	2	3	3	2	3	2	3	2	2	2	3	2	3
M26BAIE207	2.25	2.75	2.33	2	3	2	3	2	2	2.33	2.33	2.25	2.75

6. Mapping to Sustainable Development Goals (SDG):

Sl. No.	SDG	Justification
1	SDG 4 – Quality Education	Builds foundational knowledge in Artificial Intelligence and promotes digital literacy.
2	SDG 9 – Industry, Innovation and Infrastructure	Encourages application of AI and generative AI tools to solve engineering problems and foster innovation.
3	SDG 11 – Sustainable Cities and Communities	Promotes the use of AI for intelligent, efficient, and sustainable solutions across multiple domains.
4	SDG 12 – Responsible Consumption and Production	Develops awareness of ethical AI, responsible technology use, transparency, and sustainable deployment of intelligent systems.
5	SDG 16 – Peace, Justice and Strong Institutions	Creates awareness of ethical AI practices, transparency, fairness, privacy, and responsible use of intelligent technologies.

1st / 2nd Semester	Humanities Science (HS) SAMSKRUTHIKA KANNADA	M26BKSKK108/ 208
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1. Prerequisites

S/L	Proficiency	Prerequisites
1	Knowledge of Kannada Literature	Samskruthika Kannada

2. Syllabus

ಸಾಂಸ್ಕೃತಿಕ ಕನ್ನಡ SEMESTER – I/II			
Course Code	25BKSKK108/208	CIE Marks	50
Total Number of Teaching-Learning Hours/sem (L:T: P:TW:SL)	0:1:0:0:15 = 100 Hours	SEE Marks	50
		Total Marks	100
Credits	01	Exam Hours	01
Course objectives: ಸಾಂಸ್ಕೃತಿಕ ಕನ್ನಡ ಪಠ್ಯ ಕಲಿಕೆಯ ಉದ್ದೇಶಗಳು:			
1.ವ್ಯಕ್ತಿಪರ ಪದವಿ ವಿದ್ಯಾರ್ಥಿಗಳಾಗಿರುವುದರಿಂದ ಕನ್ನಡ ಭಾಷೆ, ಸಾಹಿತ್ಯ ಮತ್ತು ಕನ್ನಡ ಸಂಸ್ಕೃತಿಯ ಪರಿಚಯ ಮಾಡಿಕೊಡುವುದು.			
2.ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಪ್ರಧಾನ ಭಾಗವಾದ ಆಧುನಿಕ ಪೂರ್ವ ಮತ್ತು ಆಧುನಿಕ ಕಾವ್ಯಗಳನ್ನು ವಾಚನದ ಮೂಲಕ ಪರಿಚಯಿಸುವುದು.			
3.ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಶಿಕ್ಷಣ, ಕ್ರೀಡೆ, ವಿಜ್ಞಾನ ಮತ್ತು ತಂತ್ರಜ್ಞಾನ, ಉದ್ಯಮ, ಚಳುವಳಿ ಕ್ಷೇತ್ರದ ಸಾಧಕರ ಪರಿಚಯ ಹಾಗೂ ಪ್ರೇರಣೆ ಆಸಕ್ತಿಯನ್ನು ಸಂಪೂರ್ಣ ಮೂಲಕ ಮೂಡಿಸುವುದು.			
4.ತಾಂತ್ರಿಕ ವ್ಯಕ್ತಿಗಳ ಪರಿಚಯವನ್ನು ಹಾಗೂ ಅವರು ಸಾಧಿಸಿದ ವಿಷಯಗಳನ್ನು ಪರಿಚಯಿಸುವುದು.			
5.ಕಥೆ ಹಾಗೂ ಪ್ರವಾಸ ಕಥನಗಳ ಪರಿಚಯ ಮಾಡಿಕೊಡುವುದು.			
Module -1			
ಘಟಕ-1 ಕನ್ನಡ ಸಂಸ್ಕೃತಿ ಮತ್ತು ಭಾಷೆ ಕುರಿತಾದ ಲೇಖನಗಳು:			3 ಘಂಟೆ
1. ಕರ್ನಾಟಕ ಸಂಸ್ಕೃತಿ - ಹಂಪ ನಾಗರಾಜಯ್ಯ.			
2. ಕರ್ನಾಟಕದ ಏಕೀಕರಣ: ಒಂದು ಅಪೂರ್ವ ಚರಿತ್ರೆ ಜಿ ವೆಂಕಟಸುಬ್ಬಯ್ಯ			
3. ಆಡಳಿತ ಭಾಷೆಯಾಗಿ ಕನ್ನಡ- ಡಾ. ಎಲ್. ತಿಮ್ಮೇಶ ಮತ್ತು ಪ್ರೊ. ವಿ ಕೇಶವಮೂರ್ತಿ			
Module -2			
ಘಟಕ-2 ಆಧುನಿಕ ಪೂರ್ವದ ಕಾವ್ಯ ಮತ್ತು ಆಧುನಿಕ ಕಾವ್ಯಗಳು			3ಘಂಟೆ
ವಚನಗಳು: ಬಸವಣ್ಣ, ಅಲ್ಲಮಪ್ರಭು, ಅಕ್ಕಮಹಾದೇವಿ,			
ಕಿರ್ತನೆಗಳು: ಪುರಂದರದಾಸ, ಕನಕದಾಸ			
ತತ್ವಪದ: ಶಿವನಾಳ ಶರೀಫ			
ಕವಿತೆಗಳು: ಬಿ.ಎಂ ಶ್ರೀಕಂಠಯ್ಯ, ಎಂ ಗೋವಿಂದ ಪೈ, ಉಯಿಲಗೋಳ ನಾರಾಯಣರಾವ್, ಡಿ ಎಸ್ ಕರ್ಕಿ, ಕೆ ವಿ ಪುಟ್ಟಪ್ಪ, ದ ರಾ ಬೇಂದ್ರೆ, ಪು ತಿ ನರಸಿಂಹಾಚಾರ್, ಸಿದ್ಧಯ್ಯ ಪುರಾಣಿಕ, ಕೆ ಎಸ್ ನರಸಿಂಹಸ್ವಾಮಿ, ವಿ ಕೃ ಗೋಕಾಕ್, ಎಂ ಗೋಪಾಲಕೃಷ್ಣ ಅಡಿಗ, ಚನ್ನವೀರ ಕಣವಿ, ಚಂದ್ರಶೇಖರ ಕಂಬಾರ, ಜಿ ಎಸ್ ಶಿವರುದ್ರಪ್ಪ, ಕೆ ಎಸ್ ನಿಸಾರ್ ಅಹಮದ್, ಪಿ. ಲಂಕೇಶ್, ಸಿದ್ಧಲಿಂಗಯ್ಯ, ಎಚ್ ಎಸ್ ವೆಂಕಟೇಶಮೂರ್ತಿ, ವೈದೇಹಿ, ಎಚ್ ಎಸ್ ಶಿವಪ್ರಕಾಶ್, ಎಚ್ ಎಲ್ ಪುಷ್ಪ, ಎಲ್ ಹನುಮಂತಯ್ಯ, ಸರಜೂ ಕಾಟ್ಟರ್, ಸ ಉಷಾ, ಬೆಳಗೆರೆ ಜಾನಕಮ್ಮ			
Module -3			
ಘಟಕ-3 ಜಗತ್ತಿನ ಆಯ್ದ 62 ಸಾಧಕರ ಪರಿಚಯ:			3ಘಂಟೆ
ಲ್ಯಾರಿ ಪೇಜ್ ಸರ್ ಜೇಬ್ರೀನ್, ಜೆಫ್ರಿ ಹಿಂಟನ್, ಗಾಲಿ ಮಾಧವೀಲತಾ, ಬಾನು ಮುಷ್ತಾಕ್, ಸಾಲುಮರದ ತಿಮ್ಮಕ್ಕ, ಸೂಲಗಿತ್ತಿ ನರಸಮ್ಮ, ಸುಧಾ ಮೂರ್ತಿ, ನಾರಾಯಣ ಮೂರ್ತಿ, ಅಜೀಂ ಪ್ರೇಮ್ ಜಿ, ಕಿರಣ್ ಮಜುಮ್ದಾರ್, ಮುಖೇಶ್ ಅಂಬಾನಿ, ಹರಿಶ್ಚಂದ್ರ, ಗೋಪಿನಾಥ್, ರತನ್ ಟಾಟಾ, ಸ್ವಾಮಿ ವಿವೇಕಾನಂದ, ರಾಮಕೃಷ್ಣ ಪರಮಹಂಸ, ಶಾರದಾದೇವಿ, ಬಾಲಗಂಗಾಧರ ತಿಲಕ್, ಸುಭಾಷ್ ಚಂದ್ರ ಬೋಸ್, ಮಹಾತ್ಮ ಗಾಂಧಿ, ಕಿತ್ತೂರು ಚೆನ್ನಮ್ಮ, ನಾಲ್ವಡಿ ಕೃಷ್ಣರಾಜ ಒಡೆಯರ್, ಜಯಚಾಮರಾಜ ಒಡೆಯರ್, ರವೀಂದ್ರನಾಥ ಟಾಕೂರ್, ವಿಕ್ರಮ ಸಾರಾಭಾಯಿ, ಪಂಚಾಕ್ಷರಿ ಗವಾಯಿ, ಸಾವಿತ್ರಿಬಾಯಿ ಪುಲೆ, ವಿಂಟನ್ ಸರ್ಫೆ, ಟಿ ಎನ್ ಶೇಷನ್, ಎಚ್ ಎಸ್ ದೊರೆಸ್ವಾಮಿ, ಎಚ್ ನರಸಿಂಹಯ್ಯ, ಕೆಂಗಲ್ ಹನುಮಂತಯ್ಯ, ಬಿ ಆರ್ ಅಂಬೇಡ್ಕರ್, ಎ ಜಿ ಸದಾಶಿವ, ಕಸ್ತೂರಿ ರಂಗನ್, ಯು ಆರ್ ರಾವ್, ಕಲ್ಪನಾ ಚಾವ್ಲಾ, ಸುನೀತಾ ವಿಲಿಯಮ್ಸ್, ಸುನಿಲ್ ಗವಾಸ್ಕರ್, ಸಚಿನ್ ತೆಂಡೂಲ್ಕರ್, ರಾಹುಲ್ ದ್ರಾವಿಡ್, ಕಿರಣ್ ಕುಮಾರ್ (ಡಿಆರ್‌ಡಿ), ಡಾ.ರಾಜಕುಮಾರ್, ಡಾ. ವಿಷ್ಣುವರ್ಧನ್, ಡಾ. ಅಂಬರೀಶ್, ಎಂ ಡಿ ನಂಬುಂಡಸ್ವಾಮಿ, ಶಾಂತವೇರಿ ಗೋಪಾಲಗೌಡ, ಲತಾ ಮಂಗೇಶ್ಕರ್, ರಾಜಾರಾಮಣ್ಣ, ಸರ್ವಪಲ್ಲಿ ರಾಧಾಕೃಷ್ಣನ್, ಸಿ ರಾಜಗೋಪಾಲಚಾರಿ, ಸರ್ ಸಿ ವಿ ರಾಮನ್, ಲಾಲ್ ಬಹದ್ದೂರ್ ಶಾಸ್ತ್ರಿ, ಮನಮೋಹನ್ ಸಿಂಗ್, ಧ್ಯಾನ ಚಂದ್, ಪ್ರಕಾಶ್ ಪಡುಕೋಣೆ, ಪದ್ಮಶ್ರೀ ರಾಜಣ್ಣ, ದ್ರೌಪದಿ ಮುರ್ಮು, ನೀರಜ್ ಚೋಪ್ರಾ ಪಿ.ಟಿ ಉಷಾ, ಮಾಲತಿ ಹೊಳ್ಳೆ, ನರೇಂದ್ರ ದಾಮೋದರದಾಸ್ ಮೋದಿ			
Module -4			
ಘಟಕ-4 ತಾಂತ್ರಿಕ ವ್ಯಕ್ತಿಗಳ ಪರಿಚಯ			3ಘಂಟೆ
1. ಡಾ. ಸರ್ ಎಂ ವಿಶ್ವೇಶ್ವರಯ್ಯ: ವ್ಯಕ್ತಿ ಮತ್ತು ಐತಿಹ್ಯ- ಎ.ಎನ್ ಮೂರ್ತಿರಾವ್			
2. ಕರಕುಶಲ ಕಲೆಗಳು ಮತ್ತು ಪರಂಪರೆಯ ವಿಜ್ಞಾನ : ಕರೀಗೌಡ ಬೀಚನಹಳ್ಳಿ			
Module -5			
ಘಟಕ-5 ಕಥೆ ಮತ್ತು ಪ್ರವಾಸ ಕಥನ			3ಘಂಟೆ
1.ಯುಗಾದಿ: ವಸುಧೇಂದ್ರ			

2. ಮಗಾನೆ ಎಂಬ ಗಿರಿಜನ ಪರ್ವತ: ಹಿ ಚಿ ಬೋರಲಿಂಗಯ್ಯ

TEXTBOOKS: ಸಾಂಸ್ಕೃತಿಕ ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ

REFERENCE BOOKS: ಅಧ್ಯಯನ ಕನ್ನಡ ಕಾವ್ಯಗಳು ಮೈವಿವಿ

3. Teaching-Learning Process Strategies

Sl. No.	TLP Strategies	Description
1		Contents related activities (Activity-based discussions)
2		For active participation of students instruct the students to prepare Flowcharts and Handouts
3		Organizing Group wise discussions
4		Quizzes and Discussions
5		Seminars and assignments
6		Contents related activities (Activity-based discussions)

4. Assessment Details (both CIE and SEE)

Continuous Internal Evaluation:

CIE Split up for Professional Course (PC)

Components	Number	Weightage	Max. Marks
1 Internal Assessment - Tests (A)	3	50%	25
2 Term Work - TW (B)	2	50%	25
Total Marks			50

Final CIE Marks = (A) + (B)

A = Average of best two Test marks

B = Average of two Term Work marks

Semester End Examination:

Theory SEE will be conducted as per the scheduled timetable, with common question papers for the subject (duration 01 hour)

Question paper pattern:

1. The Question paper will have 50 objective questions.
 2. Each question will be for 01 marks.
 3. Students will have to answer all the questions on an OMR Sheet.
- The Duration of the Exam will be 01 hour.

5. Course Outcomes (COs) and Mapping with POs/ PSOs

Course Outcomes (COs)

COs	Description
CO1	ಕನ್ನಡ ಭಾಷೆ, ಸಾಹಿತ್ಯ ಮತ್ತು ಕನ್ನಡದ ಸಂಸ್ಕೃತಿಯ ಕುರಿತು ಅರಿವು ಮೂಡುತ್ತದೆ.
CO2	ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಪ್ರಧಾನ ಭಾಗವಾದ ಕಾವ್ಯಗಳನ್ನು ಮತ್ತು ಕಥೆಗಳನ್ನು ಕಲಿತು ಹೆಚ್ಚಿನ ಓದಿಗೆ ಮತ್ತು ಜ್ಞಾನಕ್ಕೆ ಸ್ಫೂರ್ತಿ ಮೂಡುತ್ತದೆ.
CO3	ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ವಿಜ್ಞಾನ ಮತ್ತು ತಂತ್ರಜ್ಞಾನ ಉದ್ಯಮ ಕ್ಷೇತ್ರದ ಬಗ್ಗೆ ಆಸಕ್ತಿ ಮತ್ತು ಪರಿಚಯ ಹಾಗೂ ಅವರು ಸಾಧಿಸಿದ ವಿಷಯಗಳನ್ನು ತಿಳಿದು ಕೊಂಡು ಇವರಿಗೂ ಕೌಶಲ ಹೆಚ್ಚುತ್ತದೆ.

CO-PO-PSO Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	-	-	-	-	-	-	-	2	-	2	-
CO2	-	-	-	-	-	-	-	2	-	2	-
CO3	-	-	-	-	-	-	-	2	-	2	-
	-	-	-	-	-	-	-	2	-	2	-

6. Mapping to Sustainable Development Goals (SDG):

Sl. No.	SDG	Justification
1	Presenting Seminars	Students will be at ease with all seminar presentation

[illegible]

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3. Teaching-Learning Process Strategies

Sl. No.	TLP Strategies	Description
1	Lecture Method	Utilize various teaching methods within the lecture format to reinforce competencies.
2	Activity based	Conversational practices
3	Collaborative Learning	
4	Writing exercises	Writing practices
5	Real-World Application	

4. Assessment Details (both CIE and SEE)**Continuous Internal Evaluation:**

Components		Number	Weightage	Max. Marks
1	Internal Assessment - Tests (A)	3	50%	25
2	Term Work - TW (B)	2	50%	25
Total Marks				50

Final CIE Marks = (A) + (B)**A** = Average of best two Test marks**B** = Average of two Term Work marks**Semester End Examination:**

Theory SEE will be conducted as per the scheduled timetable, with common question papers for the subject (duration 01 hour)

Question paper pattern:

- The Question paper will have 50 objective questions.
 - Each question will be for 01 marks.
 - Students will have to answer all the questions on an OMR Sheet.
- The Duration of the Exam will be 01 hour.

5. Course Outcomes (COs) and Mapping with POs/ PSOs**Course Outcomes (COs)**

COs	Description
CO1	To understand the necessity of learning of local language for comfortable life.
CO2	To speak, read and write Kannada language as per requirement.
CO3	To communicate (converse) in Kannada language in their daily life with kannada speakers.

CO-PO-PSO Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	-	-	-	-	-	-	-	2	-	2	-
CO2	-	-	-	-	-	-	-	2	-	2	-
CO3	-	-	-	-	-	-	-	2	-	2	-
	-	-	-	-	-	-	-	2	-	2	-

6. Mapping to Sustainable Development Goals (SDG):

Sl. No.	SDG	Justification
1	Presenting Seminars	Students will be at ease with all seminar presentation
2	Facing Employment Process	If the student taken any civil service examination and their problem issue

2nd Semester	Humanity Science (HS) PROFESSIONAL ENGLISH - 2	M26BENGK209
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1. Prerequisites

Sl. No.	Proficiency	Pre-requisites
1	Basic knowledge of English grammar and vocabulary	Students should have a foundational understanding of sentence structure, parts of speech, tenses, and commonly used vocabulary.
2	Familiarity with general writing formats	Prior exposure to writing simple paragraphs, letters, or essays at the school level helps ease the transition into structured and formal writing.
3	Ability to comprehend spoken English	Students should be able to follow general English conversations, classroom instructions, and audio content, which will be enhanced further in listening modules.
4	Fundamental computer and internet usage skills	Basic skills such as using a word processor, browsing the web, and using email are essential for completing blog writing, document formatting, and online communication activities.

2. Syllabus

Professional English - 2 Semester II			
Course Code	M26BENGK209	CIE Marks	50
Total Number of Teaching-Learning Hours/sem (L:T: P:TW:SL)	1:0:0:0:0=16	SEE Marks	50
		Total Marks	100
Credits	01	Exam Hours	01
Course Objectives:			
To develop students' active listening skills by introducing them to barriers, techniques, and strategies for effective listening in academic and professional environments. To enhance interpersonal communication abilities through conversation practice, situational dialogues, and the application of care, courtesy, and consideration in social and professional interactions. To improve reading comprehension and analytical skills by training students to identify and overcome reading obstacles, and by applying effective reading strategies. To strengthen verbal communication and presentation skills by addressing Mother Tongue Influence (MTI) and building confidence in oral presentations using appropriate structure and delivery techniques.			
Module -1 SPEAKING PRACTICE (PHASE-2) & PROFESSIONAL SKILLS DEVELOPMENT			
UNIT I: Mock GD & Shadowing Practice			
a) Group Discussion (GD) Skills - GD types: Topic-based, Case-based, Abstract - Entry strategies and initiation techniques - Logical argument building and data referencing - Listening skills and constructive participation - Conflict management (non-personal approach) - Summarization skills - Mock GD practice sessions with evaluation rubrics			
b) Shadowing Practice - Concept of shadowing and its benefits - Pronunciation and fluency improvement exercises - Listening-repeat drills using professional speeches - Accent neutralization basics - Recording and feedback-based improvement			
c) Listening Tests and Practice – International language test formats			
Module -2			
UNIT II:			
a) Storytelling & Story Retelling - Importance of storytelling in professional communication - Elements of an effective story (context, characters, conflict, resolution)			

- Structuring narratives logically and coherently - Emotional engagement and audience connection techniques - Summarization and paraphrasing techniques - Improvisational storytelling activities - Peer storytelling practice with feedback b) Read Aloud (Listen & Speak) - Pronunciation accuracy and articulation practice - Voice modulation, stress, rhythm, and intonation - Listening comprehension and repetition drills - Fluency development through guided reading - Audio-based listening and speaking shadowing activities - Read-aloud evaluation and corrective feedback c) Basics of Interpersonal skills: Developing skills through conversations and dialogues, Purpose of general conversations: interaction, awareness, building credibility, Tips for improving conversations, application of “the three Cs”: Care, Courtesy and Consideration in conversation
Module -3
<u>UNIT III: Resume Building</u> a) Resume Fundamentals - Purpose and recruiter expectations - Keyword optimization and ATS-friendly resumes b) Content Development - Writing strong career objectives / professional summary - Academic project presentation - Internships and work experience description using action verbs - Skill categorization (technical, soft skills, domain skills) - Certifications and achievements presentation c) Personal Branding - LinkedIn profile alignment with resume - Portfolio development basics - Email etiquette and professional communication - Cover letter fundamentals d) Reading Skills: Differences between efficient and inefficient readers; Basics steps and tips for improving reading ability, Overcoming common obstacles to effective reading, strategies for effective reading.
Module -4
<u>UNIT IV (a): Verbal Ability Essentials (Phase 2)</u> (Note: Only placement-focused areas) Voices – Active & Passive Speech – Direct & Indirect Vocabulary practice – Synonyms, Antonyms, Homophones, Idioms, Phrasal Verbs Sentence Improvement Para Jumble Short Essay Writing Placement-focused grammar: concise email language, formal request structures, common interview sentence patterns Mock practice - short email to recruiter; short message writing b) Overcoming MTI or Mother Tongue Influence: Awareness of numerous deviations from Standard English Usage in Indian English, Techniques for the neutralization of MTI.
Module -5
<u>UNIT V: a) INTERVIEW PREPARATION (PHASE-1)</u> A. Interview Fundamentals - Types of interviews (HR, Technical, Panel, Virtual) - Interview process awareness and employer expectations - Professional grooming and dress etiquette B. Core HR Question Preparation - Self-introduction structuring techniques

- Strengths, weaknesses, achievements framing (STAR method); SWOC (Strengths-Weakness-Opportunities-Challenges) Analysis - Career goals and motivation-based answers - Handling difficult interview questions C. Communication & Behavioural Skills - Verbal clarity and structured responses - Active listening during interviews - Non-verbal communication in interviews - Confidence and stress management techniques D. Practice & Evaluation - Mock HR interview sessions - Feedback-based performance improvement - Interview etiquette (before, during, after) - Post-interview follow-up communication b) Oral Presentation and PPTs
REFERENCE BOOKS: - Sanjay Kumar & Pushp Lata – Communication Skills (Oxford University Press) - Stephen E. Lucas – The Art of Public Speaking (McGraw-Hill Education) - Ashraf Rizvi – Effective Technical Communication (McGraw-Hill Education) - Practical English Usage by Michael Swan, Oxford University Press. - Technical communication by Gajendra Singh Chauhan, Cengage Learning India Recommended Digital Learning Resources: TED Talks – Public speaking, leadership, and communication models. British Council LearnEnglish – Listening, pronunciation, grammar, and vocabulary practice. Grammarly – Writing support for emails, reports, and academic writing. LinkedIn Learning – Professional communication, presentation skills, and career readiness modules. Cambridge Dictionary (Online) – Pronunciation and vocabulary support.

3. Teaching-Learning Process Strategies

Sl. No.	TLP Strategies	Description
1	Lecture Method	Explain key communication concepts, barriers, and strategies through structured lectures using whiteboard/PowerPoint, supported by real-life examples.
2	Audio & Video Listening Practice	Use podcasts, speeches, news clips, and TED Talks to develop listening comprehension and identify poor vs. effective listening practices.
3	Role Play & Situational conversation	Conduct role plays and dialogues based on workplace and social scenarios to improve interpersonal communication and apply the "Three Cs."
4	Group Discussions & Peer Interaction	Foster interpersonal and reading skills by encouraging student-led discussions, topic sharing, and peer evaluation of listening and reading practices.
5	Reading Circles & Skimming Activities	Conduct group reading activities focused on identifying main ideas, improving vocabulary, and distinguishing efficient from inefficient reading habits.
6	Flipped Classroom	Flipped Classroom
7	Pronunciation Labs & MTI Correction	Use language lab tools and drills (tongue twisters, minimal pairs, phoneme practice) to neutralize MTI and promote standard pronunciation.
8	PPT and Oral Presentation Practice	Conduct mock presentations on various topics to build student confidence, body language, clarity, and coherence in verbal expression.
9	ICT-Enabled Tools	Use digital tools like Google Slides (for PPTs), Grammarly (for writing), YouTube (for listening), and online quizzes (for listening/reading practice).
10	Self and Peer Feedback Sessions	Encourage students to reflect on their performance and provide constructive feedback on each other's listening, speaking, and presentation tasks.

4. Assessment Details (both CIE and SEE)

Continuous Internal Evaluation:**CIE Split up for Professional Course (PC)**

Components		Number	Weightage	Max. Marks
1	Internal Assessment - Tests (A)	3	50%	25
2	Term Work - TW (B)	2	50%	25
Total Marks				50

Final CIE Marks=(A) + (B)

A = Average of best two Test marks

B = Average of two Term Work marks

❖ Semester End Examinations:

Theory SEE will be conducted as per the scheduled timetable, with common question papers for the subject (duration 01 hour)

Question paper pattern:

1. The Question paper will have 50 objective questions.
 2. Each question will be for 01 marks.
 3. Students will have to answer all the questions on an OMR Sheet.
- The Duration of the Exam will be 01 hour.

5. Course Outcomes (COs) and Mapping with POs/ PSOs**Course Outcomes (COs)**

COs	Description
M25BENGK209.1	Apply effective listening, reading, and interpersonal communication strategies in both academic and professional contexts.
M25BENGK209.2	Demonstrate improved verbal communication skills by reducing Mother Tongue Influence (MTI) and delivering structured oral presentations.

CO-PO-PSO Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
M25BENGK209.1	-	-	-	-	-	-	-	-	2	3	2
M25BENGK209.2	-	-	-	-	-	-	-	-	2	3	2
	-	-	-	-	-	-	-	-	2	3	2

6. Mapping to Sustainable Development Goals (SDG):

Sl. No.	SDG	Justification
1	SDG 4: Quality Education	Enhances essential communication skills including listening, reading, speaking, and presentation—key components of a quality, holistic education.
2	SDG 8: Decent Work and Economic Growth	Improves workplace readiness through effective communication, interpersonal skills, and presentation abilities—critical for employment and career advancement.
3	SDG 10: Reduced Inequalities	Reducing MTI and promoting clear, inclusive communication helps students from diverse linguistic backgrounds participate equally in academic and professional spaces.
4	SDG 17: Partnerships for the Goals	Promotes teamwork, collaboration, and respectful dialogue—skills essential for global partnerships and effective communication in multidisciplinary settings.

1st / 2nd Semester	Engineering Science Laboratory (ESL) (NCMC) BASIC ELECTRICAL AND ELECTRONICS LABORATORY	M26BBEL110/ 210
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1. Prerequisites

Sl. No.	Proficiency	Pre-requisites
1	Basic Analog and digital components	Understanding of active and passive components. Familiarity with fundamentals of discrete components and colour codes of resistors, capacitors, inductors and diode etc.
2	Electronic Circuits	Knowledge of basic electronic components and circuits. Understanding of voltage, current, and their characteristic behaviour in electronic circuits.
3	Fundamental analog and Digital Electronics and Electrical Knowledge	Knowledge of basic analog and digital circuits such as rectifiers, adders, regulators etc.
4	Basic knowledge of measuring instruments.	Knowledge of measuring instruments such as ammeter, voltmeter and multimeter.

2. Syllabus

BASIC ELECTRICAL AND ELECTRONICS LABORATORY SEMESTER – II			
Course Code	M26BBEL110/ 210	CIE Marks	50
Total Number of Teaching-Learning Hours/sem (L:T: P:TW:SL)	0:0:32:0:0 = 32 Hours	SEE Marks	-
		Total Marks	50
Credits	00	Exam Hours	-
Course Objectives: This course will enable students to			
- To provide exposure to common electrical components such as Resistors, capacitors and inductors, types of wires and measuring instruments. - To measure power and power factor measurement of different types of lamps. - To determine earth resistance and explain methods of controlling a lamp from different places. - Use the suitable ICs based on the specifications and perform different functions.			
LIST OF EXPERIMENTS			
1	To verify Kirchhoff's Current Law (KCL) and Kirchhoff's Voltage Law (KVL) in DC circuits through experimental measurements.		
2	To study the effects of open-circuit and short-circuit conditions in simple DC circuits.		
3	To study the two-way and three-way control of a lamp and develop the corresponding truth table.		
4	Develop a wiring circuit to control a single lamp in a house/ Godown from different locations for the following scenarios with respect to suitable truth table. 1. Staircase Long corridor.		
5	A small workshop operates in a building and contains the following electrical equipment: 1 × 5 kW air compressor 4 × 1.5 kW drilling machines For assuring safety of workers measure earth resistance of the building.		
6	A manufacturing company is expanding its facility and installing two three-phase induction motors rated at 15 kW each. To ensure reliable operation and energy efficiency, measure and verify the voltage and current levels under the star (Y) and delta (Δ) configurations.		
7	Develop a ALU system to add 2 bits and 3 bits inputs.		
8	A portable instrumentation device needs a stable 6V DC supply from a fluctuating 7 –12 V (DC) input voltage system. Construct a circuit to generate a constant 6V DC voltage for the device		
9	Develop a circuit to turn on and off a LED continuously.		
10	A toy requires a 9V DC supply. Develop a circuit to generate 9V DC power from the available 230V AC household supply.		

3. Teaching-Learning Process Strategies

Sl. No.	TLP Strategies	Description
1	Lecture Method	Utilize various teaching methods within the lecture format to reinforce competencies.
2	Experiment-Based Learning (EBL)	Implement EBL to enhance analytical skills and practical application of competencies
3	Collaborative Learning	Encourage collaborative learning for improved competency application.
4	Real-World Application	Discuss practical applications to connect theoretical concepts with real-world competencies.
5	Laboratory Learning	Utilize the facilities available in the laboratories to understand the behavior of the circuits by performing experiments.

4. Assessment Details (both CIE and SEE)
Continuous Internal Evaluation (CIE)

Sl. No.	Components	Number	Weightage	Max. Marks	Min Marks
1	Conduction & Record (A)	1	60%	30	12
2	Lab IA test (B)	1	20%	10	---
3	Project Work (C)	1	20%	10	---
Total Marks				50	20

Final CIE Marks = A + B + C

A = Average of marks for all the experiments

B = Lab Internal Assessment marks

C = Project work marks

5. Course Outcomes (COs) and Mapping with POs/ PSOs**Course Outcomes (COs)**

COs	Description
M26BBEL110/ 210.1	Verify and analyze the behavior of DC electrical circuits using Kirchhoff's Current Law (KCL), Kirchhoff's Voltage Law (KVL), and open-circuit/short-circuit conditions through experimental measurements.
M26BBEL110/ 210.2	Construct , test, and evaluate electrical systems including lamp control circuits, earthing systems, and three-phase star (Y) and delta (Δ) configurations under different operating conditions.
M26BBEL110/ 210.3	Assemble , test, and evaluate electronic circuits such as Zener voltage stabilizers, rectifiers, and regulated DC power supplies, and examine their voltage regulation and conversion characteristics.
M26BBEL110/ 210.4	Implement , simulate, and verify digital logic circuits using logic gates and universal gates, including combinational circuits such as adders, and analyze their functionality using truth tables and performance testing.

CO-PO-PSO Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
M26BBEL110/210.1	3	3	2	3	-	-	-	-	-	-	2	3	3
M26BBEL110/210.2	3	3	3	3	-	-	-	-	-	-	2	3	3
M26BBEL110/210.3	2	3	2	3		-	-	-	2	-	2	2	3
M26BBEL110/210.4	3	3	3	3	-	-	-	-	2	3	-	3	3
M26BBEL110/210	2.75	3	2.5	3	-	-	-	-	2	3	2	2.75	3

6. Mapping to Sustainable Development Goals (SDG):

Sl. No.	SDG	Justification
1	SDG 4 Quality Education	All topics promotes technical education in Electronics and Electrical engineering
2	SDG 9: Industry, Innovation and Infrastructure,	All experiments support electronics R&D and innovation
3	SDG 11: Sustainable Cities and Communities	Sensors, automation, embedded applications in smart cities