NEP 2020 ALIGNED OBE CURRICULUM

PROGRAM: DIPLOMA IN COMPUTER ENGINEERING

by

Curriculum Development Cell,

Government Polytechnic, Nagpur

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FOREWORD- CHAIRMAN GOVERNING BOARD

Dr. Vinod Mohitkar
Chairman, Governing Board
&
Director, Technical Education, Mumbai

It is with immense pride and a deep sense of purpose that I present the *NEP aligned 2023 Curriculum for Diploma in Engineering*, a landmark step in advancing technical education. As Chairman of the Governing Board of Government Polytechnic, Nagpur and Director of Technical Education, Maharashtra State, I consider this curriculum a reflection of our collective commitment to the transformative vision laid out in the National Education Policy (NEP) 2020.

This curriculum embraces the core principles of Outcome-Based Education (OBE) and integrates the modern educational framework of Bloom's Taxonomy, focusing on equipping students with future-ready skills, practical knowledge, and professional competencies. Designed to foster innovation, critical thinking, and a hands-on learning approach, it addresses the rapidly evolving needs of industries and communities alike.

I wish to place on record my sincere appreciation for the Board of Studies Chairman and all Board of Studies members, whose leadership, insight, and dedication played a pivotal role in shaping this curriculum. Special thanks are also due to the Principal, Heads of Departments (HODs) and faculty members of various programs who actively contributed by

sharing ground-level teaching insights, refining course content, and ensuring alignment with real-world applications. Their collaborative efforts with the Program-wise Board of Studies academic and industry experts, who brought in valuable field experience, ensured that the curriculum remained dynamic, relevant, and future-oriented.

Through multiple rounds of consultations, workshops, and rigorous reviews, the curriculum has evolved to incorporate sector-specific innovations, practical implementation pathways, and learner-centric strategies. The collaboration between academia and industry—spearheaded by the Boards of Studies—has ensured that the curriculum is not only academically robust but also aligned with current industry standards and future demands.

This curriculum document, including chapters on NEP 2020, OBE philosophy, SWOT analysis, and curriculum development methodology, along with more than 50 carefully curated course curricula of each program, stands as a testimony to the vision and meticulous planning behind this academic reform.

I am confident that *Curriculum 2023* will serve as a cornerstone for excellence in technical education. It is our collective responsibility to implement it with the same spirit of dedication that guided its creation, as we work toward nurturing a generation of skilled, thoughtful, and responsible technocrats.

(Dr. Vinod Mohitkar)
Chairman, Governing Board, Government Polytechnic, Nagpur
and Director, Technical Education, Maharashtra State.

FOREWORD- Past Member Secretary Governing Board

Dr. Manoj Daigavane
Ex. Member Secretary, Governing Board,
Government Polytechnic, Nagpur &
Jt. Director, Technical Education, R.O. Nagpur

It is with immense pride and a deep sense of accomplishment that I pen this foreword for the revised NEP aligned curriculum document of Government Polytechnic, Nagpur. Having had the privilege to serve as the Member Secretary when the journey of aligning our educational framework with the transformative vision of the National Education Policy (NEP) was first initiated, I witnessed firsthand the dedication and foresight that has culminated in this comprehensive and forward-thinking curriculum.

The landscape of technical education is ever-evolving, and the NEP 2020 has provided a robust framework for fostering holistic, multidisciplinary, and skill-oriented learning. This curriculum document is a testament to our institution's commitment to embracing these progressive ideals. It meticulously integrates key NEP principles, ensuring that our students are not only academically proficient but also adaptable, innovative, and socially responsible citizens ready to contribute meaningfully to the nation's growth.

A cornerstone of this revision has been the unwavering focus on Outcome-Based Education (OBE), meticulously structured around the principles of Bloom's Taxonomy. This ensures that every learning experience is purposeful, with clearly defined outcomes that empower students to

acquire not just knowledge, but also critical thinking, problem-solving, and practical skills. The shift towards an outcome-centric approach will undoubtedly enhance the quality of learning and prepare our graduates for the complex demands of the 21st-century workforce.

The development of this curriculum has been a truly collaborative endeavor, embodying the spirit of collective expertise. The rigorous curriculum development process, involving extensive deliberations, workshops, and feedback sessions, has been instrumental in shaping this document. This curriculum is a testament to collaborative effort. My sincere gratitude goes to the distinguished experts and dedicated faculty, especially the In-charge of the Curriculum Development Cell, who spearheaded the writing of various chapters, ensuring their depth and relevance. Their tireless work has been instrumental.

As the Ex. Member Secretary of the Governing Board, Government Polytechnic, Nagpur, the supreme authority for curriculum approval, I can attest to the thorough scrutiny and thoughtful consideration given to every aspect of this revision. We are confident that this new curriculum will not only uphold the high standards of academic rigor that Govt. Polytechnic, Nagpur is known for, but also empower our students to become lifelong learners and leaders in their chosen fields.

I commend everyone involved in this monumental undertaking. This curriculum is a beacon guiding our students towards a brighter future, and I am confident it will contribute significantly to their personal and professional growth, and ultimately, to the progress of our nation.

[Dr. M. B. Daigavane]
Ex-Member Secretary, Governing Board,
Government Polytechnic, Nagpur

FOREWORD- Member Secretary Governing Board

(Dr. R.P.Mogre)
Member Secretary, Governing Board
&
Principal, Government Polytechnic, Nagpur

It gives me immense pleasure to present this comprehensive curriculum document developed by our autonomous polytechnic, a result of collaborative academic vision, pedagogical advancement, and policy alignment. This curriculum reflects a strategic response to the National Education Policy (NEP) 2020, integrating its transformative vision into technical education.

The document outlines the systematic curriculum development process, beginning with institutional introspection through SWOT analysis and guided by the principles of Outcome-Based Education (OBE). The integration of Bloom's Taxonomy ensures that the curriculum targets holistic cognitive development, fostering analytical, creative, and application-level competencies in students.

The curriculum has been developed by teams of experienced faculty members and subject experts under the guidance of the In-charge of the Curriculum Development Cell. Their efforts were directed toward making the curriculum learner-centric, industry-responsive, and future-ready. Notably,

the design process included inputs from domain specialists and industry professionals previously associated with our Program-wise Board of Studies and Board of Studies, ensuring both academic relevance and industrial applicability.

As the Member Secretary of the Governing Board—the apex academic authority for curriculum approval—I take pride in acknowledging the tireless dedication and academic integrity with which this document has been developed and approved. I am confident that this curriculum will serve as a robust foundation to produce competent, ethical, and innovative diploma professionals aligned with national aspirations.

(Dr. R.P. Mogre)
Member Secretary,
Governing Board, Government Polytechnic, Nagpur
&
Principal, Government Polytechnic, Nagpur

FOREWORD- Member Secretary, Board of Studies

Mr. Sudhir P. Pathak
Chairman, Board of Studies
Government Polytechnic, Nagpur

It gives me immense pleasure to present the NEP aligned 2023 Curriculum for the Diploma in Engineering, developed at Government Polytechnic, Nagpur.

As a Chairman of the Board of Studies and with the background of having served in Engineering and Auto industry for several decades, I deeply recognize the need for a dynamic, responsive, and industry-aligned technical education framework. This curriculum is a forward-looking document, inspired by the National Education Policy 2020 and built upon the principles of Outcome-Based Education (OBE).

The demands of the modern industrial landscape viz. digital transformation, sustainability, automation, global competitiveness, et al. requires diploma engineers who are not just technically competent but also, innovative, versatile, resourceful, and ethically grounded. This curriculum assuredly reflects those very values. It is designed with inter and intra institute deliberations and with careful consideration to the needs of students, industry, and society as well. It integrates modern pedagogical approaches such as Bloom's Taxonomy, continuous curriculum enhancement through SWOT analysis, and comprehensive assessment techniques. It also emphasizes skill development, entrepreneurship, and holistic learning

through internship and industry interaction and fosters a vibrant academic environment, ensuring that students graduate with the competencies required in the 21st-century workplace.

The Board of Studies has worked collaboratively with faculty, industry experts, alumni, and academic leaders to ensure that every course and learning outcome is relevant and robust.

I commend the entire curriculum development team for their assiduous efforts and dedication to excellence. Their work marks a significant step toward creating technically sound, socially responsible, and globally employable engineers. I am confident that this document will serve as a strong foundation for academic delivery and industry collaboration in the years to come.

Let us continue to inspire, evolve and, innovate building a stronger future for technical education in India.

[Sudhir P. Pathak]

Chairman, Board of Studies, Government Polytechnic, Nagpur

Preamble

The 2023 Curriculum of Government Polytechnic, Nagpur for the Diploma in Engineering reflects a transformative shift in technical education, firmly rooted in the Outcome-Based Education (OBE) framework, and aligned with the visionary directives of the National Education Policy (NEP) 2020. This curriculum has been thoughtfully designed to respond to the changing educational landscape, technological advancements, and evolving industry requirements, with a strong focus on practical skills, flexibility, and holistic development.

Our institute, renowned for its commitment to excellence in technical education, continues to play a vital role in shaping competent professionals who contribute meaningfully to national development. Through the modernization and continuous refinement of our academic offerings, we aim to empower students with the skills, attitudes, and knowledge necessary for lifelong success. Our focus has always remained on innovative, learner-centered curriculum development, emphasizing both technical competence and personal growth.

In line with NEP 2020 reforms, the revised curriculum embraces several key features: a choice-based credit system, multiple entry and exit options, skill-based education, soft skill and industry internship, and value-based education. These features not only support multidisciplinary learning but also foster creativity, critical thinking, and ethical responsibility among students.

The curriculum revision process was undertaken through a highly participative and structured approach. Valuable inputs were gathered from a wide spectrum of stakeholders, including industry experts, alumni, academic leaders, and students, ensuring the curriculum remains relevant, responsive, and forward-looking. Guided by the Governing Board (GB), Board of Studies (BOS), Program-wise Board of Studies (PBOS), and the Curriculum

Development Cell (CDC) of the institute, played integral roles in shaping this document. The contributions of faculty members, Heads of Departments (HODs), and domain experts further enriched the content and ensured alignment with the latest technological and pedagogical standards.

The implementation of OBE principles ensures clarity in learning outcomes, structured assessment strategies, and continuous improvement through feedback and evaluation. The integration of Bloom's Taxonomy, domain-specific learning objectives, and a clearly defined assessment framework supports differentiated learning across cognitive, affective, and psychomotor domains. A SWOT analysis methodology was employed to identify program-level strengths, gaps, opportunities, and challenges—laying the foundation for robust and future-ready program structures.

The NEP aligned 2023 curriculum offers a balanced and flexible learning scheme incorporating classroom instruction, laboratory experience, tutorials, and self-directed learning. Innovative elements such as skill enhancement courses, value education, NPTEL and Spoken Tutorial integration, and notional hour calculation reflect the comprehensive nature of the new academic structure.

Our institutional vision is to emerge as a Center of Excellence in technical education, committed to nurturing innovation, employability, and entrepreneurship. The NEP aligned 2023 Curriculum is a significant milestone in our academic journey, reinforcing our legacy of quality and our dedication to continuous educational advancement. It sets the stage for dynamic, student-centric learning environments that inspire students to contribute actively to society and industry.

[Dr. G. V. Gotmare]
Member Secretary, Board of Studies &
I/C, Curriculum Development Cell, Government Polytechnic, Nagpur

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CHAPTER 1

Introduction

This chapter describes the history, organization structure, curriculum development system and the various bodies responsible for the development of curriculum of Government Polytechnic, Nagpur (GPN).

1.1 History

The Government Polytechnic, Nagpur, stands as one of the oldest technical institutions in central India. Established on July 14, 1914, it began as the Government Engineering School. Initially housed in the Victoria Science College (currently the Institute of Science), the institution started with just 16 students. In its inaugural year, it offered diploma-level courses in Civil and Mechanical Engineering. By 1915, an Automobile Engineering course was introduced, which later evolved into a Post Diploma program in Automobile Engineering. The institution played a pivotal role in the establishment of what is now the Visvesvaraya National Institute of Technology (VNIT), Nagpur. Over the years, the institution experienced significant growth, expanding from its modest beginnings to an enrollment of nearly 2,000 students today. The Government Engineering School was eventually renamed Government Polytechnic, Nagpur.

1.1.1 Autonomy

The Institute recently commemorated its centenary, celebrating 111 years of outstanding contribution to technical education. Government

Polytechnic, Nagpur has a rich history of evolving to meet the needs of industry and society. The institution remains committed to addressing the educational demands of an ever-changing world.

In 1995, the Government of Maharashtra granted the institute autonomous status under Government Resolution No. WBP-1093/(2640) (69)VE-5, dated March 31, 1994. This autonomy empowered the institute to independently introduce new programs, design curricula, implement self-developed academic plans, and oversee the assessment, evaluation, and certification of students.

1.1.2 Awards

Some of the prestigious awards received by Government Polytechnic, Nagpur are as follows:

- State Award "Best Overall Performance 1996" (ISTE Narsee Monjee Award)
- State Award "Best Polytechnic, 1997" , (Govt. of Maharashtra)
- National Awards "Best Polytechnic, Student Chapter 2002", (Institute of Engineers (India))
- National Awards "Best Polytechnic, Student's Project ,2002" (ISTE Narsee Monjee)
- State Award "Best Overall Performance 2016" (ISTE Narsee Monjee Award)
- National Education Award for "Best Technical Educational Institute in Maharashtra State-2016"

1.1.3 Geographical Location

Nagpur, located in India, lies at a latitude of 21.146633 and a longitude of 79.088860. Its geographical coordinates are 21° 8'

47.8788'' N and 79° 5' 19.8960'' E. The city sits at an elevation of 311 meters above sea level and is positioned at the very center of the Indian subcontinent. As shown in Figure 1.1, Nagpur is home to the Zero Mile Stone, a landmark that historically marked the geographical center of India and was used by the British to measure distances across the Indian subcontinent. The city's name is derived from the Nag River, which flows through it, originating from a village named Lavha. Nagpur is renowned for its oranges, often referred to as "Nagpur oranges," and has earned the title of the "Orange City" due to its prominence as a major trading hub for the region's orange cultivation.

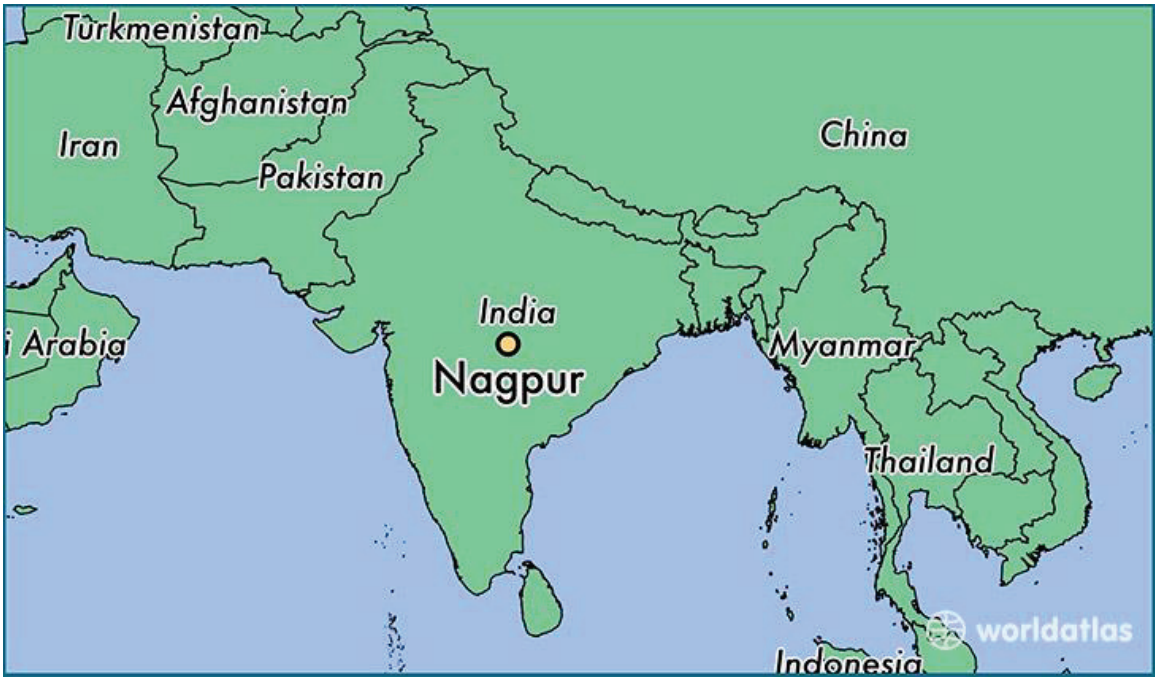

Figure 1.1. Location of Nagpur City

1.1.4 Campus

Government Polytechnic, Nagpur is situated in heart of the Nagpur City at "Sadar" area, 2.1 km walking distance from zero-mile stone as well as Nagpur railway station.

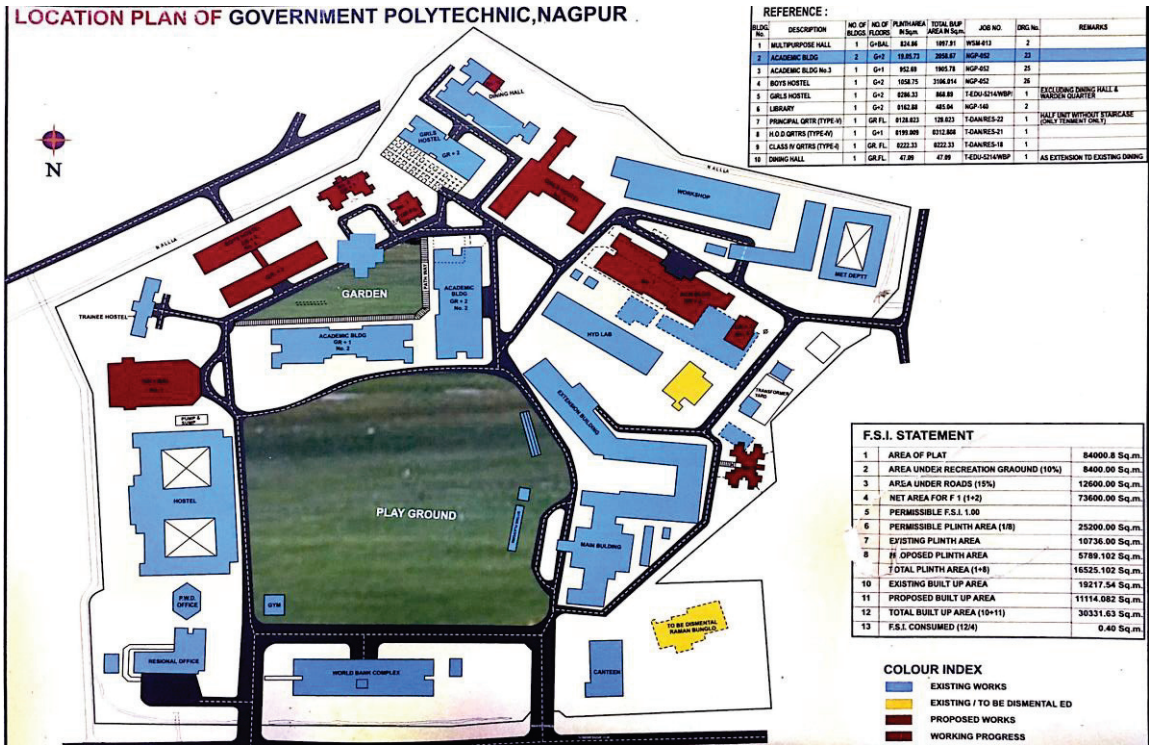

Figure 1.2. Government Polytechnic, Nagpur Campus

1.2 Organizational Structure

GPN, as a part of the Polytechnic Education System, has been addressing the needs of individuals, the community, society, and industry for over 111 years. Until 1995, its services operated under various affiliations, including the university, MP DTE, and MSBTE.

In 1995, the Government of Maharashtra granted GPN autonomous status. This autonomy empowered the institute to independently manage academic matters such as identifying the need for new

programs, designing requisite curricula, implementing self-designed curricula, and conducting student assessment, evaluation, and certification. In essence, the institute became fully accountable for these academic responsibilities, including facilitating student placements in the workforce.

To ensure effective and efficient operations under autonomous status, a functional organization was established alongside the institute's hierarchical structure, enabling streamlined management and governance.

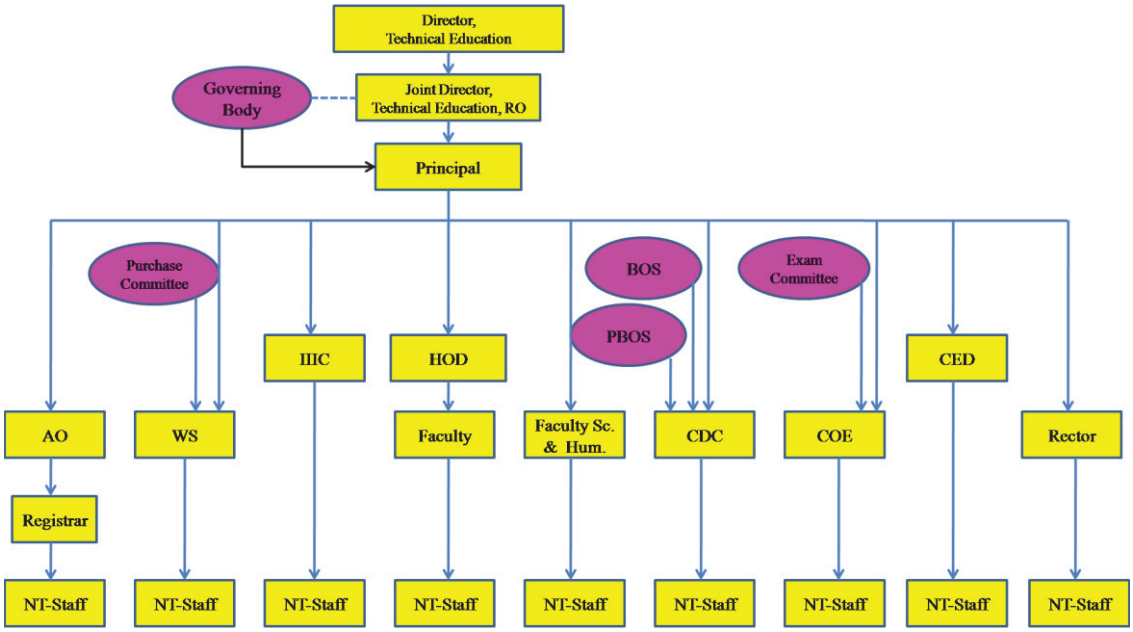

Figure 1.3. Organizational Structure of GPN

1.3 Curriculum Development System

Since 1995, the institute has been independently designing, revising, and implementing curricula for all programs under its autonomous status, except for Mining and Mine Surveying. This process is carried out using the Curriculum Development System illustrated in the accompanying figure 1.4.

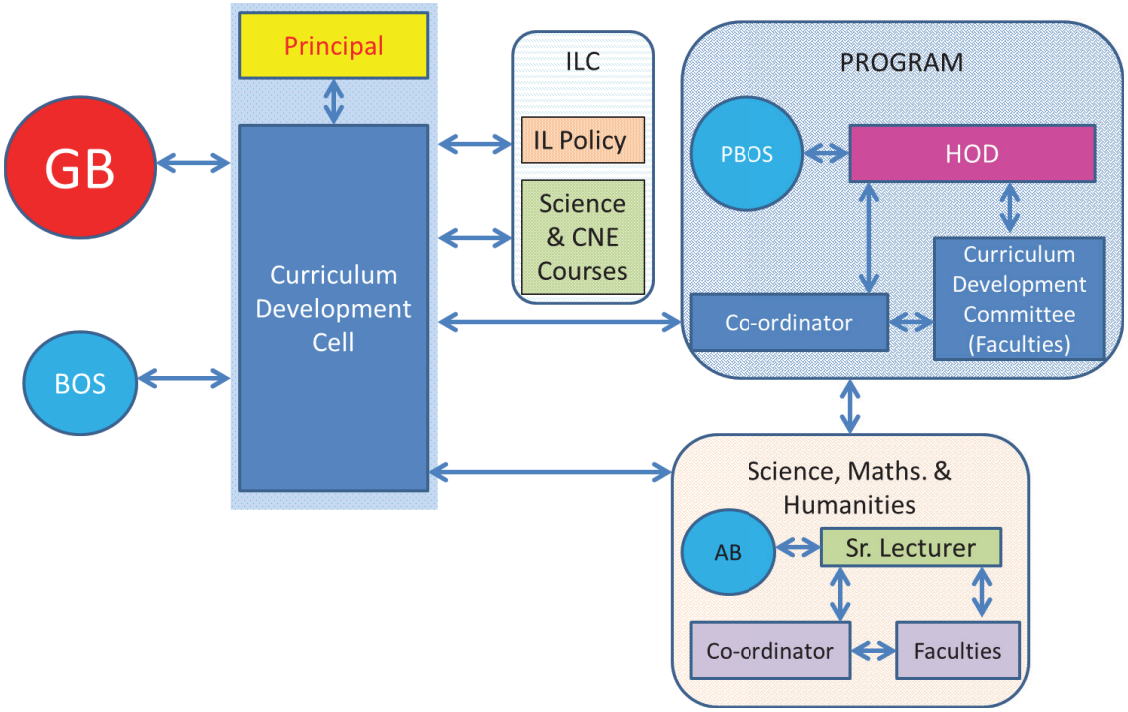

Figure 1.4. Curriculum Development System

The Curriculum Development System comprises various entities, including Program Departments (such as Civil, Mechanical, and Electrical), Non-Program Departments (such as Science, Mathematics, and Humanities), the Institute Level Committee (ILC), and the Curriculum Development Cell (CDC), which is headed by the Principal of the Institute. The institute follows a systematic process for designing, revising, developing, implementing curricula, and assessing and evaluating students to enhance their learning outcomes.

Constitutional bodies, such as the Governing Body (GB), Board of Studies (BOS), and Program-wise Board of Studies (PBOS) for specific programs, along with the non-constitutional Advisory Board (AB) for Non-Program Departments, are responsible for curriculum approval.

This section outlines the philosophy underpinning curriculum design, the mechanisms for its implementation, and the approach adopted for assessing student performance.

1.3.1 Governing Board (GB)

The Governing Body (GB) serves as the apex authority of GPN. Below is a detailed outline of its committee members, along with their roles and responsibilities.

- **Committee Members:**

1. Joint Director of Technical Education Maharashtra State, Bombay - Chairman
2. Nominee from Western Regional Committee Govt. of India - Member
3. Regional Officer, Human Resource Development or Co-ordinator, TTTI, Pune - Member
4. Representative from the Local Centre the I.E.(India) - Member
5. Representative from the Engineering Association - Member
6. Representative from the District Industries - Member
7. Project Director, State Project Implementation Unit (World Bank) – Member
8. Principal of the Polytechnic – Member Secretary

- **Functions and Responsibilities:**

1. To decide the policy of the institute and decide guidelines of the function of various committees.
2. To analyse all issues and provide policy directive for developing the scheme and implementing it at the institute level.

3. To appoint the various committees of Governance for smooth functioning of the Institute.
4. To institute scholarships fellowships studentships, Mudat prize and certificates on the recommendation of Board of Studies.
5. Approve new programmes of studies leading to Diploma/Post-Diploma.
6. Approve modifications in present curriculum in order to meet the changed demands of the industry society from time to time.
7. Approve Annual Reports of the Institute.
8. Approve Continuing Education Programmes or similar Activities Beneficial to the Students/Community Institute.
9. To approve the fees and other charges payable by the students of the Polytechnics on the recommendation of Board of Studies.

1.3.2 Board of Studies (BOS)

The Board of Studies (BOS) functions as an institute-level committee at GPN. The composition of its members, along with their roles and responsibilities, is detailed below.

- **Committee Members:**

1. Representative of the Industry - Chairman
2. Head of Department of 5 Programmes - Member
3. Local Experts of 5 Programmes- Member
4. Nominee of Board of Technical Examinations, M.S. Bombay- Member
5. In-charge of Curriculum Development Component– Member Secretary

- **Functions and Responsibilities:**

1. To prepare Syllabi for various courses and develop curriculum keeping in view the objectives of the Institute and the national requirement for consideration. Syllabi shall be equivalent to Syllabi of Board of Technical Examinations.
2. To suggest methodologies for innovative teaching and evaluation techniques.
3. To Co-ordinate research teaching, extension, and other academic activities in the various departments/ institute.
4. To recommend books including test books for various courses of studies.

1.3.3 Program Wise Board of Studies (PBOS)

The Program Board of Studies (PBOS) is a program-specific committee, with GPN comprising 13 PBOS committees. The composition of its members, along with their roles and responsibilities for each program, is outlined below.

- **Committee Members:**

1. Head of the Department concerned- Chairman
2. Two Senior Lecturers- Member
3. One expert in the programme from the neighbouring institution - Member
4. Nominee from the Board of Technical Examinations Bombay - Member
5. One Expert from the local industry in each Programme – Member
6. In-charge of Curriculum Development component - Member-Secretary

- **Functions and Responsibilities:**

1. To decide Philosophy of curriculum design course wise.
2. To analyse present needs and to identify desirable changes, additions, deletions course-wise.
3. Analyse of personnel development.
4. Formation of Programme objectives.
5. Selection of contents.
6. Design of student's evaluation.
7. To decide resources required and development thereof.
8. To decide strategy of implementation.
9. Recommend equivalence for granting exemptions.

1.3.4 Advisory Board (AB)

The Non-Program Departments (Science, Mathematics, and Humanities) do not have PBOS as per the Government Resolution. Instead, an Advisory Board (AB) has been constituted to function similarly to PBOS for these departments. There are four ABs, one each for the Physics, Chemistry, Mathematics, and English Departments.

1.4 Outline of Document

This document comprises nine chapters, each covering a key aspect of curriculum development at GPN:

Chapter 1 provides an overview of GPN, its organizational structure, and the curriculum development system.

The key provisions of NEP 2020 and relevant Government Resolutions (GR) issued by the Government of Maharashtra are examined in Chapter 2.

A detailed discussion on the principles and implementation of Outcome-Based Education (OBE) is presented in Chapter 3.

Chapter 4 focuses on Bloom's Taxonomy and its significance in designing effective learning outcomes.

A structured approach to conducting a SWOT analysis is outlined in Chapter 5.

The process for revising the 2023 curriculum is comprehensively detailed in Chapter 6.

Chapter 7 highlights the key features of an NEP 2020-aligned curriculum at GPN.

Detailed course curriculum content is presented in Chapter 8.

The complete curriculum document, along with comprehensive descriptions, is compiled in Chapter 9, while the appendix provides course-specific details.

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CHAPTER 2

National Education Policy 2020

The National Education Policy (NEP) 2020 aims to revolutionize India's education system for the 21st century by fostering holistic learning, inclusivity, and global competitiveness. Key reforms include flexible learning pathways, vocational integration, and a focus on research and sustainability. This chapter explores these features, highlighting their impact on engineering education and India's evolution into a vibrant knowledge society.

2.1 NEP 2020: Reforms in Education System

The National Education Policy (NEP) 2020 is a landmark reform in India's educational landscape, promising transformative changes to prepare students for the 21st century and beyond. Rooted in Indian ethos, NEP 2020 aspires to create a knowledge society by ensuring high-quality, inclusive, and equitable education for all. It emphasizes holistic development, employability, and international competitiveness while maintaining alignment with India's traditions, culture, and value system.

2.1.1 Pillars of NEP

NEP 2020 is built on five foundational pillars:

- **Access**: Ensuring education is available to all.
- **Equity**: Bridging disparities across regions and communities.
- **Quality**: Enhancing educational standards to global levels.
- **Affordability**: Making education economically accessible.

- **Accountability**: Promoting transparency and efficiency.

2.2 Features of NEP 2020

The NEP 2020 emphasizes holistic and multidisciplinary learning, flexible academic pathways with multiple entry and exit options, and the integration of vocational education for skill development. Following paragraph describes these features.

2.2.1 Holistic and Multidisciplinary Learning

NEP 2020 emphasizes a multidisciplinary approach, enabling students to explore diverse subjects beyond their core disciplines. For engineering students, this approach:

- Encourages creativity, critical thinking, problem-solving, and digital literacy.
- Allows for degree customization with minors in humanities, social sciences, or management, complementing technical expertise.
- Offers options for degrees with research, honors, or dual specializations.

2.2.2 Multiple Entry and Exit Options

The policy introduces flexibility in education:

- **Stages of Certification**: Students can receive certificates, diplomas, or degrees based on their level of completion, ensuring recognition at every stage.
- **Academic Bank of Credits (ABC)**: Facilitates credit accumulation and transfer across institutions.
- **Lifelong Learning**: Enables students to re-enter education at any stage for skill enhancement.

2.2.3 Education in Mother Tongue/Local Language

Promoting instruction in regional languages enhances comprehension, retention, and communication, fostering a deeper connection to cultural roots.

2.2.4 Flexibility and Choice-Based Credit System (CBCS)

NEP 2020 introduces CBCS to:

- Allow students to tailor their learning paths.
- Enable deeper exploration of specialized areas or interdisciplinary studies.
- Support internships and research projects for hands-on skill development.

2.2.5 Vocational Education and Skill Development

Integrating vocational education ensures:

- Alignment with industry needs.
- Access to skill-based courses, apprenticeships, and collaborations.
- Graduates are both academically proficient and industry-ready.

2.2.6 Research and Innovation Ecosystem

The policy fosters a culture of research and innovation by:

- Encouraging institutes to establish research parks, incubators, and technology transfer offices.
- Promoting collaboration between students and industry partners.
- Supporting commercialization of student innovations.

2.2.7 Emphasis on Ethical and Sustainable Practices

Engineering curricula under NEP 2020 incorporate ethics, environmental studies, and social responsibility. This equips students to:

- Tackle societal challenges like climate change and resource scarcity.
- Develop solutions that prioritize sustainability and equity.

2.2.8 Global Exposure and Collaboration

NEP 2020 encourages:

- Internationalization through partnerships, exchange programs, and joint research.
- Exposure to diverse cultures and advanced technologies, enhancing global competence.

2.2.9 Gradual De-affiliation from Universities

The policy advocates autonomous institutions, allowing them to develop independent academic frameworks and standards.

2.3 Implementation of NEP 2020 in Engineering Institutes

A flexible credit framework, detailed in Maharashtra Government's GRs dated July 4 and August 3, 2023, mandates NEP-aligned curricula from AY 2023-24 for autonomous institutions and AY 2024-25 for affiliating institutions.

2.3.1 Key Highlights of the GoM GR

1. **Multiple Entry and Exit Options**
    - Certificates, diplomas, and degrees are awarded at progressive stages.

- Holistic and multidisciplinary education is facilitated, with major and minor subject combinations.

2. **Choice of Major and Minor Subjects**
   - Students must complete a minimum of 50% credits in core subjects.
   - Options for multidisciplinary minors and honors degrees are provided.
3. **Indian Knowledge Systems (IKS)**
   - Integration of IKS courses promotes interdisciplinary research and societal applications.
4. **Academic Bank of Credits (ABC)**
   - Enables credit transfer and mobility within the education system.
5. **Outcome-Based Curriculum**
   - Designed per international standards, focusing on learning outcomes and assessments.
6. **Strengthening Industry-Academia Linkages**
   - Emphasizes internships and apprenticeships, fostering collaboration with industries.
7. **Key Result Areas (KRAs)**
   - Institutions are advised to implement KRAs for the successful execution of NEP 2020.

2.4 Conclusion

The NEP 2020 is a transformative step toward reimagining India's education system. It not only addresses the present educational challenges but also paves the way for creating a globally competent, ethically grounded, and environmentally conscious workforce. For engineering students, it opens doors to multidisciplinary learning,

research opportunities, and industry alignment, equipping them to meet the demands of a dynamic global landscape.

CHAPTER 3

OBE Approach in Curriculum Design

Outcome-Based Education (OBE) focuses on achieving specific learning outcomes to meet real-world demands. It emphasizes skill development through learner-centric methods, preparing students for modern challenges. OBE ensures quality education aligned with accreditation standards and societal needs, fostering holistic student growth. This chapter describes some aspect of OBE.

3.1 Introduction to OBE

Outcome-Based Education (OBE) is a transformative educational framework that prioritizes the attainment of specific outcomes or graduate attributes by students upon the completion of an academic program. Unlike traditional teacher-centric models, OBE is inherently learner-centric, emphasizing what students are expected to know, demonstrate, and achieve at the end of their learning journey. This paradigm shift ensures that educational programs align closely with the demands of industry, society, and other stakeholders.

The adoption of OBE has gained significant momentum globally due to its focus on measurable outcomes and its ability to produce graduates who are better equipped to meet real-world challenges. Recognizing its importance, the National Board of Accreditation (NBA) in India has mandated the implementation of OBE for all engineering programs seeking accreditation from 2013 onwards. By adopting the OBE model, educational institutions ensure that their programs meet international standards of quality and relevance.

3.2 Why the OBE Approach?

The NBA's emphasis on OBE stems from its fundamental focus on producing competent and industry-ready graduates. OBE shifts the

focus from the teaching process to the learning outcomes, making it a student-focused model. This approach ensures that the curriculum, teaching methods, and assessments are designed to enable students to achieve predefined outcomes, thereby enhancing the overall educational experience.

Key reasons for adopting OBE include:

- **Learner-Centric Philosophy:** OBE places the student at the center of the educational process, focusing on their ability to apply knowledge and skills effectively in practical scenarios.
- **Alignment with Accreditation Standards:** As accreditation bodies like NBA prioritize OBE, its adoption is essential for programs aiming for national and international recognition.
- **Focus on Graduate Attributes:** OBE ensures that students develop specific attributes such as critical thinking, problem-solving, communication, teamwork, and ethical responsibility, which are crucial for success in their careers.

3.3 Outcome-Based Education

The framework required for implementation of OBE consists of the following as shown in Figure:

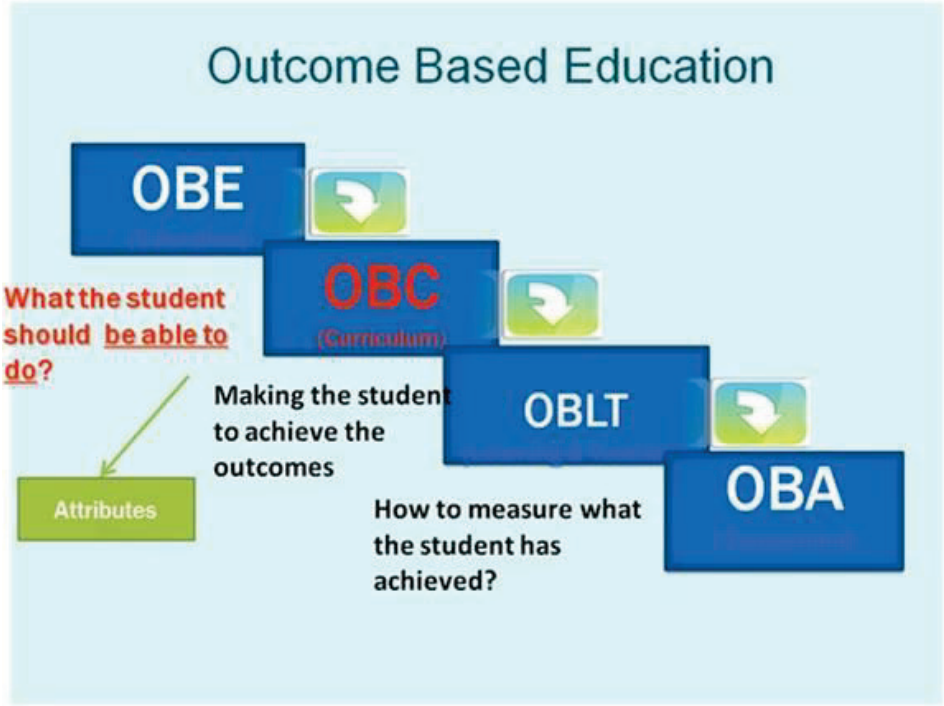

Figure 3.1. Outcome Based Education Framework

3.3.1 Outcome-Based Curriculum (OBC)

The curriculum forms the foundation of the OBE framework. An outcome-based curriculum is structured around the specific abilities and knowledge students should acquire by the end of the program. The design process begins by defining program educational objectives (PEOs), program outcomes (POs), and course outcomes (COs). These outcomes are tailored to meet the needs of stakeholders, including industries, employers, and society at large.

The key question driving an outcome-based curriculum is: **"What should students be able to do upon completing the program?"**

3.3.2 Outcome-Based Learning and Teaching (OBLT)

OBE extends beyond curriculum design to include teaching and learning practices. Outcome-based teaching and learning involve adopting instructional strategies that actively engage students and help them achieve the desired outcomes. These methods include

project-based learning, case studies, problem-solving exercises, and hands-on practical sessions.

The focus of OBLT is: **"How can we facilitate students in achieving the defined outcomes?"**

3.3.3 Outcome-Based Assessment (OBA)

Assessment plays a pivotal role in measuring whether students have achieved the intended outcomes. Outcome-based assessment uses various tools and methods, such as rubrics, assignments, projects, and exams, to evaluate student performance. These assessments are designed to provide feedback on students' mastery of skills, knowledge, and competencies.

The central question for outcome-based assessment is: **"How do we measure what students have achieved?"**

3.4 Benefits of Outcome-Based Education

The OBE approach offers several advantages that make it a preferred choice for curriculum design in engineering and technical education:

1. **Directed and Coherent Curriculum:** OBE ensures that the curriculum is well-structured and aligned with the desired outcomes, enabling a seamless progression of learning.
2. **Relevance to Industry and Stakeholders:** Graduates from OBE-aligned programs possess skills and knowledge that meet the needs of employers, industries, and society, making them more employable and impactful.
3. **Focus on Lifelong Learning:** By emphasizing critical thinking, problem-solving, and adaptability, OBE prepares students for continuous learning and growth in their professional and personal lives.

4. **Improved Accountability:** With clear outcomes, institutions are better able to demonstrate the effectiveness of their programs to accreditation bodies and stakeholders.
5. **Enhanced Student Engagement:** The learner-centric nature of OBE encourages active participation, fostering a deeper understanding of concepts.

3.5 Key Constituents of OBE

Outcome-based education (OBE) focuses on clearly defined learning outcomes, ensuring students achieve specific knowledge, skills, and attitudes by the end of their educational experience. The following are the key constituents of OBE, which are shown in following figure:

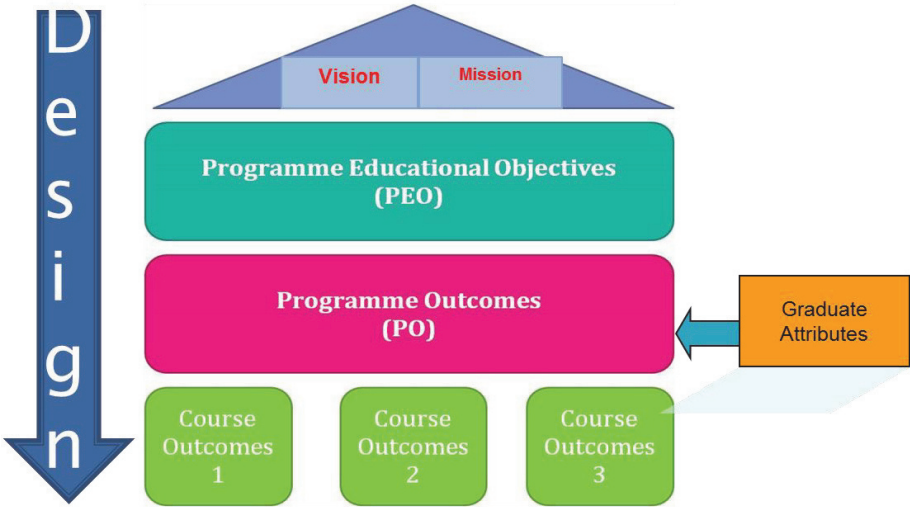

Figure 3.2. Key Constituents of OBE

1. **Vision:** Vision is a picture of the future you seek to create, described in the present tense, as if it were happening now. It shows where we want to go, and what we will be like when we get there.

2. **Mission:** Mission statement defines what an institution is, why the institution exists, and its reason for being. It defines what we are here to do together.
3. **Graduate Attributes (GAs):** Graduate attributes are the qualities, skills and understandings a university community agrees its students should develop during their time with the institution. These attributes include but go beyond the disciplinary expertise or technical knowledge that has traditionally formed the core of most university courses. WA (Washington Accord) defines 12 GA's for Engineering Graduates.
4. **Program Outcomes (POs):** Programme Outcomes (POs) describe what students should know and be able to do at the end of the programme. They are to be in line with the graduate attributes (GAs). PO's are to be specific, measurable and achievable. POs transform the PEOs into specific student performance and behaviors that demonstrate student learning and skill development.
5. **Program Specific Outcomes (PSOs):** PSOs focus on equipping students with specialized knowledge, skills, and competencies required for industry, research, or higher education, ensuring they are ready to contribute effectively in their chosen field.
6. **Program Educational Objectives (PEOs):** The Program Educational Objectives (PEOs) are broad statements that describe the career and professional accomplishments that the programme is preparing graduates to accomplish. PEOs should be measurable, appropriate, realistic, time bound and achievable.
7. **Course Outcomes (COs):** Course Outcomes (COs) are specific, measurable statements that describe the knowledge, skills, and

attitudes students are expected to acquire upon completing a particular course.

8. **Specific Learning Outcomes (SLOs):** Specific Learning Outcomes (SLOs) are precise, actionable statements that define the intended achievements of students for each topic or unit within a course, focusing on knowledge, skills, or attitudes.

3.6 Role of Feedback in Curriculum Design

Feedback from stakeholders plays a crucial role in designing and refining an OBE-based curriculum. Insights from industry experts ensure that the curriculum remains aligned with current trends and demands. Alumni feedback provides valuable information on the relevance of the program in real-world applications, while academic experts offer guidance on integrating innovative pedagogical practices. This collaborative approach ensures that the curriculum remains dynamic, relevant, and effective.

3.7 Conclusion

The adoption of Outcome-Based Education in curriculum design marks a significant step forward in aligning technical education with the evolving needs of the 21st century. By focusing on clearly defined outcomes and employing a structured framework, OBE ensures that students are equipped with the skills and knowledge required to thrive in their professional and personal lives. As the NBA continues to emphasize the importance of OBE for accreditation, institutions must embrace this learner-centric approach to deliver quality education and contribute meaningfully to society.

CHAPTER 4

Bloom’s Taxonomy

Outcome-Based Education (OBE) is a learning-centered educational model where the curriculum, teaching methods, and assessments are designed to achieve specific student learning outcomes. Learning is defined as a relatively permanent change in behavior or abilities resulting from reinforced practice or experience. Educational taxonomies, such as Bloom's Taxonomy, play a crucial role in developing an OBE curriculum. Benjamin Bloom and a group of educational psychologists created this classification system to categorize learning objectives. Key aspects of Bloom's Taxonomy are foundational to designing effective learning outcomes in OBE which are outlined below.

4.1 Introduction to Bloom’s Taxonomy

In 1948, Benjamin Bloom developed a framework for classifying intellectual behavior and learning to identify and measure progressively advanced learning levels. Bloom's Taxonomy is particularly significant in higher education, where outcomes must assess students' ability to apply information rather than simply recall and repeat concepts. While lower levels of learning are easier to evaluate, they fail to fully demonstrate students' ability to utilize their knowledge. Additionally, learning extends beyond cognitive processes; it varies when it involves performing a skill or re-evaluating behavior. This approach is rooted in the biological structure of human beings, as illustrated in the figure 4.1.

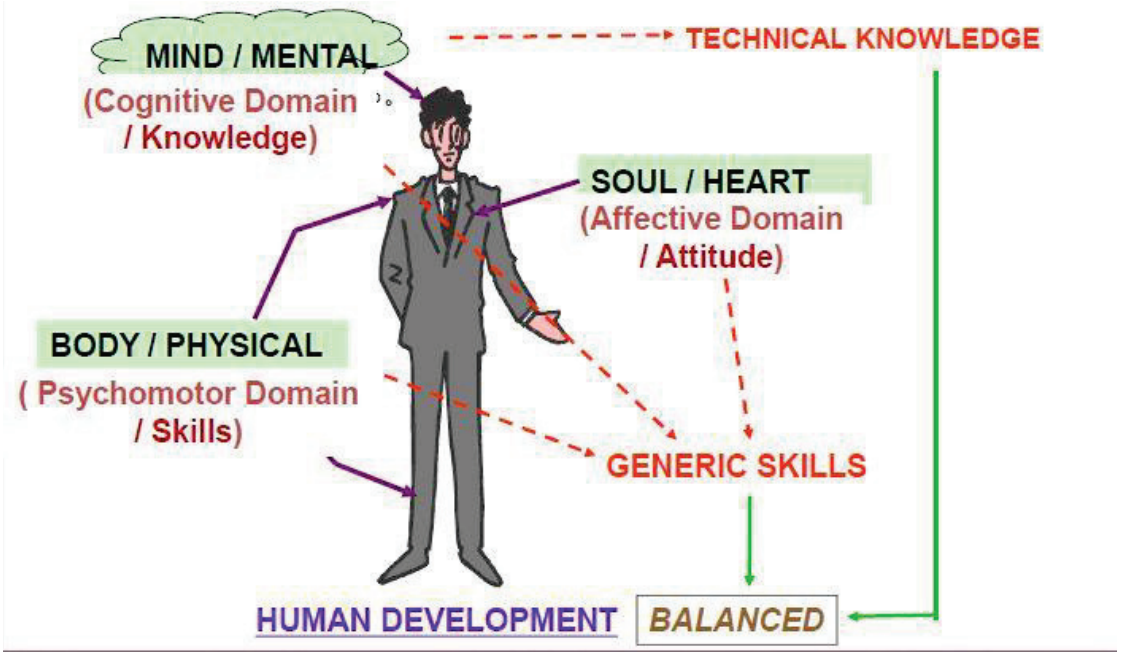

Figure 4.1. Human Being and Domains of Learning

The key elements of this approach, which form the foundation of learning, are outlined below.

4.2 Domains of Learning

Learning is the process through which students achieve a relatively permanent change in mental associations through experience, as defined by cognitive psychologists. Behavioral psychologists, on the other hand, define learning as a relatively permanent change in behavior. However, learning is not solely a cognitive function; it varies when it involves performing skills or re-evaluating behavior.

Learning encompasses the following three domains:

- **Cognitive Domain:** Focuses on intellectual skills and abilities.
- **Affective Domain:** Relates to emotions, attitudes, preferences, and values.
- **Psychomotor Domain:** Involves physical skills, such as hand-eye coordination and manipulative abilities.

In Engineering and Technology courses, the curriculum is designed to emphasize the development of cognitive skills through classroom teaching. Psychomotor skills are cultivated in workshops, laboratories, and seminars where students engage in individual or group activities. Affective skills, including attitudes and values, are nurtured through projects, co-curricular activities, and the institution's work culture.

Student progress in cognitive and psychomotor domains is evaluated through classroom learning and laboratory learning assessments respectively. Additionally, self-study learning plays a vital role by encouraging independent exploration, critical thinking, and problem-solving skills, enabling students to deepen their understanding and apply knowledge effectively.

4.2.1 Cognitive Domain

In 1956, Dr. Benjamin Bloom analyzed examination questions in the American education system and proposed a hierarchical structure of instructional objectives based on the intellectual abilities these questions assessed.

At the most basic level of cognitive learning, students demonstrate their ability to recall information directly from long-term memory. This includes retrieving facts, concepts, principles, laws, definitions, properties, and procedures. Objectives focused on memory recall were classified as knowledge-level objectives, representing the lowest tier in Bloom’s hierarchy of intellectual abilities. Questions testing memory were considered the simplest form of assessment.

The higher levels of the hierarchy introduced by Dr. Bloom in 1956, and later revised in 2001, involve progressively more complex cognitive processes required to answer questions. These levels reflect increasing demands on the brain’s ability to process and use

information. The complete hierarchy, including its revised version, is depicted in the accompanying figure 4.2.

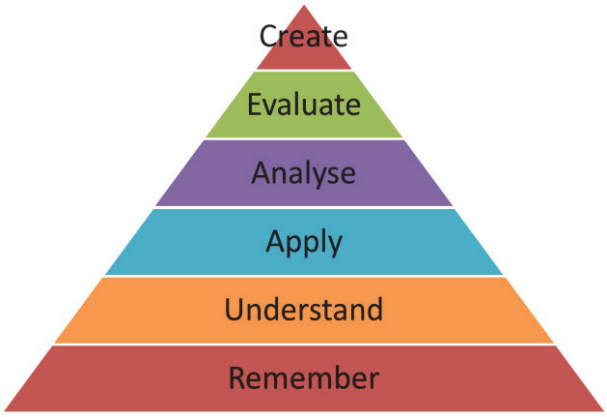

Figure 4.2. Revised cognitive hierarchy Levels

Table 4.1. Cognitive Domain Levels Action Verbs

Cognitive Domain Levels	Behavior descriptions	Action Verbs
Remember	Recall or recognize information	Define, Duplicate, List, Name, Identify, Recall, Reproduce, Recognize, Retrieve
Understand	Understand meaning, re-state data in one's own words, interpret, extrapolate, translate	Calculate, Categorize, Clarify, Classify, Compare, Conclude, Contrast, Describe, Exemplify, Expand, Illustrate, Infer, Interpret, Locate, Paraphrase, Predict, Report, Restate, Summarize, Translate
Apply	Use or apply knowledge, put theory into practice, use knowledge in response to real circumstances	Carry out, Classify, Demonstrate, Execute, Illustrate, Implement, Practice, Solve, Use, Utilize

Analyse	Interpret elements, organizational principles, structure, construction, internal relationships; quality, reliability of individual components	Appraise, Attribute, Compare, Contrast, Deconstruct, Detect, Differentiate, Discriminate, Distinguish, Examine, Formulate, Infer, Integrate, Organize, Parse, Relate, Select, Sequence, Structure, Test
Evaluate	Assess effectiveness of whole concepts, in relation to values, outputs, efficacy, viability; critical thinking, strategic comparison and review; judgment relating to external criteria	Appraise, Check, Coordinate, Critique, Defend, Detect, Dispute, Judge, Monitor, Prioritize, Rate, Reconstruct, Select, Support, Verify
Create	Develop new unique structures, systems, models, approaches, ideas; creative thinking, operations	Change, Combine, Compile, Compose, Construct, Create, Design, Formulate, Generate, Hypothesize, Improve, Invent, Plan, Predict, Produce

4.2.1 Psychomotor Domain

The Psychomotor Domain, as defined by R.H. Dave in 1970, was introduced to focus on the development of skills related to the physical aspects of performing tasks. Since 'motor' skills go beyond the traditional notion of manual and physical abilities, it is important to incorporate this domain, even if the Cognitive and Affective Domains appear sufficient in your context. Regardless of the scenario, the Psychomotor Domain is likely to play a significant role.

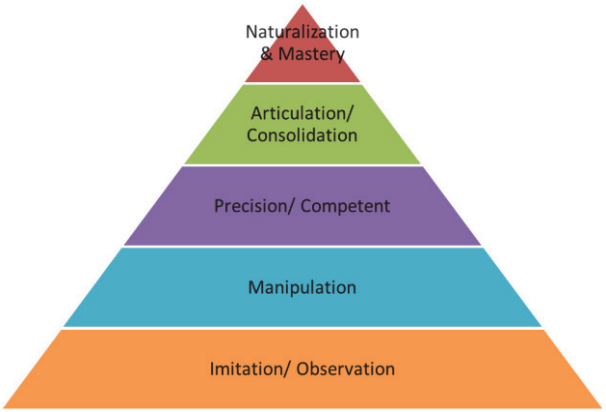

Figure 4.3. Psychomotor hierarchy Levels

Table 4.2. Psychomotor Domain Levels Action Verbs

Psychomotor Domain Levels	Behavior descriptions	Action Verbs
Imitation/ observation	Copy action of another; observe and replicate	Copy, follow, replicate, repeat, adhere, attempt, reproduce, organize, sketch, duplicate
Manipulation	Reproduce activity from instruction or memory	Re-create, build, perform, execute, implement, acquire, conduct, operate
Precision/ competent	Execute skill reliably, independent of help, activity is quick, smooth, and accurate	Demonstrate, complete, show, perfect, calibrate, control, achieve, accomplish, master, refine
Articulation/ consolidation	Adapt and integrate expertise to satisfy a new context or task	Solve, adapt, combine, coordinate, revise, integrate, adapt, develop, formulate, modify, master
Naturalization & Mastery	Instinctive, effortless, unconscious mastery of activity and related skills at strategic level	Construct, compose, create, design, specify, manage, invent, project-manage, originate

4.2.1 Affective Domain

The Affective Domain, as outlined by Bloom, Krathwohl, and Masia in *Taxonomy of Educational Objectives: Vol. II* (1964)*, The Affective Domain*, emphasizes the development of attitudes, which are now

often referred to as 'beliefs' in personal development. Bloom's theory proposes a structure and sequence for cultivating attitudes, providing a framework for teaching, training, and evaluating the effectiveness of instruction. This framework also helps assess the impact on learners, including how well the training is retained and its influence on the individual.

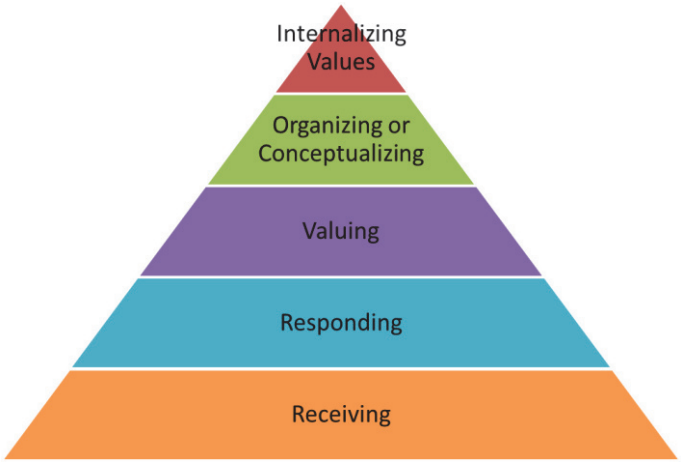

Figure 4.4. Affective Domain hierarchy Levels

Table 4.3. Affective Domain Levels Action Verbs

Affective Domain Levels	Behavior descriptions	Action Verbs
Receiving	Open to experience, willing to hear	Ask, listen, focus, attend, take part, acknowledge, hear, be open to, retain, follow, concentrate, read, do, feel
Responding	React and participate actively	React, respond, interpret, clarify, contribute, question, present, cite, write, perform
Valuing	Attach values and express personal opinions	Argue, challenge, debate, refute, confront, justify, persuade, criticize,
Organizing or Conceptualizing	Reconcile internal conflicts; develop value system	Build, develop, formulate, defend, modify, relate, prioritize, reconcile, contrast, arrange, compare
Internalizing Values	Adopt belief system and philosophy	Act, display, influence, solve, practice,

4.3 Program Outcomes and Domains of Learning

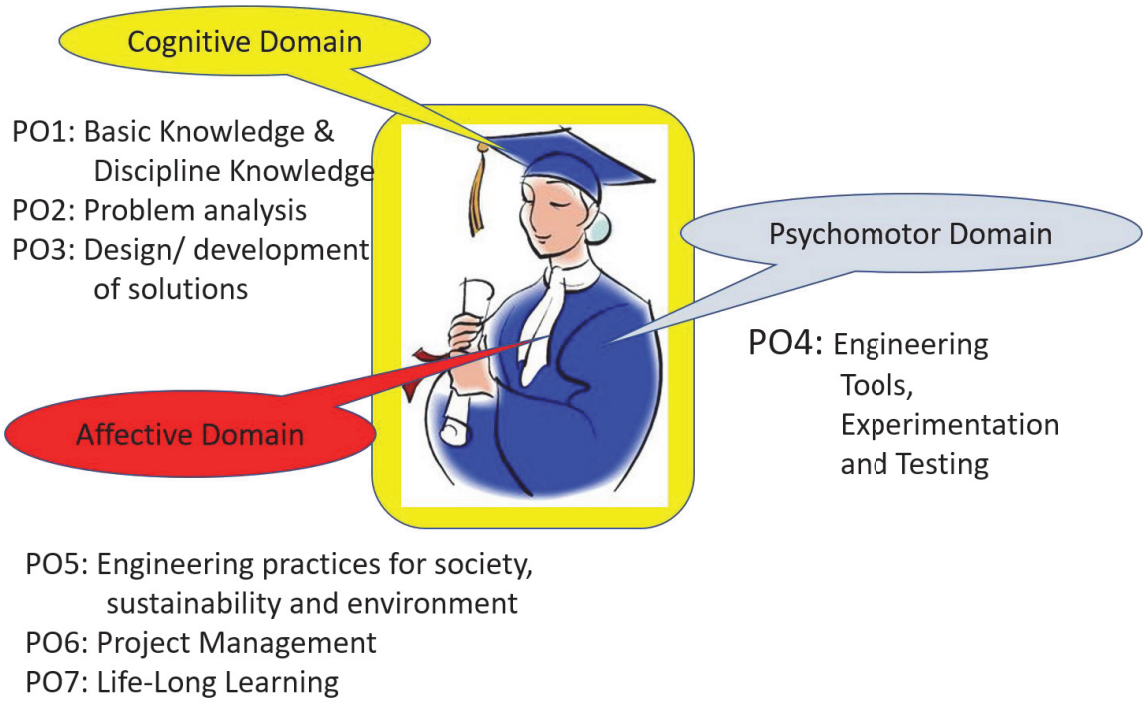

Figure 4.5. Program Outcomes and Domains of Learning

Program Outcomes (POs) defined by the NBA for diploma students represent the specific skills and characteristics expected by stakeholders from the students. These outcomes are closely linked to the three domains of learning, as illustrated in the figure. This classification plays a key role in shaping the curriculum.

4.4 Conclusion

Outcome-Based Education (OBE) provides a structured framework for aligning curriculum, teaching methodologies, and assessments with clearly defined learning outcomes. Rooted in the OBE philosophy, this approach ensures that the curriculum of GPN is designed to develop competencies that meet academic and professional expectations. By leveraging educational taxonomies, educators can systematically define and assess learning objectives across cognitive, affective, and

psychomotor domains. A well-implemented OBE model enhances student learning by focusing on measurable outcomes and continuous improvement.

CHAPTER 5

SWOT Analysis for OBE Curriculum Development

SWOT analysis, a strategic planning tool, plays a vital role in developing an effective Outcome-Based Education (OBE) curriculum. By systematically identifying Strengths, Weaknesses, Opportunities, and Threats (SWOT), institutions can align their educational programs with stakeholders' needs and expectations. This chapter outlines a stepwise approach for conducting a SWOT analysis as part of the curriculum development process.

5.1 Stepwise Procedure for SWOT Analysis

The stepwise procedure for SWOT analysis involves preparing a questionnaire, gathering feedback via digital forms, and analyzing responses at the department level. This systematic approach concludes with actionable insights to refine the curriculum and align it with stakeholder needs.

5.1.1 Identify the Questionnaire for Conducting SWOT Analysis

The first step involves formulating a questionnaire that will serve as a foundation for gathering feedback. The Curriculum Development Cell (CDC) collaborates with stakeholders to create questions targeting key areas such as academic quality, infrastructure, teaching methodologies, industry relevance, and overall program effectiveness. These questions must be:

- Clear and concise.
- Relevant to the program’s objectives and outcomes.
- Designed to elicit actionable insights.

Example Questions:

- What are the program's key strengths that contribute to achieving its objectives?

- What challenges or weaknesses hinder program effectiveness?
- What opportunities can be leveraged to enhance the curriculum?
- What external threats could impact the program's success?

5.1.2 Finalize the Questionnaire through Program-Level Brainstorming

The draft questionnaire is reviewed and refined through brainstorming sessions at the program level. Faculty members, department heads, and other relevant stakeholders participate in this collaborative process to ensure:

- Comprehensive coverage of all critical aspects.
- Inclusion of diverse perspectives.
- Alignment with the program's vision and mission.

The finalized questionnaire should be validated for clarity and relevance before proceeding to the next step.

5.1.3 Prepare Google Forms for Feedback Collection

Each program uses the finalized questionnaire to create digital feedback forms, such as Google Forms, to ensure ease of access and convenience for respondents. The forms are designed to:

- Include multiple-choice, Likert scale, and open-ended questions.
- Ensure anonymity to encourage honest feedback.
- Be mobile-friendly to maximize response rates.

Feedback is solicited from key stakeholders:

- **Faculty**: Insights on academic and administrative challenges.
- **Students**: Perspectives on learning experiences and outcomes.
- **Alumni**: Reflections on the program's impact in their professional lives.

5.1.4 Conduct Feedback Analysis at the Department Level

The collected data is analyzed at the departmental level to derive meaningful insights. The analysis process includes:

- **Quantitative Analysis**: Statistical methods to summarize responses and identify trends.
- **Qualitative Analysis**: Thematic analysis of open-ended responses to uncover nuanced insights.

Departments categorize the findings under the four SWOT components:

- **Strengths**: Areas of excellence and key program differentiators.
- **Weaknesses**: Areas needing improvement.
- **Opportunities**: Emerging trends and potential areas for growth.
- **Threats**: External factors that may pose challenges.

5.1.5 Conclude the SWOT Analysis

The final step is to summarize and document the findings of the SWOT analysis. This involves:

- Preparing a comprehensive report highlighting key observations and actionable recommendations.
- Sharing the report with stakeholders, including the CDC and institutional leadership.
- Using the findings to inform curriculum revisions, resource allocation, and strategic planning.

Example Outcome:

- Strength: Strong industry tie-ups for internships and placements.
- Weakness: Limited access to advanced laboratory equipment.
- Opportunity: Growing demand for skill-based courses in emerging technologies.
- Threat: Increasing competition from online education platforms.

5.2 SWOT analysis of Computer Engineering Program

5.2.1 Strengths (S):

1. Highly Experienced Faculty(64.4%) :- Experienced faculty expertise is the primary strength of program.
2. High-quality academic programs(55%):- The high quality academic programs contributes to the department's positive reputation.
3. Excellent hand's on training (52%) :- State-of-the-art laboratories and equipment is the key strength of the department's facilities.
4. Aligned Curriculum (48.6%) :- Diverse range of courses offered is the strong aspect of department curriculum which is aligned with the industry needs.
5. Inclusive Learning Environment (45.4%) :- Inclusive and supportive faculty is the department's best approach to fostering a positive learning environment .

5.2.2 Weaknesses (W):

1. Government Budget Cuts(45.6%) :- Insufficient budget and funding is the department's most significant weakness.
2. Insufficient infrastructures (34.3%) :- Classroom technology and infrastructure requires improvement
3. Funding Uncertainty (50.4%) :- Uncertainty in funding sources is a significant concern.
4. Limited Elective courses (23.5%) :- Providing a variety of elective courses is essential.
5. Diversity in Course Offerings (17.3%): Curriculum relevance needs improvement.

5.2.3 Opportunities (O):

1. Industry Collaborations (64.5%) :- Expanding partnerships with industry leaders.
2. Evolving technologies (74.6%):- Opportunities lie in areas like AI and ML, Cloud computing ,IoT and embedded systems.
3. Blended Learning (79.8%):- Opportunities for online education and

blended learning

4. Community Engagement (54.3%) :- Opportunities for community engagement
5. Value Added Courses (34.5%) :- Opportunities to improve value added course in the curriculum.

5.2.4 Threats (T):

1. Budget cuts and funding reductions (64.5%):- The most significant threats to the department's success is insufficient budget .
2. Laboratory Upgradation (74.5%) :- Establish an exclusive lab well equipped with latest tools
3. Rapid Technological Disruptions(62.4%) :- Adapting to technological changes is challenging
4. Interdisciplinary Initiatives (45.3%):- More efforts are needed to engage in interdisciplinary projects
5. Inadequate Interdisciplinary Initiatives (7.9%): Expanding interdisciplinary projects is critical.

5.3 Conclusion

SWOT analysis is a critical step in the OBE curriculum development process, enabling institutions to align their programs with stakeholder needs and industry trends. By following the stepwise procedure outlined in this chapter, programs can ensure a systematic, inclusive, and data-driven approach to curriculum improvement, fostering academic excellence and long-term success.

CHAPTER 6

Curriculum Revision Process

Since attaining autonomous status, GPN has revised its curriculum every five years, with the 2023 revision marking the seventh iteration. While the concept of Bloom's Taxonomy has been part of the GPN curriculum from the start, the comprehensive Outcome-Based Education (OBE) model was first implemented in the 2016 curriculum and has been carried forward to the 2023 curriculum. The 2023 curriculum is also aligned with the National Education Policy 2020. The detailed process of revising the 2023 curriculum is outlined below.

6.1 Change Management

GPN, a diploma-level educational institute, offers 14 diploma programs, 13 of which operate under autonomous status. Revising the curriculum for these programs within a short timeframe, while adopting a new and unfamiliar model, posed a significant challenge for the Curriculum Development Committee (CDC). It is natural for individuals to resist change, even under the best circumstances.

To address this, GPN implemented the ADKAR model for change management. This diagnostic tool enabled the institution and its staff to understand their position in the change process. It also helped identify gaps in the change management process and provided effective coaching for faculty members.

The ADKAR model was instrumental in:

- Managing faculty resistance.
- Guiding faculty through the transition process.
- Creating a successful action plan for curriculum development.

- Developing an effective strategy for curriculum design and implementation.

6.1.1 ADKAR Model for Change Management

The ADKAR model has gained significant popularity among managers and project teams due to its simplicity and ease of application. It is also effective in educating others, including executive sponsors of change. ADKAR represents five key building blocks for successful change:

- **Awareness**: Understanding the need for change.
- **Desire**: Willingness to participate in and support the change.
- **Knowledge**: Learning how to implement the change.
- **Ability**: Developing the skills and behaviors required for the change.
- **Reinforcement**: Ensuring the change is sustained over time.

In the curriculum revision process, the following change management tools are utilized:

1. Communication
2. Motivation
3. Workshops
4. Resistance Management
5. Training

Figure 6.1 illustrates the mapping of these tools with the ADKAR framework.

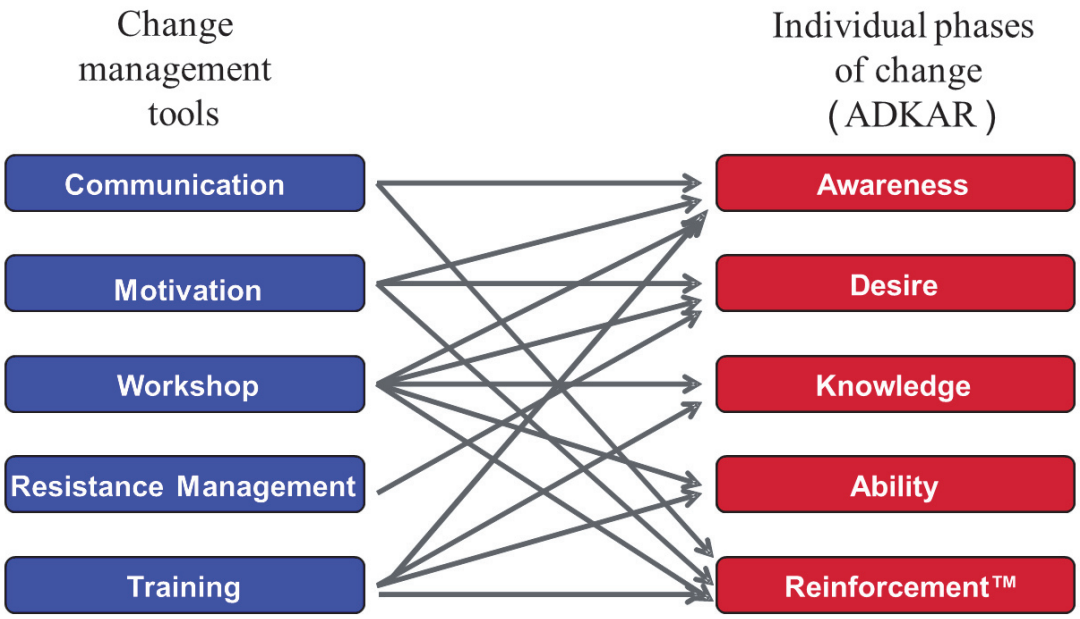

Figure 6.1. Mapping of change management tools with ADKAR

6.1.2 Results of ADKAR Model

The application of the ADKAR model in the curriculum revision process achieved the following results:

- Start Date of Curriculum Revision Process: **16/08/2023**
- Completion Date of Curriculum Revision Process: **31/12/2024**
- Duration to Complete Curriculum Revision: **16 ½ months**
- Number of Programs: **13**
- Number of Course curriculum Developed: **383**
- Implementation of NEP aligned OBE curriculum from for First Semester: **September 2023**

6.2 Curriculum Development Process

Curriculum development is a systematic process aimed at designing and refining educational programs to meet the needs of learners and stakeholders. The steps outlined below describe an effective approach for developing a curriculum based on identified competencies and skills

6.2.1 Identify the Competencies and Skills

The first step in curriculum development involves identifying the key competencies and skills that students must acquire. This stage requires a thorough understanding of industry demands, technological advancements, and stakeholder expectations. Input from subject matter experts, educators, and industry professionals is crucial to ensure the relevance of the competencies and skills being identified.

Key Activities:

- Conduct surveys through internet.
- Review current trends and advancements in the field.
- Analyze job descriptions and roles to pinpoint essential skills.

Outcome: A comprehensive list of competencies and skills required by learners to succeed in their field. List of competencies and skills for various diploma programs prepared by Curriculum Development Cell is shown in Figure 6.2 (Screen Shot).

S.N.	Diploma in Electrical Engineering Students will be able to:
1	Apply principles of physics to solve broad based relevant engineering problems.
2	Apply principles of chemistry to solve broad based relevant engineering problems.
3	Use computers for documentation, presentation, analyse data and Internet services.
4	Prepare engineering drawing using prevailing drawing instruments.
5	Apply the concept of Mathematics to solve industry-based technology problems.
6	Use different engineering tools for performing shop floor activities.
7	Use basic principles in electrical engineering for different applications
8	Use electronic components and circuits for electrical applications.
9	Apply principles of mechanical engineering to solve broad based engineering problems
10	Analyze electrical circuits to determine voltage, current, and power relationships.
11	Conduct electrical tests and measurements accurately and interpret the results.
12	Operate and maintain various electrical machines, ensuring optimal performance.
13	Operate and maintain transformers for electrical systems.
14	Operate and maintain generators for power generation.
15	Apply the principles of power distribution systems and effectively manage electrical distribution.
16	Apply the principles of power transmission systems and effectively manage electrical transmissio
17	Proficient in using electrical instrumentation for data collection and analysis.

Civil | Mechanical | Electrical | Electronics | Packaging | Automobile | Metallurgy | Computer

Figure 6.2. Identification of Competencies and Skills

6.2.2 Finalize Competencies and Skills

Once the competencies and skills have been identified, they are refined and finalized to ensure alignment with the program's objectives. This involves collaboration with key stakeholders to validate the findings and incorporate their feedback.

Key Activities:

- Organize meetings with curriculum development cell.
- Prioritize competencies and skills based on their importance and applicability.
- Document finalized competencies and skills for further use.

Outcome: A finalized and well-documented list of competencies and skills, forming the foundation of the curriculum.

Score	Hands on Skills
3.7	Conduct electrical tests using instruments such as multimeters, and other testing equipment to evaluate the performance of electrical system.
3.5	Wire and install electrical components, switches, outlets, and lighting fixtures.
3.5	Diagnose and troubleshoot electrical faults and problems in electrical equipment and domestic appliances.
3.4	Assemble and solder electronic components onto circuit boards.
3	Repair and modify electronic devices and PCBs.
3.3	Calibrate and maintain electrical instrumentation devices for measurement and control.
3.2	Install and maintain solar panels, wind turbines, and other renewable energy systems.
3	Install and maintain EV charging stations and systems.
3.3	Create and interpret electrical schematics and drawings using CAD software.
3.4	Conduct safety audits and inspections to ensure compliance with electrical safety standards.
3.2	Build and wire electrical panels and control cabinets.
2.8	Develop digital control systems for motors, power converters and battery stems using MATLAB and Simulink

Figure 6.3. Finalized List of Competencies and Skills

6.2.3 Obtain Feedback Through Google Forms

To ensure the relevance and quality of the identified competencies and skills, feedback is gathered from a broader audience. Google Forms is an effective tool for collecting responses from various stakeholders, including faculty members, industry representatives, and alumni.

Key Activities:

- Design a structured feedback form.

- Share the Google Form with relevant stakeholders through email and social media.
- Encourage stakeholders to provide honest and constructive feedback.

Outcome: A diverse set of feedback data that highlights the strengths and areas for improvement in the proposed competencies and skills.

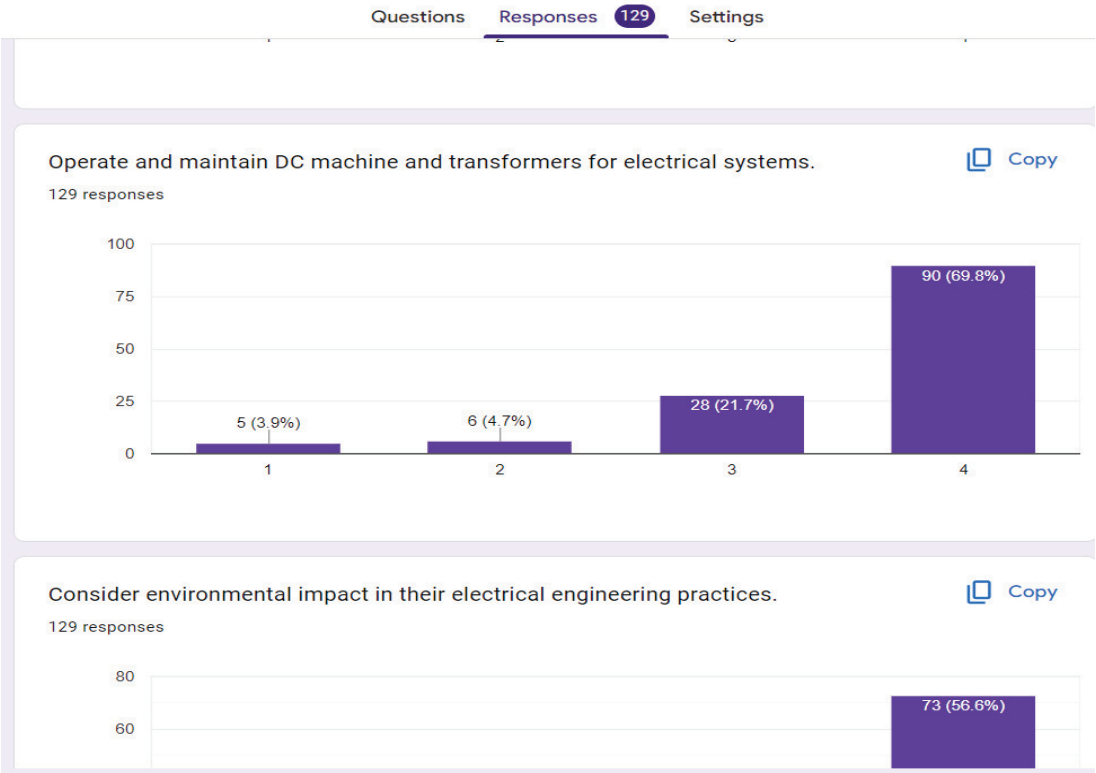

Figure 6.4. Feedback through Google Form

6.2.4 Perform Feedback Analysis

The feedback collected is analyzed to identify patterns, trends, and actionable insights. This step ensures that the curriculum aligns with stakeholder expectations and meets industry requirements.

Key Activities:

- Categorize feedback based on common themes and suggestions.

- Use data analysis tools to interpret quantitative and qualitative responses.
- Summarize findings and identify key takeaways.

Outcome: A clear understanding of stakeholder perspectives, which informs the validation process.

	A	B	C	D	E	F	G
1	Competencies	ME	E	D	NR	Total	Score
2	Communicate technical information clearly and effectively.	105	16	4	4	105	3.72093
3	Create and interpret electrical drawings and diagrams accurately.	95	26	3	5	95	3.635659
4	Prioritize safety in electrical engineering practices and adhere to established safety protocols.	97	21	7	4	97	3.635659
5	Identify, select, and use appropriate electrical materials and components.	90	30	6	3	90	3.604651
6	Use computers for documentation, presentation, analyze data and Internet services.	93	24	7	5	93	3.589147
7	Operate and maintain DC machine and transformers for electrical systems.	90	28	6	5	90	3.573643
8	Maintain electrical switchgears and protection systems to safeguard equipment and personnel.	88	29	9	3	88	3.565891
9	Optimize energy usage and promote energy efficiency in electrical systems.	87	30	8	4	87	3.550388
10	Use basic principles in electrical engineering for different applications.	89	25	12	3	89	3.550388
11	Exhibit leadership qualities and Manage time efficiently to meet project deadlines and goals.	84	35	6	4	84	3.542636
12	Implement renewable energy systems.	84	34	8	3	84	3.542636
13	Demonstrate a commitment to lifelong learning and professional development.	85	29	12	3	85	3.51938
14	Use electronic components and circuits for electrical applications.	86	30	6	7	86	3.511628
15	Use electrical instrumentation for data collection and analysis.	83	32	11	3	83	3.511628

Form Responses 1 | Analysis | Sheet2 | +

Figure 6.5. Feedback Analysis

6.2.5 Validate Competencies and Skills in Search Conference

The search conference is a structured event aimed at fostering dialogue among key stakeholders in education and industry. It serves as a forum for validating existing skills, identifying new competencies, and refining curriculum frameworks to ensure that graduates are equipped to meet industry demands. By involving a diverse array of participants, including industry professionals, academic experts, and alumni, the search conference creates a comprehensive feedback loop essential for continuous improvement in education.

The search conference is organized after systematically gathering feedback from stakeholders, ensuring that their insights and suggestions form the foundation of discussions and decisions. This preparatory step ensures that the conference discussions are relevant, targeted, and actionable, paving the way for meaningful outcomes.

During the Search Conference, additional suggestions are gathered from participants to further refine the curriculum. This step ensures inclusivity and leverages the expertise of diverse participants.

Objectives of the Search Conference

The primary objectives of organizing a search conference are as follows:

1. **Validation of Skills**: The search conference provides an opportunity to validate the competencies and skills outlined by the academic program. Industry experts assess whether these competencies and skills align with current workplace requirements, ensuring graduates possess competencies relevant to their fields.
2. **Identification of New Skills**: With rapid technological advancements and changing job roles, new skill sets are continually emerging. Industry and field experts suggest additional competencies that technicians need to excel in their specific work areas.
3. **Feedback Collection**: Feedback on the existing curriculum is gathered to identify strengths and areas for improvement. This includes reviewing suggestions from prior conferences or feedback sessions, creating a continuous cycle of curriculum enhancement.
4. **Curriculum Enhancement**: The conference serves as a brainstorming platform to propose new course content that

reflects industry trends and innovations. This ensures the curriculum remains dynamic and forward-looking.

5. **Program Structure Analysis**: Stakeholders provide insights and suggestions on broader aspects of the program structure, such as course sequencing, interdisciplinary integration, and practical training components.
6. **Skills Analysis and Course Formation**: The validated and newly identified competencies and skills are analyzed to prepare a final list. This serves as a foundation for designing or revising courses that align with these skills, ensuring a targeted and effective educational approach.

Key Activities:

- Organize the Search Conference with representatives from academia, industry, and alumni.
- Present the identified competencies and skills for discussion.
- Facilitate group discussions to ensure active participation and consensus-building.

Outcome: The courses are designed based on competencies and skills validated during the Search Conference, ensuring alignment with industry needs. Inputs from the conference were systematically incorporated to create an industry-relevant, practical, and dynamic curriculum.

Industry Survey Rating Report for Diploma in Electrical Engineering

Competencies Required for Diploma in Electrical Engineering

S.N.	Competencies (What diploma holders will be able to do in the industry at entry level) Legends: ME-Most Essential, E-Essential, D-Desirable, NR-Not Required	ME	E	D	NR	Total	Score	Rank
1	Communicate technical information clearly and effectively.	105	16	4	4	129	3.72093	1
2	Create and interpret electrical drawings and diagrams accurately.	95	26	3	5	129	3.635659	2
3	Prioritize safety in electrical engineering practices and adhere to established safety protocols.	97	21	7	4	129	3.635659	3
4	Identify, select, and use appropriate electrical materials and components	90	30	6	3	129	3.604651	4

ty: Investigate

Figure 6.6. Industry Survey Rating Report

Diploma in Electrical Engineering

Formation of Courses according to Industry Feedback

S.N.	Competencies (What diploma holders will be able to do in the industry at entry level)	Rank based on Industry Feedback	Name of Course to be introduced in Curriculum	Remarks (if any)	Course Category DSC/DSE/SEC/AEC/VEC/INP etc.	Semester of the course
1	Communicate technical information clearly and effectively.	1	Communication Skill		AEC	First
2	Create and interpret electrical drawings and diagrams accurately.	2	Electrical Software and Computer Aided Drawing		SEC	
3	Prioritize safety in electrical engineering practices and adhere to established safety protocols.	3	Testing and Maintenance of Electrical Machines		DSC	Sixth
4	Identify, select, and use appropriate electrical materials and components.	4	Electrical Wiring		SEC	Third

Figure 6.7. Identified Courses List based on Industry Survey

6.2.6 Preparation of Program Structure

After analyzing the NEP 2020 guidelines, Government of Maharashtra GRs for NEP implementation, and conducting brainstorming sessions, the program structure is designed to align with NEP 2020 policies and industry standards. This step ensures a balanced curriculum that fosters holistic development and interdisciplinary learning.

Key Activities:

- Map courses to the seven verticals defined in NEP 2020 guidelines.
- Identify core, elective, skill-enhancement, value education, and internship courses for comprehensive coverage.
- Define semester-wise and course-wise credit distribution.
- Ensure interdisciplinary and multidisciplinary integration as per NEP requirements.

Outcome:

A well-structured program framework that reflects NEP 2020 principles, integrates stakeholder inputs, and supports the achievement of desired learning outcomes.

Table 6.1 presents the basic program structure common to all diploma programs in engineering. Figure 6.5 provides a visual representation of the program structure, including the exit options for a Certificate in Vocation after the first year and a Diploma in Vocation after the second year.

Table 6.1. Basic Program Structure

SN	Semester	DSC	DSE	GE	AEC	SEC	VEC	INP	Total Courses (Credits)
1	Sem I	DSC 1 (4) DSC 2 (4) DSC 3 (3)			AEC 1 (3)	SEC 1 (2) SEC 2 (2)	VEC 1 (2)		7 (20)
2	Sem II	DSC 4 (4) DSC 5 (4) DSC 6 (3) DSC 7 (3)			AEC 2 (2)	SEC3 (2)	VEC 2 (2)		7 (20)
3	Sem III	DSC 8 (3) DSC 9 (3) DSC10(3) DSC11(3)		GE 1 (2)		SEC 4 (2)	VEC 3 (2)	INP (4)	8 (22)
4	Sem IV	DSC12(3) DSC13(5) DSC14(4)	DSE 1 (3)	GE 2 (2)		SEC 5 (3)	VEC 4 (2)		7 (22)
5	Sem V	DSC15(3) DSC16(4)	DSE 2 (3)	GE 3 (2)		SEC 6 (2)	VEC 5 (1)	INP 1 (1) INP 2 (6)	8 (22)
6	Sem VI	DSC17(3) DSC18(3) DSC19(3)	DSE 3 (3)			SEC 7 (2)	VEC 6 (1)	INP 3 (1) INP 4 (6)	8 (22)
	Total Courses (Credits) Percentage Credits	19 (65) 50.78%	3 (9) 7.03%	3 (6) 4.68%	2 (5) 3.90%	7 (15) 11.71%	6 (10) 7.81%	5 (18) 14.06%	45 (128)

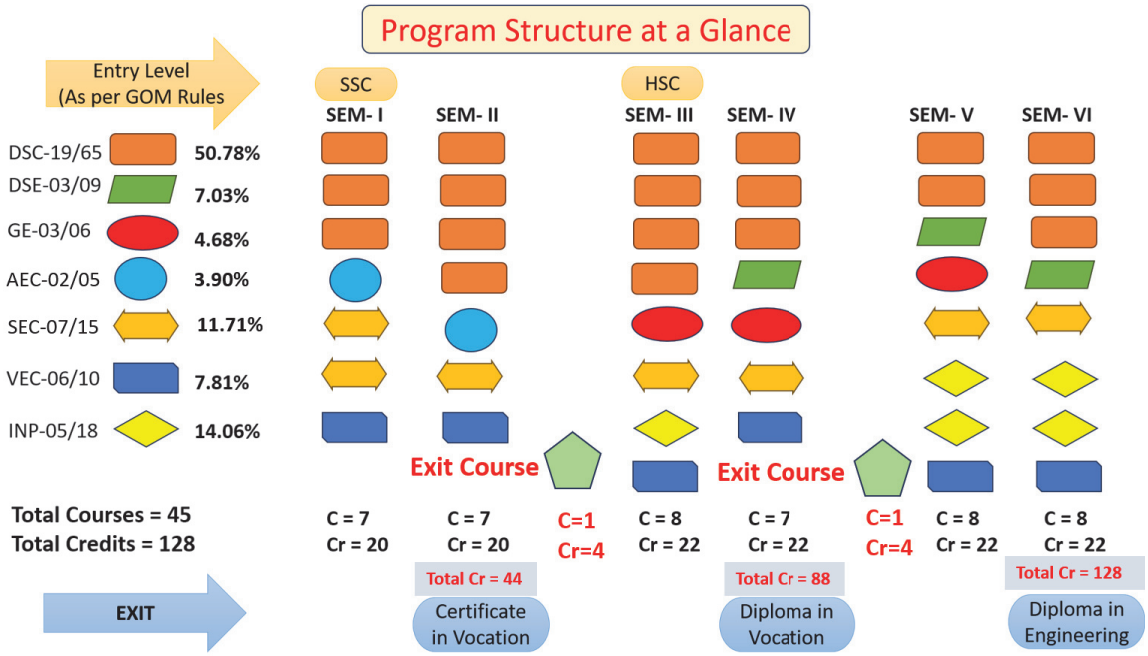

Figure 6.8. Basic Program Structure

6.2.7 Preparation of Course Curriculum

The course curriculum is developed based on industry-identified competencies, ensuring alignment with real-world demands and enhancing employability. Faculty members play a key role in integrating these competencies into the course design, focusing on practical and theoretical balance.

Key Activities:

- Align identified competencies with course outcomes (COs) and specific learning outcomes (SLOs).
- Develop course content that integrates classroom learning, laboratory learning, and self-study learning.
- Design assessment strategies to effectively measure the attainment of industry identified competencies.
- Identify essential textbooks, e-references, and major equipment required for course delivery.

- Establish a mapping framework to correlate course outcomes (COs) with program outcomes (POs) and program-specific outcomes (PSOs).

Outcome:

A NEP 2020 aligned competency-based OBE course curriculum that addresses industry requirements, promotes skill development, and ensures students are job-ready upon completion of diploma program.

6.2.8 Approval from AB, PBOS, BOS and GB

The program structure for all programs and the course curricula are approved by their respective PBOS, while the curricula for Science, Mathematics, and Humanities departments are approved by the Academic Board (AB). Science, Mathematics, and Humanities courses are also presented to the PBOS of each program for review and approval. Suggestions received during PBOS meetings are incorporated before submission to the Board of Studies (BOS). All approved curricula are then forwarded to the Governing Body (GB) for final approval, incorporating the suggestions obtained from BOS.

6.3 Curriculum Development at a Glance

- No. of Programs : 13
- No. of Courses : 383
- No. of GB Meetings : 04
- No. of BOS Meetings : 04
- No. of PBOS Meetings : 52
- No. of AB Meetings : 04
- No. of ILC Meetings : 02
- No. of Coordinators Meetings : 09
- Trainings Workshops : 04
- Search Conference : 01

- No. of Industry Experts in Search Conference : 39
- No. of Faculties Involved : 101
- No. of outside Experts Involved : 39
- Curriculum Editing Workshops : 52
- Industries Feedback (for each Program) :100+

6.4 Conclusion

The detailed process of revising the 2023 curriculum has been comprehensively outlined in this chapter, covering the key methodologies, considerations, and steps involved in the revision. This structured approach ensures alignment with industry requirements, technological advancements, and educational best practices. While this chapter focuses on the process of curriculum revision, the subsequent chapter delves into the distinctive features of the revised curriculum, highlighting its key components.

CHAPTER 7

Features of NEP Aligned Curriculum

The National Education Policy (NEP) 2020 marks a transformative shift in the Indian education system, emphasizing holistic, multidisciplinary, and flexible learning. Its curriculum framework is designed to foster critical thinking, creativity, and global competencies while rooted in India's cultural ethos. Below are the key features of an NEP 2020-aligned curriculum of GPN.

7.1 Introduction

The National Education Policy (NEP) 2020 has introduced significant reforms in India's education system, emphasizing a holistic, flexible, multidisciplinary, and skill-based approach to learning. To align with these objectives, the Government of Maharashtra issued guidelines for implementing NEP 2020 in undergraduate (UG) engineering courses. The Board of Studies (BOS) deliberated on these developments, highlighting the need to align diploma-level curricula with NEP principles.

Although specific guidelines for diploma institutions were initially unavailable, the BOS decided to implement the NEP-aligned curriculum from the 2024 academic session. Consequently, the Curriculum Development Cell (CDC) was tasked with formulating an action plan for program structure and first-semester curriculum development by December 2023. Meanwhile, the Maharashtra State Board of Technical Education (MSBTE) had already initiated curriculum restructuring four

months earlier and announced the implementation of an NEP-aligned curriculum for diploma institutions. Subsequently, MSBTE mandated that all autonomous diploma institutions adopt the NEP-aligned curriculum from the 2023-24 academic year.

In light of these developments, the restructuring of the 2021 curriculum to comply with NEP 2020 guidelines has become essential. A final decision has been made to implement the NEP-aligned curriculum from the 2023-24 academic year.

7.2 Initiatives by the CDC Cell

Before MSBTE's Decision

1. **Institute-Level Committee Meeting**: Conducted on 24th July 2023 to plan curriculum alignment with NEP 2020.
2. **NEP 2020 Workshop**: Organized on 7th and 8th August 2023 for Heads of Departments (HODs) and faculty members.
3. **Formation of Program-Wise Board of Studies (PBOS)**: PBOS committees were constituted to oversee curriculum development.

After MSBTE's Decision

1. **Development of Tentative Program Structure and Curriculum Format**: Drafted between 15th and 16th August 2023, adhering to NEP, UG, and MSBTE guidelines.
2. **Institute-Level Committee Meetings**: Conducted on 17th and 29th August 2023 to review progress.
3. **Curriculum Development Workshop**: Held on 19th August 2023 for curriculum drafting and refinement.
4. **PBOS Meetings**: Held between 22nd to 29th August 2023 for detailed discussions on program structure.

7.3 Features of NEP aligned curriculum

The features of NEP aligned curriculum of GPN are mentioned below.

7.3.1 Seven Verticals

The Curriculum Development Cell (CDC) conducted a comparative analysis of the verticals and found that all verticals proposed for the undergraduate (UG) program by the Government of Maharashtra (GoM) are already included in the Maharashtra State Board of Technical Education (MSBTE) framework, with only differences in nomenclature. The detailed nomenclature of UG program proposed by GOM and their percentage are mentioned in table.

Table 7.1. UG Verticals

UG Verticals as per GOM GR	Percentage
Basic Science Course & Engineering Science Course	43
Program Courses (PCC & PEC)	17
Multidisciplinary Courses (MDM & OE)	12
Skill Courses (VSEC)	4.5
Humanities Social Science and Management (AEC, EDP, IKS, VEC)	8.5
Experiential Learning Courses (FP, IN, OJT)	12.5
Liberal Learning Courses (CC)	2.5

To ensure equivalence with MSBTE, the NEP-aligned curriculum of the institute adopts MSBTE's nomenclature, as detailed below. Since diploma graduates require a higher level of skill development compared to undergraduates, the proportion of Skill Enhancement and Generic Elective (MDM) courses has been adjusted, prioritizing skill components. The proposed percentage distribution for these components before finalization of program structure and the actual percentage adopted after finalizing program structure in the NEP-

aligned curriculum across various verticals is outlined in the following table.

Table 7.2. Seven Verticals adopted by GPN

GPN Verticals equivalent to MSBTE	Proposed	Actual
DSC = Discipline Specific Courses Core	50%	50.78%
DSE = Discipline Specific Elective	8%	7.03%
GE = Generic Elective	5%	4.68%
AEC = Ability Enhancement Course	5%	3.90%
SEC = Skill Enhancement Course	12%	11.71%
VEC = Value Education Course	8%	7.81%
INP = Internship/Apprentice/Community	12%	14.06%

The curriculum is structured into seven verticals as explained below.

1. Discipline Specific Courses Core (DSC)

These are mandatory courses fundamental to a student's discipline. The aim is to build a strong foundation by covering essential concepts and principles specific to the chosen field of study. DSC courses ensure that students acquire the requisite core competencies for their professional journey.

A total of 18 Discipline Specific Courses Core (DSC) courses has been incorporated into the curriculum to provide in-depth knowledge and hands-on skills in diploma engineering. These courses cover fundamental, applied, and emerging topics essential for diploma students.

2. Discipline Specific Elective (DSE)

DSE courses allow students to explore advanced and specialized areas within their discipline. Offered in the fourth, fifth and sixth semesters, these electives provide deeper insights into specific topics, enabling

students to tailor their learning experience based on interests and career goals.

A total of 3 Discipline-Specific Elective (DSE) courses have been incorporated into the curriculum to enhance specialized knowledge and practical skills in diploma engineering. These courses cover advanced, industry-relevant, and emerging topics, allowing students to explore specific areas of interest and improve their employability.

3. Generic Elective (GE)

GE courses promote interdisciplinary and multidisciplinary education and offered in the third, fourth, and fifth semesters. These courses offer students the flexibility to choose subjects beyond their core specialization, fostering broad-based knowledge and skills. The objective is to enhance personal and professional development while encouraging intellectual curiosity. Minor diploma in based on these courses.

A total of 3 Generic Elective (GE) courses has been incorporated into the curriculum, offered in the third, fourth, and fifth semesters for awarding a Minor Diploma. To earn a Minor Diploma alongside their Major Diploma, students must select all three courses from the same discipline. These courses provide interdisciplinary knowledge, industry-oriented skills, and a broader understanding of specialized domains, enhancing career opportunities and academic progression.

4. Ability Enhancement Courses (AEC)

AEC courses aim to strengthen social, communication, and leadership skills essential for personal and professional success. These courses focus on areas such as language, and communication, empowering students to navigate diverse challenges effectively.

A total of 2 Ability Enhancement Courses (AEC) have been incorporated into the curriculum in the first and second semesters,

focusing on Communication Skills and Business Communication. These courses aim to develop students' proficiency in verbal and written communication, workplace etiquette, and professional interaction, enhancing their confidence and employability in technical and business environments.

5. Skill Enhancement Courses (SEC)

Skill Enhancement Courses (SEC) are designed to equip diploma engineering students with practical, hands-on skills in their specialization, combining theoretical knowledge with lab work, training, and fieldwork to meet industry demands.

A total of 8 SEC courses has been incorporated into the curriculum, with at least one course in each semester, ensuring vocational and technical proficiency. These courses emphasize hands-on training, technical expertise, problem-solving, and industry-relevant competencies, preparing students to work effectively as technicians (supervisors). By bridging the gap between theory and practice, SEC courses ensure graduates are job-ready and capable of handling real-world engineering challenges.

6. Value Education Courses (VEC)

VEC courses focus on holistic personality development and instilling ethical, cultural, and constitutional values. These courses encourage critical thinking, teamwork, sportsmanship, and scientific temperament. Topics such as Indian Knowledge Systems, Personality development, human rights, and Sustainability Development are integral to these courses, ensuring well-rounded growth.

A total of 6 Value Education Courses has been incorporated into the curriculum, with one course in each semester, common to all diploma engineering programs. These courses include Integrated Personality Development, Advanced Personality Development, Yog and Meditation,

Environmental Sustainability, Indian Constitution, and Indian Knowledge System. They aim to foster holistic development, ethical values, environmental responsibility, constitutional awareness, and a deeper understanding of India's rich knowledge traditions, ensuring well-rounded personal and professional growth.

7. Internship/Apprenticeship/Community (INP)

Internship (INP) courses offer experiential learning through professional work environments, providing students with meaningful, practical exposure aligned with their field of study or career aspirations. These structured and credit-bearing internships help students develop industry-relevant skills, build professional networks, and gain real-world experience, effectively bridging the gap between academic knowledge and practical application. By integrating domain-specific expertise, multidisciplinary exposure, skill-building, and values-based education, INP courses ensure holistic learning, aligning with NEP 2020's vision for well-rounded professional and personal development.

Internship courses include summer internships after the second and fourth semesters, along with courses on Industrial Management, Entrepreneurship, and Startups. These courses provide students with practical industry exposure, managerial insights, and entrepreneurial skills, preparing them for technical roles, leadership positions, and startup ventures.

7.3.2 Outcome-Based Education (OBE)

OBE ensures that the curriculum is designed to achieve predefined outcomes such as skills, competencies, and knowledge levels. This approach shifts the focus from traditional teaching to measurable learning outcomes, preparing students for industry needs and societal contributions. It aligns with NEP's emphasis on learner-centric

education and continuous assessment for mastery of concepts. OBE philosophy is explained in details in chapter 3.

7.3.3 Multiple Entry-Multiple Exit (MEME)

The MEME framework allows students to join and exit academic programs at different stages, earning appropriate certification, diploma, or degree based on their completion level. This flexibility caters to diverse learner needs, supports lifelong learning, and provides resilience in adapting to changing career paths or personal circumstances. The details of MEME adopted by GPN is mentioned in table 7.3.

Table 7.3. Multiple Entry-Multiple Exit

Academic Level	Entry Qualification	Exit Qualification	National Credit Level (NCrF)
I Year Diploma Engineering	10 Grade (SSC)	Certificate of Vocation	3.5
II Year Diploma Engineering	I Yr. Diploma / As prescribed by AICTE/State Govt.	Diploma in Vocation	4.0
III Year Diploma Engineering	II Yr. Diploma Engineering	Diploma in Engineering	4.5

The National Credit Framework (NCrF) categorizes education into eight levels, with school education spanning levels 0 to 4. Students who complete Class 5 are placed at Level 1, those passing Class 8 at Level 2, and Class 10 at Level 3. Hence, upon completing three-year diploma in engineering, students reach Level 4.5 as mentioned in table 7.2.

7.4 Lateral Entry (As per AICTE/State Govt. Guidelines)

Lateral entry provisions enable diploma holders and other eligible candidates to enter higher semesters of degree programs, promoting vertical mobility in education. This feature, guided by AICTE and state policies, aligns technical education pathways, recognizing prior learning and practical experience as integral to academic progression.

7.5 Credit-based System

A credit-based system quantifies learning achievements, making the academic workload transparent and transferable. It supports flexible learning pathways, aids in credit accumulation and transfer, and aligns Indian education with global standards, thereby fostering student mobility and lifelong learning.

In the credit system, credits serve as formal recognition of a student's completion of prior learning that aligns with a specific qualification level. Under the NCrF framework, one credit corresponds to 30 notional learning hours.

Each semester, a student must earn a minimum of 20 credits, amounting to at least 40 credits per year, corresponding to 1,200 notional learning hours. However, students have the flexibility to earn more than the minimum required credits within a year as per NCrF framework.

To complete the Diploma in Engineering at GPN, students must earn a total of 128 credits. The credit distribution across semesters is as follows: Semester I – 20 credits, Semester II – 20 credits, Semester III – 22 credits, Semester IV – 22 credits, Semester V – 22 credits, and Semester VI – 22 credits, as detailed in the table 6.1 and the detailed program structure mentioned later on.

7.6 Industrial Training

Mandatory industrial training for 15 weeks bridges the gap between academic learning and real-world application. It immerses students in industry practices, enhances employability skills, and provides practical insights into their disciplines, aligning with NEP's focus on experiential and vocational learning.

As per the directives of the Directorate of Technical Education (DTE), industrial training as internship must have a duration of 16 weeks. In accordance with the AICTE internship policy, the proposed schedule is as follows:

i) 4 weeks during the summer vacation after the completion of the Second Semester Examination.

ii) 12 weeks from 16th May to 15th August following the Fourth Semester Examination.

7.7 Self-Study Learning & Its Assessment

Incorporating self-study components encourages independent learning, critical thinking, and time management skills. Structured assessments ensure accountability and validate the knowledge gained, promoting a culture of self-driven education and lifelong learning as envisioned in NEP 2020.

Self-study learning hours are included in the credit calculation; however, they do not contribute to the faculty's workload. Nevertheless, faculty members should guide students during their self-study and conduct a summative assessment to evaluate their learning progress.

7.8 Inclusion of Spoken Tutorials and NPTEL Courses

The integration of Spoken Tutorials by IIT Mumbai and NPTEL courses provides access to high-quality, standardized online learning resources. These platforms enhance conceptual understanding and technical skills, supporting NEP's vision of leveraging technology for inclusive and equitable education.

Every student must register for the **"**Basics of Computer**"** course under IIT Bombay's Spoken Tutorial program during their course of study, as specified in the program structure. The course must be completed under the mentorship of department faculty. The related guidelines are mentioned elsewhere in this document.

A student may register for an NPTEL course with a minimum duration of 8 weeks as a generic elective course from any discipline. However, they must submit the completion certificate to acquire the credits specified in the program structure. For obtaining a minor diploma, students are required to complete three NPTEL courses from the same discipline.

7.9 One Skill Enhancement Course (SEC) in Every Semester

Including at least one SEC per semester ensures continuous skill development, making students industry-ready. These courses focus on technical, vocational, and soft skills, bridging the gap between theoretical knowledge and practical application. (Explained in 7.3.1 (5))

7.10 One Value Education Course (VEC) in Every Semester

VECs foster ethical awareness, social responsibility, and personal development. By embedding value-based education in every semester, the curriculum nurtures compassionate and socially conscious

individuals, in line with NEP's holistic education goals. (Explained in 7.3.1 (6))

7.11 Generic Elective Courses

Offering multidisciplinary Generic Elective courses in the middle semesters allows students to explore interests beyond their core discipline. This flexibility fosters innovation, broadens perspectives, and supports the concept of a Minor Diploma, enriching the academic experience. (Explained in 7.3.1 (3))

7.12 Introduction of Notional Hours

Notional hours represent the total estimated time a student spends on all academic activities, including lectures, practical, assignments, and self-study. Establishing a minimum of 600 notional hours per semester ensures a well-rounded academic workload, fostering deeper engagement and comprehensive learning.

7.13 Award of Certificate/Diploma

As the Multiple-Entry Multiple-Exit (MEME) system is implemented at GPN, the awarding of certificates and diplomas is based on the percentage of marks obtained by students upon completing the total credits outlined in the program structure, as follows:

1. **Certificate in Vocation** – Based on the percentage of marks obtained in the first and second semesters, including the exit course.
2. **Diploma in Vocation** – Based on the percentage of marks secured in the third and fourth semesters, including the exit course.
3. **Diploma in Engineering** – Based on the percentage of marks achieved in the fifth and sixth semesters.

7.14 Conclusion

NEP 2020-aligned curriculum represents a paradigm shift in education, focusing on fostering critical thinking, practical skills, and holistic development. By incorporating flexibility, technology, and diverse learning opportunities, it empowers students to thrive in a rapidly changing world. Through its innovative features, this curriculum ensures that learners are equipped with the knowledge, skills, and values needed for personal growth, professional success, and societal contributions, fulfilling the vision of NEP 2020.

CHAPTER 8

Course Curriculum

The Model Course Curriculum for one course, developed by the CDC of GPN, is circulated among various programs for curriculum development. A workshop is organized to explain the contents of the curriculum, providing further insights into its structure and implementation for academic enhancement. The details are described below.

8.1 Basic Information

EE204H **2023 CURRICULUM**

Government of Maharashtra
GOVERNMENT POLYTECHNIC, NAGPUR
(An Autonomous Institute of Govt. of Maharashtra)
Near Mangalwari Bazar, Sadar, Nagpur-440001

COURSE CURRICULUM

Program	:	Diploma in Electrical Engineering
Course Category	:	DSC
Course Code	:	EE204H
Course Title	:	DC Machines and Transformers

Figure 8.1. Basic Information

8.1.1 Program

Government Polytechnic, Nagpur offers thirteen diploma engineering programs, with their respective abbreviations listed below.

Civil Engineering- CE

Mechanical Engineering- ME

Electrical Engineering- EE

Electronics and Telecommunication Engineering- EC

Packaging Technology- PK

Metallurgical Engineering- MT

Information Technology- IT

Automobile Engineering- AE

Computer Engineering- CM

Travel and Tourism- TR

Textile Manufacture- TX

Mechatronics Engineering- MK

Artificial Intelligence & Machine Learning- AI

8.1.2 Course Category

As per the National Education Policy 2020, the institute has adopted seven verticals as course categories, mentioned in 7.3.1.

8.1.3 Course Code

A unique method has been developed for assigning course codes to various courses, as illustrated in the figure 8.2.

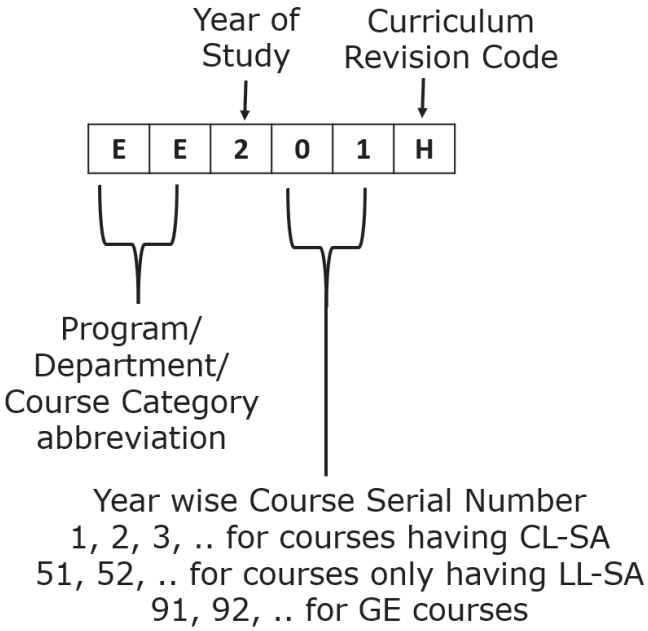

Figure 8.2. Course Code Details

Program codes are mentioned above, however department and other codes for common courses are as follows:

Departments:

English- EN

Mathematics- MH

Physics-PH

Chemistry-CH

Workshop-WS

Applied Mechanics-AM

Hotel Management- HM

Other Codes:

Value Education- VE

Internship/Management- IN

8.1.4 Course Title

The course title provides a concise and descriptive name that reflects the primary focus and objectives of the course. It serves as an identifier for students and educators, ensuring clarity and alignment with the course content and learning outcomes. A course is designed based on an industry-identified competency.

8.2 Rationale

The rationale of a curriculum explains the purpose and importance of the course or program. It outlines how the curriculum aligns with educational goals, addresses the needs of students, industry, and society, and supports the development of skills and knowledge. It serves as a foundation for curriculum design and implementation.

I Rationale:

This course deals with basics of DC machines and transformers. Students will learn to choose the right machines and transformers for different needs. They'll able to differentiate between special and conventional transformers. These are crucial in power systems for generating, transmitting, and distributing electricity. Students will apply this knowledge in studying courses like power system management, equipment operation, and maintenance. They'll use these skills in roles like supervisors, controllers, and technicians..

Figure 8.3. Rationale

8.3 Industry-identified competency

Industry-identified competencies in a curriculum refer to the specific skills, knowledge, and abilities that are recognized as essential by industry professionals. These competencies ensure that students are equipped with practical, relevant expertise to meet the demands of the workforce, fostering employability and bridging the gap between academic learning and real-world applications.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Operate and maintain DC machine and transformers for electrical systems.

Figure 8.4. Industry-identified Competency

8.4 Course Outcomes (COs)

Course Outcomes (COs) are considered the "building blocks" of the Outcome-Based Education (OBE) system. They are measurable statements that define the knowledge, skills, and abilities students are expected to achieve by the end of the course. COs are aligned with Program Outcomes (POs) and are linked to assessments that evaluate

student performance. Typically, every course has six COs, and these outcomes are closely related to the desired graduate attributes.

In OBE, Bloom's Taxonomy plays a significant role in shaping COs, focusing on higher-order thinking skills rather than just recalling facts. COs are written at higher levels of learning, ensuring that students can apply, analyze, and synthesize information. They are based on all domains of learning—cognitive, psychomotor, and affective—to achieve a comprehensive set of POs. Each CO begins with an action verb, emphasizing active learning.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Select** the suitable DC generator as per requirement.

CO2: **Suggest** the suitable D.C motor on the basis of applications.

CO3: **Analyse** different parameters obtained from various tests on transformer.

CO4: **Recommand** special transformer for perticular application.

CO5: **Suggest** the suitable three-phase transformer for various applications.

CO6: **Operate** single-phase and three-phase transformers in parallel for load sharing.

Figure 8.5. Course Outcomes

Course Outcomes (COs) are designed based on industry-identified competencies and are specified for each unit.

Example COs:

- "Analyze electrical circuits to identify faults" (Cognitive Domain).
- "Design and build a simple electrical prototype" (Psychomotor Domain).

- "Practice electrical circuits for lighting" (Affective Domain).

8.5 Learning Scheme

Each curriculum is designed for 15 weeks, and for calculations under the National Credit Framework (NCrF), 30 notional learning hours are equivalent to one credit. For instance, if a course involves a total of 6 learning hours per week, this translates to 90 notional hours over the duration of the course, resulting in a total of 3 credits.

As per National Education Policy 2020, the total outcome-based learning hours for credits shall, subject to assessment, include: Classroom Learning (CL), Tutorial Learning (TL)/Laboratory Learning (LL), and Self-study Learning (SL).

8.5.1 Classroom Learning (CL)

Classroom learning is a structured educational process that occurs in a formal setting, typically led by an instructor or teacher. It focuses on the delivery of theoretical knowledge and conceptual understanding.

8.5.2 Laboratory Learning (LL)

Laboratory learning provides hands-on experience to reinforce theoretical concepts through practical application. It is essential for technical and engineering education.

8.5.3 Tutorial Learning (TL)

Tutorial Learning (TL) emphasizes interactive sessions, allowing students to clarify concepts, engage in discussions, and solve problems with personalized guidance.

8.5.4 Self-Study Learning (SL)

Self-study is a personalized learning process where students take initiative to acquire knowledge independently. It complements classroom and laboratory learning.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
3	-	2	1	6	3

Figure 8.6. Learning Scheme

8.6 Assessment Scheme

Assessment scheme consists of formative and summative assessment as specified in respective curriculum.

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70	100	40	25	10	25	10	25	10

Figure 8.7. Assessment Scheme

8.6.1 Formative Assessment (FA)

Formative assessment is a continuous evaluation process aimed at monitoring student learning and providing ongoing feedback to improve teaching and learning.

8.6.2 Summative Assessment (SA)

Summative assessment evaluates student learning at the end of a course, unit, or academic period. It focuses on measuring outcomes against predefined standards.

8.7 Classroom Learning Content

Classroom learning content is structured into five or six units, each comprising topics and subtopics. Specific Learning Outcomes (SLOs) in the cognitive domain are defined based on the Course Outcomes (COs)

and learning content. Action verbs from higher levels of the cognitive domain—Apply, Analyze, Evaluate, and Create—are utilized to align the SLOs with the Course Outcomes (COs).

8.7.1 Specific Learning Outcomes

Specific Learning Outcomes (SLOs) are defined as "statements describing what students are expected to achieve as a result of a learning activity," such as at the end of a unit, chapter, or practical session. SLOs should represent assessable and measurable knowledge, skills, abilities, or attitudes that students acquire by the conclusion of the sub-topic or practical.

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: DC Generator	1a	Select the laws suitable for dc machines operation	1.1	Introduction to DC and AC.Machines, types of DC and AC machines, Principle of DC motor and DC Generator,Fleming's Right hand rule, Flemings Left hand rule.	CO1
	1b	Suggest the materials used for given parts of dc machines with justification	1.2	Construction of DC machines,Different parts of D.C.Machines and their functions, Different materials used for the parts of DC machines.	
	1c	Calculate EMF induced in DC generator on the given data.	1.3	Types of Armature windingLap and Wave windings, EMF equation.Calculate the emf induced in the generator	
	1d	Select the suitable DC generator as per given requirement	1.4	Symbolic representation of a generator,Types of DC generator and Load characteristics of separetly excited and self excited DC generators, Various losses inDC generator. efficiency of generator (No Numericals) and their applications.	

Figure 8.8. Classroom Learning Content

8.8 Laboratory Learning Content

Laboratory learning content is organized into five or six units, with all Specific Learning Outcomes (SLOs) focused on the psychomotor domain at higher levels. These SLOs are aligned with the Course Outcomes (COs) to develop practical skills as per industry-identified competency. Each SLO will be assessed formatively, and summative assessment will be conducted using rubrics.

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Identify different parts and windings of DC machine.	2	CO1
I	2	Find the value of critical resistance of DC shunt generator by plotting OCC	2#	CO1
I	3	Perform load test on DC shunt generator.Plot internal and external characteristics of DC shunt generator	2#	CO1

Figure 8.9. Laboratory Learning Content

8.9 Self-Study Learning (SLO in Cognitive / Psychomotor / Affective Domain)

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

1. Prepare a microproject on small dc generatorand prepare report.
2. Draw the constructional diagram of DC machine showing various parts and write their functions along with materials used for the different parts.prepare report.

Figure 8.10. Self-Study Learning Content

Self-study learning content is structured into 10 to 15 activities, with all Specific Learning Outcomes (SLOs) targeting higher levels of the Cognitive, Psychomotor, or Affective domains. Learners will select and complete one activity under the guidance of a faculty mentor. Summative assessment will be conducted by the faculty using rubrics.

8.10 Specification Table for Classroom Learning Assessment

The specification table serves as a blueprint for designing a valid question paper. In the curriculum, it is included to guide both question

paper setting and student preparation. The table highlights level-wise cognitive process dimensions across three levels: Remember (R), Understand (U), and Apply/Higher Level (A).

The suggested distribution of levels is as follows: Remember (R) – 20%, Understand (U) – 30%, and Apply/Higher Level (A) – 50%.

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	DC Generator	5	C	02	04	00	06
			O	00	00	06	06
2	D.C. Motor	10	C	02	04	06	12
			O	02	04	04	10
3	Single phase transformer	8	C	06	04	06	16
			O	04	04	00	8
4	Special transformer	6	C	00	08	00	08
			O	02	04	00	06
5	Three phase transformer	10	C	02	04	10	16
			O	00	04	00	04
6	Parallel operation of transformers	6	C	02	04	06	12
			O	00	00	06	06
Total		45	C	14	28	28	70
			O	8	16	16	40

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

Figure 8.11. Specification Table

8.11 Question Paper Format for Summative Assessment (SA)

The Question Paper Profile (QPP) is a tool that facilitates the implementation of e-governance in the question paper-setting process. By using QPP along with a question bank for each component, a question paper can be generated through a computer program. QPP

serves as a ready reckoner for setters, enabling them to create questions across different cognitive domain levels and topics. It significantly reduces the time required to prepare printed question papers for classroom learning summative assessments.

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options	
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C	O
1	1R2	2R2	3R2	5R2	6R2	2R2	4R2	5	7
2	2U4	1U4	3R4	4U4	3R4			3	5
3	3U4	4U4	5U4	5U4	2A4			3	5
4	4U4	6U4	5A4	2U4	3U4			3	5
5	3A6	2A6	1A6					2	3
6	5A6	6A6	6A6					2	3

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

Figure 8.12. Question Paper Profile

8.12 Scheme of Laboratory Formative Assessment (FA)

A maximum of four criteria are defined in the curriculum for the formative assessment of laboratory learning. Each SLO will be assessed by faculty using rubrics, which are based on the criteria outlined in the curriculum.

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Drawing circuit diagram, selection of equipment	5
2	Performance	10
3	Calculation, Result, Drawing Graphs (if any)	5
4	Viva Voce	5
	TOTAL	25

Figure 8.13. Scheme of Laboratory Formative Assessment

8.13 Scheme of Self-Learning Summative Assessment (SA)

A maximum of four criteria are defined in the curriculum for the summative assessment of self-study learning. The activity performed by the learner will be evaluated by the faculty using rubrics, based on the criteria specified in the curriculum.

XII Scheme of Self-Learning Summative Assessment (SA):

S.N.	Criteria	Max. Marks
1	Drawing circuit diagram, selection of equipment, survey	5
2	Performance, collection of literature	10
3	fabrication, Calculation, Result, Drawing Graphs (if any)	5
4	Viva Voce	5
	TOTAL	25

Figure 8.14. Scheme of Laboratory Formative Assessment

8.14 COs-POs/PSOs Mapping Matrix

A curriculum map helps identify the program's strengths (attributes widely addressed) and gaps (attributes addressed by only a few

learning experiences). The simplest form of a curriculum map is a matrix, where the rows represent learning experiences (Course Outcomes), and the columns represent Program Outcomes (or Graduate Attributes). The seven Program Outcomes for diploma engineering courses, as defined by the National Board of Accreditation, serve as the columns. The strength of mapping is categorized into three levels: Low (1), Medium (2), and Strong (3).

CO-PO mapping is conducted by a group of faculty members using the method established by the Curriculum Development Cell.

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	3	-	2	3	-	-
CO2	3	-	-	3	-	2	3	-	-
CO3	3	-	-	3	-	2	3	-	-
CO4	3	-	-	3	-	-	3	-	-
CO5	3	-	-	3	-	-	3	-	-
CO6	3	-	-	3	-	-	3	-	-

Figure 8.15. COs-POs/PSOs Mapping Matrix

8.15 Textbooks, BIS Codes References

The reference books, textbooks, and standards needed for the curriculum content are provided as resources for both students and faculty. Only standard books with ISBN numbers are given priority in the curriculum document.

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Electrical Machines	S.K. Bhattacharya, The McGraw Hill companies, Seventh Reprint, 2011.	13:978-007-0669215 10:0-07-066921-X
2	Principle of Electrical Machines	V K Mehta, Rohit Mehta, S. Chand Publishing, 2nd Edition,2002	9788121921916

Figure 8.16. Textbooks, BIS Codes References

8.16 e-References

E-references are included in the curriculum to serve as valuable resources for both students and faculty. Priority is given to standard and credible e-references to ensure quality and reliability. These references are carefully selected to enhance students' learning experience and support their academic growth.

XV e-References:

1. http://nptel.ac.in/courses/108108076/1 , accessed on 29th April 2024
2. https://www.youtube.com/watch?v=-xebh8wU8gY accessed on 29th April 2024

Figure 8.17. e-References

8.17 List of Major Equipment/Machineries with Specification

The document includes a detailed list of major equipment and instruments necessary for conducting practical exercises aimed at developing psychomotor skills. The listed equipment and instruments are integral to facilitating effective practical sessions, enabling

students to gain proficiency and confidence in applying theoretical concepts to real-world scenarios.

XVI List of Major Equipment/Machineries with Specification:

1. Auto transformer (Dimmerstat), single-phase, Input-240 V, Output 0-270 V,
2. Auto transformer (Dimmerstat), three-phase, Input-440 V, Output 0-440 V
3. D.C. Shunt, Series and Compound Generators, Voltage rating 220 Volts,
4. D.C. Shunt and Series Motors, Voltage rating 220 Volts, Power rating 2 KW

Figure 8.18. List of Major Equipment/Machineries

8.18 List of Industry Experts and Faculties who contributed for this curriculum

The document includes a list of experts and faculty members who contributed to the development of the curriculum. Their valuable inputs and expertise have ensured the curriculum's relevance and quality. The document is authenticated with the signatures of the Chairman and Member Secretary of the Program Board of Studies (PBOS), underscoring its credibility and approval.

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr. M.B.Daigavane	Principal	Government Polytechnic, Nagpur
2	Dr.P. M.Daigavane	H.O.D. Electrical Engineering, Academic Expert.	G.H.Raisoni College of Engineering, Nagpur
3	Mrs. Divya Piprode	Sr. Engineer, Industry Expert	PGCIL, Nagpur
4	Mr. M.N. Gawande	Lecturer in Electrical Engineering, MSBTE Nominee.	Government Polytechnic, Gondia
5	Dr G.V.Gotmare	I/C HoD, Electrical Engineering	Government Polytechnic, Nagpur
6	Mrs. A. A. Alegaonkar	Lecturer in Electrical Engineering, Course Incharge	Government Polytechnic, Nagpur

(Dr.G.V.Gotmare)
HOD & Chairman PBOS,

(Dr. G. V. Gotmare)
Member Sectretary PBOS,

Figure 8.19. List of Industry Experts and Faculties

CHAPTER 9

Curriculum Document

Detailed curriculum document of Diploma in **Computer Engineering** is given below.

9.1 Vision of Institute

To become a Center of Excellence, providing quality technical education and training

9.2 Mission of Institute

The mission of Government Polytechnic, Nagpur is-

1. To frame institutional policies for effective implementation of teaching learning process
2. To inculcate values and ethics for life-long learning through curricular, co-curricular and extra-curricular activities
3. To develop facilities and services for academic excellence
4. To enhance the skills of faculties and staff through industry institute collaboration.

9.3 Vision of Program

Vision of the Computer Engineering Program:

"To provide academic excellence in computer engineering by imparting indepth knowledge that meets the aspirations of the global community and to serve as a valuable resource for industry"

9.4 Mission of Program

Mission of the Computer Engineering Program:

M1: To develop human potential to its fullest extent so that

intellectually capable and optimistic leaders can emerge in a range of profession.

M2: To provide quality engineering education to the students through state of art education in Computer engineering.

M3: To produce globally competent diploma holders having creative skills and ethical values keeping pace with ever-changing technological advancements in Computer Engineering.

M4: To establish Industry Institute Interaction to make students ready for the industrial environment.

9.5 Program Educational Objectives (PEOs)

The Program Educational Objectives of (PEOs) Computer Engineering Program are:

PEO1: To endeavour innovations with a substantial fundamental technical skills.

PEO2: To develop an ability to analyze the requirements of the software, understand the technical specifications, design and provide novel engineering solutions and efficient product designs.

PEO3: To design system components and processes that meets the quality criteria with appropriate consideration for the cultural, societal, and environmental considerations.

PEO4: To apply appropriate techniques, resources, and computer engineering tools to various engineering activities with an understanding of the limitations.

PEO5: To demonstrate knowledge and understanding of the computer engineering and management principles to manage projects in multidisciplinary environments and to promote student awareness on life-long learning.

9.6 Program Outcomes (POs)

PO1: Basic and Discipline specific knowledge: Apply knowledge of basic mathematics, science and engineering fundamentals and engineering specialization to solve the engineering problems.

PO2: Problem analysis: Identify and analyse well-defined engineering problems using codified standard methods.

PO3: Design/ development of solutions: Design solutions for well-defined technical problems and assist with the design of systems components or processes to meet specified needs.

PO4: Engineering Tools, Experimentation and Testing: Apply modern engineering tools and appropriate technique to conduct standard tests and measurements.

PO5: Engineering practices for society, sustainability and environment: Apply appropriate technology in context of society, sustainability, environment and ethical practices.

PO6: Project Management: Use engineering management principles individually, as a team member or a leader to manage projects and effectively communicate about well-defined engineering activities.

PO7: Life-long learning: Ability to analyse individual needs and engage in updating in the context of technological changes.

9.7 Program Specific Outcomes (PSOs)

PSO1: Design and code engineering problems using programming skills.

PSO2: Apply, design and develop principles of software engineering and data base concepts for computer- based systems in solving engineering Problems.

9.8 Mapping of Vision, Mission, PEOs, POs, PSOs

9.8.1 Mapping of Vision and Mission

Table 9.1. Mapping of Vision-Mission

	Mission Statements			
	M1	M2	M3	M4
Vision Statement	✓	✓	✓	✓

9.8.2 Mapping of Mission and PEOs

Table 9.2. Mapping Mission-PEOs

Mission Statements	**Program Educational Objectives (PEOs)**				
	PEO1	**PEO2**	**PEO3**	**PEO4**	**PEO5**
M 1	✓	✓	✓	✓	✓
M 2	✓	✓	✓	✓	✓
M 3	✓	✓	✓	✓	✓
M 4	✓	✓	✓	✓	✓

9.8.3 Mapping of PEOs and POs- PSOs

Table 9.3. Mapping PEOs-POs & PSOs

PEOs	**Program Outcomes (POs)**							**PSOs**	
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PSO1**	**PSO2**
PEO1	✓							✓	
PEO2		✓	✓	✓			✓	✓	✓
PEO3		✓	✓	✓	✓		✓	✓	✓
PEO4				✓			✓	✓	
PEO5					✓	✓		✓	

9.9 Industry Identified Competencies in Search Conference

S.N.	Competencies (What diploma holders will be able to do in the industry at entry level) Legends: ME-Most Essential, E-Essential, D-Desirable, NR-Not Required	ME	E	D	NR	Total	Score	Rank
1	Demonstrate proficiency in programming languages like C, PHP, Java, and Python.	91	7	1	1	100	3.88	**1**
2	Use computers for documentation, presentation, analyze data and Internet services.	85	13	1	1	100	3.81	**2**
3	Design and manage databases.	84	14	1	1	100	3.81	**3**
4	Apply data structures and algorithms.	82	14	2	2	100	3.79	**4**
5	Apply software engineering principles to design and develop software.	80	16	2	2	100	3.75	**5**
6	Design web page using HTML,CSS and Javascript.	79	15	3	3	100	3.72	**6**
7	Ensure software quality through testing.	78	15	4	3	100	3.71	**7**
8	Apply the knowledge to develop the precise document with formatting, graphic design for visual communication and animation creation for multimedia content	78	15	2	5	100	3.68	**8**
9	Apply OOP principles in software development.	78	16	2	4	100	3.67	**9**
10	Demonstrate leadership qualities in project management.	77	20	2	1	100	3.64	**10**
11	Apply computational thinking to problem-solving.	76	20	2	2	100	3.62	**11**
12	Use data mining techniques for data analysis to maintain data warehouse	75	21	2	2	100	3.6	**12**
13	Work with cloud computing technologies.	68	25	3	4	100	3.57	**13**

14	Develop mobile applications for various platforms.	65	26	8	1	100	3.55	**14**
15	Implement data security measures and encryption techniques.	64	28	7	1	100	3.53	**15**
16	Collaborate effectively within multidisciplinary teams.	63	29	7	1	100	3.52	**16**
17	Use development tools and integrated development environments.	72	18	8	2	100	3.5	**17**
18	Adhere to ethical and legal standards in computer engineering.	70	16	8	2	100	3.5	**18**
19	Build digital systems and microprocessor based systems	61	26	9	4	100	3.48	**19**
20	Implement network security protocols and practices.	58	25	10	7	100	3.39	**20**
21	Comprehend the principles and administration of operating systems.	46	19	9	2	100	3.38	**21**
22	Configure and manage computer networks.	54	28	14	4	100	3.31	**22**
23	Develop IoT applications and devices.	43	34	16	7	100	3.14	**23**
24	Diagnose and troubleshoot hardware issues.	43	34	16	7	100	3.14	**24**
25	Apply principles of physics to solve broad based relevant engineering problems.	41	29	14	16	100	2.96	**25**
26	Use electronic components and circuits for electrical applications.	18	27	31	24	100	2.36	**26**
27	Apply principles of chemistry to solve broad based relevant engineering problems.	18	27	31	24	100	2.35	**27**
28	Communicate technical information clearly and effectively	8	19	31	42	100	1.92	**28**
29	Formulate English language into meaningful structures and assess the given information.	8	19	31	42	100	1.92	**29**
30	Apply the concept of Mathematics to solve industry-based technology problems.	8	19	31	42	100	1.92	**30**

Technical Skills Required for Diploma in Computer Engineering

S.N.	Technical Skills (What diploma holders will be able to do in the industry at entry level) Legends: ME-Most Essential, E-Essential, D-Desirable, NR-Not Required	ME	E	D	NR	Total	Score	Rank
1	Utilize experience in programming languages like C++, Java, or Python, and employ software development practices to create applications and software solutions.	79	18	3	0	100	3.76	1
2	Apply competence in web development technologies such as HTML, CSS, JavaScript, and web development frameworks.	75	20	4	1	100	3.69	2
3	Utilize skills in database design, management, and querying using Structured Query Language (SQL)..	72	25	03	0	100	3.69	3
4	Apply knowledge of cloud computing platforms and virtualization technologies for creating and managing virtual machines and cloud-based services.	59	29	11	1	100	3.46	4
5	Demonstrate proficiency in implementing security measures to safeguard computer systems and networks from threats and vulnerabilities.	53	32	13	02	100	3.36	5
6	Apply competence in developing mobile applications for platforms like Android and iOS.	49	40	09	02	100	3.36	6
7	Employ the ability to use diagnostic tools and software to identify and resolve hardware and software issues.	35	27	16	3	100	3.23	7
8	Demonstrate proficiency in administering and maintaining Linux-based operating systems and servers.	44	33	20	3	100	3.18	8
9	Apply skills to install and configure operating systems like Windows, Linux, and macOS on various computer systems..	47	26	18	9	100	3.11	9
10	Utilize experience in upgrading computer systems by adding or replacing components to enhance performance and functionality	35	36	21	8	100	2.98	10

11	Diagnose and repair hardware and software issues in computer systems and peripherals..	29	31	24	9	100	2.83	11
12	Utilize competence in setting up and troubleshooting computer networks, encompassing configuring routers, switches, and network protocols.	30	30	26	14	100	2.76	12
13	Demonstrate proficiency in assembling, configuring, and maintaining computer hardware components such as CPUs, motherboards, memory, and storage devices.	26	26	28	20	100	2.66	13

9.10 Courses Identification

Courses are formed based on feedback obtained from alumni and industries, industry identified competencies finalized in search conference, and identified gaps previous curriculum, NEP and AICTE guidelines and institute policy framed by ILC. The following table shows various courses formed based on identified competencies.

Table 9.4. Courses Identification from Identified Competencies.

S. N.	**Competencies (What diploma holders will be able to do in the industry at entry level)**	**Rank based on Industry Feedback**	**Name of Course to be introduced in Curriculum**	**Course Category DSC/DSE/ SEC/AEC/ VEC/INP etc.**	**Semester of the course**
1	Demonstrate proficiency in programming languages like C, PHP, Java, and Python.	**1**	Basics of Programming, Python Programming, Java programming, Advance java, Parallel Computing	DSC	II/III/I V/V
2	Use computers for documentation, presentation, analyse data and Internet services.	**2**	Basics of Computer	DSC	I

3	Design and manage databases.	**3**	Database Management System	DSC	III
4	Apply data structures and algorithms.	**4**	Data Structures	DSC	III
5	Apply software engineering principles to design and develop software.	**5**	Software Engineering	DSC	V
6	Design web page using HTML,CSS and javascript	**6**	Web Designing	DSC	II
7	Ensure software quality through testing.	**7**	Software Testing	DSC	VI
8	Apply the Knowledge to develop precise document with formatting, graphic design for visual communication, and animation creation for multimedia content.	**8**	Introduction to open source technologies	SEC	II
9	Apply OOP principles in software development.	**9**	Object Oriented Programming	DSC	III
10	Plan, execute, and manage electrical projects effectively.	**10**	Project	INP	VI
11	Apply computational thinking to problem-solving.	**11**	Machine Learning	DSE	VI
12	Use data mining techniques for data analysis to maintain data warehouse	**12**	Data Warehouse and Mining	DSE	V
13	Work with cloud computing technologies.	**13**	Cloud Computing	DSE	V
14	Develop mobile applications for various platforms.	**14**	Mobile Application Development	SEC	V
15	Implement data security measures and encryption techniques.	**15**	Information & Cyber Security	DSC	VI
16	Collaborate effectively within multidisciplinary teams.	**16**	Generic Elective	GE	III/IV/V

17	Use development tools and integrated development environments (IDEs).	**17**	GUI Application Development	SEC	III
18	Adhere to ethical and legal standards in computer engineering.	**18**	Digital Marketing	GE	VI
19	Build digital systems and microprocessor based systems.	**19**	Principles of Digital Technique and Microprocessors	DSC	III
20	Implement network security protocols and practices.	**20**	Advanced Computer Network	DSE	III/IV
21	Comprehend the principles and administration of operating systems.	**21**	Operating System	DSC	IV
22	Configure and manage computer networks.	**22**	Computer Communication and Network	DSE	III/IV
23	Develop IoT applications and devices.	**23**	Internet Of Things	DSE	VI
24	Diagnose and troubleshoot hardware issues.	**24**	Computer Workshop	SEC	I
25	Apply principles of physics to solve broad based relevant engineering problems.	**25**	Applied Physics	DSC	I
26	Use electronic components and circuits for electrical applications.	**26**	Basics of Electronics	DSC	I
27	Apply principles of chemistry to solve broad based relevant engineering problems.	**27**	Applied Chemistry	DSC	II
28	Communicate technical information clearly and effectively	**28**	Business Communication	DSC	II
29	Formulate English language into meaningful structures and assess the given information.	**29**	Communication Skills	AEC	I/II
30	Apply the concept of Mathematics to solve industry-based technology problems.	**30**	Basic Mathematics, Applied Mathematics	DSC	I/II

31	Analyze key issues about environment and create public awareness about those environmental issues.	**31**	Environmental Science	VAC	III
32	Exhibit leadership qualities and Manage time efficiently to meet project deadlines and goals.	As per NEP 2020 requirement	Entrepreneurship and Start up	INP	VI
33	Apply competence in web development technologies such as HTML, CSS, JavaScript, and web development frameworks.	**2-Skills**	Web Designing	SEC	II
34	Outline structure of Indian Constitution.	As per NEP 2020 requirement	Indian Constitution	VEC	V
35	Apply theory, engage in diverse learning, develop soft skills, document, and present internship experiences.	As per NEP 2020 requirement	Internship (Basic)	INP	III
36	Bridge theoretical knowledge with practical experience in a professional environment	As per NEP 2020 requirement	Internship	INP	V, VI
37	Exhibit a comprehensive grasp of Indian knowledge systems, applying their principles across various domains of technology and philosophy	As per NEP 2020 requirement	Indian Knowledge System	VEC	VI
38	Practice Yog and Meditation in daily life.	As per NEP 2020 requirement	Yog and Meditation	VEC	IV
39	Demonstrate leadership, effective communication, project management, and resilience in professional and	As per NEP 2020 requirement	Integrated Personality Development	VEC	I

	personal environments.				
40	Demonstrate resilience, teamwork, integrity, and financial literacy in professional and personal settings.	As per NEP 2020 requiremen t	Advance Personality Development	VEC	II

9.11 Program Structure

The program structure of the Computer Engineering program is developed as described previously and is given in appendix

Appendix I

Curriculum

Program Structure

Government Polytechnic, Nagpur

Diploma in Computer Engineering

NEP 2020 Align Curriculum 2023 Program Structure

Semester: First

SN	Course Code	Course Title	Course Category	Learning Scheme (Hours/Week)				Notional Hours/ Week (Total Notional Hours)		Credits	Assessment Scheme (Marks)					Total Marks
											CL		TL/LL		SL	
				CL	TL	LL	SL	NLH		Cr	SA	FA	SA	FA	SA	
1	MH101H	Basic Mathematics	DSC	4	2	-	2	8	(120)	4	70	30	-	25	25	150
2	PH101H	Applied Physics	DSC	4	-	2	2	8	(120)	4	70	30	25	25	25	175
3	EC109H	Basics of Electronics	DSC	3	-	2	1	6	(90)	3	70	30	25	25	25	175
4	EN101H	Communication Skills	AEC	2	-	2	2	6	(90)	3	70	30	25	25	25	175
5	CM151H	Basics of Computer	SEC	-	-	2	2	4	(60)	2	-	-	25	25	25	75
6	CM152H	Computer Workshop	SEC	-	-	4	-	4	(60)	2	-	-	50	50	-	100
7	VE151H	Integrated Personality Development	VEC	-	-	2	2	4	(60)	2	-	-	25	25	25	75
			Total	**13**	**2**	**14**	**11**	**40**	**(600)**	**20**	**280**	**120**	**175**	**200**	**150**	**925**

Abbreviations:
CL= Classroom Learning, TL= Tutorial Learning, LL= Laboratory Learning, SL=Self-Study Learning, NLH=Notional Learning Hours SA=Summative Assessment (At the End of Semester), FA=Formative Assessment (At the end of Unit(s) / Each LL/TL Activity) Classroom Learning FA= Average (CL_FA1,CL_FA2), Laboratory/Tutorial Learning FA= Average (LL_FA1, LL_FAn)
40% Combined passing for Classroom Learning (FA+SA), 40% individual passing for other Heads.
Symbols: ** Classroom Learning Summative Assessment using Objective Type Online Examination, + Laboratory Learning Summative Assessment by External Examiner.

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Diploma in Computer Engineering

NEP 2020 Align Curriculum 2023 Program Structure

Semester: Second

SN	Course Code	Course Title	Course Category	Learning Scheme (Hours/Week)				Notional Hours/ Week (Total Notional Hours)		Credits	Assessment Scheme (Marks)					Total Marks
											CL		TL/LL		SL	
				CL	TL	LL	SL	NLH		Cr	SA	FA	SA	FA	SA	
1	MH102H	Applied Mathematics	DSC	4	2	-	2	8	(120)	4	70	30	-	25	25	150
2	CH101H	Applied Chemistry	DSC	4	-	2	2	8	(120)	4	70	30	25	25	25	175
3	IT101H	Basics of Programming	DSC	3	-	4	1	8	(120)	4	70	30	25	25	25	175
4	EN151H	Business Communication	AEC	2	-	2	-	4	(60)	2	-	-	25	25	-	50
5	CM153H	Web Designing	SEC	-	-	4	-	4	(60)	2	-	-	50	50	-	100
6	CM154H	Introduction to Open source Technologies	SEC	-	-	4	-	4	(60)	2	-	-	50	50	-	100
7	VE152H	Advanced Personality Development	VEC	-	-	2	2	4	(60)	2	-	-	25	25	25	75
			Total	**13**	**2**	**18**	**7**	**40**	**(600)**	**20**	**210**	**90**	**200**	**225**	**100**	**825**

Exit Course for "Certificate in Vocation"

8	IN151H	Internship (Basic Skills)	INP	-	-	-	8	8	(120)	4	-	-	-	-	50	50
			Total	**13**	**2**	**18**	**15**	**48**	**(720)**	**24**	**210**	**90**	**200**	**225**	**150**	**875**

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NEP 2020 Align Curriculum 2023 Program Structure

Semester: Third

SN	Course Code	Course Title	Course Category	Learning Scheme (Hours/Week)				Notional Hours/ Week (Total Notional Hours)		Credits	Assessment Scheme (Marks)					Total Marks
											CL		TL/LL		SL	
				CL	TL	LL	SL	NLH		Cr	SA	FA	SA	FA	SA	
1	CM201H	Data Structures	DSC	3	-	2	1	6	(90)	3	70	30	25 +	25	25	175
2	CM202H	Computer Communication and Network	DSC	3	-	2	1	6	(90)	3	70	30	25 +	25	25	175
3	IT202H	Object Oriented Programming	DSC	3	-	2	1	6	(90)	3	70	30	25 +	25	25	175
4	EC210H	Principles of Digital Technique and Microprocessors	DSC	3	-	2	1	6	(90)	3	70	30	25	25	25	175
5	CM251H	GUI Application Development	SEC	-	-	4	-	4	(60)	2	-	-	50 +	50	-	100
6	##291H	Generic Elective	GE	2	-	2	-	4	(60)	2	70 **	30	25	25	-	150
7	VE251H	Environmental Sustainability	VEC	-	-	2	2	4	(60)	2	-	-	25	25	25	75
8	IN251H	Basic Internship	INP	-	-	2	6	8	(120)	4	-	-	-	-	50	50
			Total	**14**	**0**	**18**	**12**	**44**	**(660)**	**22**	**350**	**150**	**200**	**200**	**175**	**1075**

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NEP 2020 Align Curriculum 2023 Program Structure

Semester: Third

List of Generic Elective Courses MDM (Multidisciplinary Minor)

SN	Course Code	Course Title
1	CE291H	Civil Engineering Practice
2	ME291H	Elements of Mechanical Engineering
3	EE291H	Electrical Generation, Transmission and Distribution
4	EC291H	Analog and Digital Electronics
5	MT291H	Foundry Technology
6	TX291H	General Textile Technology
7	AE291H	Basics of Automobile
8	PK291H	Basics of Packaging Technology
9	MK291H	Basic Mechatronics
10	TR291H	Agro & Rural Tourism
11	NP291H	Any one NPTEL Course of more than 8 week duration

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NEP 2020 Align Curriculum 2023 Program Structure

Semester: Fourth

SN	Course Code	Course Title	Course Category	Learning Scheme (Hours/Week)				Notional Hours/ Week (Total Notional Hours)		Credits	Assessment Scheme (Marks)					Total Marks
											CL		TL/LL		SL	
				CL	TL	LL	SL	NLH		Cr	SA	FA	SA	FA	SA	
1	CM203H	Software Engineering	DSC	3		2	1	6	(90)	3	70	30	25 +	25	25	175
2	CM204H	Database Management System	DSC	4	-	2	2	8	(120)	4	70	30	25 +	25	25	175
3	CM205H	Java Programming	DSC	4	-	2	2	8	(120)	4	70	30	25 +	25	25	175
4	CMXXXH	Discipline Specific Elective	DSE	4	-	2	2	8	(120)	4	70	30	25 +	25	25	175
5	CM252H	Python Programming	SEC	2	-	4	-	6	(90)	3	-	-	50 +	50	-	100
6	##292H	Generic Elective	GE	2	-	2	-	4	(60)	2	70 **	30	25	25	-	150
7	VE252H	Yog & Meditation	VEC	-	-	2	2	4	(60)	2	-	-	25	25	25	75
			Total	**19**	**0**	**16**	**9**	**44**	**(660)**	**22**	**350**	**150**	**200**	**200**	**125**	**1025**

List of Discipline Specific Elective

1	CM206H	Advanced Computer Network
2	CM207H	Data Warehouse and Mining

Exit Course for "Diploma in Vocation"

8	IN252H	Internship (Vocational Skills)	INP	-	-	-	8	8	**(120)**	4	-	-	-	-	50	50
			Total	**19**	**0**	**16**	**17**	**52**	**(780)**	**26**	**350**	**150**	**200**	**200**	**175**	**1075**

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CL= Classroom Learning, TL= Tutorial Learning, LL= Laboratory Learning, SL=Self-Study Learning, NLH=Notional Learning Hours SA=Summative Assessment (At the End of Semester), FA=Formative Assessment (At the end of Unit(s) / Each LL/TL Activity) Classroom Learning FA= Average (CL_FA1,CL_FA2), Laboratory/Tutorial Learning FA= Average (LL_FA1, LL_FAn)
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NEP 2020 Align Curriculum 2023 Program Structure

Semester: Fourth

List of Generic Elective Courses MDM (Multidisciplinary Minor)

SN	Course Code	Course Title
1	CE292H	Basic Surveying
2	ME292H	Workshop Technology
3	EE292H	Electrical Machines
4	EC292H	Principles of Communication Engineering
5	MT292H	Testing of Materials
6	TX292H	Dyeing and Printing
7	AE292H	Two-Wheeler Technology
8	PK292H	Folding Carton & Corrugated Box Manufacturing
9	MK292H	Computer Aided Design
10	TR292H	Wildlife Tourist Guide/ Naturalist
11	NP292H	Any one NPTEL Course of more than 8 week duration

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NEP 2020 Align Curriculum 2023 Program Structure

Semester: Fifth

SN	Course Code	Course Title	Course Category	Learning Scheme (Hours/Week)				Notional Hours/ Week (Total Notional Hours)		Credits	Assessment Scheme (Marks)					Total Marks
											CL		TL/LL		SL	
				CL	TL	LL	SL	NLH		Cr	SA	FA	SA	FA	SA	
1	CM301H	Operating System	DSC	3		2	1	6	(90)	3	70	30	25 +	25	25	175
2	CM302H	Advance Java	DSC	4	-	2	2	8	(120)	4	70	30	25 +	25	25	175
3	CMXXXH	Discipline Specific Elective	DSE	3	-	2	1	6	(90)	3	70	30	25 +	25	25	175
4	CM351H	Web Programming using PHP	SEC	-	-	4	-	4	(60)	2	-	-	50 +	50	-	100
5	##391H	Generic Elective	GE	2	-	2	-	4	(60)	2	70 **	30	25	25	-	150
6	IN301H	Industrial Management	INP	2	-	-	-	2	(30)	1	70 **	30	-	-	-	100
7	VE351H	Indian Constitution	VEC	-	-	2	-	2	(30)	1	-	-	25	25	-	50
8	IN351H	Internship (Seminar)	INP	-	-	2	10	12	(180)	6	-	-	25	-	50	75
			Total	**14**	**0**	**16**	**14**	**44**	**(660)**	**22**	**350**	**150**	**200**	**175**	**125**	**1000**

List of Discipline Specific Elective

1	CM303H	Machine Learning
2	CM304H	Parallel Computing

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NEP 2020 Align Curriculum 2023 Program Structure

Semester: Fifth

List of Generic Elective Courses MDM (Multidisciplinary Minor)

SN	Course Code	Course Title
1	CE391H	Building Services
2	ME391H	Heat Engine Technology
3	EE391H	Electrical Wiring and Estimation
4	EC391H	Microcontroller and Applications
5	MT391H	Heat Treatment
6	TX391H	Garment and fashion Technology
7	AE391H	Four-Wheeler Technology
8	PK391H	Injection & Extrusion Blow Molding in Packaging
9	MK391H	Automotive Mechatronics
10	TR391H	Tourism Resources of India
11	NP391H	Any one NPTEL Course of more than 8 week duration

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NEP 2020 Align Curriculum 2023 Program Structure

Semester: Sixth

SN	Course Code	Course Title	Course Category	Learning Scheme (Hours/Week)				Notional Hours/ Week (Total Notional Hours)		Credits	Assessment Scheme (Marks)					Total Marks
											CL		TL/LL		SL	
				CL	TL	LL	SL	NLH		Cr	SA	FA	SA	FA	SA	
1	CM305H	Software Testing	DSC	3	-	2	1	6	(90)	3	70	30	25 +	25	25	175
2	CM306H	Mobile Application Development	DSC	3	-	2	1	6	(90)	3	70	30	25 +	25	25	175
3	CM307H	Information & Cyber Security	DSC	3	-	2	1	6	(90)	3	70	30	25 +	25	25	175
4	CMXXXH	Discipline Specific Elective	DSE	3	-	2	1	6	(90)	3	70	30	25 +	25	25	175
5	CM352H	Capstone Project	SEC	-	-	4	-	4	(60)	2	-	-	50 +	50	-	100
6	IN352H	Internship (Report Writing)	INP	-	-	2	10	12	(180)	6	-	-	25	-	50	75
7	VE352H	Indian Knowledge System	VEC	-	-	2	-	2	(30)	1	-	-	25	25	-	50
8	IN353H	Entrepreneurship & Startup	INP	1	-	-	1	2	(30)	1	-	-	-	-	75	75
			Total	**13**	**0**	**16**	**15**	**44**	**(660)**	**22**	**280**	**120**	**200**	**175**	**225**	**1000**

List of Discipline Specific Elective

1	CM308H	Internet of Things
2	CM309H	Cloud Computing

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Semester

I

Government of Maharashtra
GOVERNMENT POLYTECHNIC, NAGPUR
(An Autonomous Institute of Govt. of Maharashtra)
Near Mangalwari Bazar, Sadar, Nagpur-440001

COURSE CURRICULUM

Program	:	Diploma in CE/ME/EE/EC/CM/IT/AI/PK/MT/MK/TX
Course Category	:	DSC
Course Code	:	MH101H
Course Title	:	Basic Mathematics

I Rationale:

Mathematics is the core course and plays a crucial role in diploma programme. This Basic course of mathematics is a foundations of Engineering which will help in developing compitency, logical thinking, enhance qualitative literacy analytical thinking which are valuable for lifelong learning and professional growth. Also Basic course of mathematics is being develop the requisite course outcomes in most of the engineering programme and thereby enhance employability. It will help to apply the principles of basic mathematics to solve related technological problems. Hence the course provides the insight to analyse engineering problems scientifically using logarithm, partial fraction, determinant, matrices, trigonometry and statistics.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Apply the concept of Mathematics to solve industry-based technological problems.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Apply** Algebra, Laws of Logarithm, and change of base of logarithm to solve engineering problems.

CO2: **Resolve** proper fraction improper fraction into partial fraction.

CO3: **Apply** matrix method to solve simultaneous equation of Two and three variables in engineering problems.

CO4: **Use** concept of Allied Angles, Compound angles, Multiple and sub-multiples Angles to solve engineering problems.

CO5: **Use** the principle values of inverse trigonometric function, properties to solve the examples of inverse Trigonometric function.

CO6: **Use** the measures of central tendencies and measures of dispersion in decision making.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
4	2	-	2	8	4

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70	100	40	25	10	-	-	25	10

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Logarithm	1a	Evaluate the value of given Logarithm without using calculator.	1.1	Logarithm:-Concept of Logarithm	CO1
	1b	Solve the given logarithm by Using Laws of Logarithm.	1.2	Rules And Laws of Logarithm; Addition, Subtraction, Multiplication, Division And Change of Base Formula.	
	1c	Identify natural and common Logarithm.	1.3	Concept of natural & common Logarithm.	
UNIT II: Partial Fraction	2a	Identify the given rational fraction is proper or improper fraction.	2.1	Concept of rational fraction, proper, improper fraction and partial fraction.	CO2
	2b	Resolve the given proper fraction into partial fraction.	2.2	Resolving proper fraction into partial fraction. Denominator containing non- repeated linear factors, Denominator containing repeated linear factors, Denominator containing irreducible non repeated quadratic factors	
	2c	Resolve the given improper Fraction into partial fraction.	2.3	Resolving improper fraction into partial fraction.	

UNIT III: Determinant & Matrix	3a	Find the value of given determinant of order 2 and 3.	3.1	Concept of determinant ,order of determinant, Expansion& Evaluation of determinant of order 2 and 3.	CO3
	3b	Find inverse of given matrix.	3.2	Concept of matrix, Types of matrices, Algebra of matrices Transpose of matrix , ad-joint, singularity of matrix and inverse of matrix	
	3c	Solve the given simultaneous equation in two and three variables.	3.3	Solution of system of linear equations two and three variables by inverse matrix method	
UNIT IV: Trigonometry	4a	Use fundamental identities to solve the given Trigonometric relation.	4.1	Fundamental identities, Trigonometric ratios of any angle.	CO4
	4b	Apply the concept of allied angle , compound angle, multiple angle (2θand 3θ) sub-multiple angle (θ/2),to solve the given trigonometric relation	4.2	Trigonometric ratios of allied angles, compound angles, multiple and sub-multiple angles (without proof)	
	4c	Apply Factorization, De-Factorization formulae to solve the given trigonometric relations.	4.3	Factorization and de-factorization formulae (without proof).	
UNIT V: Inverse Trigonometric Function	5a	Find the principle value the given Inverse trigonometric functions.	5.1	Concept of inverse trigonometric functions, Principle values of inverse Trigonometric functions.	CO5
	5b	Solve the given inverse	5.2	Properties of inverse Trigonometric functions.	
	5c	Evaluate the value of given Inverse-trigonometric functions.	5.3	Relation between inverse trigonometric functions	
	6a	Find mean or Combined Mean of given Statistical data.	6.1	Measures of central tendency Mean (only), & Combined mean.	

UNIT VI: Statistics	6b	Find the Range, Co-efficient of Range, Mean Deviation, Standard Deviation of given Statistical data.	6.2	Measures of dispersion:- Range , mean deviation , standard deviation of Discrete, Grouped & Ungrouped Data.	CO6
	6c	Find variances, co-efficient of variation of given Statistical data.	6.3	Variance and coefficient of variation, of Discrete, Grouped & Ungrouped Data.	
	6d	Check the Consistency & Reliability of given sets of data.	6.4	Comparison of two sets of observations, Consistency & Reliability.	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Evaluate the value of given logarithm without using calculator	2#	CO1
I	2	Solve simple problems of Logarithm based on laws of logarithm, change base Formulas. Identify the given logarithm is Common Logarithm Or Natural Logarithm.	2#	CO1
II	3	Identify the given Rational Fraction is proper fraction or improper fraction. Resolve improper fraction into Partial fraction.	2#	CO2
II	4	Resolve into partial fraction using linear non-repeated, repeated, and irreducible quadratic factors.	2#	CO2
III	5	Evaluate the given Determinant of order 2 and 3 by expansion method.	2#	CO3
III	6	Solve elementary problems on Algebra of matrix for branch specific related with engineering application.	2#	CO3
III	7	Verify the given properties of transpose of matrix.	2#	CO3
III	8	Find adjoint of matrix and inverse of matrix.	2#	CO3
III	9	Solve the given simultaneous equation of order 2 and 3.	2#	CO3
IV	10	Verify the given trigonometric Identities, Relations by using Trigonometric Ratios.	2#	CO4
IV	11	Verify the given trigonometric Identities, Relations by using allied angle and compound angle formulas.	2#	CO4
IV	12	Verify the given trigonometric Identities, Relations by using multiples angle and sub-multiples angle formulas.	2#	CO4
IV	13	Verify the given trigonometric Relations by using factorization and De-factorization formulas.	2#	CO4
V	14	Find the principle values of inverse trigonometric function.	2#	CO5
V	15	Verify the given inverse trigonometric Relations by using properties of inverse trigonometric function.	2#	CO5
VI	16	Find the mean of any given data, and find the combined mean given two sets of data.	2#	CO6

VI	17	Find the range, co-efficient of range of the given grouped and un-grouped data.	2#	CO6
VI	18	Calculate the mean, standard deviation of grouped and un-grouped data related to the engineering problems.	2#	CO6
VI	19	Calculate the variance, co-efficient of variances grouped and un-grouped data related to the engineering problems.	2#	CO6
VI	20	Justify the consistency and Reliability of two given sets.	2#	CO6

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

1. Verify the complicated calculation by logarithm and calculator.
2. Prepare a chart of Rules, Laws of Logarithm.
3. Convert the given improper fraction into proper fraction and resolve into partial fraction.
4. Solve simultaneous equation in two variables by matrix inversion method and write mathematical programming related with engineering field.
5. Prepare the list of Trigonometric formulas and inverse trigonometric formulas.
6. Represent trigonometric ratios, logarithmic function graphically and interpret the Result.
7. Collect the data from market, class test marks in your class or from two groups then find the mean.
8. Compare the any two cricket players by using consistency and reliability.
9. Calculate mean Deviation, standard deviation, co-efficient of variance of any given data.
10. Find the number of unknown variables in two groups if the combined mean is given.

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Logarithm	5	C	02	04	00	6
			O	00	00	04	4
2	Partial Fraction	8	C	02	04	04	10
			O	00	00	06	6
3	Determinant & Matrix	14	C	02	04	10	16
			O	00	04	04	8
4	Trigonometry	14	C	02	04	12	18
			O	02	04	04	10
5	Inverse Trigonometric Function	5	C	02	04	00	6
			O	00	04	00	4
6	Statistics	14	C	02	00	12	14
			O	00	04	04	8
Total		60	C	12	20	38	70
			O	2	16	22	40

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options	
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C	O
1	1R2	2R2	3R2	4R2	4R2	5R2	6R2	5	7
2	1U4	1A4	2U4	2A4	3U4			3	5
3	3U4	3A4	3A4	4U4	6U4			3	5
4	4U4	4A4	5U4	5U4	6A4			3	5
5	2A6	4A6	6A6					2	3
6	3A6	4A6	6A6					2	3

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Attendance (Regularity And Awareness About Performing Assignment)	5
2	Assignment Contents (20-25 examples is compulsory on each unit)	10
3	Completion of Assignment, Neatness And cleanliness of maintaining Assignment Copy.	10
4		
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

S.N.	Criteria	Max. Marks
1	Interest And Awareness About Performing Assignment	5
2	Assignment Contents	10
3	Completion of Assignment, Neatness And cleanliness of maintaining Assignment Copy.	10
4		
	TOTAL	25

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	-	-	-	-	-	-
CO2	3	-	-	-	-	-	-	-	-
CO3	3	-	-	-	-	-	2	-	-
CO4	3	-	-	-	-	-	-	-	-
CO5	3	-	-	-	-	-	-	-	-
CO6	3	-	-	-	-	1	2	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Higher Algebra	Hall & Knight, Publisher: Arihant, 6thEdition 2021	9789351762539
2	Plane Trigonometry	S.L. Loney, Publisher: Arihant, 5thEdition 2015	9352030540
3	Basic Statistics	B.L. Agarwal, Publisher: Anshan	1848290675
4	Basic Mathematics	G. V. Kumbhojkar,P. Jamnadas LLP.,21st Edition 2017	978-81-934573-5-1
5	Fundamental of Statistics	S.C.Gupta, Himalaya Publishing House, 7th Edition 2015	9789350517697
6	Higher Engineering Mathematics	Khanna Publication New Delhi, B.S.Grewal	8174091955

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2. https://www.khanacademy.org assessed on 20th August 2023
3. https://www.youtube.com/watch?v=5_TuK1yCPD4 assessed on 20th August 2023
4. http://nptl.ac.in/course/106102064 (online Learning Initiatives By IITs and IISc) assessed on 20th August 2023
5. https://www.khannacademy.org/mathq gelid=CnqHuabCys4CFdOJaddHoPig assessed on 20th August 2023

XVI List of Major Equipment/Machineries with Specification:

1. Nil
2. --
3. --

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Mr. P.T. Khobaragade	I/C Mathematics Dept.	Govt. Polytechnic Nagpur
2	Mr. S.M. Sayyed	Ex-Lecturer	Govt. Polytechnic Nagpur
3	Mr. G.R. Dewalkar	Lecturer	Govt. Polytechnic Sakoli
4	Dr. P. B. Bahatkar	Professor	Y. C. C. E. Nagpur
5	Mr. V.M.Meshram	Ex-Lecturer	Govt. Polytechnic Nagpur

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Member Secretary PBOS, COMMON

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Government of Maharashtra
GOVERNMENT POLYTECHNIC, NAGPUR
(An Autonomous Institute of Govt. of Maharashtra)
Near Mangalwari Bazar, Sadar, Nagpur-440001

COURSE CURRICULUM

Program	:	Diploma in CE/ME/EE/EC/MK/IT/CM/MT/PK/AE/TX/MK/AIML
Course Category	:	DSC
Course Code	:	PH101H
Course Title	:	Applied Physics

I Rationale:

Physics is the foundation of engineering and technology which help to develope the ability of technical skills for those students who wish to pursue higher study in engineering field. Without the concept and application of physics there cannot be technology development. Study of physics develops the ability of problem solving, logical thinking and also the ability to think intellectually. Fundamental principle and scientific knowledge of physics is used for technology innovation to develop new surrounding that benefits new mankind which is important to society and nature, making everything easier around us.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Apply principles of physics to solve broad based relevant engineering problems.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Determine** physical quantities using proper measuring instruments.

CO2: **Solve** fundamental engineering problems using law of electricity and magnetism.

CO3: **Apply** the fundamental principles of heat and optics for engineering applications.

CO4: **Apply** principles of wave motion, acoustics and radioactivity for engineering applications.

CO5: **Use** LASER, X-rays and photoelectric cell for industry applications.

CO6: **Use** nanotechnology and Non-Destructive Testing (NDT) for various applications in engineering field.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
4	-	2	2	8	4

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70	100	40	25	10	25	10	25	10

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: General Properties of Matter	1a	Estimate the error in the measurement for a given data.	1.1	Errors, Type of error, instrumental, systematic, and random error, Estimation of error, Absolute, Relative and Percentage error.	CO1
	1b	Calculate Least Count (LC) and range of given instruments.	1.2	Ancient Indian Astronomical Instrument: water clock (Ghati Yantra), Gnomon (Shanku), Crossed Staff (Yasti Yantra). Modern measuring instruments: Least count and range of Vernier caliper, outside micrometer screw gauge and travelling microscope.	
	1c	Compare deformation in given bodies by the action of external deforming force.	1.3	Elasticity, Plasticity, Rigidity. Stress and Strain with their types, Elastic Limit, Hook's Law, Types of modulus of Elasticity, Stress-Strain curve, Applications of elasticity, Numerical based on above.	

	1d	Determine the coefficient of viscosity of the given fluid using the law of viscosity for given data.	1.4	Viscous force, Definition of viscosity, Newton's law of viscosity, Stoke's law, (Statement and formula only), Coefficient of viscosity and S.I. unit. Types of flow of liquid, Reynold's number, Terminal velocity and Application of viscosity.	
UNIT II: Basic Electricity	2a	Calculate the force of attraction or repulson between two charges for a given data.	2.1	Concept of charge, Coulomb's inverse square law, Electric field, Electric field intensity, potential and potential difference, Numerical based on Coulomb's inverse square law, Electric field intensity.	CO2
	2b	Solve problems based on Magnetic field intensity and Magnetic flux.	2.2	Magnetic field and magnetic field intensity and its units, magnetic lines of force, magnetic flux.	
	2c	Apply the law of series and parallel combination to the given electrical circuit.	2.3	Ohm's law, specific resistance, laws of series and parallel combination of resistance, calculation of resultant resistance of given resistances in series and parallel combination, Heating effect of electric current, Joule's Law, Numerical based on above.	
	2d	Differentiate materials on the basis of given energy band diagram.	2.4	Conductors, Insulators and Semiconductors, Energy bands, intrinsic and extrinsic semiconductors	
d Fiber Optics	3a	Select the modes of transmission of heat for given materials.	3.1	Heat and Temperature: Heat, temperature, Absolute zero temperature, different temperature scale, Three modes of transmission of heat. Good and bad conductor of heat with examples, Law of thermal conductivity and S.I. units.	

UNIT III: Thermometry an	3b	Determine given parameters of gas by applying gas laws.	3.2	Boyle's law, Charle's law, Gay Lussac's law, General gas equation, Applications of gas laws and calculation of pressure, volume or temperature using gas laws.	CO3
	3c	Differentiate different type of optical fibre with their application.	3.3	Reflection, Refraction, Snell's law, Optical fiber, Structure of optical fiber, Principle of Optical fiber-Total Internal Reflection, Type of optical fibre and applications of Optical Fiber.	
UNIT IV: Wave Motion and Radioactivity	4a	Classify the given types of waves by their characteristics.	4.1	Definition of wave motion, amplitude, period, frequency & wavelength, relation between velocity, frequency & wavelength. Progressive wave, Stationary waves, longitudinal and transverse wave. Node, Antinode. Ultrasonic wave, Properties, and application.	CO4
	4b	Calculate velocity of sound with end correction on given data.	4.2	Definition of resonance with example. Formula for velocity of sound with end correction, calculation of velocity of sound with the help of resonance tube.	
	4c	Compare the properties of radioactive rays on the basis of given parameters.	4.3	Radioactivity, α, β and γ rays and their Properties, Advantages, and disadvantages of Radioactivity.	

UNIT V: Modern Physics (Photoelectricity, LASER, X-Rays)	5a	Calculate work function, energy, threshold frequency and threshold wavelength for a given data.	5.1	Photon, properties of photons, Planck's hypothesis, Threshold frequency, threshold wavelength and Stopping potential. Work function, Photoelectric effect with characteristics properties. Principle, Construction and working of Photoelectric cell with applications. Einstein's photoelectric equation. (Numerical based on above)	CO5
	5b	Apply the fundamental concepts of LASER in given engineering fields.	5.2	Properties of laser, Types of laser, absorption, spontaneous and stimulated emission. Definition of Pumping and its type, Population inversion, Metastable state. Applications of LASER in Engineering and biomedical field.	
	5c	Describe the production of X-rays of the given materials with properties and applications.	5.3	Introduction to X-rays, Properties of X -rays, production of X-ray using Coolidge tube. Applications of X-rays in Engineering, medical and scientific field.	
UNIT VI: Nanotech-nology and Non Destructive Testing.	6a	Calculate surface area per volume ratio of given objects.	6.1	Definition of nanoscale, nano-meter, nanoparticle, determination of surface area per volume ratio of objects, application of nanotechnology in Engineering and Technology, medical, cosmetics, environmental, space and defence.	CO6
	6b	Compare DT and NDT methods on the basis of given points.	6.2	Non-Destructive Testing (NDT), comparison of DT and NDT, Various NDT methods used, Criteria for the selection of NDT method, Merits and Demerits of NDT.	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Identify the various instruments used in Physics laboratory and follow precautionary measures.	2#	CO1
I	2	Measure the outer diameter of a cylindrical body by Vernier Calliper.	2#	CO1
I	3	Calculate the diameter of a small spherical body by Outside micrometer screw gauge.	2#	CO1
I	4	Calculate the value of Young's modulus of elasticity of given wire.	2#	CO1
I	5	Determine the coefficient of viscosity of given fluids by Stoke's method.	2	CO1
II	6	Calculate mechanical equivalent of heat, J by electrical method.	2#	CO2
II	7	Use magnetic compass to draw the magnetic lines of forces of bar magnet.	2#	CO2
II	8	Calculate the resultant resistance of given resistances in series combination.	2#	CO2
II	9	Calculate the resultant resistance of given resistances in parallel combination.	2#	CO2
III	10	Analyze the effect of volume on pressure at constant temperature.	2#	CO3
III	11	Calculate critical angle of incidence for a given glass slab to verify total internal reflection phenomenon.	2	CO3
IV	12	Determine inner diameter of resonance tube using Vernier Calliper.	2#	CO4
IV	13	Find the velocity of sound with the help of resonance tube.	2#	CO4
V	14	Find the angle of divergence of Laser beam.	2	CO5
VI	15	Calculate the surface area (SA), volume (V) and SA/V of an object and measure dimensions required for it.	2#	CO6

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

1. Collect different solid materials. Classify them into elastic, plastic and rigid bodies on the basis of Hooke's law and prepare a report on it.
2. Collect viscous liquids and prepare a working model to differentiate the liquids on the basis of viscosity.
3. Prepare a prototype vernier caliper of desire least count using card sheet.
4. Prepare model of heating effect of electric current on aluminium and nichrome wire.
5. Prepare model of series and parallel resistances using household materials.
6. Perform comparative analysis of series and parallel combination of resistances using LED, resistor and connecting wires.
7. Prepare demonstrative model of simple electromagnet by using law of electricity and magnetism.
8. Plot the magnetic lines of forces for U-shaped magnet using magnetic compass.
9. Construct a simple ON-OFF Circuit on breadboard using semiconducting devices.
10. Prepare model to demonstrate magnetic lines of forces of different types of magnets.
11. Prepare a report on conducting and non-conducting material and differentiate good conductor and bad conductor among the collected material such as metal and plastic etc.
12. Collect different conducting and non-conducting materials and construct ON OFF circuit using resistors, LED, connecting wires to differentiate good and bad conductors within the collected materials.
13. Prepare a working model to demonstrate Total Internal Reflection (TIR) by using water and diode laser.
14. Prepare a simple model of projector using fundamental principle of optics.
15. Use diode LASER to differentiate LASER with ordinary source of light.

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	General Properties of Matter	8	C	02	02	04	8
			O	00	00	04	4
2	Basic Electricity	8	C	02	04	06	12
			O	00	04	04	8
3	Thermometry and Fiber Optics	12	C	04	06	04	14
			O	02	06	00	8
4	Wave Motion and Radioactivity	12	C	04	06	04	14
			O	04	04	00	8
5	Modern Physics (Photoelectricity, LASER, X-Rays)	14	C	02	04	10	16
			O	02	00	06	8
6	Nanotech-nology and Non Destructive Testing.	6	C	02	04	00	6
			O	00	00	04	4
Total		60	C	16	26	28	70
			O	8	14	18	40

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options	
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C	O
1	1R2	2R2	1U2	5R2	6R2	3R2	5R2	5	7
2	3R4	2U4	1A4	2U4	1A4			3	5
3	3A4	4R4	4A4	2A4	4R4			3	5
4	5A4	5U4	6A4	6U4	4U4			3	5
5	3U6	2A6	3U6					2	3
6	4U6	5A6	5A6					2	3

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Drawing circuit diagram, selection of equipment	5
2	Performance	10
3	Calculation, Result, Drawing Graphs (if any)	5
4	Viva Voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

S.N.	Criteria	Max. Marks
1	Sources of information	5
2	Scientific Approach	10
3	Timely submission	5
4	Conclusion / Interpretation	5
	TOTAL	25

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	2	-	-	3	-	-
CO2	3	-	-	2	-	-	3	-	-
CO3	3	-	-	-	-	-	3	-	-
CO4	3	-	-	2	2	-	3	-	-
CO5	3	-	-	2	2	-	3	-	-
CO6	3	-	-	-	2	-	3	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Modern Physics	B.L.Thereja, S. Chand & Company Ltd 5th Edition, 2014	13:978-8-12-190163-5
2	Engineering Physics	V.Rajendran, The McGraw Hill Education Pvt. Ltd,1st Edition, 2010	13: 978-0-07-107014-0
3	Conceptual Physics	P.G.Hewitt, San Francisco Addison Wesley- 10th Edition, 2006	13: 9780321909107
4	Engineering Physics	R.K.Gaur And S.L.Gupta, Dhanpatrai Publication New Delhi, 1987	97-8-18-992822-3
5	A Textbook of Engineering Physics	M N Auadhanulu, S Chand Publication, 2008	8121908175, 9788121908177
6	Fundamental of Physics	Dvid Halliday, Robert Resnick, Jearl Walker	13:978-0471524618, 10:0471524611

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1. https://www.britannica.com/science/viscosity,assessed on 18th Aug 2023.
2. https://www.livescience.com/58816-photoelectric-effect.html, assessed on 19th Aug 2023.
3. https://www2.lbl.gov/abc/wallchart/chapters/03/4.html, assessed on 18th Aug 2023.
4. https://www.sanskritimagazine.com/ancient-indian-astronomical-instruments-of-bhaskaracharya/ assessed on 24th Aug 2023.
5. https://easyelectronics.co.in/ultrasonic-waves/ assessed on 24th Aug 2023.
6. https://www.keyence.co.in/ss/products/measure-sys/measurement-selection/basic/error.jsp assessed on 23rd Aug 2023.

XVI List of Major Equipment/Machineries with Specification:

1. Vernier Caliper (Least count= 0.01 cm and range= 0 to 12 cm)
2. Screw gauge (Least count= 0.001 cm and range= 0 to 2.5 cm)
3. Young' Modulus- Searle's apparatus with micrometer reading 0.001 cm.
4. Travelling microscope (vertical and horizontal scales with range 0- 15 cm with least count 0.001 cm)
5. Resonance apparatus with glass tube and metal reservoir (L= 0- 100 cm)
6. Tunning fork -256, 320, 384, 428, 480, 512 Hz.
7. Boyle's apparatus iron base double steel rod, 25 ml fitted with leveling screw on base
8. Stoke's apparatus with glass tube 50 cm.
9. Joule's calorimeter with mass 198 cal/gms.

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Mrs. S. B. Adulkar	Lecturer	Government Polytechnic, Nagpur
2	Dr. A. R. Karule	Lecturer	Government Polytechnic, Nagpur
3	Mr. A. J. Khobragade	Lecturer	Government Polytechnic, Nagpur
4	Mr. D. D. Bodele	Lecturer	Government Polytechnic, Nagpur
5	Dr. S. B. Raut	Lecturer	Government Polytechnic, Gondia
6	Dr. A. M. Dabhade	Lecturer	Government Polytechnic, Bramhapuri.
7	Mr. A. D. Ningurkar	Lecturer	Government Polytechnic, Bramhapuri.

(Mr. P. T. Khobragade)
HOD & Chairman PBOS, COMMON

(Dr. G. V. Gotmare)
Member Secretary PBOS, COMMON

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Government of Maharashtra
GOVERNMENT POLYTECHNIC, NAGPUR
(An Autonomous Institute of Govt. of Maharashtra)
Near Mangalwari Bazar, Sadar, Nagpur-440001

COURSE CURRICULUM

Program	:	Diploma in CM/IT/AI
Course Category	:	DSC
Course Code	:	EC109H
Course Title	:	Basics of Electronics

I Rationale:

Computer engineering, Information Technology, and artificial inteligence students should know the basics of materials and semiconductor components used in electronic circuits and computer systems. This course describes the construction, characteristics, operating principle and applications of some basic electronic components. It is very useful course for understanding working and applications of some basic electronic circuits.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Use electronic components and devices for different applications.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Identify** passive electronics components.

CO2: **Test** various types of diodes.

CO3: **Build** rectifier and filter circuits.

CO4: **Use** transistor as amplifier and switch.

CO5: **Assemble** given voltage regulator circuit.

CO6: **Measure** output signal frequency of oscillator circuit using CRO.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
3	-	2	1	6	3

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70	100	40	25	10	25	10	25	10

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Materials, Components and Circuit Elements	1a	Illustrate the construction of given passive component.	1.1	Definition of Active and Passive components with examples; Types of passive components: Resistors(carbon composition resistor and potentiometer), construction, functions, colorcoding, symbols, unit and applications; Capacitor (Ceramic and electrolytic), construction, functions, unit and applications; Inductors (Air core inductor and iron core inductor), construction, functions, symbol, unit and applications	CO1
	1b	Justify the applications of given circuit element in different electronics system.	1.2	Working principle and application of: SPDT Relay; SPST, SPDT, DPST, DPDT, Toggle, DIP Switches; HDMI cable, Ethernet Cable, USB Cables; HDMI, Ethernet, USB connectors	

UNIT II: Semiconductor Theory and Semiconductor	2a	Compare given types of semiconductor materials.	2.1	Semiconductor theory: Definition of semiconductor, Intrinsic Semiconductor and Extrinsic Semiconductor with examples; Commonly used semiconductors: Germanium, Silicon; Types of extrinsic semiconductors: P-type and Ntype, Pentavalent Impurities, Trivalent Impurities, majority and minority carriers, crystalline structure and conduction in P-type and Ntype semiconductor	CO2
	2b	Select a diode as per application.	2.2	Semiconductor Diodes: Formation of P-N junction, Forward and Reverse biasing, V-I characteristics of PN junction diode; Symbol, working and applications of various P-N junction diodes:Zener diode, LED, Photodiode	
UNIT III: Rectifiers and Filter Circuits	3a	Compare given types of rectifiers on the basis of given points.	3.1	Rectifiers: Definition and types of rectifiers, Circuit diagram, working, output waveforms, advantages, disadvantages, specifications of half wave rectifiers (HWR), Center-tapped full wave rectifier and Bridge rectifier; Definitions of peak inverse voltage, ripple factor, rectification efficiency; Comparison of half wave rectifiers (HWR), Center-tapped full wave rectifier and Bridge rectifier.	CO3
	3b	Compare the output waveforms of rectifier circuit with filter and without filter.	3.2	Filters: Necessity and types of filters; Circuit diagram, working, output waveforms, advantages, disadvantages of CLC filter	
nsistor	4a	Illustrate the operating principle of given type of Transistor.	4.1	Definition of Transistor, NPN and PNP BJT: symbols, constructions, operating principle	

UNIT IV: Bipolar Junction Tra	4b	Plot input and output characteristics of given transistor configuration.	4.2	Operating Regions of BJT; Circuit diagram of CB, CE and CC transistor configuration; Input and output characteristic of CE configuration	CO4
	4c	Justify the use of transistor for given application.	4.3	Definitions of parameters: input resistance, output resistance, current gains (alpha and beta) and their relationship, leakage current; Application of transistor: transistor as an switch and transistor as an amplifier	
UNIT V: Voltage Regulators	5a	Justify the need of given block of regulated power.	5.1	Block diagram, working and Merits of Regulated power supply.	CO5
	5b	Plot the load and line regulation of given voltage regulator.	5.2	Necessity and types of voltage regulation, Definition of load and line regulation.	
	5c	Select the voltage regulator IC for or Zener diode for given output voltage.	5.3	Zener diode as voltage Regulator and its merits and demerits, IC Voltage Regulator:78XX, 79XX	
	5d	Interpret the function of given block of SMPS.	5.4	Concept of switched mode power supply (SMPS).	
UNIT VI: Oscillators	6a	Justify the Barkhausen criteria for sustained oscillations.	6.1	Meaning of damped and undamped oscillations, Working of LC tank circuit, Barkhausen criteria for sustained oscillations.	CO6
	6b	Draw oscillator circuit for required output frequency signal.	6.2	Circuit diagram, working, advantages, disadvantages and applications of: Hartley oscillator, Crystal oscillator.	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Identify and test various passive components.	2#	CO1
I	2	Measure voltage and currents in given circuit using multimeter.	2#	CO1
I	3	Measure Vpp (Peak to Peak Voltage) and Frequency for different waveforms generated from function generator on CRO.	2#	CO1
I	4	Measure Values of resistors using color codes and multimeter.	2#	CO1
II	5	Plot V-I characteristics of P-N junction diode and find the value of cut-in voltage.	2#	CO2
II	6	Test various diodes using multimeter.	2#	CO2
III	7	Build the half wave rectifier circuit on bradboard and draw input and output waveforms.	2	CO3
III	8	Build the Bridge rectifier circuit on breadboard and draw input and output waveforms.	2#	CO3
III	9	Build the Bridge rectifier circuit with CLC filter on bradboard and draw input and output waveforms.	2#	CO3
IV	10	Build a circuit on breadboard to demonstrate use of transistor as a switch and measure the voltage across the transistor when it is ON and when it is OFF.	2#	CO4
IV	11	Plot the input and output characteristics of BJT in CE mode.	2#	CO4
V	12	Design a voltage regulator circuit using zener diode for given output voltage.	2	CO5
V	13	Design a voltage regulator circuit using regulator IC for given output voltage.	2#	CO5
V	14	Build regulated power supply for given output voltage.	2#	CO5
V	15	Connect input to SMPS and measure output.	2	CO5
VI	16	Use CRO for finding output frequency of Hartley Oscillator.	2#	CO6
VI	17	Use CRO for finding output frequency Crystal Oscillator.	2	CO6

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

1. Collect various types of resistors and find out their values.
2. Collect various types of capacitors and find out their values.
3. Collect various types of inductors and find out their values.
4. Develop simple relay switch circuit to glow LED.
5. Develop a circuit to ON/OFF DC motor using given type of switch.
6. Develop a USB LED Circuit using USB connector.
7. Collect different types of cables and unshield them.
8. Develop a fier alarm circuit using photodiode.
9. Develop a regulated power supply on breadboard using zener diode for given output voltage.
10. Develop a regulated power supply on breadboard using regulator IC for given output voltage.
11. Develop a circuit of transistor as a switch to ON/OFF LED.
12. Develop a circuit of single stage common emitter transistor amplifier.
13. Develop a circuit of single stage common base transistor amplifier.
14. Develop a oscillator circuit for given output frequency of signal.
15. Measure a frequency of Crystal oscillator output signal.

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Materials, Components and Circuit Elements	11	C	4	4	6	14
			O	2	4	0	6
2	Semiconductor Theory and Semiconductor	9	C	2	8	0	10
			O	4	0	6	10
3	Rectifiers and Filter Circuits	7	C	0	4	6	10
			O	0	4	4	8
4	Bipolar Junction Transistor	8	C	2	4	10	16
			O	2	4	0	6
5	Voltage Regulators	5	C	2	4	6	12
			O	0	4	0	4
6	Oscillators	5	C	4	4	0	8
			O	0	0	6	6
Total		45	C	14	28	28	70
			O	8	16	16	40

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options	
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C	O
1	1R2	1R2	2R2	4R2	5R2	1R2	4R2	5	7
2	6R4	1U4	6U4	2R4	1U4			3	5
3	2U4	2U4	3U4	3A4	3U4			3	5
4	4U4	5U4	4A4	5U4	4U4			3	5
5	1A6	3A6	2A6					2	3
6	4A6	5A6	6A6					2	3

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Drawing circuit diagram, writing observation table, draw	5
2	Performance of the practical	10
3	Observations, Calculation, Result, Drawing Graphs (if any)	5
4	Viva-voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

S.N.	Criteria	Max. Marks
1	Selection of Topic	5
2	Work done	10
3	Report writing	5
4	Viva-voce	5
	TOTAL	25

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	-	-	-	-	-	-
CO2	3	-	-	-	-	-	-	-	-
CO3	3	-	-	3	-	-	2	-	-
CO4	3	-	-	3	-	-	-	-	-
CO5	3	-	-	3	-	-	2	-	-
CO6	3	-	-	3	-	-	2	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Principles of Electronics	V. K. Mehta, S. Chand & Company Ltd., Reprint, 1996	10: 8121910536
2	Applied Electronics	R. S. Sedha, S. Chand & Co, revised edition, 2013	10: 8121927838,
3	Basic Electronics	Grob, Tata McGraw Hill, 12th edition	13: 9780070634329
4	Electronics Devices and Circuits	S Salivahanan, Tata McGraw Hill, 2nd edition 2011	10: 0074633864, 13: 9780074633861
5	Electronic Principles	Albert Malvino & David J Bates, Tata McGraw Hill	13: 9780070634244

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2. http://vlabs.iitkgp.ernet.in/be/ accessed on 05th Oct 2023
3. https://www.learnelectronicsonline.com/ accessed on 05th Oct 2023
4. http://www.instructables.com/id/Basic-Electronics accessed on 05th Oct 2023
5. https://learnabout-electronics.org/ accessed on 05th Oct 2023
6. http://www.datasheetcafe.com/ accessed on 05th Oct 2023

XVI List of Major Equipment/Machineries with Specification:

1. Ammeter MI 0-5-10A
2. Voltmeter MI 0-150-300V
3. Regulated Power Supply - 0-30 V
4. Digital Multi-meter
5. Cathode Ray Oscilloscope (0-50MHZ)
6. Function Generator

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr. R. V. Yenkar	HoD, Electronics & Telecom. Engg.	Government Polytechnic, Nagpur
2	Dr. M. N. Bawane	Lecturer, Electronics & Telecom. Engg.	Government Polytechnic, Nagpur
3	Mr. N. V. Chide	Lecturer, Electronics & Telecom. Engg.	Government Polytechnic, Nagpur
4	Dr. V. J. Dongre	HoD, Electronics & Telecom. Engg.	Government Polytechnic, Arvi
5	Mr. Sandip V. Darwhekar	Director	Beta Computronics Pvt. Ltd., Nagpur
6	Mrs. Gazala Ali	HoD, Electronics & Telecom. Engg.	Anjuman Polytechnic, Nagpur

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COURSE CURRICULUM

Program	:	Diploma in CE/ME/EE/EC/AE/CM/IT/AIML/MC/PK/MT/TX/TR
Course Category	:	AEC
Course Code	:	EN101H
Course Title	:	Communication Skills

I Rationale:

Communication and proficiency in language grants an access to communicate on global platform. This course focuses on enhancing language skills like reading, listening, speaking and writing. Proficiency in English language enables a student to make connection with people around through effective communication. In engineering domain, excellence in English language enables a technician to pursue professional career and holistic development as an individual to stand strongly in the society.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Formulate English language into meaningful structures and assess the given information.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Formulate** grammatically correct sentence structures and incorporate appropriate use of vocabulary.

CO2: **Interpret** the text and appreciate literature.

CO3: **Enhance** ability to comprehend text and observe the rules of effective writing.

CO4: **Apply** communicative principles in daily activities.

CO5: **Construct** logical and meaningful sentence structures.

CO6: **Elaborate** thoughts and ideas constructively.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
2	-	2	2	6	3

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70	100	40	25	10	25	10	25	10

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Application of Grammar & Vocabulary Building	1a	Use Tenses as per given situation.	1.1	Tenses: Present tense, past Tense, Future Tense and Sub types, identification and modification as per instruction.	CO1
	1b	Change the narration of given sentences.	1.2	Narration: Types of Sentence: Assertive, Imperative, Interrogative, Exclamatory. Change into Direct Speech and Indirect Speech.	
	1c	Use words effectively in given sentences.	1.3	Applying Synonyms, Antonyms, Homophones, Homonyms in given situations as per instructions.	
	1d	Enhance the understanding of word formation.	1.4	Replace a group of words/phrases with One Word Substitution.	
	1e	Construct effective sentences using idioms and phrases.	1.5	Enlist Idioms & Phrases with their meanings, make sentences using idiom and phrases.	

UNIT II: Prose	2a	Inculcate the habits to make good impression.	2.1	Abstract Summary of Dale Carnegie: Six Ways to Make People Like You-By Dale Carnegie. Read the text: Understand the 6 ways suggested by the writer. Elaborate the points using real examples. Suggest more ways that help create good impression. Display behavioral changes in yourself.	CO2
	2b	Incorporate positive attitude.	2.2	When Life Gave Me Lemons-By Rashmi Raj: Improve reading skills. Identify the important characters of the story. Associate the situation of the characters with your life. Apply the attitude suggested by the writer. Highlight the moral of the story.	
	2c	Reflect on thoughts, feelings and experiences.	2.3	Two Gentlemen of Verona- By A. J. Cronin: Read the text with correct intonations. Summarize the story in your own words. Highlight new words and write their synonyms and antonyms. Perform the story in a dramatic manner. Write a critical review.	
UNIT III: Comprehension of Seen & Unseen Passages	3a	Prioritize IQ, EQ and SQ for career building.	3.1	Be Remarkable- Naren: Read, interpret and apply the acquired principles in real life.	CO3
	3b	Enhance abilities to stand in job market.	3.2	Employers Look for Potential Employees- By Manish Sabharwal: Acquire the necessities of professional world and implement them for career building.	
unicative Skills	4a	Recognize the need of effective communication.	4.1	Introduction of communication process/cycle, definition of communication, elements of communication. Acquire the manner in which communication is conducted.	CO4

UNIT IV: Comm	4b	Recognize communication barriers.	4.2	Introduction to types of communication barriers, develop a way in which barriers to communication can be minimized so as to ensure effective interactions.	CO4
UNIT V: Writing Skills	5a	Formulate paragraphs with synchronized sentence structure on the given situation/topic.	5.1	Paragraph Writing: Structure of paragraph writing, Types of Paragraphs, Expansion of Ideas.	CO5
	5b	Develop articulation of thoughts and ideas into logical structure.	5.2	Speech Writing: : Structure of speech writing, principles of speech writing, Welcome Speech, Introducing the Guests, Vote of Thanks.	
	5c	Summarize the given information and ideas.	5.3	Note Making: Scanning and skimming of text, identifying key words in the given text, comprehend the central idea and write the gist of given text.	
UNIT VI: Speaking Skills	6a	Draft dialogues logically.	6.1	Principles of dialogue writing, format of dialogue writing, identify formal and informal conversational situations in day to day life, develop and draft dialogues on given situation.	CO6
	6b	Compose sentences to present self and others impressively.	6.2	Identify personality traits and achievements of self and others, draft the information into an effective coherent structure.	
	6c	Develop sentence structure to ask, refuse and give permission.	6.3	Asking, Giving and Refusing Permission, identify formal and informal conversational situations in day to day life, develop and draft dialogues on given situation.	

6d	Develop dialogues to practice language skills in a structured and a meaningful way.	6.4	Inquiries and Information, identify formal and informal conversational situations in day to day life, develop and draft dialogues on given situation.

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Perform Tense Busters- All levels (Language lab/Worksheets on 12 tenses).	2#	CO1
I	2	Change the narration (20 sentences from Direct into Indirect Speech).	2#	CO1
I	3	Use dictionary for vocabulary building (solve worksheet on synonyms & antonyms, homophones, homonyms & one word substitution).	2#	CO1
I	4	Enrich word power (construct 20 effective sentences using frequently used phrases & idioms).	2	CO1
II	5	Express views and counter-views based on given text.	2	CO2
II	6	Expand the idea given in a logical and structured manner.	2#	CO2
III	7	Comprehend seen passages (comprehend any three topics from unit 2/3).	2	CO3
III	8	Comprehend unseen passages (comprehend any two unseen passages).	2#	CO3
IV	9	Identify the various elements of communication in the given situation (formal/informal) and draw a communication cycle.	2#	CO4
IV	10	Identify the barriers to communication in the given situation (formal/informal) and suggest means to minimise it.	2#	CO4
IV	11	Demonstrate through role play, skills of a good communicator like news reader, commentator, RJ, announcers etc.	2	CO4
V	12	Write a paragraph on given topic (write 3 paragraphs of about 75 words on given topics).	2#	CO5
V	13	Write a book review of a book by renowned Indian author.	2#	CO5
VI	14	Introduce self and others impressively (practice self-introduction/introduction of others in formal situation).	2#	CO6
VI	15	Prepare and present speech (draft & present a speech to introduce the guests and vote of thanks speech of any departmental/institute event).	2#	CO6
VI	16	Compose & Practice conversation (compose and practice dialogues on given formal and informal situation/Role play).	2	CO6

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

1. Make a list of synonyms and antonyms frequently used in spoken English (minimum 50).
2. Enlist frequently used 30 idioms, write their meanings and make sentences using them.
3. Prepare a report on Teachers' Day/Engineers' Day celebrated in your college.
4. Read a moral based story book and write a review.
5. Enlist any 50 frequently used homophones and homonyms.
6. Write a short story (in about 150 words) using past tense.
7. Write five sentences each in simple present, simple past and simple future tense .
8. Take a sentence in simple present tense and convert into remaining 11 tenses.
9. Formulate 15 words each with prefixes – dis,mis,im,en, un, anti and formulate 15 words each with suffixes – able,ful, less, ment, tion.
10. Interview a renowned personality around you and draft an interview in dialogue format.
11. Prepare a vlog on an event celebration (planning, preparation and execution).
12. Listen a audio lecture of an Indian speaker and summarize it.
13. Interact with and collect monthly budget from three households and compare and contrast them
14. Write a diary noting down your daily activities for a specified period of time.
15. Visit and write a report on a place of interest (Railway museum, Ajab Bangla, Raman Science center).

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Application of Grammar & Vocabulary Building	6	C	4	4	4	12
			O	4	4	2	10
2	Prose	6	C	6	6	2	14
			O	0	0	10	10
3	Comprehension of Seen & Unseen Passages	4	C	2	4	4	10
			O	0	4	4	8
4	Communicative Skills	4	C	2	4	6	12
			O	0	4	0	4
5	Writing Skills	5	C	0	4	6	10
			O	4	0	0	4
6	Speaking Skills	5	C	0	6	6	12
			O	0	4	0	4
Total		30	C	14	28	28	70
			O	8	16	16	40

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options	
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C	O
1	2R2	3R2	2A2	1R2	1R2	1A2	4R2	5	7
2	4U4	2A4	1A4	2R4	1U4			3	5
3	1U4	3A4	5U4	3U4	3A4			3	5
4	4U4	6U4	1R4	5R4	3U4			3	5
5	4A6	5A6	6U6					2	3
6	2A6	6A6	2U6					2	3

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Performance	5
2	Overall presentation of given assignment	10
3	Viva Voce	5
4	Activity	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

S.N.	Criteria	Max. Marks
1	Choice Of Topic	5
2	Analysis And Interpretation	10
3	Presentation	5
4	Viva Voce	5
	TOTAL	25

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	-	-	-	-	-	-	3	-	-
CO2	-	-	-	-	-	-	3	-	-
CO3	-	-	-	-	1	-	3	-	-
CO4	-	-	-	-	-	1	3	-	-
CO5	-	-	-	-	-	1	3	-	-
CO6	-	-	-	-	-	-	3	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	How to Win Friends and Influence people: Six ways to make people like you	Dale Carnegie, Rupa; First edition (20 May 2016)	978-8129140173
2	Two gentleman of Verona	A.J.Cronin, Oxford University Press 2013	-
3	Our muddled generation	Dinesh Kumar, Manish Sabharwal, Golden Harvest.	9788125059523
4	Contemporary English Grammar-structure and composition	David Green, Revised Edition,2004, Himalaya Publication.	033392183-6
5	Interactive English	S.K.Gangal, Revised Edition 1997 Allied Publishers.	81-7023-678-9
6	Applied English Grammar and composition	Dr. P.C. Das, 2013, New Central Book Agency.	978-81-7381-542-3
7	English for Practical Purposes	Z. N. Patil, B.S. Valke	033935098

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2. https://storymirror.com/read/english/story/when-life-gave-me-lemons/krd7xe09, assessed on 25th July, 2021
3. www.talkenglish.com-grammar, assessed on 12th July, 2021
4. www.perfect-english-grammar.com, assessed on 18th March, 2021

XVI List of Major Equipment/Machineries with Specification:

1. Desktop Computers latest version
2. Headphones
3. Language lab software

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr. Rupali Londhe	Lecturer in English	Government Polytechnic, Nagpur
2	Dr. M. M. Machale	Lecturer in English	Government Polytechnic, Nagpur
3	Mr. Nitin Pote	Lecturer in English	Government Polytechnic, Bramhapuri
4	Mr. Ravindra Suryawanshi	Lecturer in English	NIT Polytechnic, Nagpur
5	Mr. Nitin Pathak	Lecturer in English	Kamptee Polytechnic, Nagpur

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(Dr. G. V. Gotmare)
Member Secretary PBOS, COMMON

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Government of Maharashtra
GOVERNMENT POLYTECHNIC, NAGPUR
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COURSE CURRICULUM

Program	:	Diploma in CE/ME/EE/EC/PK/MT/TX/IT/CM/AE/AI/MK/TR
Course Category	:	SEC
Course Code	:	CM151H
Course Title	:	Basics of Computers

I Rationale:

Computer is an essential tool that we cannot avoid as it plays an important role in our day to day life, especially in the present scenario. Basics of Computer course starts with the basic computer skills, learning basic application software tools, Understanding Computer Hardware, Basic Internet awareness. This course will be taken online under spoken tutorial courses IIT, Bombay.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Use computer for Documentation, Presentation, Analyse data and different internet services.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Apply** the basics of computer fundamentals.

CO2: **Install** and configure printer setting.

CO3: **Identify** Basic Internet skills.

CO4: **Recognize** various email components.

CO5: **Illustrate** the use of google drive.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
-	-	2	2	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
-	-	-	-	25	10	25	10	25	10

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)	Topics and Sub-topics	Aligned Cos

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Identify various Input/output devices of computer.	2#	CO1
I	2	Connect the various components of computer.	2#	CO1
II	3	Connect printer to computer and apply its setting.	2#	CO2
II	4	Configure the setting of printer and print the test page.	2#	CO2
II	5	Apply page layout features such as Themes, page background, paragraph,page setup. Create multicolumn page. Use different options to print the documents	2#	CO2
III	6	Use internet for different web services.	2	CO3
III	7	Create a new google account and login to gmail account.	2#	CO3
III	8	Write and compose an email to given email account.	2#	CO3
III	9	Send an email to given recipients.	2#	CO3
III	10	Use mail merge with options.	2	CO3
IV	11	Compose and attach files to e-mails.	2#	CO4
IV	12	Share of files and folders using google drive.	2#	CO4
IV	13	Insert a photo or link into an email and about the compose window options.	2	CO4
V	14	Create , open and edit worksheet.	2#	CO5
V	15	Apply Page setup and print options for worksheet to print the worksheet.	2#	CO5
V	16	Prepare a slide presentation and apply design theme to given presentation.	2#	CO5
V	17	Add new slides and insert pictures/images, shapes on presentation.	2#	CO5
V	18	Add table and charts in the slides.	2#	CO5
V	19	Create a word document and use different option on document.	2#	CO5

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

1. Prepare a document on Report of Various Printer types.
2. Prepare Notes using Document/Office.
3. Prepare Study Report using Document/Office.
4. Prepare Playbill (salary statement, tax statement) using spreadsheet.
5. Prepare a time table using Spreadsheet
6. Prepare student Mark sheet using spreadsheet.
7. Prepare presentation for advertisement.
8. Prepare presentation of your Branch/Department.
9. Prepare presentation of Study Report.
10. Prepare presentation on Various Components of Computer.
11. Prepare Google Form in Drive and share.

IX Specification Table for Classroom Learning Assessment:

X Question Paper Format for Summative Assessment (SA):

-----NA-----

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	selection of proper tool,execution	5
2	Complete the practical in stipulated time	10
3	Performance	5
4	Viva Voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

S.N.	Criteria	Max. Marks
1	Selection of Topic	5
2	Content of Report/Assignment	10
3	Submission of Report	5
4	Viva Voce	5
	TOTAL	25

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific Outcomes	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	-	-	-	-	-	-
CO2	3	-	-	3	-	-	-	-	-
CO3	3	-	-	3	-	-	-	-	-
CO4	3	-	-	3	-	-	-	-	-
CO5	3	-	-	3	-	-	-	-	-
CO6									

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Computer Fundamentals	R.S. Salaria Khanna Publishing House	13: 978-938-1068533
2	Computer Course Made Easy	Ramesh Bangia, Khanna Book Publishing Company, First Edition, 2014	13: 978-938-2609377
3	Internet Applications	Ikvinderpal Singh, Khanna Book Publishing Company, First Edition, 2011	10: 938-1068399

XV e-References:

1. https://spoken-tutorial.org/tutorial-search/?search_foss=Introduction+to+computers &search_language= accessed
2. https://www.latex-tutorial.com/tutorials/ accessed on 22/6/2022
3. http://www1.maths.leeds.ac.uk/LaTeX/TableHelp1.pdfaccessed on 22/6/2022
4. https://www.wikihow.com/Create-a-Website-Using-Google-Sites accessed on 22/6/2022
5. http://www.tutorialsforopenoffice.org/accessed on 22/6/2022

XVI List of Major Equipment/Machineries with Specification:

1. Computer system with latest configuration.
2. Any Office software or latest version
3. PC tools
4. Any operating system
5. printer
6. Spokent Tutorials IIT bombay study materials

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr.M.V.Sarode	HOD, Computer Engineering	Government Polytechnic, Nagpur
2	Mr P S Thakre	Lecturer in Computer Engineering	Government Polytechnic, Nagpur
3	Dr U B Aher	Lecturer in Computer Engineering	Government Polytechnic, Nagpur
4	Mrs D S Nalinde	Lecturer in Computer Engineering	Government Polytechnic, Nagpur
5	Mrs.V.A.Raje	System Analyst	MSBTE,RO,Nagpur
6	Mr. Dipak Dhote	Operations Manager	IT-Network, Nagpur
7	Dr. Rakesh Kadu	Assistant Professor	Ramdeobaba COEM,Nagpur

(Dr. M. V. Sarode)
HOD & Chairman PBOS, CM

(Dr. G. V. Gotmare)
Member Sectretary PBOS, CM

Government of Maharashtra
GOVERNMENT POLYTECHNIC, NAGPUR
(An Autonomous Institute of Govt. of Maharashtra)
Near Mangalwari Bazar, Sadar, Nagpur-440001

COURSE CURRICULUM

Program	:	Diploma in CM/IT/AI
Course Category	:	SEC
Course Code	:	CM152H
Course Title	:	Computer Workshop

I Rationale:

As an Engineering student they have to work with various hardware and software not only during academic but also in work field. Thus, students should know the knowledge of various hardware and networking devices. It introduces basic components of computer and method and means to connect them to the system. Since the dirt can affect reliability and performance of various components, cleaning of components become one of the essential activity of basic maintenance. This course demonstrates steps in cleaning and handling various components, handling problems with component connections. It gives hands-on experience of computer operation to the students.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Diagnose and troubleshoot hardware issues.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Assemble** the personal computer system.

CO2: **Connect** computers peripherals.

CO3: **Install** different network component's.

CO4: **Perform** basic cleaning operations of computer peripherals for maintenance

CO5: **Configure** different cards on Motherboard

CO6: **Install** and Configure wired and wireless devices.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
-	-	4	-	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
-	-	-	-	50	20	50	20	-	-

VI Classroom Learning Content:

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Identify all the peripheral devices.	2#	CO1
I	2	Identify the front and rear panel controls and ports on a PC (serial, parallel, PS/2, RJ 45, USB ports).	2#	CO1
I	3	Identify different components mounted on Motherboard such as RAM ROM Add-on Card HDD, DVD, Flash Memory, Pen drive.	2#	CO1
I	4	Identify different components mounted on Motherboard such as Add-on Card HDD, DVD, Flash Memory, Pen drive, Graphics card and pointing device.	2#	CO1
I	5	Assemble Personal Computer/Desktop Computer.	2#	CO1
I	6	Configure and install different drivers on Personal computer.	2#	CO1
I	7	Perform system configuration using BIOS setup.	2	CO1
II	8	Copy data on CD, DVD. Write data on CD/DVD, single session/multisession.	2#	CO2
II	9	Create a virtual CD.	2	CO2
II	10	Install setup and connect printer to personal computer.	2#	CO2
II	11	Perform different printer settings on different types of printers. Perform printer's self test.	2#	CO2
II	12	Connect and install Network Printer.	2#	CO2

II	13	Connect scanner and Install scanner to PC.	2#	CO2
II	14	Scan documents and pictures on the scanner available in your lab. Sample printout to be attached.	2#	CO2
II	15	Connect desktop computer with LCD / DLP Projector.	2#	CO2
II	16	Connect Laptop with LCD / DLP Projector	2#	CO2
II	17	Identify and connect bluetooth based wireless mouse, keyboard and other devices.	2#	CO2
III	18	Identify and distinguish different types of network cables in your lab.	2#	CO3
III	19	Create patch cable (UTP) with RJ-45 connector with help of crimping tool.	2#	CO3
III	20	Install IO box/Gang Box with face plate for Network.	2#	CO3
III	21	Perform punching on network keystone Jack.	2#	CO3
III	22	Identify and configure network switch.	2#	CO3
IV	23	Perform basic cleaning procedures of Mouse, Keyboard, Motherboard and Motherboard Slots.	2#	CO4
V	24	Identify and fix different types of cards such as graphics card, LAN card, multimedia cards expansion card into matching slots on the motherboard and Configure it.	2#	CO5
V	25	Connect power socket and controller socket to disk drives and motherboard.(Motherboard, PATA/ SATA Hard disk, Data cables).	2#	CO5
VI	26	Perform Network related commands such as ping, ipconfig , netstat, tracert, nslookup, ifconfig etc.	2#	CO6
VI	27	Configure IP address using manual and DHCP.	2#	CO6
VI	28	Identify Wi-Fi and wired network environment.	2#	CO6
VI	29	Install and configure Wi-Fi devices.	2	CO6
VI	30	Secure Network devices with password protection.	2	CO6

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

IX Specification Table for Classroom Learning Assessment:

X Question Paper Format for Summative Assessment (SA):

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Identifying components, assembling/disassembling system, selection of tools and writing procedure etc.	15
2	Performance	15
3	Identify network environment and its setup.	10
4	Viva Voce	10
	TOTAL	50

XII Scheme of Self-Learning Summative Assessment (SA):

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	-	-	-	-	-	-
CO2	3	-	-	3	-	-	-	-	-
CO3	3	-	-	3	-	-	-	-	-
CO4	3	-	-	3	2	-	2	-	-
CO5	3	-	-	3	2	-	2	-	-
CO6	3	-	-	3	2	-	2	1	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Troubleshooting Your PC	Mr. David Stone & Alfred Poor, Prentice Hall India, 2000	13: 978-073-561490-1
2	A+ Complete	David Groth, BPB Publication,2006	13: 978-0782128024
3	Computer Installation and Servicing	Balasubramaniam, Tata McGraw Hill Education Pvt. Ltd, Reprint, 2011	13: 9781259082467
4	Peter Norton's New Inside the PC	Peter Norton, Scott Clark, Sams Imprint of Simon and Schuster 201 W. 103 St. Indianapolis, IN United States	13: 978-0-672-32289-1

XV e-References:

1. https://www.youtube.com/watch?v=a0rEXzyX0-8 , accessed on 22nd Aug 2023
2. •https://www.computernetworkingnotes.com/networking-tutorials/network-cable-crimping and-testing-tools.html, accessed on 22nd Aug 2023
3. •https://www.partitionwizard.com/partitionmanager/motherboard-components.html, accessed on 22nd Aug 2023
4. https://www.youtube.com/watch?v=ezubjTO7rRI, accessed on 22nd Aug 2023

XVI List of Major Equipment/Machineries with Specification:

1. Operating System(Windows 98/2000/XP/7/8/8.1/10)Voltmeter MI 0-150-300 V
2. CPU Intel core i3/i5/i7Digital Multi-meter
3. Fiber optics cable(LSFH Polymer)
4. Unshielded Twisted pairs cable(CAT 1 to CAT5)
5. Connectors(RJ45/BNC/AUI/FIBER)
6. Printers(INK JET/LASER), LCD/DLP Projector, Scanner(FLAT BED)
7. Crimps, Strips and cut tools(HT-200R, HT-2008R), Basic cable tester

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr.M.V.Sarode	Head of Computer Engineering	Government Polytechnic, Nagpur.
2	Dr.A.R.Mahajan	HOD, Information Technology/AIML	Government Polytechnic, Nagpur.
3	Mrs.D.S.Nalinde	Lecturer in Computer Engineering	Government Polytechnic, Nagpur.
4	Dr.K.L.Bawankule	Lecturer in Computer Engineering	Government Polytechnic, Nagpur.
5	Mr.L.L.Bhadekar	Lecturer in Information Technology	Government Polytechnic, Nagpur.
6	Mr.Dipak Dhote	Operations Manager	IT Networks Infosystem Pvt. Ltd. Nagpur
7	Dr. Rakesh Kadu	Assistant Professor, IT	Ramdeobaba College of Engineering and Management, Nagpur
8	Mrs. V. A. Raje	System Analyst	MSBTE RO,Nagpur

(Dr. M. V. Sarode)
HOD & Chairman PBOS, CM

(Dr. G. V. Gotmare)
Member Sectretary PBOS, CM

Government of Maharashtra
GOVERNMENT POLYTECHNIC, NAGPUR
(An Autonomous Institute of Govt. of Maharashtra)
Near Mangalwari Bazar, Sadar, Nagpur-440001

COURSE CURRICULUM

Program	:	Diploma in CE/ME/EE/EC/CM/IT/MT/PK/AE/TR/TX/ MK/AI
Course Category	:	VEC
Course Code	:	VE151H
Course Title	:	Integrated Personality Development

I Rationale:

This course aligns with the National Education Policy by fostering holistic development in engineering students, emphasizing values, resilience, and personal growth. It builds essential life skills such as leadership, effective communication, project management, and national pride, enhancing students' adaptability in both personal and professional settings. Through diverse learning experiences, students gain practical insights and develop a balanced, informed perspective essential for responsible, impactful careers.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Demonstrate leadership, effective communication, project management, and resilience in professional and personal environments.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Enhance** personal growth by mastering thought-processes, building productive habits, and managing social media impact.

CO2: **Develop** inspiration from Indian icons by applying lessons from their resilience, values, and leadership qualities.

CO3: **Enhance** communication skills by actively listening and bridging generational gaps to strengthen family connections.

CO4: **Build** resilience by adopting a positive outlook, learning from failures, and embracing faith in daily life.

CO5: **Foster** national pride by exploring, researching, and sharing insights about India's rich historical heritage.

CO6: **Develop** professional skills by building networks, adopting leadership qualities, and practicing effective project management.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
-	-	2	2	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
-	-	-	-	25	10	25	10	25	10

VI Classroom Learning Content:

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
UNIT I: Remaking Yourself	1	**Restructuring Yourself:** Develop intellectual, physical, emotional, and spiritual quotients by learning six powerful thought-processes.	2#	CO1
	2	**Power of Habit:** Develop good habits in life by undergoing a study of how habits work, the habits of successful professionals, and the practical techniques.	2#	CO1
	3	**Handling social media:** Learn how social media can become addictive and imbibe simple methods to take back control.	2#	CO1
UNIT II: Learning from Legends	4	**Sachin Tendulkar and Ratan Tata:** Learn from the inspirational lives of India's two legends, Sachin Tendulkar and Ratan Tata & implement lessons through related case studies.	2#	CO2
	5	**A.P.J. Abdul Kalam:** Learn from Dr Kalam's inspirational life displayed legendary qualities such as Dare to Dream, Work Hard, Get Good Guidance, Humility, and Use Your Talents for the Benefit of Others.	2#	CO2

UNIT III: From House to Home	6	**Active Listening & Understanding:** Learn to listen with eyes, ears, mind, and heart, for academic progress and communications.	2#	CO3
	7	**Bonding the Family:** Overcome the generation gap and connect with their family more.	2#	CO3
UNIT IV: Facing Failures	8	**Welcoming Challenges:** Learn to face difficulties through a positive perspective, through the study of successful figures such as Disney, Lincoln and Bachchan.	2#	CO4
	9	**Significance of Failures:** Acquire constructive skills to understand failure as formative learning experiences.	2#	CO4
	10	**Power of Faith:** Learn the power and necessity of faith in our daily lives.	2#	CO4
UNIT V: My India My Pride	11	**Our Nation:** Learn the importance of studying India's glorious past so that they could develop a strong passion and pride for our nation.	2#	CO5
	12	**India's Glorious Past:** Develop a deeper interest in India's glorious past by appreciating the need to read about it, research it, write about it, and share it.	2#	CO5
UNIT VI: Soft Skills	13	**Networking & Leadership:** Learn the means of building a professional network and developing a leadership attitude.	2#	CO6
	14	**Project Management:** Learn the secrets of project management through the Akshardham case study and practice project management skills through an activity relevant to student life.	2#	CO6

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

1. Perform Selfless Service - Seva: Learn the benefits of performing seva and prepare report showing evidences.

IX Specification Table for Classroom Learning Assessment:

X Question Paper Format for Summative Assessment (SA):

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Content Understanding	10
2	Readability	5
3	Completeness	5
4	Viva voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

S.N.	Criteria	Max. Marks
1	Originality of work	5
2	Organization and Writing	5
3	Use of Evidence	5
4	Viva voce	10
	TOTAL	25

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	-	-	-	-	3	3	3	-	-
CO2	-	-	-	-	3	3	3	-	-
CO3	-	-	-	-	3	3	3	-	-
CO4	-	-	-	-	3	3	3	-	-
CO5	-	-	-	-	3	3	3	-	-
CO6	-	-	-	-	3	3	3	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Integrated Personality Development Course Workbook-1	IPDC Team, Swaminarayan Aksharpith, Shahibaug, Ahmedabad- 4, India, 2nd Edition 2021.	13: 978-81-7526-702-2
2	Wings of Fire: An Autobiography	A.P.J. Abdul Kalam, Arun Tiwari (Contributor), Universities Press, 67th Edition 2023	13: 978-817371466
3	The Wit & Wisdom of Ratan Tata	Ratan Tata, Hay House India, January 2016	10: 9789385827297 13: 978-9385827297
4	Chase Your Dreams	Sachin Tendulkar, Hachette India, October 2017	10: 9351951995 13: 978-9351951995

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1. Julian Treasure: 5 ways to listen better | TED Talk accessed on 7th July, 2023
2. Listening Statistics: 23 Facts You Need to Hear (creditdonkey.com) accessed on 7th July, 2023
3. Robert Waldinger: What makes a good life? Lessons from the longest study on happiness | TED Talk accessed on 7th July, 2023
4. The Story Behind the Selfless Love of Ahmedabad's Seva Cafe (thebetterindia.com) accessed on 7th July, 2023
5. What Are Soft Skills? Definition, Importance, and Examples (investopedia.com) accessed on 7th July, 2023
6. Welcome to Mystic India accessed on 7th July, 2023

XVI List of Major Equipment/Machineries with Specification:

1. Desktop Computer, Latest Configuration
2. DLP, Latest Configuration
3. Smart Classroom with internet connection

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr. M.B.Daigavane	Principal	Government Polytechnic, Nagpur
2	Mr. Y.K.Chandarana	HoD, Applied MechanicsEngineering	Government Polytechnic, Nagpur
3	Dr. G. K. Awari	HoD, Automobile Engineering	Government Polytechnic, Nagpur
4	Dr. G.V. Gotmare	I/C, Curriculum Development Cell	Government Polytechnic, Nagpur
5	Dr. Megha Machale (Bhelande)	Lecturer in English	Government Polytechnic, Nagpur

(Dr. G.V.Gotmare)
HOD & Chairman PBOS, COMMON

(Dr. G.V.Gotmare)
Member Secretary PBOS, COMMON

Semester

II

Government of Maharashtra
GOVERNMENT POLYTECHNIC, NAGPUR
(An Autonomous Institute of Govt. of Maharashtra)
Near Mangalwari Bazar, Sadar, Nagpur-440001

COURSE CURRICULUM

Program	:	Diploma in CE/ME/CM/IT/AE/PK/MT/AI
Course Category	:	DSC
Course Code	:	MH102H
Course Title	:	Applied Mathematics

I Rationale:

Mathematics is the backbone of technical courses, Understanding of engineering concepts require logical approach and thinking. The course is extension of Basic Mathematics of first semester and stepping up into the prerequisites to learn Calculus and Numerical method. Applied Mathematics lay down the foundation to understand and express principles and laws involved in other Technological courses.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Apply the concept of Mathematics to solve industry-based technological problems.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Apply** the concept of functions to Identify and find the value, Range, Domain,Co-Domain of the given function.

CO2: **Apply** methods of evaluation of limit to solve the given examples of limits.

CO3: **Apply** the concept of limit, define the first principal of derivatives, notation, understood the Rules to solve the examples of derivatives.

CO4: **Solve** indefinite and definite integral problems using integral of standard function, rules, and methods.

CO5: **Apply** the concept of differential equation which helps to solve engineering problems.

CO6: **Apply** various numerical methods to solve algebraic and simultaneous equations.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
4	2	-	2	8	4

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70	100	40	-	-	25	10	25	10

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Functions	1a	Find the Range, Domainand Co-Domain of the given function.	1.1	Concept of function, Domain, Co-Domain, and Range of the Functions.	CO1
	1b	Find the value of given Function.	1.2	Value of a function.	
	1c	Identify the type of given functions.	1.3	Types of functions:- Logarithmic, Inverse, Algebraic, Trigonometric, & Inverse (LIATE)	
	1d	Check whether the given function is odd or even function.	1.4	Even and odd Function, Parametric, Composite Implicit, Explicit Functions.	
NIT II: Limits	2a	Evaluate limit of the given function by using Algebra of limits.	2.1	Concept of limit. Algebra of limits. (Addition Subtraction, Multiplication & Division). Limits of algebraic functions (By Direct Method, Factorisation, Rationalisation Method).	CO2
	2b	Solve the limit of given trigonometric function, & limit based on infinity type.	2.2	Limits of Trigonometric function, Limit based on x tends to infinity.	

UI	2c	Evaluate limits of the given exponential functions.	2.3	Limits of Exponential Functions.	
	2d	Evaluate the given logarithmic limit and Exponential limit.	2.4	Exponential Limits & Logarithmic Limits, Use of Logarithmic Limits for Exponential Limits.	
UNIT III: Derivetive	3a	Find the derivatives of given function using derivatives of standard function formulae by using Rules of Derivatives.	3.1	First principle of derivatives and Notations (without proof), Derivatives of standard function. (LIATE), Rules for differentiation (without proof) Addition, Subtractions, Multiplication, & Division.	CO3
	3b	Find the derivatives of given composite, inverse and inverse trigonometric, implicit, explicit, parametric, and exponential functions.	3.2	Derivative of composite, inverse and inverse trigonometric, implicit, explicit, parametric, and exponential functions.	
	3c	Differentiate the given function w.r.t. another function.	3.3	Logarithmic differentiation, & Derivatives of one function with respect to another function.	
	3d	Find the second order derivatives of the given function.	3.4	Second order differentiation.	
UNIT IV: Integrations	4a	Evaluate the given integral by substitution method.	4.1	Concept of Integration as a anti derivatives, Integral of standard function (LIATE), Rules of integration. Integration by substitution method.	CO4
	4b	Evaluate the integral of given composite function, rational function, and trigonometric function.	4.2	Integration of Algebraic Rational function, composite function, and trigonometric function.	
	4c	Evaluate the integral of given function by using parts and partial fraction.	4.3	Integration by partial fraction and by parts.	
	4d	Evaluate the given definite integral by using properties.	4.4	Definite integral and their properties.	

UNIT V: Differential Equation	5a	Solve given Differential equations of first order and first degree by variable separable method and reduce the given differential equation to variable separable form.	5.1	Concept of differential equation, Order and degree of differential equation, Formation of differential Equation. Methods of solving Differential equation of first order and first Degree. (a)Variable separable Method. (b) Equation reducible to variable separable form.	CO5
	5b	Check and solve the given exact differential equation.	5.2	Exact differential equation	
	5c	Solve the given Homogeneous differential equations.	5.3	Homogenous differential equation	
	5d	Solve the given Linear differential equations.	5.4	Linear differential equation	
	5e	Solve the given Bernoulli's differential equations.	5.5	Bernoulli's differential equations.	
UNIT VI: Numerical Methods	6a	Find the approximate root of algebraic equation by using given method.	6.1	Identification of root of algebric equation. Solution of algebraic equation by, Bisection method, Regula-Falsi method, Newton-Raphson method.	CO6
	6b	Solve the system of Simultaneous equations containing three unknowns by using given method.	6.2	Solution of Simultaneous Equations containing three unknowns by, Gauss elimination method. Iterative methods: Gauss-Seidal & Jacobi's method.	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Find value of any given function.	2#	CO1
II	2	Find limits of algebraic, trigonometric, and exponential functions.	2#	CO2
III	3	Solve examples on derivative using algebraic operations.	2#	CO3
III	4	Find dy/dx of implicit functions.	2#	CO3
III	5	Find dy/dx of parametric functions and inverse trigonometric functions.	2#	CO3
III	6	Find the higher order derivatives of the given function.	2#	CO3
IV	7	Solve examples, integration of rational, algebraic, and composite function.	2#	CO4
IV	8	Solve examples using rules of integration and substitution method.	2#	CO4
IV	9	Solve examples using integration by parts and partial fraction method.	2#	CO5
IV	10	Solve the examples of Definite integral.	2#	CO5
IV	11	Evaluate definite integral using properties.	2#	CO5
V	12	Solve differential equation using variable separable method and reducible to variable separable.	2#	CO6
V	13	Solve Exact, homogenous, linear and Bernoulli's differential equation.	2#	CO6
VI	14	Find the approximate root of algebraic equation.	2#	CO6
VI	15	Solve the system of simultaneous equations.	2#	

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

1. Prepare the list of function which are related with your branch. Identify the types of function, Find the values of the given functions for the particular value.
2. Calculate the limit of the given function by using Laws of Limits.
3. Prepare the list of standard formulas of Derivatives.
4. Find the Derivatives of given functionb by using Laws of Derivatives.
5. Prepare the list of practical experiment in which the derivatives used.
6. Prepare the list of formulas of standard Integration.
7. Evaluate the integration of the given function by rules, Laws and property of definite Integral.
8. Prepare the list of experiment in which the Integration used in your course.
9. Find th order and degree of the given differential Equation.
10. Form the Differential equation for the given solution.
11. Solve the given differential by using Methods and prepare the list of Methods to solve the given Differential equation.
12. Prepare the procedure of Bisection Method, Regula Falsi's methods, Newton Raphason Methods to find the solution of given function.
13. Prepre the procedure of Gauss's Elimination Method, Jacobi's methods, Gauss' Seidal Methods to find the solution of set of simultaneous eqution.

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Functions	5	C	02	00	04	6
			O	00	04	00	4
2	Limits	8	C	00	04	04	8
			O	00	02	00	2
3	Derivetive	14	C	04	04	06	14
			O	00	04	04	8
4	Integrations	14	C	04	00	08	12
			O	04	04	00	8
5	Differential Equation	5	C	00	04	08	12
			O	02	00	04	6
6	Numerical Methods	14	C	00	12	06	18
			O	00	00	12	12
Total		60	C	10	24	36	70
			O	6	14	20	40

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options	
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C	O
1	1R2	3R2	3R2	4R2	4R2	5R2	2U2	5	7
2	1U4	2U4	3U4	1A4	2A4			3	5
3	4R4	3U4	4U4	3A4	4A4			3	5
4	4U4	4A4	5A4	5A4	5A4			3	5
5	6U6	3A6	6A6					2	3
6	6U6	6A6	6A6					2	3

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Attendance (Regularity And Awareness About Performing Assignment)	5
2	Assignment Contents (25-30 examples is compulsory on each unit)	15
3	Completion of Assignment, NeatnessAnd cleanliness of maintaining Assignment Copy.	5
4		
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

S.N.	Criteria	Max. Marks
1	Interest And Awareness About Performing Assignment	5
2	Assignment Contents	15
3	Completion of Assignment, Neatness And cleanliness of maintaining Assignment Copy.	5
4		
	TOTAL	25

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	-	-	-	-	-	-
CO2	3	-	-	-	-	-	-	-	-
CO3	3	-	-	-	-	-	1	-	-
CO4	3	-	-	-	-	-	-	-	-
CO5	3	-	-	-	-	-	-	-	-
CO6	3	-	-	-	-	1	1	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Engineering Mathematics	P N Wartikar, Pune Vidyarthi Griha Prakashan	4567155742
2	Calculus of One Variable	IA Maron, Publisher: Arihant, 5th Edition 2015	9352030559
3	Engineering Mathematics	S.S .Shastry,Prentice Hall Of India, 4th edition 2008	9788120336162
4	Engineering Mathematics	D.T. Gaikwad, S Chand Publication, 1st edition 2010	8121933560
5	Higher Engineering Mathematics	B S Grewal, Publisher: S Chand, 43rd edition 2014	9788174091955
6	Higher Engineering Mathematics	Khanna Publication New Delhi, B.S.Grewal	8174091955

XV e-References:

1. https://msbte.org.in/msbtelectures.html assessed on 24th Sept. 2023
2. https://www.khanacademy.org assessed on 24th Sept. 2023
3. https://www.youtube.com/watch?v=5_TuK1yCPD4 assessed on 24th Sept. 2023
4. http://nptl.ac.in/course/106102064(online Learning Initiatives By IITs and IISc) assessed on 24th Sept. 2023
5. https://www.khannacademy.org/mathqgelid=CnqHuabCys4CFdOJaddHoPig assessed on 24th Sept. 2023

XVI List of Major Equipment/Machineries with Specification:

1. Nil
2. ...
3. ...

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Mr. P.T. Khobaragade	I/C Mathematics Dept.	Govt. Polytechnic Nagpur
2	Mr. S.M. Sayyed	Ex-Lecturer	Govt. Polytechnic Nagpur
3	Mr. G.R. Dewalkar	Lecturer	Govt. Polytechnic Nagpur
4	Dr. P. B. Bahatkar	Professor	Y. C. C. E. Nagpur
5	Mr. V.M.Meshram	Ex-Lecturer	Govt. Polytechnic Nagpur

(Mr. P.T. Khobaragade)
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(Dr. G. V. Gotmare)
Member Secretary PBOS, COMMON

Government of Maharashtra
GOVERNMENT POLYTECHNIC, NAGPUR
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Near Mangalwari Bazar, Sadar, Nagpur-440001

COURSE CURRICULUM

Program	:	DIPLOMA IN ME/AE/CE/EE/EC/PK/MT/TX/IT/CM/AIML/MK
Course Category	:	DSC
Course Code	:	CH101H
Course Title	:	Applied Chemistry

I Rationale:

Chemistry is the basic science which is essential to all engineering courses. For an engineer, the usage of equipment's and instruments would require knowledge of chemical substances, their composition and properties. This course describes the basic facts, concepts & principles for the understanding of basic elementary knowledge related to all engineering fields. Chemistry subject knowledge also aims to bridge the theoretical concepts and their practical engineering applications, thus highlighting the role of chemistry in the field of engineering. This will be gateway for development of reasoning capacity of students and understanding new technology as well.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Apply principles of chemistry to solve broad based relevant engineering problems.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Analyse** the Bonding-type in a compounds and application of catalyst in industries.

CO2: **Select** metal and nonmetal materials for industrial applications.

CO3: **Analyse** engineering materials on the basis of properties and applications.

CO4: **Apply** the concept of Electrochemistry to solve engineering and industrial problems.

CO5: **Solve** metal-corrosion problems using relevant preventive methods.

CO6: **Analyse** different type of energy sources for sustainable development.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
4	-	2	2	8	4

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70	100	40	25	10	25	10	25	10

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Chemical Bonding and Catalysis	1a	Classify valence electrons and type of bond in given compounds.	1.1	Indian Chemistry: Philosophy of atom by Acharya Kanad. Valency: Octet Rule, Duplet Rule, Definition & types of valences (Electrovalence & Covalence), types of bond electrovalent, Covalent, Co-ordinate)	CO1
	1b	Formulate given molecule on the basis of given type.	1.2	Formation of Electrovalent e.g., NaCl, $CaCl_2$, MgO, Formation of Electrovalent e.g., NaCl, $CaCl_2$, MgO, Formation of Covalent Compounds CO_2, NH_3, N_2 Formation of coordinate compound e.g. (NH_4^+), (H_3O^+)	
	1c	Differentiate between Electrovalent and Covalent compound on basis of given properties.	1.3	Distinction between Electrovalent & Covalent compounds (Properties-Formation, Melting point, Boiling point, Type of bond, Solubility, Strength of bond).	

UN	1d	Select the relevant catalyst-type for given application.	1.4	Catalysis: Definitions of Catalyst, Types of Catalyst, Positive Catalyst, Negative Catalyst, Auto-catalyst, Definitions of catalysis, Types of catalysis (Homogeneous, Heterogeneous) Industrial Applications of Catalyst.	
UNIT II: Metallurgy, Alloy and Polymer	2a	Draw the flow chart of metal extraction process with given terms in metallurgy.	2.1	Metallurgy: Definitions of terms used in metallurgy - Minerals, Ore, Gangue, Flux, Slag. Definition of metallurgy, flow chart of Metal extraction process (Crushing, Concentration (physical and chemical), reduction, Refining.	CO2
	2b	Select proper alloy for given application or vice versa.	2.2	Definition of alloy, purposes of alloy formation, Types of alloys (Ferrous alloy and Nonferrous alloy) Composition properties and application of High-speed steel, Magnetic steel, Duralumin, Woods metal.	
	2c	Distinguish between Thermosoftening and Thermosetting plastics on given points.	2.3	Polymer (Plastic): Definition o fpolymer, types opolymer and difference of Thermosoftening and Thermosetting plastics (Properties-Formation, Structure, Molecular weight, Heating effect, Reclaiming, Chemical bonding, Nature, Solubility).	
	2d	Select the given Plastic Polymer for Industry application.	2.4	Formation of Plastic by Addition polymerization of Polyethylene, Polystyrene. Formation of Plastic by Condensation process of Bakelite plastic, Nylon (6, 6).	
	2e	Use given Thermal insulators in industry on their characteristics.	2.5	Insulating material: Characteristics of Thermal insulators. Preparation, Properties & Applications of Thermocol & Glass wool.	

UNIT III: Engineering Materials	3a	Illustrate functions & characteristics of given Lubricants, for different types of machines.	3.1	Lubricants : Definition, Types of Lubricants, Functions of Lubricants. Characteristics of Lubricants- Viscosity, Viscosity Index ,Volatility,Oiliness, Cloud and Pour point, lash and Fire point, Acid value. Selection of Lubricant for various types of machines such as I.C engine, Gear system, Cutting tools, Delicate and Sewing machines, Tractors and Rollers.	CO3
	3b	Detect the adverse effects of hard water as per given industry.	3.2	Water: Types of impurities in natural water. Definitions of hard and soft water, types of hardness, Unit of ardness (ppm) Adverse effects of hard water in Industries-Paper industry, Textile industry, Dyeing industry, Sugar industry.	
	3c	Select relevant water treatment process for removal of given impurities.	3.3	Potable water treatment: Sedimentation , Coagulation, Filtration, Sterilization (Chlorination method).	
	3d	Relate given properties and applications of Cement and Lime as a construction material.	3.4	Cement & Lime: Portland cement: Definition, chemical composition. Special Cements: Properties and Application of Water proofing cement, Super sulphate cement. Lime: Composition, Properties and Uses of Fat lime, Lean lime.	
d Batteries	4a	Interpret the given terms involved in Electrochemistry.	4.1	Basic concepts of electrolysis: Atoms, Ions, Electrolyte, conductivity of electrolytes, type of electrolyte- strong and weak electrolyte. Ionization and electrolytic dissociation, Arrhenius theory of electrolytic dissociation, degree of ionization, factors affecting degree of ionization.	

UNIT IV: Electrochemistry,cells anc	4b	Solve engineering problems using Faraday's law of electrolysis.	4.2	Electrolysis : Faraday's laws of electrolysis: Faraday's First and Second law (Statement and mathematical expression, numericals) Application of electrolysis: Electroplating Silver.	CO4
	4c	Calculate the pH/pOH of solutions with given concentration.	4.3	pH and pOH: Definition of pH, pOH, pH scale, numerical.	
	4d	Use of given cells and batteries in Engineering field.	4.4	Electrochemical cells/ batteries: Basic concepts: cell, attery, distinction between Primary cell (e.g. Dry cell) and secondary cells (e.g. Ni-Cd cell) Fuel cell: Definition, construction, working, advantages, limitations and applications of Hydrogen-oxygen fuel cell.	
UNIT V: Corrosion	5a	Identify the given types of oxide film & its effect on corrosion.	5.1	Definition of corrosion, Types of corrosion, mechanism of Atmospheric corrosion. Effect of oxide film on atmospheric corrosion. Factor effecting atmospheric corrosion.	CO5
	5b	Analyse mechanism of given type of corrosion.	5.2	Immersed Corrosion or Electrochemical Corrosion, definition, types and mechanism (Hydrogen evolution and oxygen absorption).	
	5c	Select different corrosion protection methods and its use in given situation.	5.3	Application of Protective Coatings like metallic coating by - Galvanizing, Tinning, Sherardizing, Metal Spraying, Metal Cladding. Non-metallic coating: Paint - Characteristics, constituents of Paint and their functions.	
trol	6a	Compare types of Fuel on given points.	6.1	Energy: Definitions of a fuel, Classification of fuels with suitable examples, Characteristics of a good fuel, Calorific value and Ignition temperature, Comparison between Solid, Liquid, Gaseous fuels based on their properties.	

UNIT VI: Energy and Pollution Con	6b	Analyse components of fuel by proximate analysis.	6.2	Classifications of fuel: Solid fuels: analysis of solid fuels- Proximate analysis for determination of moisture, volatile matter, ash and fixed carbon, significance of Proximate analysis.	CO6
	6c	Describe the properties and uses of given solid, liquid and gaseous fuel.	6.3	Liquid fuels: Bio diesel - properties, applications. Gaseous fuels: Composition, properties, applications of LPG, CNG.	
	6d	Select proper pollution control methods for sustainable development.	6.4	Pollution control: Definition of pollution – Types of pollution (Air, water pollution) 3R Concept, recycling of plastic. E waste management, sustainable development– significance of Wind Energy, Solar Energy.	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Explore the chemistry laboratory.	2#	CO1
I	2	Analyse basic and Acidic Radicals of known salt solution-1 (Confirmatory Test) using qualitative analysis method for compound composition.	2#	CO1
I	3	Analyse basic and Acidic Radicals of known salt solution-2 (Confirmatory Test) using qualitative analysis method for compound composition.	2#	CO1
I	4	Analyse basic and Acidic Radicals of known salt solution-3 (Confirmatory Test) using qualitative analysis method for compound composition.	2#	CO1
II	5	Find the quality of alloy by determining the percentage of Iron in given steel sample by Redox titration.	2	CO2
II	6	Prepare Phenol formaldehyde resin used in manufacturing of Bakelite Plastic, for Polymer industries.	2#	CO2
III	7	Analyse Total hardness (permanent and temporary) of given sample of water by EDTA method, for various industries.	2#	CO3
III	8	Calculate the percentage of calcium content in cement, for different constructional purposes.	2#	CO3
III	9	Estimate the acid value of lubricant by KOH, for various machines. OR Find out the quality of lubricant, by calculating coefficient of viscosity using Ostwald's Viscometer.	2	CO3
IV	10	Detect the nature of given solution by finding its pH value by using pH meters.	2#	CO4
IV	11	Find the Electrochemical equivalent (ECE) of copper,for cell manufacturing industries.	2#	CO4
V	12	Compare the rate of corrosion (Al-strip) with respect to given media for prevention of metal corrosion.	2#	CO5
V	13	Calculate the strength of given Hydrochloric acid solution by titrating it against sodium hydroxide solution to control rate of corrosion.	2#	CO5

VI	14	Categorize the given paint samples by finding thinner content in it, for various Paint industries.	2#	CO6
VI	15	Estimate the percentage of moisture and ash content in the given coal sample by proximate analysis, for power generation.	2	CO6

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

1. Collect information by library survey regarding biography/ valuable contribution in Chemistry of any one Indian Chemist.
2. Construct a model of any one ionic /covalent/co-ordinate compounds.
3. Compare the role of given types of catalysts (positive/negative/auto) in different chemical reactions.
4. Categorize given types of alloy by collecting various metal alloy samples.
5. Construct a model of Concentration/reduction/refining process in metal extraction.
6. Collect information by library survey regarding engineering material used in various industries.
7. Analyse different samples of Cement/Lime/Water/Lubricants according to given properties.
8. Compare different chlorinating agent of Sterilization of potable water at domestic level.
9. Categorize various types of Cells by market survey method.
10. Collect various types of corroded metal sample.
11. Compare rate of corrosion process between ferrous and aluminium metals.
12. Prepare a chart construction of Hydrogen-Oxygen Fuel Cell.
13. Compare the type of fuels according to given properties.
14. Prepare a method of recycling of plastic, to sustain environment.
15. Analyse the PUC report (gas analyser method) of vehicle, to sustain environment.

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Chemical Bonding and Catalysis	8	C	02	04	04	10
			O	00	04	00	4
2	Metallurgy, Alloy and Polymer	9	C	02	04	06	12
			O	00	08	00	8
3	Engineering Materials	12	C	02	08	04	14
			O	02	00	06	8
4	Electrochemistry,cells and Batteries	12	C	02	04	06	12
			O	00	06	04	10
5	Corrosion	9	C	00	04	06	10
			O	02	00	04	6
6	Energy and Pollution Control	10	C	02	04	06	12
			O	00	00	04	4
Total		60	C	10	28	32	70
			O	04	18	18	40

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options	
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C	O
1	1R2	2R2	3R2	4R2	6R2	5R2	3R2	5	7
2	1U4	1A4	2U4	1U4	2U4			3	5
3	3U4	3U4	3A4	2U4	4A4			3	5
4	4U4	5U4	6U4	5A4	6A4			3	5
5	2A6	4A6	3A6					2	3
6	5A6	6A6	4U6					2	3

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Method, Selection of Chemicals/Equipments	5
2	Performance + Calculation	10
3	Result, Conclusion	5
4	Viva Voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

S.N.	Criteria	Max. Marks
1	Ideas and content	5
2	Practical utility in present scenario	10
3	Scientific approach	5
4	Conclusion	5
	TOTAL	25

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	-	-	-	3	-	-
CO2	3	-	-	2	-	-	3	-	-
CO3	3	-	-	2	-	-	3	-	-
CO4	3	2	-	2	-	-	3	-	-
CO5	3	2	-	-	-	-	3	-	-
CO6	3	2	-	-	-	-	3	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Engineering Chemistry	R. Sivakumar N. Sivakumar and Tata McGraw Hill, edition 10.	9780745- 328896
2	Engineering Chemistry	Jain and Jain , Dhanpat Rai publishing company(P) ltd.15 edition	10092
3	Fundamental of Electrochemistry	Bagotsky V.S. National Council of Education Research and Training, New Delhi, 2013	8174506314
4	Industrial chemistry	Goel Publication, edition-8	81877224002
5	Applied Chemistry with Lab Manual	Anju Rawlley, Devdatta V. Saraf , Khanna Book Publishing Co.(P) Ltd. New Delhi, 2021	978-93-91505-44-8

XV e-References:

1. https://wwws.ancient-origins.net/history-famous-people/indian-sage-acharya-kanad-001399 , IKS Philosophy of atom by Acharya Kanad. assessed on 10th August 2023
2. http://www.substech.com/dokuwiki/doku.php?id=full_index_of_articles_on_polymers- , assessed on 10 August 2023
3. http://www.substech.com/dokuwiki/doku.php?id=full_index_of_articles_on_fluids- , assessed on 10 August 2023
4. http://www.ausetute.com.au/corrosion.html, assessed on 10 August 2023
5. http://www.sherardizing.com/resources/files/9_Sherardizing_Corrosion.pdf, assessed on 10 August 2023
6. http://www.galvanizeit.org/aga/animation , assessed on 10 August 2023
7. http://www.ehow.com/list_6725219_different-types-metal-cladding.html , assessed on 10 August 2023

XVI List of Major Equipment/Machineries with Specification:

1. Electronic balance (measure up to 0.001 mg)
2. Battery 12 volt
3. Digital multi-meter
4. Rheostat assorted sizes
5. Voltmeter MI 0-150-300 V
6. Ammeter MI 0-5-10 A
7. Electrolytic cell set up
8. Digital PH meter

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr.M.S.Rathod	Lecturer in Chemistry	Government Polytechnic, Nagpur
2	Dr. C.P. Pandhurnekar	Asst.Prof. Deptt. Of Chemistry	Ramdeobaba Engg.college,Nagpur.
3	Dr.P.B.Sarode	Lecturer in Chemistry	Government Polytechnic, Khamgaon
4	Dr.D.B.Rana	Asst.Prof. Deptt. of Chemistry	S.B.Jain Engg. College, Nagpur
5	Dr S.L.Sayre	Lecturer in Chemistry	Government Polytechnic, Nagpur
6	Dr.P.B.Chouke	Lecturer in Chemistry	Government Polytechnic, Nagpur
7	Prof. D.H. Patil	Lecturer in Chemistry	Government Polytechnic, Nagpur

(Mr. P. T. Khobragade)
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(Dr. G. V. Gotmare)
Member Secretary PBOS, COMMON

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Government of Maharashtra
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COURSE CURRICULUM

Program	:	Diploma in IT/AI/CM
Course Category	:	DSC
Course Code	:	IT101H
Course Title	:	Basics of Programming

I Rationale:

Engineering students should know the basics of programming in open source environment. This course describes the basics of problem solving and logic development. It also describes basics of programming using C programming language. C is the most commonly used structured programming language. Itis very useful course for understanding the higher-level knowledge in the field of software engineering and foundation course for learning advanced object oriented languages.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Demonstrate proficiency in programming languages like C, Python, Java, and C++.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Design** algorithm and draw flowchart by using the basic entities of c language.

CO2: **Use** proper format specifiers and operators while designing the programs.

CO3: **Develop** the program using appropriate branching and looping statements.

CO4: **Apply** modular programming by choosing correct type of function while writing the programs.

CO5: **Develop** programs that perform operations using arrays, strings and pointers.

CO6: **Design** the real world application using user defined data type.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
3	-	4	1	8	4

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70	100	40	25	10	25	10	25	10

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Fundamentals of programming	1a	Use variable and constant in the given program and correct invalid variable names.	1.1	History of C, constants , Definition / description of program, syntax rules, character set, C tokens, keywords, identifiers, rules for identifiers, constants, types of constants, backslash character constants, variables, data types, primary, derived, user defined data types, size and range of data types, declaration and initialization of variables, defining symbolic constants,underflowand overflow of data	CO1
	1b	Compare high level language and low level language	1.2	Definition / description of algorithm, flowchart, Highlevel language, Low level language, compiler, interpreter.	
	1c	Design an algorithm and draw flowchart for the given problem	1.3	Flowchart symbols, algorithm and flowchart for simple problems	
	1d	Draw structure of C program	1.4	Structure of C program, various sections of C program and their purpose	

	1e	Develop the given C program to show process of creating , compiling and executing aprogram	1.5	Process of creating, compiling and executing program , Develop sample programs based on above concepts	
UNIT II: Basic I/O,operators and expressions in C	2a	Develop valid syntax for given Formatted and unformatted I/O functions of C language	2.1	Syntax, use, examples of scanf(),printf(),getchar(), putchar(), gets(), puts() and examples, various format codes(%c,%d,%e,%f,%i,%o, %s,%u,%x),Rules for scanf().	CO2
	2b	Develop valid C expressions using various operators.	2.2	Definition and example of operands, operators, expression, Symbols, uses and examples of various Arithmetic, Relational, logical, boolean,bitwise, assignment, ternary, increment (++) anddecrement (--) operators, rulesfor++,-- operators supported by C.	
	2c	Identify and correct the errors in expressions and statements	2.3	Writing and evaluation of arithmetic expression. Precedence of arithmetic operators, rules for evaluation of expression, inbuilt math functions:sin(),cos(),tan(), sqrt(), pow(), log(), log10(), exp().	
	2d	Arrange the operators with respect to their precedence and associativity.	2.4	Type casting: Implicit and Explicit, Precedence and associativity of operators, their rules.	
	2e	Use format specifiers and operators to write given C programs.	2.5	Simple C programs using various operators and typecasting.	
ning and looping	3a	Develop Decision making statements with valid syntax supported by C	3.1	Syntax, working,flowchart and example of if , if- else, nested if- else, Else- if ladder	
	3b	Select and apply appropriate Decision making statements supported by C	3.2	switch statement, rules for switch statement, goto statement (forward jump and backward jump).	

UNIT III: Decision making , branch statments	3c	Develop given program using looping and nesting of looping statements.	3.3	Syntax, working, flowchart, comparison and example of for loop, while loop and do while loop. Jumping within loops and jumping out of loop	CO3
	3d	Develop given program using break, continue and exit()	3.4	Syntax,working and use of break, continue and exit()	
	3e	Develop given C programs using decision making and loop statements.	3.5	Algorithm, flowchart and programs using if, if- else, nested if- else, else-if ladder, switch statement, goto, for loop, while loop, do - while loop, nested loops .	
UNIT IV: Functions	4a	Use actual and formal parameter in given c program.	4.1	Definition / description of modular programming, User Defined Function (UDF), function prototype, local,global parameters and formal, actual arguments, Library and user defined functions.	CO4
	4b	Apply given terms Related to function in given program.	4.2	Elements of UDF, definition of UDF, return values and their types, function call, function declaration.	
	4c	Compare between different categories of function.	4.3	Function categories: function with no argument and no return value, with no argument but return value, with Argument and no return value, with no argument and one return value, that returns multiple values.	
	4d	Develop given program using pass by value and pass by reference	4.4	Pass by value and pass by reference, rules for pass by pointers	
	4e	Develop given c programs using recursion.	4.5	Algorithm, flowchart and programs based on functions, call by value call by reference, recursion	

UNIT V: Arrays and Pointers	5a	Identify and debug the errors while declaring or initializing the array and string.	5.1	Definition of subscript, subscripted variable, derived data type, array, character array, string, NULL character, pointer declaration, compile time and run time initialization, accessing and processing elements of one dimensional array, 2D array.	CO5
	5b	Use various input/output functions depending upon the given problem	5.2	Declaration, initialization of character array, using getchar(), gets(), scanf(), putchar(), puts(), printf() to input /output strings, Arithmetic operations on characters	
	5c	Use various input/output string functions depending upon the given problem	5.3	Syntax, working, use and examples of string handling functions like strlen(), strcpy(), strcmp(), strcat().	
	5d	Compare array and pointer on given points..	5.4	Symbol and use of indirection operator, address operator. Initialization of pointer variable, legal arithmetic on pointers, comparison of Array and Pointer. Benefits/advantages of using arrays, strings and pointers.	
	5e	Develop given program using arrays, strings and pointers.	5.5	Programs based on arrays for sorting and searching, strings, Pointers, Pointers for arrays	
ture and Union	6a	Develop the valid syntax to define given structure, union, enum.	6.1	Description of user defined datatype,Structure and Union variables, member operator, ENUM, Class.	CO6
	6b	Compare Structure and Union on given points.	6.2	Structure definition, declaration and initialization. Accessing, copying, comparing structure members, size of structure, rules forinitialization of structure, comparing structure and union	

UNIT VI: Struc	6c	Use nesting of structure in the given Program	6.3	Examples of array of structures, array within structure and structure within structure.	CO
	6d	Design real life application using structure for given Problem statement.	6.4	Programs based on Structure, Union, array of Structures, array within structure and structure within structure .	
	6e	Develop the correct syntax for declaration and definition of class	6.5	Introduction to object oriented programming, declaration and definition of class .	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Install C and other compilers.	2#	CO1
II	2	i)Develop and execute two C programs using standard formatted I/O functions. ii) Develop and execute four C programs using various operators and typecasting.	2#	CO1
III	3	Develop and execute two programs each using if- else, if - else if ladder.	2#	CO1
II	4	Develop and execute two programs each using nested if- else and switch statement.	2#	CO2
II	5	Develop and execute two programs using while loop.	2#	CO2
II	6	Develop and execute two programs using do-while loop.	2	CO2
II	7	Develop and execute two programs each using for loop and nested for loop.	2	CO2
III	8	Develop and execute two programs using function based on parameters passing by value.	2#	CO2
IV	9	Develop and execute 2 programs using function based on parameters passing by reference.	2#	CO4
IV	10	Develop and execute a program susing function based on recursion.	2#	CO4
IV	11	Develop and execute two programs each using 1D and 2D arrays.	2	CO4
V	12	Develop and execute a program using character array.	2	CO5
V	13	Develop and execute two programs each using string library functions.	2#	CO5
VI	14	Develop and execute two programs each using pointers.	2#	CO6
VI	15	Develop and execute a program using array of pointers.	2#	CO6
VI	16	Develop and execute a program each using structure and union	2#	CO6

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

1. Develop micro project by applying concept of function, loops, switch, arrays and structure.

2. Design any micro project based on function, structure and other concepts of C language.

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Fundamentals of programming	4	C	02	04	00	6
			O	02	00	00	2
2	Basic I/O,operators and expressions in C	6	C	02	04	04	10
			O	02	04	00	6
3	Decision making , branching and looping statments	9	C	02	04	06	12
			O	00	04	04	8
4	Functions	8	C	02	04	06	12
			O	00	08	00	8
5	Arrays and Pointers	9	C	02	04	10	16
			O	00	04	06	10
6	Structure and Union	9	C	00	08	06	14
			O	00	00	06	6
Total		45	C	10	28	32	70
			O	4	20	16	40

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options	
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C	O
1	1R2	2R2	3R2	4R2	5R2	1R2	2R2	5	7
2	1U4	2U4	3U4	2U4	3U4			3	5
3	4U4	5U4	6U4	4U4	5U4			3	5
4	6U4	2A4	5A4	4U4	3A4			3	5
5	3A6	4A6	5A6					2	3
6	2A6	4A6	2A6					2	3

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Writeup of the program	5
2	Execution of program	10
3	Viva Voce	10
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

S.N.	Criteria	Max. Marks
1	Design of user interface, style and documentation	5
2	Development of efficient code covering all given concepts	10
3	Viva Voce	10
	TOTAL	25

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	1	3	3	-	-	-	-	-
CO2	3	-	-	3	-	-	-	-	-
CO3	3	-	3	3	-	-	-	-	-
CO4	3	-	3	3	-	-	-	-	-
CO5	3	-	3	3	-	-	-	-	-
CO6	3	-	3	3	1	1	1	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Programmingin ANSI 'C'	E.Balagurusamy,Publication Mcgraw Hill Education , 6th Edition	13: 9781259004612
2	Let us C☐	Yashwant Kanetkar & BPB Publication,13th Edition	13: 9788183331630
3	Complete Reference to C	Herbert Schildt, Publication Mcgraw Hill Education,4th Edition	13: 9780070411838
4	C Programming Language	Brian W.Kernighan,Dennis M. Ritchie, Publication Pearson , 2nd Edition	13: 9789332549449
5	C Projects	Yashwant Kanetkar & BPB Publication,4th Edition	13: 978-8170292562
6	Exploring C	Yashwant Kanetkar & BPB Publication,3rd Edition	13: 978-8176566339

XV e-References:

1. https://onlinecourses.nptel.ac.in/noc19_cs42/preview, accessed on 8th December 2023
2. https://www.youtube.com/watch?v=0-9mRy5iNug accessed on 8th December 2023
3. https://www.sanfoundry.com/c-interview-questions-answers/ accessed on 8th December 2023
4. https://phy.ntnu.edu.tw/~cchen/ctutor.pdfaccessedon8thDecember2023

XVI List of Major Equipment/Machineries with Specification:

1. Computer (Dual Core or above)
2. Turbo/GCC Compiler
3. Network printer

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr. A. R.Mahajan	HoD Information Technology	Government Polytechnic, Nagpur
2	Mr. Dipak Dhote	Industry Expert	IT-Network Infosystem Pvt Ltd Nagpur
3	Mr. Rajesh Kadu	Industry Expert	Ramdeobaba College of Engineering Nagpur
4	Mrs. V. A. Raje	MSBTE Nominee	RBTE, Nagpur
5	Dr. S. S. Gharde	Lecturer in IT	Government Polytechnic, Nagpur

(Dr. A. R. Mahajan)
HOD & Chairman PBOS, IT

(Dr. G. V. Gotmare)
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COURSE CURRICULUM

Program	:	Diploma in CE/ME/EE/EC/AE/CM/IT/AIML/MC/PK/MT/TX/TR
Course Category	:	AEC
Course Code	:	EN151H
Course Title	:	Business Communication

I Rationale:

Professional Communication is essential for smooth and efficient functioning of any industry or business. The drafting skills and application of business communication principles are essential for engineering professionals. It plays a vital role to help professionals instruct, guide and motivate peers/ subordinates to achieve desired goals at work place. Strong Communication skills contribute to career growth and opportunities. This course focuses to enrich the professional communication skills for effective presentation both in written and oral forms at workplace.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Communicate technical information clearly and effectively.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Communicate** effectively(oral/written) in formal situations.

CO2: **Develop** and exhibit language skills in professional interactions.

CO3: **Write** job application with resume/CV and compose effective e-mails.

CO4: **Draft** official letters.

CO5: **Draft** business correspondence with minimal errors.

CO6: **Organize** formal meetings and maintain official records.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
2	-	2	-	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
-	-	-	-	25	10	25	10	-	-

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Types of communication	1a	-	1.1	Professional communication - Definition, importance, relevance.	CO1
	1b	-	1.2	Principles/7 C's of Professional communication: Clarity, Conciseness, correctness, coherent, concrete, courteous and complete.	
	1c	-	1.3	Types of communication- Verbal: Written - oral, formal - informal, internal –external, vertical – upward, downward, horizontal, diagonal and Non-verbal.	
	1d	-	1.4	Non-verbal communication – body language: gestures, postures, eye contact, facial expression. Non-verbal codes - dress and appearance, colors, sounds, signs, proxemics, chromatics, artifacts.	

UNIT II: Communication in Practice	2a	-	2.1	Receptive Productive Skills: Receptive language skills- Listening and reading, importance, Difference between listening & Hearing, Types of listening a) Active listening b) Passive listening c) Selective listening, tips to improve receptive skills, qualities of a good listener, scanning & skimming a text, tips to improve receptive skills.	CO2
	2b	-	2.2	Productive language skills- speaking and writing, importance, how receptive skills help to develop productive skills, tips to improve productive skills.	
	2c	-	2.3	Techniques of Note taking, Types of notes taking-Mind Mapping, Flowcharts.	
UNIT III: Formal Drafting	3a	-	3.1	Drafting Letters: Importance of formal drafting, parameters of formal drafting.	CO3
	3b	-	3.2	Job application -Format Resume writing- Differentiate between CV, Bio data and Resume. Leave application: format, use of appropriate language.	
UNIT IV:	4a	-	4.1	Official Drafting: Notice & Circular - difference between notice & circular, purpose of drafting, tips to draft in precise language.	CO4
	4b	-	4.2	Email: Email etiquettes, drafting- email with proper salutation, subject line, cc, bcc, attachments	

UNIT V: Business letters	5a	-	5.1	Business Letters: Enquiry letter and Order letter: format, use of technical language, reply to enquiry and order letter.	CO5
	5b	-	5.2	Complaint letter: format, use of polite language, reply to complaint letter.	
UNIT VI: Minutes & Report Writing	6a	-	6.1	Agenda, Minutes & Report Writing: Preparing checklist to organize official meeting, Drafting agenda: format, sequence of activities.	CO6
	6b	-	6.2	Drafting minutes of meeting: Importance, format, identifying important happenings.	
	6c	-	6.3	Report writing: Investigation /Survey report: format, purpose, techniques.	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Enlist advantages and limitations of written/oral communication. Prepare a case study on limitations of written/oral communication and suggest remedies for the same.	2#	CO1
I	2	Undertake a role play/group discussion using suitable body language and non-verbal codes of communication.	2	CO1
I	3	Give a presentation / Seminar using 7 C's of Communication.	2#	CO1
II	4	Listen to motivational audios in the language lab and make notes of it.	2	CO2
II	5	Draw flow chart and mind map for any topic related to the curriculum.	2#	CO2
III	6	Draft a leave application letter to an authority following the rules of drafting.	2#	CO3
III	7	Prepare a Job Application in response to an advertisement following the steps of official drafting.	2#	CO3
III	8	Prepare a Resume highlighting the academic and professional details of the individual.	2#	CO3
IV	9	Draft notices for the organization and events mentioned. (04-topics)	2#	CO4
IV	10	Draft Circulars for the organization and events mentioned (04-topics).	2	CO4
IV	11	Type formal E-mails using email etiquette (04-topics).	2#	CO4
V	12	Draft an Enquiry and order letter for the organization as a designated authority.	2#	CO5
V	13	Draft a complaint letter for various situation (02-topics).	2#	CO5
VI	14	Participate in Group Discussion.	2#	CO6
VI	15	Face mock interview arranged by your teacher.	2#	CO6
VI	16	Write a detailed report on investigation/survey.	2	CO6

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Types of communication	8	C	-	-	-	0
			O	-	-	-	0
2	Communication in Practice	6	C	-	-	-	0
			O	-	-	-	0
3	Formal Drafting	4	C	-	-	-	0
			O	-	-	-	0
4		4	C	-	-	-	0
			O	-	-	-	0
5	Business letters	4	C	-	-	-	0
			O	-	-	-	0
6	Minutes & Report Writing	4	C	-	-	-	0
			O	-	-	-	0
Total		30	C	0	0	0	0
			O	0	0	0	0

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA): -NA-

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Performance	5
2	Overall presentation of given assignment	10
3	Viva Voce	5
4	Activity	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA): -NA-

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	-	-	-	-	-	-	3	-	-
CO2	-	-	-	-	-	-	3	-	-
CO3	-	-	-	-	1	-	3	-	-
CO4	-	-	-	-	-	1	3	-	-
CO5	-	-	-	-	-	1	3	-	-
CO6	-	-	-	-	-	-	3	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Professional Communication Skills	S.R.Pravin, S.Chand Publications.	81-219-2092-02
2	Developing Communication Skills	Macmillan Publications, Revised Edition, 2011	0333929195
3	Business Communication and Soft Skills.	G.S.R.K Babu Rao, Himalaya Publication, First Edition, 2009	978-81-8488-596-5
4	Secret of Face-to-Face Communication.	Peter Urs, Bendar, Macmillan Publication	0333937139
5	Technical Communication Principles and Practices	Meenakshi Raman, Prakash Singh, Oxford University Press	0-19-567695-5
6	Effective English Communication	Krishna Mohan, Raman Tata Mc Graw Hills	13978-0-19-566804-9
7	Modern Commercial Correspondence	R.S.Pillai, Bhagwati, S.Chand & Co.	812190519-2

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1. https://en.wikipedia.org/wiki/Business_communication, accessed on 29th July 2021
2. https://www.indeed.com/career-advice/career-development/types-of-business-letters , accessed on 29th July 2021
3. https://in.indeed.com/career-advice/resumes-cover-letters/communication-skills , accessed on 29th July 2021
4. https://www.youtube.com/watch?v=jaxgeXPgAz0 , accessed on 29th July 2021

XVI List of Major Equipment/Machineries with Specification:

1. Desktop Computers latest version
2. Headphones
3. Language lab software

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr. M. M. Machale	Lecturer in English	Government Polytechnic, Nagpur
2	Dr. Rupali Londhe	Lecturer in English	Government Polytechnic, Nagpur
3	Mr. Nitin Pote	Lecturer in English	Government Polytechnic, [illegible]
4	Mr. Ravindra Suryawanshi	Lecturer in English	NIT Polytechnic, Nagpur
5	Mr. Nitin Pathak	Lecturer in English	Kamptee Polytechnic, Nagpur

(Mr. P. T. Khobragade)
HOD & Chairman PBOS, COMMON

(Dr. G. V. Gotmare)
Member Secretary PBOS, COMMON

Government of Maharashtra
GOVERNMENT POLYTECHNIC, NAGPUR
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Near Mangalwari Bazar, Sadar, Nagpur-440001

COURSE CURRICULUM

Program	:	Diploma in CM
Course Category	:	SEC
Course Code	:	CM153H
Course Title	:	Web Designing

I Rationale:

It is estimated that across the Internet, over 100 million domain names are in use. With fast and cheap broadband Internet connections available to the masses, online users now are exceeding. Students will get acquainted with the current developments in web and Multimedia, which would be helpful in IT applications. It is a practical oriented course which will enable student to develop Web sites using HTML, CSS and JavaScript.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Design web page using HTML, CSS, and JavaScript.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Design** the web page using basic tags of HTML.

CO2: **Use** HTML tags for linking HTML documents.

CO3: **Use** table tag to organize information in tabular form.

CO4: **Design** input forms using HTML form tag and controls.

CO5: **Use** Style sheets to gain full control of formatting within web pages.

CO6: **Implement** JavaScript in HTML documents.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
-	-	4	-	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
-	-	-	-	50	20	50	20	-	-

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)	Topics and Sub-topics	Aligned Cos

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Design Web page with HTML using basic tags - <HTML>, <HEAD>, <TITLE>, <BODY> elements	2#	CO1
I	2	Design Web page and apply some block level tags and some text level tags.	2#	CO1
I	3	Design Web page and apply <hr> and tag to text paragraph.	2#	CO1
I	4	Design Web page using font Color, font face, font size, background color.	2#	CO1
I	5	Develop a web page including a)Ordered lists b)Unordered list c)Nesting list	2#	CO1
II	6	Develop a Web page including links in a Web page. a)Local page in same folder b)Page in different folder c)Page in web d)Specified location within document	2#	CO2
II	7	Develop a web page using Image tags a)Set image with height and width b)Set Background image	2*	CO2
II	8	Develop a web page using Image tags to Image with caption.	2#	CO2
II	9	Design Web page by Setting alignments and borders of image	2*	CO2
II	10	Design Web page by Setting hyperlink in images	2#	CO2
III	11	Design table in web page using basic tables tags- <table>, <tr>, <td>, <th>.	2#	CO3
III	12	Develop a web page using Table tags.(Example: Timetable) a)Using rowspan and columnspan b)Image in table cell and in background	2#	CO3
III	13	Develop your institute time table using Table Tags.	2#	CO3
III	14	Develop a web page using Table tags Having border , border size, border color	2*	CO3
III	15	Develop a web page using Table tags to set Image in table cell and in background	2*	CO3
IV	16	Develop a web page using Form tag to demonstrate use of Checkbox and Radio Button.	2#	CO4

IV	17	Develop a web page using Form tag and apply validations to various controls. Example:- Admission Form, Personel profile etc.	2#	CO4
V	18	Develop a simple HTML page to demonstrate Inline CSS.	2#	CO5
V	19	Develop a simple HTML page to demonstrate Internal CSS.	2#	CO5
V	20	Develop a simple HTML page to demonstrate External CSS	2#	CO5
V	21	Design a CSS document by placing Images at different position	2#	CO5
V	22	Develop a menu using HTML and CSS.	2#	CO5
VI	23	Develop a program to print "Hello World" using JavaScript.	2*	CO6
VI	24	Develop a program to find the Factorial of a Number using JavaScript	2#	CO6
VI	25	Develop a program to print date and time using JavaScript.	2*	CO6
VI	26	Develop a simple Calculator with at least six operations using JavaScript	2#	CO6
VI	27	Develop a program to show use of alert,confirm and prompt box	2#	CO6
VI	28	Develop a program to show use of redirect,popup and print function in JavaScript	2#	CO6
VI	29	Develop a simple HTML page using JavaScript to demonstrate a)Button events.b)Simple alert c)Input interaction	2#	CO6
VI	30	Develop a program to check following validations on values entered by the user using JavaScript a)Age validation b)Mobile number validation c)Email validation	2#	CO6

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

IX Specification Table for Classroom Learning Assessment:

X Question Paper Format for Summative Assessment (SA):

-----NA-----

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Selection of proper HTML Tags	10
2	Performance/Execution of program	20
3	Complete the practical in stipulated time	10
4	Viva Voce	10
	TOTAL	50

XII Scheme of Self-Learning Summative Assessment (SA):

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	3	3	-	-	-	3	-
CO2	3	-	3	3	-	-	-	3	-
CO3	3	-	3	3	-	-	-	3	-
CO4	3	-	3	3		-		3	-
CO5	3	3	3	3		-		3	-
CO6	3	3	3	3		2	2	3	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	HTML & CSS: The Complete Reference	Thomas Powell,McGraw Hill Publisher, Fifth Edition,2010	13:9780070701946
2	HTML, CSS, and JavaScript All in One: Teach Yourself	Julie C. Meloni,Jennifer Kyrnin, 3rd edition,Pearson Publisher,2018	13: 9780672338083
3	Web Design	G.S. Baluja Tata McGraw Hill, New Delhi	10: 81-87522-178 13: 9788187522171

XV e-References:

1. https://www.w3schools.com/html/ , accessed on 18th September 2023
2. https://www.codecademy.com/learn/learn-html , accessed on 18th September 2023
3. https://www.learn-html.org/en/Links, accessed on 18th September 2023
4. https://www.tutorialspoint.com/html/index.htm , accessed on 20th September 2023
5. https://www.javatpoint.com/html-tutorial, accessed on 20th September 2023
6. https://www.geeksforgeeks.org/html-tags-a-to-z-list/,accessed on 18th December 2023

XVI List of Major Equipment/Machineries with Specification:

1. Computer (Dual CORE and above) with Internet connection
2. Windows 7 or 8 or latest (Professional Edition/Academic edition)

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr.M.V.Sarode	HOD, Computer Engineering	Government Polytechnic, Nagpur
2	Mr P S Thakre	Lecturer in CM	Government Polytechnic, Nagpur
3	Mrs.D.S.Nalinde	Lecturer in CM	Government Polytechnic, Nagpur
4	Mr. Dipak Dhote	Operations Manager,	IT-Network Infosystems Pvt LTD, Nagpur
5	Dr. Rakesh Kadu	Assistant Professor, I.T.	Ramdeobaba College of Engg, and Management, Nagpur.
6	Mrs.V.A.Raje	System Analyst	MSBTE, RO, Nagpur

(Dr. M. V. Sarode)
HOD & Chairman PBOS, CM

(Dr. G. V. Gotmare)
Member Sectretary PBOS, CM

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Government of Maharashtra
GOVERNMENT POLYTECHNIC, NAGPUR
(An Autonomous Institute of Govt. of Maharashtra)
Near Mangalwari Bazar, Sadar, Nagpur-440001

COURSE CURRICULUM

Program	:	Diploma in CM
Course Category	:	SEC
Course Code	:	CM154H
Course Title	:	Introduction to Open Source Technologies

I Rationale:

Studying open-source tools like LaTeX, Canva, and Synfig provides a practical and cost-effective approach to develop essential skills for various professional and creative endeavors. LaTeX, as a typesetting system, is integral for precise document formatting, particularly in academic and scientific writing. Canva, an open-source graphic design tool, equips individuals with the ability to create visually appealing content for presentations, marketing materials, and social media, fostering creativity and design thinking. Synfig, as an open-source animation software, empowers users to produce animated multimedia content, supporting the growing demand for dynamic and engaging visual communication.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Apply the Knowledge to dvelop precise document with formatting, graphic design for visual communication, and animation creation for multimedia content.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Design** an article using basic command of Latex

CO2: **Use** Latex tags for Page formatting, tables, images, equations.

CO3: **Develop** a document using Latex list of tables, figures and cross references.

CO4: **Design** presentation using Latex Beamer.

CO5: **Create** Poster, Business Card,logo, invitation cards using Canva.

CO6: **Use** Synfig to design annimations.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
-	-	4	-	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
-	-	-	-	50	20	50	20	-	-

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)	Topics and Sub-topics	Aligned Cos

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Installation of Latex and its different IDEs. Create the first document using LaTeX, organize content in to sections using article and book class of LaTeX.	2#	CO1
I	2	Basic Document Formatting in LaTeX: - Create a simple LaTeX document with a title, author, and date. - Experiment with font styles, sizes, and colors.	2#	CO1
I	3	Sectioning and Table of Contents in LaTeX: - Divide the document into sections and subsections. - Add a table of contents and ensure it is updated correctly.	2#	CO1
II	4	Lists, Figures and Tables in LaTeX: - Create both ordered and unordered lists. - Nest lists and customize the list symbols. - Insert images into your document. - Create a table with rows and columns, and add captions.	2#	CO2
II	5	Mathematical expression, Equations and Formulas in LaTeX : - Write mathematical expressions using inline and display math modes. - Explore various mathematical symbols and notations. - Experiment with complex mathematical equations and formulas. - Utilize environments like `align` for multiline equations.	2	CO2
II	6	Formatting and Styles in LaTeX: - Apply different formatting styles to text, such as bold, italic, and underline. - Customize page layout, margins, and headers/footers. - Explore advanced formatting options, such as two-column layouts. - Use packages like `fancyhdr` for custom header/footer styles.	2#	CO2

III	7	References and Citations in LaTeX: - Add citations to your document using the BibTeX or BibLaTeX system. - Create a bibliography section and reference external sources.	2#	CO2
III	8	Programming Code in LaTeX: - Include programming code snippets using the `listings` package. - Customize code highlighting and formatting.	2	CO2
III	9	Tables of Figures and Tables in LaTeX: - Add lists of figures and tables. - Ensure proper numbering and referencing.	2#	CO3
III	10	Cross-Referencing in LaTeX: - Use labels and cross-references for sections, equations, and figures. - Verify that references are updated correctly.	2#	CO3
IV	11	Introduction to Beamer: - Create a simple Beamer presentation with a title, author, and date. - Use the `frame` environment to add a slide. - Add multiple slides with titles and subtitles. - Experiment with different slide themes.	2#	CO4
IV	12	Bullet Points and Enumerations in Beamer: - Use bullet points and enumerations to list key points. - Customize the appearance of bullet points.	2#	CO4
IV	13	Sections and Subsections in Beamer: - Divide the presentation into sections and subsections. - Observe the impact on the table of contents.	2	CO4
IV	14	Math Mode in Beamer: - Include mathematical expressions using Beamer's math mode. - Utilize features like `\pause` to reveal math content gradually.	2#	CO4
IV	15	Images and Tables in Beamer: - Insert images into Beamer slides. - Adjust the size and positioning of images. - Create simple tables with rows and columns. - Add headers and customize table styles. - Experiment with different Beamer themes. - Change color themes to modify the appearance.	2#	CO4

V	16	Introduction to Canva: - Create a Canva account and explore the basic features of the platform. - Familiarize yourself with the dashboard and layout options. - Design a social media post for a fictional event or promotion. - Use Canva's templates, elements, and text tools.	2#	CO5
V	17	Designing Posters using Canva: - Create an eye-catching poster for a school event or project. - Experiment with different fonts, colors, and layouts.	#2	CO5
V	18	Business Card Design using Canva: - Design a professional-looking business card for yourself. - Include relevant details and use Canva's elements.	#2	CO5
V	19	Logo Design using Canva: - Design a logo for a fictional company or project. - Experiment with shapes, colors, and icon elements.	#2	CO5
V	20	Animated Designs: - Create an animated social media post or presentation slide. - Use Canva's animation features for added impact.	2	CO5
V	21	Event Invitations: - Design an invitation for a fictional event. - Explore Canva's invitation templates and customization options.	#2	CO5
V	22	Photo Editing: - Enhance a photo using Canva's photo editing tools. - Experiment with filters, adjustments, and overlays.	#2	CO5
VI	23	Installation and Interface Familiarization with Synfig: - Install Synfig on your computer. - Explore the user interface, including the canvas, toolbox, and layer panel. - Draw a simple shape (e.g., a circle or square) and animate its movement across the canvas. - Experiment with keyframes to create basic animations.	#2	CO6

VI	24	Layer Management in Synfig: - Understand the concept of layers in Synfig. - Create and organize layers for different elements in your animation.	2	CO6
VI	25	Character Animation in Synfig: - Design a basic character using Synfig's drawing tools. - Rig the character by adding bones and create a walking or running animation.	#2	CO6
VI	26	Importing and Manipulating Images in Synfig: - Import external images (e.g., PNG, JPEG) into Synfig. - Explore techniques for scaling, rotating, and animating imported images.	#2	CO6
VI	27	Tweening and Easing in Synfig: - Use tweening to create smooth transitions between keyframes. - Experiment with different easing functions to control the acceleration and deceleration of animations.	2	CO6
VI	28	Particle Systems in Synfig: - Create particle effects (e.g., rain, snow, fireworks) using Synfig's particle systems. - Adjust parameters such as particle size, speed, and density.	2	CO6
VI	29	Text Animation: - Add text to your animation and explore text animation options. - Animate text appearing, moving, or changing color.	#2	CO6
VI	30	Export your finished animation and share it. Choose the appropriate export Sound Integration in Synfig: - Import sound files (e.g., music or voiceovers) into Synfig. - Synchronize animations with sound for a more engaging experience.	2	CO6

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

IX Specification Table for Classroom Learning Assessment:

X Question Paper Format for Summative Assessment (SA):

-----NA-----

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Installation/configuration of software	10
2	Correctness of Executing various commands	10
3	Writing and executing programs to get desired output	20
4	Viva Voce & Submit journal report in time	10
	TOTAL	50

XII Scheme of Self-Learning Summative Assessment (SA):

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific Outcomes	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	3	-	-	3	-	-
CO2	3	-	-	3	-	-	3	-	-
CO3	3	-	3	3	-	3	3	3	-
CO4	3	-	3	3	-	3	3	3	-
CO5	3	-	3	3	-	3	3	3	-
CO6	3	-	3	3	-	3	3	3	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	A Short Introduction to Latex: A Book for Beginners	Publisher : Createspace Independent Publishing Platform (3 January 2019) Language : English Paperback : 120 pages.	978-1543162646

XV e-References:

1. https://www.tug.org/twg/mactex/tutorials/ltxprimer-1.0.pdf, accessed on 19th September 2023
2. https://static.latexstudio.net/wp-content/uploads/2015/03/LaTeX_Beginners_Guide.pdf accessed on 21th
3. https://www.canva.com/designschool/courses/canva-101/?lesson=opening-canva-for-the-first-time, accessed on 30th September 2023
4. https://synfig.gumroad.com/l/synfig accessed on 26th September 2023
5. https://opensource.com/article/16/12/synfig-studio-animation-software-tutorial, accessed on 10th December 2023

XVI List of Major Equipment/Machineries with Specification:

1. Computer system (Any computer system with basic configuration)

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr M. V. Sarode	HoD, Computerl Engineering	Government Polytechnic, Nagpur
2	Dr. U. B. Aher	Lecturer in CM	Course Expert G.P.Nagpur
3	Dr. K. L. Bawankule	Lecturer in CM	Course Reviewer G.P.Nagpur
4	Mrs.D.S.Nalinde	Lecturer in CM	Course Reviewer G.P.Nagpur
5	Mr.Dipak Dhote	Operations Manager,	IT-Network Infosystems Pvt LTD,Nagpur.
6	Dr.Rakesh Kadu	Assistant Professor, I.T.	Ramdeobaba College of Engg, and Management, Nagpur.
7	Mrs.V.A.Raje	System Analyst	MSBTE,RO Nagpur

(Dr. M V Sarode)
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Government of Maharashtra
GOVERNMENT POLYTECHNIC, NAGPUR
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Near Mangalwari Bazar, Sadar, Nagpur-440001

COURSE CURRICULUM

Program	:	Diploma in CE/ME/EE/EC/CM/IT/MT/PK/AE/TR/TX/MK/AI
Course Category	:	VEC
Course Code	:	VE152H
Course Title	:	Advance Personality Development

I Rationale:

This course equips students with essential life skills, focusing on well-being, leadership, interpersonal relationships, and citizenship. By integrating ancient wisdom, practical financial literacy, and teamwork skills, students develop a balanced and responsible outlook, supporting both professional success and personal fulfillment. This course aligns with holistic development goals in engineering education, fostering adaptability and resilience for real-world challenges.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Demonstrate resilience, teamwork, integrity, and financial literacy in professional and personal settings.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Enhance** personal well-being by setting goals, managing stress, avoiding addictions, and fostering a positive environment.

CO2: **Develop** effective leadership skills by embracing humility and applying mentor-guided solutions to daily challenges.

CO3: **Enhance** interpersonal relationships by practicing forgiveness in both personal and professional settings.

CO4: **Apply** ancient wisdom to effectively address and navigate modern-day challenges.

CO5: **Foster** responsible citizenship by cultivating values of integrity, loyalty, sincerity, and punctuality for national progress.

CO6: **Build** teamwork skills and financial literacy to achieve stability and harmony in professional and personal life.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
-	-	2	2	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
-	-	-	-	25	10	25	10	25	10

VI Classroom Learning Content:

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
UNIT I: Remaking Yourself	1	**Begin with the End in Mind:** Visualize future goals and structure lives through smart goals to give direction to achieve desired outcomes.	2#	CO1
	2	**Being Addiction-Free:** Explore the detrimental effects of addictions on one's health, personal life, and family life and learn how to take control of life by becoming addiction free.	2#	CO1
	3	**Stress Management:** Cope with current and future causes of stress.	2#	CO1
	4	**Better Health Better Future:** Maintain good health through regular exercise, healthy eating habits, and regular and sufficient sleep.	2#	CO1
	5	**Impact of Company:** Develop the ability to create a positive environment around yourself.	2#	CO1
UNIT II: Learning from Legends	6	**Leading Without Leading:** Explore a new approach to leadership, through humility.	2#	CO2
	7	**Words of Wisdom:** Gain practical insights by engaging with mentors to address real-life challenges faced in daily life.	2#	CO2

UNIT III: From House to Home	8	**Forgive & Forget:** Apply the knowledge of forgiveness in personal and professional life.	2#	CO3
UNIT IV: Facing Failures	9	**Timeless Wisdom for Daily Life:** Use ancient wisdom to solve modern-day challenges.	2#	CO4
UNIT V: My India My Pride	10	**Present Scenario:** Implement the transformation of India from a developing country into a developed country it is necessary to have a value-based citizen.	2#	CO5
	11	**An Ideal Citizen - 1:** Develop good values by exploring the values of responsibility and integrity to become value-based citizens.	2#	CO5
	12	**An Ideal Citizen - 2:** Develop values of loyalty, sincerity, and punctuality by trying to keep perfection in every small task and by looking at the bigger picture.	2#	CO5
UNIT VI: Soft Skills	13	**Teamwork & Harmony:** Learn the six steps of teamwork and harmony that are essential for students' professional and daily life.	2#	CO6
	14	**Financial Planning:** Develop a variety of practical financial skills to become financially stable throughout the future careers.	2#	CO6

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

1. Perform Selfless Service - Seva: Apply previous lessons of seva, to analyse the case study of the Bhuj earthquake relief work or any other relief work.

IX Specification Table for Classroom Learning Assessment:

X Question Paper Format for Summative Assessment (SA):

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Content Understanding	10
2	Readability	5
3	Completeness	5
4	Viva voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

S.N.	Criteria	Max. Marks
1	Originality of work	5
2	Organization and Writing	5
3	Use of Evidence	5
4	Viva voce	10
	TOTAL	25

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	-	-	-	-	3	3	3	-	-
CO2	-	-	-	-	3	3	3	-	-
CO3	-	-	-	-	3	3	3	-	-
CO4	-	-	-	-	3	3	3	-	-
CO5	-	-	-	-	3	3	3	-	-
CO6	-	-	-	-	3	3	3	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Integrated Personality Development Course Workbook-2	IPDC Team, Swaminarayan Aksharpith, Shahibaug, Ahmedabad- 4, India, 2nd Edition 2021.	10: 8175267062 13: 978-8175267060
2	Wings of Fire: An Autobiography	A.P.J. Abdul Kalam, Arun Tiwari (Contributor), Universities Press, 67th Edition 2023	13: 978-817371466
3	The Wit & Wisdom of Ratan Tata	Ratan Tata, Hay House India, January 2016	10: 9789385827297 13: 978-9385827297
4	Chase Your Dreams	Sachin Tendulkar, Hachette India, October 2017	10: 9351951995 13: 978-9351951995

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1. Julian Treasure: 5 ways to listen better | TED Talk accessed on 7th July, 2023
2. Listening Statistics: 23 Facts You Need to Hear (creditdonkey.com) accessed on 7th July, 2023
3. Robert Waldinger: What makes a good life? Lessons from the longest study on happiness | TED Talk accessed on 7th July, 2023
4. The Story Behind the Selfless Love of Ahmedabad's Seva Cafe (thebetterindia.com) accessed on 7th July, 2023
5. What Are Soft Skills? Definition, Importance, and Examples (investopedia.com) accessed on 7th July, 2023
6. Welcome to Mystic India accessed on 7th July, 2023

XVI List of Major Equipment/Machineries with Specification:

1. Desktop Computer, Latest Configuration
2. DLP, Latest Configuration
3. Smart Classroom with internet connection

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr. M.B.Daigavane	Principal	Government Polytechnic, Nagpur
2	Mr. Y.K.Chandarana	HoD, Applied MechanicsEngineering	Government Polytechnic, Nagpur
3	Dr. G. K. Awari	HoD, Automobile Engineering	Government Polytechnic, Nagpur
4	Dr. G.V. Gotmare	I/C, Curriculum Development Cell	Government Polytechnic, Nagpur
5	Dr. Megha Machale (Bhelande)	Lecturer in English	Government Polytechnic, Nagpur

(Dr. G.V.Gotmare)
HOD & Chairman PBOS, COMMON

(Dr. G.V.Gotmare)
Member Secretary PBOS, COMMON

Exit Course

I Year

Government of Maharashtra
GOVERNMENT POLYTECHNIC, NAGPUR
(An Autonomous Institute of Govt. of Maharashtra)
Near Mangalwari Bazar, Sadar, Nagpur-440001

COURSE CURRICULUM

Program	:	Diploma in CE/ME/EE/EC/CM/IT/AE/MT/PK/TX/MK/AI
Course Category	:	INP
Course Code	:	IN151H
Course Title	:	Internship (Basic Skills)

I Rationale:

Internship (Basic Skill) is a four-week immersive program designed for first-year diploma students, offering hands-on experience in an industrial setting. Guided by the principles of the National Education Policy (NEP), the course aims to bridge academic learning with industry expectations by fostering practical knowledge, workplace skills, innovation, and professional discipline. Emphasizing skill acquisition and teamwork, students maintain daily activity diaries and submit a comprehensive post-internship report, reflecting on their learning journey. This course serves as an exit option after the second semester, fulfilling the requirements for the award of the "Certificate in Vocation."

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Work efficiently in an industrial environment.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Follow** safety guidelines, record measures, and act per industry standards.

CO2: **Collect** data from supervisors, analyze processes, and write concise reports.

CO3: **Follow** instructions, observe processes, and document daily industrial work clearly.

CO4: **Identify** and discuss problems, analyze causes, and suggest possible improvements.

CO5: **Compile** experiences, refine presentations, and prepare a professional internship report.

CO6: **Present** internship report and outcomes confidently, showing skills, technical knowledge, and clear communication.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
-	-	-	8	8	4

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
-	-	-	-	-	-	-	-	50	20

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)	Topics and Sub-topics	Aligned Cos

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Adhere to industrial safety practices by consulting the safety officer, recording safety procedures, noting the do's and don'ts, and following all instructions as per industry standards.	10#	CO1
II	2	Conduct an industrial process survey by gathering information through discussions with the assigned supervisor/officer, recording findings, and preparing a concise report.	10#	CO2
III	3	Work effectively in an industrial environment by following supervisor instructions, observing industrial processes, and maintaining a daily work diary.	60#	CO3
IV	4	Analyze industrial problems by discussing with supervisors and workers, identifying issues in systems or processes, and documenting the findings.	20#	CO4

V	5	Compile internship experiences into a clear, professional report and presentation; conduct practice sessions to enhance presentation skills and prepare documents as per faculty guidelines.	10#	CO5
VI	6	Present internship report and outcomes confidently to faculty and peers, demonstrating technical knowledge, communication skills, and clarity in conveying internship learnings.	10#	CO6

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

1. Choose entrepreneurial activities resulting in start-up or undergo internship with industry/ NGO"s/ Government organizations/ Micro/ Small/ Medium enterprises to make ready for the industry.

IX Specification Table for Classroom Learning Assessment:

X Question Paper Format for Summative Assessment (SA):

XI Scheme of Laboratory Formative Assessment (FA):

XII Scheme of Self-Learning Summative Assessment (SA):

S.N.	Criteria	Max. Marks
1	Selection of Type of Industry	5
2	Work done and Feasibility of work	25
3	Report writing	10
4	Presentation Skills and Viva-Voce	10
	TOTAL	50

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	1	-	-	-	-	-	3	-	-
CO2	-	-	-	-	-	3	3	-	-
CO3	-	-	-	-	-	3	3	-	-
CO4	-	-	-	-	1	3	3	-	-
CO5	-	-	-	-	-	3	3	-	-
CO6	-	-	-	-	-	-	-	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Soft Skills: Enhancing Industrial Training and Education	Lokesh Choudhary, Mittal Publications, 2007	10: 8183242367 13: 9788183242363
2	Training Practice	Penny Hackett, McGraw-Hill Education, September 2003	10: 0852929803 13: 9780852929803
3	AICTE Internship Policy: Guidelines & Procedures	All India council of Technical Education New Delhi	-

XV e-References:

1. https://internship.aicte-india.org/ assessed on 23rd April 2024
2. https://www.coursera.org/articles/computer-science-internships assessed on 23rd April 2024

XVI List of Major Equipment/Machineries with Specification:

1. Desktop computers
2. Laser Printer
3. DLP

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr. M.B.Daigavane	Principal	Government Polytechnic, Nagpur
2	Dr. M. V. Sarode	HoD, Computer Engineering and I/C Trainining & Placement Officer	Government Polytechnic, Nagpur
3	Dr. G. V. Gotmare	I/C Curricullum Development Cell	Government Polytechnic, Nagpur

(Dr. M. V. Sarode)
HOD & Chairman PBOS, CM

(Dr. G. V. Gotmare)
Member Sectretary PBOS, CM

Semester

III

Government of Maharashtra
GOVERNMENT POLYTECHNIC, NAGPUR
(An Autonomous Institute of Govt. of Maharashtra)
Near Mangalwari Bazar, Sadar, Nagpur-440001

COURSE CURRICULUM

Program	:	Diploma in CM
Course Category	:	DSC
Course Code	:	CM201H
Course Title	:	Data Structures

I Rationale:

In the present era it is very essential to develop programs and organize data in such a way that it solves a complex problem efficiently. Data structure is such a tool, which aims in developing data organizing and programming skills.. Data Structures is a logical & mathematical model of storing and organizing the data in a particular way in computers . After learning this course students will be able to identify the problem, analyze different algorithms to solve the problem and choose most appropriate data structure to represent the data.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Apply data structures and algorithms.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Use** the concepts of data structures to solve computing problem.

CO2: **Develop** sorting and searching algorithms for the small and large data sets using stacks.

CO3: **Develop** and execute the program for queues

CO4: **Construct** the algorithm for performing operations on linked list

CO5: **Implement** a program to create and traverse trees to solve problems.

CO6: **Develop** the program for performing operations on graph.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
3	-	2	1	6	3

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70	100	40	25	10	25+	10	25	10

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Introduction to data structure	1a	Illustrate the concept and needs of data structure for the given problem.	1.1	Definition of data structure.Basic Terminology: Elementary Data Organization.Concept and Need of data structure.	CO1
	1b	Classify the given type of data structures based on their characteristics.	1.2	Types of data structure:- (i) Linear Data Structures (ii)Non-Linear Data structures.	
	1c	Compute complexity of given algorithm in terms of time and space.	1.3	Algorithm complexity:- (i) Time Complexity (ii) Space Complexity	
	1d	Apply given operations on different data structures.	1.4	Operations on data structures:- (i) Traversing (ii) Inserting (iii) Deleting (iv) Searching (v) Sorting (vi) Merging.	
	2a	Apply the algorithm of given searching and sorting methods on the given data sets.	2.1	Searching–Linear Search & Binary Search and Sorting–Selection,Bubble,Insertion, Merge,Radix.	

UNIT II: Stacks	2b	Represent stack in memeory using array and linked lits.	2.2	Introduction to Stack-Stack Definition, basic terminologies, examples. Stack as ADT, Stack representation in memory using array and linked list.	CO2
	2c	Write the programs for given operations on stack.	2.3	Operation on Stack-PUSH,POP-Stack operation conditions-Stack Full / Stack Overflow, Stack Empty/Stack Underflow Application of Stack :-Reversing a list, Polish Notation.	
	2d	Construct given types of polish expression.	2.4	Polish Notation:-Infix, Postfix, Prefix , Conversion of infix to postfix expression , Conversion of infix to prefix expression , Evaluation of postfix expression , Evaluation of prefix expression.	
	2e	Implement recursion using stack for given problem statement.	2.5	Recursion in C - Definition, Programs based on Recursion , Implementation of Recursion using Stack , Implementation of Tower Of Hanoii problem using Stack.	
UNIT III: Queues	3a	Illustrate the concept of queue and its given representation forms.	3.1	Introduction to Queue Queue Definition, basic terminologies, examples. Queue as ADT, Array representation and linked representation of queue.	CO3
	3b	Differentiate the working of given types of queues based on the given parameters.	3.2	Types of Queue :-Linear Queue, Circular Queue ,Concept of Priority queue.	
	3c	Develop the program for given operation of queue.	3.3	Queue Operations on linear and Circular queue –INSERT,DELETE Queue Operations conditions –Queue Full, Queue Empty, Application of Queue	

UNIT IV: Linked List	4a	Create Linked list with the given nodes and perform the given operations.	4.1	Introduction to linked list Terminologies : Node, Address, Pointer, Information field / Data field, Next pointer, Null Pointer, Empty list, Dynamic memory Allocation.	CO4
	4b	Differentiate between the working of types of linked list on given points.	4.2	Types of list :- Linear list, Circular list.	
	4c	Construct the algorithm for given operations on linked list.	4.3	Operation on singly linked list : Traversing a singly linked list , Searching a key in linked list, Inserting a new node in linked list, Deleting a node from linked list, Counting number of nodes in a Linked List , Reversing a linked list	
UNIT V: Tree	5a	Create the tree using given with related terminologies.	5.1	Introduction to Trees Terminologies:-tree, degree of node, degree of a tree, level of a node, leaf node, Depth / Height of a tree, In-degree and Out Degree, Path, Ancestor, descendant nodes.	CO5
	5b	Represent the binary tree in given forms.	5.2	Binary tree representation:- Sequential representation, Linked representation of tree	
	5c	Obtain output of given graph for given traversal method.	5.3	Tree types and traversal methods Types of trees :- General tree, Binary tree, Binary search tree (BST), Expression Trees .Binary tree traversal :- In-order Traversal,Pre- order Traversal, Post-order Traversal.	
	5d	Construct the tree using given operations on trees.	5.4	Binary Search Tree Operations:-Searching a node in a BST,Inserting a new node in BST,Deleting a node from BST.	

UNIT VI: Graphs	6a	Create the graph using given with related terminologies.	6.1	Introduction to graph terminologies:- graph, node (vertices), arcs (edges), directed graph, undirected graph, in-degree ,out degree, adjacent, successor, predecessor, relation, path, articulation point.	CO6
	6b	Represent the given graph in given forms.	6.2	Representation of Graph:-Sequential representation,Linked representation of graph.	
	6c	Interpret list and matrix for given type of graph.	6.3	Adjacency Lists, Adjacency Matrix of directed and undirected graph.	
	6d	Implement the graph traversal techniques on the given graph.	6.4	Warshall's Algorithm;Shortest Paths.Traversal used for Graph:-Breadth First Search,Depth First Search.	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Develop and execute a 'C' program to traverse and display the elements from given array	2#	CO1
II	2	Develop and execute a 'C' program to search a particular data from the given array using Linear search.	2#	CO1
II	3	Develop and execute a 'C' program to search a particular data from the given array using Binary search.	2#	CO1
II	4	Develop and execute a 'C' program to sort an array using Bubble Sort .	2	CO2
II	5	Develop and execute a 'C' program to sort an array using Selection Sort.	2#	CO2
II	6	Develop and execute a 'C' program to sort an array using Insertion Sort .	2#	CO2
II	7	Develop and execute a 'C' program to perform PUSH and POP operations on stack using array.	2#	CO2
II	8	Develop and execute a program for Implementation of Recursion using Stack.	2#	CO2
III	9	Develop and execute a C' program to perform INSERT and DELETE operations on queue using array.	2#	CO3
III	10	Develop and execute a C' program to perform INSERT and DELETE operations on circular queue using array.	2#	CO3
IV	11	Develop and execute a 'C' program for Inserting, Deleting, Traversing, Searching a node in Singly Linked List.	2#	CO4
V	12	Develop and execute a program for inserting and deleting a node from Binary tree.	2	CO5
V	13	Develop and execute a program to traverse the tree(Inorder, Preorder, Postorder)	2#	CO5
VI	14	Develop and execute a program for traversal of graph.	2#	CO6

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

1. Prepare a microproject based on Array,Stacks ,Queues,Linked Lists,Trees and Graphs
2. Develop microproject of Tic-Tac-Toe game using a 2D array or matrix.
3. Implement a Sudoku solver using backtracking and appropriate data structures.
4. Use a priority queue to simulate events occurring over time, such as a simple traffic simulation or customer service queue.
5. Implement an inventory management system using hash tables and linked lists.
6. Implement a playlist manager using doubly linked lists and hash tables.
7. Create a text editor with stacks to manage undo and redo operations.
8. Implement Dijkstra’s and Bellman-Ford algorithms for finding the shortest path in weighted graphs.
9. Develop microproject to solve problems like finding connected components or pathfinding.
10. Develop the classic Snake game using a linked list to represent the snake’s body and a grid for the board.

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Introduction to data structure	4	C	02	04	00	6
			O	02	00	00	2
2	Stacks	10	C	04	04	06	14
			O	00	08	00	8
3	Queues	7	C	02	04	06	12
			O	00	00	08	8
4	Linked List	8	C	02	04	08	14
			O	02	00	06	8
5	Tree	8	C	02	04	06	12
			O	04	04	00	8
6	Graphs	8	C	02	00	10	12
			O	00	00	06	6
Total		45	C	14	20	36	70
			O	8	12	20	40

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options	
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C	O
1	1R2	3R2	4R2	5R2	6R2	1R2	4R2	5	7
2	2R4	1U4	2U4	2U4	2U4			3	5
3	3U4	4U4	4A4	5R4	5U4			3	5
4	4A4	5U4	5A4	3A4	3A4			3	5
5	2A6	3A6	4A6					2	3
6	5A6	6A6	6A6					2	3

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Correctness of algorithm	5
2	Designing the program	10
3	Debugging Ability and Appropriateness of output displayed	5
4	Viva Voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

S.N.	Criteria	Max. Marks
1	Design of user interface, style and documentation	10
2	Development of efficient code covering all given concepts	10
3	Viva Voce	5
	TOTAL	25

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	3	-	-	3	-	-
CO2	3	-	-	3	-	-	3	3	-
CO3	3	-	2	3	-	2	3	3	-
CO4	3	-	2	3	-	2	3	3	-
CO5	3	-	2	3	-	2	3	3	-
CO6	3	-	2	3	-	2	3	3	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Data Structures in 'C'	Tanenbaum, Langsman, Augenstein Pearson Education, 2003	10:8131702294 13:978-8131702291
2	Introduction to Data Structure : With applications	Jean Paul Tremblay, Paul Gordon Sorenson, International Student Edition, 1983	10:0070651574 13:9780070651579
3	Data Structures with C	Seymour Lipschutz, Schaum's Outline Series, 2010	10:0070701989 13:978-0070701984

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2. https://www.w3schools.in/data-structures-tutorial, accessed on 13th May 2024
3. https://www.geeksforgeeks.org/data-structures/, accessed on 13th May 2024
4. https://www.tutorialspoint.com/data_structures_algorithms/index.htm , accessed on 13th May 2024
5. https://www.javatpoint.com/data-structure-tutorial , accessed on 13th May 2024
6. https://www.programiz.com/dsa/data-structure-types , accessed on 13th May 2024
7. https://www.simplilearn.com/tutorials/data-structure-tutorial/what-is-data-structure, accessed on 13th May 2024

XVI List of Major Equipment/Machineries with Specification:

1. Computer system (Any computer system which is available in laboratory)
2. 'C' Compiler / GCC Compiler or Visual studio code

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr.M.V.Sarode	HOD,Computer Engineering	G.P.Nagpur
2	Mrs.D.S.Nalinde	Lecturer in CM	Course Expert G.P.Nagpur
3	Dr.U.B.Aher	Lecturer in CM	Course Expert G.P.Nagpur
4	Mr.A.A.Uike	Lecturer in CM	Course Expert G.P.Nagpur
5	Dr.Rakesh Kadu	Assistant Professor, I.T	Ramdeobaba College of Engg, and
6	Mr.Dipak Dhote	Operations Manager,	IT-Network Infosystems Pvt Ltd
7	Mrs.V.A.Raje	System Analyst	MSBTE ,RO,Nagpur

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COURSE CURRICULUM

Program	:	Diploma in CM
Course Category	:	DSC
Course Code	:	CM202H
Course Title	:	Computer Communication and Network

I Rationale:

Networking fundamentals serve as the backbone of modern technology, enabling seamless communication and information exchange across the globe. From personal interactions on social media platforms to critical business operations, networks play an indispensable role in our daily lives. By understanding concepts such as network classification, topologies, and networking devices, students acquire a robust framework for comprehending and navigating the intricacies of today's interconnected world. Moreover, this course goes beyond theoretical knowledge, providing students with practical skills essential for managing and troubleshooting networks in diverse scenarios, ensuring they are well-prepared to tackle real-world challenges in the field of data communication.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Configure and manage Computer Networks.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Setup** a basic computer network for the communication.

CO2: **Select** pertinent transmission media and switching techniques for creating a computer network.

CO3: **Identify** and configure different TCP/IP services.

CO4: **Identify** the protocol suite for the type of communication.

CO5: **Find** the errors in data transmission and connect various components for wireless communication.

CO6: **Configure** the addressing scheme for network model.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
3	-	2	1	6	3

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70	100	40	25	10	25+	10	25	10

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Fundamentals of Data Communication and Computer Network	1a	Outline the benefits of computer network and choose the networking devices for the given situation.	1.1	Definition and Need Of Computer Network, Application, Network Benefits. Network Connecting Devices: Hub, Switch, Router, Bridge, Gateway, Modem, Repeater, Access Point.	CO1
	1b	Identify the need of computer network and its architecture for the given situation.	1.2	Classification Of Network: LAN,WAN,MAN,Network Architecture: Peer To Peer, Client Server Network.	
	1c	Identify role of the given component in the process of data communication.	1.3	Process of data communication and its component: Transmitter, receiver medium, Message, protocol.	
	1d	Select the appropriate terminologies related to data communication for the given problem statement.	1.4	Protocols, standards, standard organization, Bandwidth, Data Transmission rate, Baud Rate and Bits per second.	

UNIT II: Transmission Media and Switching	2a	Identify the parts of given communication media.	2.1	Communication Media: Guided Transmission Media: Twisted-Pair Cable, Coaxial Cable Fiber Optic Cable, Unguided Transmission Media: Radio Waves, Microwaves, Infrared, Satellite.	CO2
	2b	Select the given multiplexing technique for the given problem statement.	2.2	Multiplexing: Frequency-DivisionMultiplexing Time –DivisionMultiplexing	
		Identify the switching technique based on the given problem statement.	2.3	Switching: Circuit-switched network packet-switched network	
	2d	Select the suitable mode of communication for given example.	2.4	Modes of communication (simplex, half duplex ,Full duplex),Analog signal and Digital signal, Analog and Digital transmission: Analog To Digital, Digital To Analog Conversion.	
UNIT III: OSI /TCP IP Reference Models	3a	Select the suitable function of the layer based on the given problem statement.	3.1	OSI reference Model: Layers of the OSI reference Model (Functions and features of each layer)-Physical Layer, Data-Link Layer, Network Layer, Transport Layer, Session Layer, Presentation Layer, Application Layer.	CO3
	3b	Choose the suitable function and features of the given layer of TCP/IP model.	3.2	TCP/IP Model: Layered Architecture Link ,Internet, Transport layer and application layer.	
	3c	Choose the procedure to configure the given type of computer network.	3.3	Using basic network services: File sharing, Printer sharing, and Device sharing.	
rotocol Suite	4a	Identify the salient features of the given Host-to-Network layer protocol.	4.1	Host-to-Network Layer Protocols:SLIP, PPP	
	4b	Identify the working of Internet layer Protocol.	4.2	Internet Layer Protocols: IP, ARP, RARP, ICMP	

UNIT IV: TCP/IP P	4c	Identify different uses TCP or UDP at transport layer based on the functioning of given Application layer protocol.	4.3	Transport Layer Protocols: TCP and UDP.	CO4
	4d	Select the procedure to configure the given TCP/IP services.	4.4	Application Layer Protocols: FTP, HTTP, SMTP, TELNET, DNS, BOOTP, DHCP.	
UNIT V: Error Detection, Correction and Wireless Communication	5a	Select the type of error in data communication.	5.1	Types of Errors: Single Bit Error and Burst Error, Redundancy.	CO5
	5b	Identify the error detection method for the given problem statement.	5.2	Error Detection: Longitudinal Redundancy Check (LRC), Vertical Redundancy Check(VRC), Cyclic Redundancy Check(CRC).	
	5c	Select the IEEE standard for the given problem statement.	5.3	IEEE standards: 802.1, 802.2, 802.5, wireless LANs: 802.11 Architecture, MAC Sublayer.	
	5d	Identify the components of given Bluetooth architecture.	5.4	Bluetooth Architecture: Piconet, Scatternet	
UNIT VI: Flow Control and IP Addressing	6a	Identify the terms used in line discipline.	6.1	Line Discipline : ENQ /ACK, Poll /Select.	CO6
	6b	Select the suitable flow control technique for the given problem statement.	6.2	Flow Control: Stop and wait, sliding, Window flow control, Go Back N ARQ, Selective Repeat ARQ.	
	6c	Apply sub netting to the given addressing scheme.	6.3	Addressing Scheme: IP protocol IPV4,IPV6,five classes of IP V4, Subnet and Masking.	
	6d	Identify Domain Name System services.	6.4	Domain Name System: Introduction, generic domain, country domain, inverse domain, working of DNS.	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Identify and test the functioning of Hub, Switch, Router, Bridge, Gateway, Modem, Repeater.	2#	CO1
I	2	Create a small physical network using network connecting devices.	2#	CO1
II	3	Connect Computers using given topology with wired media and test the network.	2#	CO2
II	4	Create desired standard network cable and test by using cable tester.	2#	CO2
III	5	Run basic network commands : ipconfig, ping, netstat, nslookup,traceroute.	2#	CO3
III	6	Install wireshark and configure a packet sniffer.	2#	CO3
III	7	Share a network printer on a network and print a document on it from a different computer on a network.	2#	CO3
III	8	Share files and directories from one computer to another on a local area network.	2	CO3
IV	9	Configure IPV4 network on a open source software for tracking TCP and UDP packets.	2#	CO4
IV	10	Configure Transmission Control Protocol (TCP) using open source software.	2#	CO4
IV	11	Configure User datagram Protocol (UDP) using open source software.	2	CO4
V	12	Develop C program for CRC Error detection.	2	CO5
V	13	Connect Computers using wireless devices to form a computer network.	2#	CO5
VI	14	Configure Static IP and Dynamic address.	2#	CO6
VI	15	Configure Domain Name System.	2	CO6

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

1. Identify different types of communication.
2. Apply relevant transmission media and switching techniques.
3. Connect computer and try sharing the devices and data files.
4. Create a small physical network in your lab for communication.
5. Create a small network of computers using simulator to study the actual packet tracing.
6. Study various protocols used in real time communication.
7. Identify and configure various networking devices such as switches and routers.
8. Crimp the RJ45 cable to create new patch cords.
9. Configure wireless devices in any office, library andany comman places for wireless communication.
10. Create a virtual network of computers using open source software.

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Fundamentals of Data Communication and Computer Network	5	C	02	04	00	6
			O	02	00	00	2
2	Transmission Media and Switching	7	C	04	04	06	14
			O	00	08	00	8
3	OSI /TCP IP Reference Models	10	C	02	04	06	12
			O	00	00	08	8
4	TCP/IP Protocol Suite	10	C	02	04	08	14
			O	02	00	06	8
5	Error Detection, Correction and Wireless Communication	7	C	02	04	06	12
			O	04	04	00	8
6	Flow Control and IP Addressing	6	C	02	00	10	12
			O	00	00	06	6
Total		45	C	14	20	36	70
			O	8	12	20	40

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options	
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C	O
1	1R2	3R2	4R2	5R2	6R2	1R2	4R2	5	7
2	2R4	1U4	2U4	2U4	2U4			3	5
3	3U4	4U4	4A4	5R4	5U4			3	5
4	4A4	5U4	5A4	3A4	3A4			3	5
5	2A6	3A6	4A6					2	3
6	5A6	6A6	6A6					2	3

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks -2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Proper Coding	10
2	Validate the connection	5
3	Validate the output	5
4	Check the correct connections of cables.	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

S.N.	Criteria	Max. Marks
1	Check the correct connections of cables.	5
2	Validate the cable connections.	5
3	Validate the output	5
4	Report Writing	10
	TOTAL	25

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	-	3	-	3	-	-
CO2	3	3	-	-	-	-	3	-	3
CO3	3	3	-	-	-	-	3	-	3
CO4	3	3	-	-	-	-	3	-	3
CO5	3	3	3	3	3	-	3	3	3
CO6	3	3	3	3	3	-	3	3	3

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	LaTeX: A document preparation system, User's guide and reference manual	Leslie Lamport,Addison Wesley, 2nd edition, 1994	13: 978-0201529838
2	Data Communication and Networking	ForouzanBehroouz A. Tata Mcgraw Hill, New Delhi,2006	13: 9780-07-296775-3
3	Computer Networks	Andrew S Tanenbaum PHI Learning Pvt LTD, Delhi	13: 978-0-13-212695-3
4	Data Communication and Networks	AchyutGobole The McGraw Hill,New Delhi,2006	10: 0070472971
5	Internetworking with TCP/IP Principles, Protocols and Architectures	Comer Douglas E. PHI Learning Pvt LTD , Delhi	10: 81-203-2065-4

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2. https://www.jaroeducation.com/blog/introduction-to-computer-networking-understanding-the-
3. https://www.nwkings.com/transmission-media-in-computer-networks. 29/05/2024
4. https://www.spiceworks.com/tech/networking/articles/what-is-osi-model/. 29/05/2024
5. https://www.geeksforgeeks.org/different-types-of-wireless-communication-media/. 29/05/2024
6. https://www.geeksforgeeks.org/tcp-and-udp-in-transport-layer/. 29/05/2024

XVI List of Major Equipment/Machineries with Specification:

1. Computer I3 or higher version
2. Hubs
3. Switches
4. Routers
5. Cable Tester
6. Cable Crimping tool
7. RJ45 Connector

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr. M. V. Sarode	HoD, Computer engineering	Government Polytechnic, Nagpur
2	Dr. K. L. Bawankule	Lecturer, Computer engineering.	Government Polytechnic, Nagpur
3	Mr. S. A. Khatri	Lecturer, Computer engineering.	Government Polytechnic, Nagpur
4	Mr. P. S. Thakre	Lecturer, Computer engineering.	Government Polytechnic, Nagpur
5	Dr. Rakesh Kadu	Assistant Professor, IT, RBU	Ramdeobaba College of Engineering Nagpur
6	Mr. Dipak Dhote	Operation Manager	IT-Network Infosystem Pvt Ltd.
7	Mrs. V. A. Raje	System analyst	MSBTE, RO, Nagpur

(Dr. M. V. Sarode)
HOD & Chairman PBOS, CM

(Dr. G. V. Gotmare)
Member Sectretary PBOS, CM

Government of Maharashtra
GOVERNMENT POLYTECHNIC, NAGPUR
(An Autonomous Institute of Govt. of Maharashtra)
Near Mangalwari Bazar, Sadar, Nagpur-440001

COURSE CURRICULUM

Program	:	Diploma in IT/CM/AI
Course Category	:	DSC
Course Code	:	IT202H
Course Title	:	Object Oriented Programming

I Rationale:

This course describes the object oriented concepts through c++ programming language. It illustrates the basics and application of object oriented features for problem solving and logic development. Students can develope real life problems with object oriented features using open source environment.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Apply OOP principles in software development

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Use** the object oriented concepts in programming

CO2: **Create** classes, instantiate objects and invoke methods.

CO3: **Apply** the concepts of constructor, destructor, and inheritance to develop programs

CO4: **Develop** programs to show use of pointer and polymorphism

CO5: **Develop** C++ programs to implement real life application using file operations

CO6: **Use** concepts of template and exception handling to write programs.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
3	-	2	1	6	3

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70	100	40	25	10	25+	10	25	10

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Fundamentals of programming	1a	Differentiate between OOP and POP	1.1	Its need & requirement, Procedure Oriented Programming (POP) verses Object Oriented Programming (OOP)	CO1
	1b	Choose the correct features of OOP from the given list of features	1.2	Basic concepts of Object Oriented Programming, Object Oriented Languages, Applications of OOP	
	1c	Sort the keywords, variables and constants from the given list of tokens	1.3	Beginning with C++: What is C++? ,Tokens, keywords, variables, constants, basic data types	
	1d	Develop a given program using scope resolution and memory management operators	1.4	Operators, scope resolution operator, memory management operators, console input/output	
	1e	Use program structure of C++ to develop the program	1.5	Structure of C++ program	
ects	2a	Create class and objects for the given problem statement	2.1	Class & Object: Introduction, specifying a class, access specifier, defining member functions, creating Objects,	

UNIT II: Basic of Classes & Obje	2b	Draw the structure to show memory allocation for given objects	2.2	Memory Allocation for objects	CO2
	2c	Develop programs on given array of objects	2.3	Array of Objects, Object as function Arguments	
	2d	Write the syntax to declare and define given static data member and static member function	2.4	Static data members, static member function	
	2e	Develop programs using friend function for given problem statement	2.5	Friend Function	
UNIT III: Constructor , Destructor, Inheritance	3a	Apply the concept of constructors and destructors to implement the given program	3.1	Concepts of Constructors, Types of constructors: Default, Parameterized, Copy constructor.	CO3
	3b	Use correct types of constructors and Develop programs based on destructors for given problem definition.	3.2	Overloaded Constructors: Multiple constructors in a Class, Constructor with default arguments, Destructor	
	3c	Choose correct type of visibility mode based on given problem	3.3	Inheritance : Introduction to derived class, visibility modes & effects	
	3d	Develop given program using correct type of inheritance	3.4	Types of Inheritance : single, multilevel, multiple, hierarchical, hybrid	
	3e	Use the concept of passing parameter from derived class constructor to base class constructor for the given type of inheritance	3.5	Constructors in derived class : Passing parameters from derived class constructor to base class constructor using various types of inheritance.	
++	4a	Choose the correct pointer arithmetic statements from given list of expressions	4.1	Concepts of Pointer: Pointer declaration, Pointer operator, address operator, Pointer arithmetic.	

UNIT IV: Pointers and Polymorphism in C	4b	Write the given program to implement the concept of this pointer or pointer to object	4.2	Pointer to Object: Pointer to Object, this pointer, Pointer to derived class	CO4
	4c	Compare between compile time polymorphism and run time polymorphism	4.3	Polymorphism : Introduction, Types of polymorphism: Compile time, Run time Polymorphism	
	4d	Use concept of operator overloading for given program	4.4	Compile time Polymorphism: Function overloading, Operator overloading: Overloading unary and binary operators, Rules for Operator overloading	
	4e	Develop programs based on virtual function for given problem statement.	4.5	Run time polymorphism: Virtual functions, rules for virtual Functions, pure virtual function.	
UNIT V: Working with files	5a	Compare between given classes for file stream operations	5.1	Introduction : Classes for File Stream Operations	CO5
	5b	Choose the correct file opening modes based on given problem	5.2	Opening and closing a file, detecting end of file and various File opening Modes	
	5c	Use the file pointer in given program to move its location throughout the file	5.3	Sequential input and output operation , File pointers and their manipulations	
	5d	Develop program to show use error handling functions and for given problem statement	5.4	Error handling during file operations	
	5e	Develop program over random access to files and command line arguments for given problem statement.	5.5	Updating a File: Random Access , Command Line Arguments	
Templates	6a	Choose correct type of throwing mechanism with respect to given problem definition of exception handling	6.1	Exception handling : Introduction, Exception handling mechanism	

UNIT VI: Exception Handling and T	6b	Develop program using exception handling for given problem statement.	6.2	Throwing mechanism, catching mechanism , rethrowing an exception	CO6
	6c	Use class template to develope the program for given problem statement.	6.3	Templates: class template, class template with multiple parameter	
	6d	Use function template with multiple parameters and member function template to develope program for given problem statement.	6.4	Function Template : with multiple parameter, Overloading of template function , Member function templates	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
II	1	Develop & Execute two C++ programs based on object, classes and on default argument concept in function	2	CO2
II	2	Develop & Execute two programs based on function overloading	2	CO2
II	3	Develop & Execute two programs on static member function	2	CO2
II	4	Develop & Execute two programs using friend function	2	CO2
III	5	Develop & Execute two programs using friend function	2	CO3
III	6	Develop & Execute two programs over constructor overloading	2	CO3
III	7	Develop & Execute five programs for all types inheritance	4	CO3
III	8	Develop & Execute a program to pass parameters from derived class constructor to base class constructor	2	CO3
IV	9	Develop & Execute two programs to create a pointer for object and array of objects	2	CO4
IV	10	Develop & Execute program for virtual function	2	CO4
IV	11	Develop & Execute two programs each on unary operator overloading and binary operator overloading	2	CO4
V	12	Develop & Execute two programs each to perform various operations over files	2	CO5
V	13	Develop & Execute a program to randomly access contents of file and using command line argument	2	CO5
VI	14	Develop & Execute a program using exception handling	2	CO6
VI	15	Develop & Execute a program using Templates.	2	CO6

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

1. Develope a mini project for student management system using various concepts of object oriented programming.
2. Develope a mini project for college management system using various concepts of object oriented programming.
3. Develope a mini project for library management system using various concepts of object oriented programming.
4. Develope a mini project for bank management system using various concepts of object oriented programming.
5. Develope a mini project to develope tic tac toe game using various concepts of object oriented programming.
6. Develope a mini project for exam management system using various concepts of object oriented programming.
7. Develope a mini project for shop management system using various concepts of object oriented programming.
8. Develope a mini project for travels management system using various concepts of object oriented programming.
9. Develope a mini project for Online voting system using various concepts of object oriented programming.
10. Develope a mini project for food delivery system using various concepts of object oriented programming.
11. Develope a mini project for booking system(movie, food, cab, hotel room) using various concepts of object oriented programming.
12. Develope a mini project for patient management system using various concepts of object oriented programming.
13. Develope a mini project for personal diary management system using various concepts of object oriented programming.
14. Develope a mini project for Quiz gaming using various concepts of object oriented programming.
15. Any other

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Fundamentals of programming	6	C	2	4	0	6
			O	0	4	0	4
2	Basic of Classes & Objects	8	C	2	4	6	12
			O	0	4	4	8
3	Constructor , Destructor, Inheritance	9	C	2	4	6	12
			O	0	0	6	6
4	Pointers and Polymorphism in C++	8	C	2	4	10	16
			O	0	0	10	10
5	Working with files	7	C	2	4	10	16
			O	0	4	4	8
6	Exception Handling and Templates	7	C	0	4	4	8
			O	4	0	0	4
Total		45	C	10	24	36	70
			O	4	12	24	40

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options	
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C	O
1	1R2	2R2	3R2	4R2	5R2	6R2	6R2	5	7
2	1U4	2U4	4A4	1U4	2A4			3	5
3	3U4	4U4	5A4	2U4	5A4			3	5
4	5U4	6U4	6A4	5U4	4A4			3	5
5	2A6	3A6	3A6					2	3
6	4A6	5A6	4A6					2	3

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Writing program and Drawing flow chart	5
2	Execution of program	10
3	Viva voce	10
4		
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

S.N.	Criteria	Max. Marks
1	Logic Developement	5
2	Code efficiency and Execution	10
3	Report Writting	5
4	Viva-Voce	5
	TOTAL	25

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	-	-	3	3	3	-
CO2	3	-	3	3	-	3	3	3	-
CO3	3	-	3	3	-	3	3	3	-
CO4	3	-	3	3	-	3	3	3	-
CO5	3	-	3	3	-	3	3	3	-
CO6	3	-	3	3	-	3	3	3	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Object oriented programming with c++	E. Balagurusamy , Mc Graw Hill Education , 4th Edition, 2008	13: 9789383286508
2	C++: The Complete reference	Herbert Schildt , Mc Graw Hill Education , 4th Edition , 2017	10: 0072226803
3	Let us C++	Yashwant Kanetkar , BPB , 2th Edition, 2003	13: 9788183331630
4	Object oriented programming in c++	Robert Lafore, SAMS, 4th Edition, 2008	13: 9788131722824
5	Object oriented programming in c++	Lekhraj Vilhekar, Icebreakers, 1st Edition, 2015	

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2. https://books.google.co.in/books/about/Object_Oriented_Programming_with_C++_7e.html?id=ZvVcDwAAQBAJ&redir_esc=y , accessed on 16th May 2024
3. https://onlinecourses.nptel.ac.in/noc21_cs02/preview , accessed on 16th May 2024
4. https://www.coursera.org/learn/cplusplus-crypto-i , accessed on 16th May 2024
5. https://www.geeksforgeeks.org/object-oriented-programming-in-cpp/ , accessed on 16th May 2024
6. https://www.programiz.com/cpp-programming/oop , accessed on 16th May 2024
7. https://github.com/topics/object-oriented-programming?l=c%2B%2B , accessed on 16th May 2024

XVI List of Major Equipment/Machineries with Specification:

1. Computer (Dual Core or above)
2. Network printer
3. TC/GCC compiler

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr. A R Mahajan	Head of Dept, Information Technology	Government Polytechnic Nagpur
2	Dr. M V Sarode	Head of Dept, Computer Engineering	Government Polytechnic Nagpur
3	Mr. Dipak Dhote	Industry Expert	IT-Networkz Infosystems Pvt Ltd, Nagpur
4	Dr. Rakesh Kadu	Member from Academics(External)	Ramdeobaba College of Engg & Mgmt, Nagpur
5	Mrs. V A Raje	MSBTE Nominee	RBTE Nagpur
6	Mr. L D Vilhekar	Member (Internal) , Course Expert	Government Polytechnic Nagpur
7	Ms. I G Lokhande	Member (Internal)	Government Polytechnic Nagpur

(Dr. A R Mahajan)
HOD & Chairman PBOS, IT

(Dr. G. V. Gotmare)
Member Sectretary PBOS, IT

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Government of Maharashtra
GOVERNMENT POLYTECHNIC, NAGPUR
(An Autonomous Institute of Govt. of Maharashtra)
Near Mangalwari Bazar, Sadar, Nagpur-440001

COURSE CURRICULUM

Program	:	Diploma in CM/IT
Course Category	:	DSC
Course Code	:	EC210H
Course Title	:	Principles Of Digital Technique and Microprocessors

I Rationale:

Digital techniques are concerned to digital circuits and digital technologies that are operated on digital signal It is essential to know fundamentals of digital electronics to understand the concept of digital electronics and microprocessors Microprocessor is the heart of embedded system and computers. This course will provide basic knowledge of microprocessor architecture and programming in assembly language. The student will be able to apply logics to various given problems and develop programs using assembly language construct that would help them to develop real time microprocessor based application programs.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Build digital system including microprocessor based system

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Use** number system and codes for working of digital system

CO2: **Bulid** combinational logical circuit.

CO3: **Bulid** sequential logical circuit.

CO4: **Identify** functional block of 8086 microprocessor.

CO5: **Use** instruction set for different addressing modes.

CO6: **Develop** and execute an assembly language program (ALP) using 8086 microprocessor.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
3	-	2	1	6	3

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70	100	40	25	10	25	10	25	10

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Number System and logic gates	1a	Compare analog and digital systems on the basis of given points.	1.1	Introduction to analog and digital system Terms: Bit ,Byte, Nibble. Logic levels.	CO1
	1b	Convert the given number system.	1.2	Binary, decimal, octal and hexadecimal number systems and their conversions.Binary addition and subtraction,Binary subtraction by using 1's & 2's complement	
	1c	Examine the output of given logic gates using truth table.	1.3	Operating principle, truth table, Boolean equation and symbol of NOT, OR, AND, NAND, NOR, EX-OR and EX-NOR gates.	
	1d	Design given basic logic gates using universal gates and Develop logic circuits using boolean algebra	1.4	Universal logic gates. Design of other logic gates using universal gates,Basic laws of Boolean algebra,De-Morgan's theorem.	
cuits	2a	Design given logic circuits in SOP or POS form for given logical expression.	2.1	Min-term and Max-term, SOP and POS term representation of logical function.	

UNIT II: Combinational Circ	2b	Minimize given logic function using Karnaugh's map (K-map) using logic gates.	2.2	K-map minimization up to 4 variables. Don't care condition.	CO2
	2c	Design adder and subtractor using logic gates	2.3	Binary half & full adder and binary half and full subtractor.	
	2d	Compare given multiplexers and De-multiplexers on given points	2.4	Necessity, Principle, types and difference of Multiplexer and Demultiplexer, Difference of Multiplexer and Demultiplexer.	
UNIT III: Sequential Circuits	3a	Compare given systems on given points	3.1	Combinational and sequential logic systems, Triggering Methods.	CO3
	3b	Illustrate working of RS Latch-using given universal gates.	3.2	RS latch using NOR gates and NAND gates.	
	3c	Design of various types flip flops using logic gates.	3.3	Clocked RS flip flop, J-K flipflop, D and T Flip Flop.Propagation delay time and race-around condition. Applications of flip flops, Counter-synchronous (ripple) and synchronous counter.	
UNIT IV: Microprocessor:8086 and Modern Microprocessors	4a	Illustrate the use of Given block in architecture of 8086	4.1	Features of 8086, pin diagram and architecture of 8086.Flag register and segment registers of 8086.	CO4
	4b	Justify the use of memory segmentation in 8086 microprocessor	4.2	8086 Minimum and Maximum Mode of operation. Timing diagram, concept of segmentation and pipelining, physical address generation.	
	4c	Compare given processors on given points	4.3	Overview of Pentium family and processors. Introduction to RISC and CISC Processor and its comparison	
	5a	Identify the addressing modes of given instruction	5.1	Machine language instruction format,Addressing modes of 8086 with examples	

UNIT V: Instruction set of 8086	5b	Choose relevant instruction to perform the given operation from the instruction set of 8086.	5.2	Group of instruction set data transfer, arithmetic and logical, branch and loop, flag manipulation, shift and rotate and string instructions (only format and examples).	CO5
	5c	Develop (8-bit and 16-bit) assembly language program to perform arithmetic operations	5.3	Assembly language programs for (8-bit and 16-bit) addition, subtraction, multiplication, division	
	5d	Develop the assembly language program to solve the given problem using decision making and looping structure.	5.4	Assembly language programs for decision making and looping.	
UNIT VI: Assembly language program	6a	Justify the use of programming model of 8086.	6.1	Programming model of 8086	CO6
	6b	Develop Assembly language program for given operation.	6.2	Program using assembler:sum of series,smallest and largest number for array,sorting in ascending and descending order,block transfer	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Identify different pins of logic gate IC, apply input, measure output and relate it with the truth table.	2#	CO1
I	2	Assemble the logic circuit using AND/OR/NOT logic gates and NAND gates for verification of De Morgan's Theorem	2#	CO1
I	3	Assemble the logic circuit using different logic gates for verification of Boolean expression.	2#	CO1
II	4	Bulid combinational circuit using multiplexer IC on breadboard	2#	CO2
II	5	Assemble the logic circuit for half adder and full adder using logic gates and verify its truth table.	2#	CO2
II	6	Identify different pins of 1: 8 de multiplexer IC, apply input, measure output and relate it with the truth table.	2#	CO2
III	7	Identify different pins of S R flip flop IC, apply input, measure output and relate it with the truth table.	2	CO3
III	8	Identify different pins of JK flip flop IC, apply input, measure output and relate it with the truth table.	2	CO3
III	9	Identify different pins of D flip flop IC, apply input, measure output and relate it with the truth table.	2#	CO3
IV	10	Develop and execute an assembly language program (ALP) to find 20 bit physical address from given logical address and segment address	2	CO4
V	11	Develop and execute an assembly language program (ALP) to add /substract two 8 bit and 16 bit numbers with help of programming tools on simulator.	2#	CO5
V	12	Develop and execute an assembly language program (ALP) for multiplication /division of two 8 bit and 16 bit numbers with help of programming tools on simulator.	2#	CO5
VI	13	Develop and execute assembly language program to find sum of series of numbers with help of programming tools on simulator.	2#	CO6
VI	14	Develop and execute assembly language program to arrange number in array as ascending/descending order with help of programming tools on simulator.	2#	CO6
VI	15	Develop and execute assembly language program to find smallest/ largest number with help of programming tools on simulator	2#	CO6

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

1. Bulid AND gate circuit using transistor on breadboard
2. Bulid OR gate circuit using transistoron breadboard
3. Develop Half adder circuit on breadboard using logic gates IC
4. Develop full adder circuit on breadboard using logic gates IC
5. Develop Half substractor circuit on breadboard using logic gates IC
6. Prepare microproject on AND gate circuit using transistor
7. Prepare microproject on SR flip flop circuit on breadboard using logic gates IC
8. Prepare microproject on JK flip flop circuit on breadboard using logic gates IC
9. Prepare microproject on D flip flop circuit on breadboard using logic gates IC
10. Prepare microproject on T flip flop circuit on breadboard using logic gates IC
11. Prepare microproject on BCD to 7 segment display
12. Design EX-OR gate using NAND gate
13. Prepare microproject on curriculum content.
14. Perform a market survey of differntial digital electronics based application and microprocesor
15. Use web/simulator and anroid application related to digital electronics and microprocessor 8086

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Number System and logic gates	6	C	02	04	04	10
			O	02	04	00	6
2	Combinational Circuits	7	C	02	04	06	12
			O	02	04	06	12
3	Sequential Circuits	8	C	02	04	06	12
			O	00	00	04	4
4	Microprocessor:8086 and Modern Microprocessors	6	C	02	04	04	10
			O	00	04	00	4
5	Instruction set of 8086	10	C	00	08	06	14
			O	00	04	06	10
6	Assembly language program	8	C	02	04	06	12
			O	00	04	00	4
Total		45	C	10	28	32	70
			O	4	20	16	40

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options	
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C	O
1	1R2	2R2	3R2	4R2	6R2	1R2	2R2	5	7
2	1U4	2U4	3U4	5U4	6U4			3	5
3	1A4	4U4	5U4	2U4	4U4			3	5
4	4A4	5U4	6U4	1U4	3A4			3	5
5	2A6	5A6	2A6					2	3
6	5A6	6A6	5A6					2	3

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Drawing circuit diagram, writing Programs truth table, writing procedure etc.	5
2	Performance on bread board/Board/PC	10
3	Final design /program output	5
4	Viva Voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

S.N.	Criteria	Max. Marks
1	Selection of topic	5
2	Design ,Implement and test digital circuits	10
3	Answer to sample questions	5
4	Submission of design in time with accuracy and neatness	5
	TOTAL	25

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	3	-	-	1	1	-	-
CO2	3	-	3	-	-	-	-	-	-
CO3	3	-	3	-	-	1	-	-	-
CO4	3	-	-	-	-	-	-	-	-
CO5	3	-	3	-	-	-	-	-	-
CO6	3	-	3	-	-	-	-	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Digital Integrated Electronics	H. Taub and D.Schilling. McGraw-Hill, 2008, Second Edition	10: 0070857881 13: 9780070857889
2	Digital Principles and Applications	Malvino Leach. McGraw-Hill, Seventh Edition,2011	10: 0070398836 13: 9780070398832
3	Digital electronics-R.P.Jain.	R.P.Jain. McGraw-Hill, Third Edition,2003	10: 0070669112 13: 9780070669116
4	Microprocessors and Interfacing	Douglas V Hall Tata McGraw-Hill,Revised Second Edition,	13: 9780070601673
5	The 8088 and 8086 Microprocessors	Trieble,Walter A Sigh,Avtar Pearson Publications,New Delhi 2015	13:9780130930811
6	Advanced Microprocessor and Peripherals	K Bhurchandi,A.K.Ray,Third Edition,1 July 2017	10:1259006131 13:9781259006135

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2. www.techsource.com/engineering-parts/microprocessor.intel,assessed on 21st may 2024
3. www.cse.yorku.ca/~mack/1011/01.NumberSystems.ppt,assessed on 22nd may 2024
4. www.people.sju.edu/~ggrevera/arch/slides/binary-arithmetic.ppt 23rd may 2024
5. www.mathsisfun.com/binary-number-system.html 23rd may 2024
6. www.codesandtutorial.com/hardware/electronics/digital_codes-types.php 24th may 2024
7. http://www.electrical4u.com , assessed on 24th may 2024

XVI List of Major Equipment/Machineries with Specification:

1. Digital Multi-meter 3.5 digit with R , V, I measurements, diode and BJT testing
2. Cathode Ray Oscilloscope Dual Channel, 4 Trace CRT / TFT based
3. Function Generator 1 MHz , sine, square, triangular, ramp and pulse generator Freq range 0.01 Hz to 1 Mhz, Output amplitude 20V open circuited, Output impedance 50 ohms
4. Regulated Power Supply 0- 30 Volt, 2 A with digital display
5. Logic Gates ICs (7400,7402,7404,7408,7432,7486))
6. Multiplexer and De multiplexer IC (74150,74151,74138,74139)
7. Flip Flops ICs (7472,7474,74H71,74L71)
8. Breadboard and LEDs.
9. 8086 freeware/open source based simulator

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr.R. V. Yenkar	HOD, Electronics & Tele. Comm. Engg.	Government Polytechnic, Nagpur
2	Mrs.P.P.Rodge	Lecturer, Electronics & Telecom.Engg	Government Polytechnic, Nagpur
3	Mr. Sandip V. Darwhekar	Director	Beta Computronics Pvt. Ltd., Nagpur
4	Dr. V. J. Dongre	HOD, Electronics & Tele. Comm. Engg.	Government Polytechnic, Arvi
5	Mrs. Gazala Ali	HOD, Electronics & Tele. Comm. Engg.	Anjuman Polytechnic, Nagpur

(Dr. R. V. Yenkar)
HOD & Chairman PBOS, EC

(Dr. G. V. Gotmare)
Member Sectretary PBOS, EC

Government of Maharashtra
GOVERNMENT POLYTECHNIC, NAGPUR
(An Autonomous Institute of Govt. of Maharashtra)
Near Mangalwari Bazar, Sadar, Nagpur-440001

COURSE CURRICULUM

Program	:	Diploma in CM
Course Category	:	SEC
Course Code	:	CM251H
Course Title	:	GUI Application Development

I Rationale:

Introducing students Microsoft Visual Studio framework offers a straightforward path to learning programming with its user-friendly syntax and object-oriented principles. As part of the .NET Framework, ASP.NET using C# and VB equips students with versatile skills applicable across various domains, ensuring readiness for industry demands. Its emphasis on rapid application development and robust community support further enhances Diploma students' learning experience, preparing them for the dynamic field of technology.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Use development tools and Integrated Development Environments(IDSs)

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Develop** application in C# and VB.Net using loop and control structures.

CO2: **Design** ASP.Net Webpage using .Net Framework Toolbox.

CO3: **Develop** GUI application using object oriented paradigm in .Net Framework.

CO4: **Develop** Web application using Validation and error handling controls.

CO5: **Develop** GUI and Web application to perform database operations using ADO.Net.

CO6: **Deploy** Windows and Web Application developed in .Net Framework.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
-	-	4	-	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
-	-	-	-	50	20	50+	20	-	-

VI Classroom Learning Content:

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Install and setup Microsoft Visual Studio Integrated Development Environment	2#	CO1
I	2	Develop console and Windows application to display any Message in C# and VB.net.	2#	CO1
I	3	Develop Program to demonstrate use of Control structures If-esle and Case control structure in C#.net.	2#	CO1
I	4	Develop Program to demonstrate use of While,do loop and for,for each loop in vb.net.	2#	CO1
I	5	Design Simple ASP.Net Webpage to Solve Arithmetic Expressions uisng TextBox,Button and label.	2	CO1
II	6	Develop Program to demonstrate use of Radio Button and Checkbox.	2#	CO2
II	7	Develop program using List Box and Combo Box.	2#	CO2
II	8	Develop program using Picture box and Panel.	2#	CO2
II	9	Develop program using tab control and timer	2	CO2
II	10	Develop a program to demontrate various Dialog Boxex used in .Net	2#	CO2
II	11	Design a Wndows Form to demonstrate use of Menu Bar,Status Bar and Tabs.	2#	CO2
II	12	Develop a Wndows Form to demonstrate use of Rich text box and Masked text box.	2#	CO2

III	13	Develop a program to demontrate use of class and object	2#	CO3
III	14	Develop a program to demontrate use of Constructor and Destructor	2#	CO3
III	15	Develop a program to demontrate Inheritance using super class and sub class.	2	CO3
III	16	Develop a program to demontrate Overloading in inheritance in vb.net.	2#	CO3
III	17	Develop a program to demontrate Overriding in inheritance in vb.net.	2#	CO3
III	18	Develop a program to demontrate Shadowing in inheritance in vb.net.	2	CO3
III	19	Develop a Windows application in vb.net using Object oriented paradigm.	2#	CO3
IV	20	Develop a program to validate control using regular expression and error provider	2#	CO4
IV	21	Write a program to demonstrate sub procedures and parameterised sub procedure	2#	CO4
IV	22	Write a program to demonstrate simple function and parameterised function	2#	CO4
IV	23	Develop a program to demontrate exception handling.	2#	CO4
IV	24	Develop a program to demonstrate various Mouse events.	2#	CO4
V	25	Develop a ADO.Net application in C# to verify if the connection is established with OLEDB and MS-ACCESS.	2#	CO5
V	26	Develop ADO.Net application in C# to demonstrate the Data Reader,Data Set,Data Adapter and Data View objects.	2#	CO5
V	27	Develop program to create a table, add columns, rows and data into it and display the table using a DataGridView object.	2#	CO5
V	28	Develop program to demonstrate complex data binding using List box and combobox controls	2	CO5
VI	29	Create Executable file in C# or vb.net of simple windows application and deploy on another sytem.	2#	CO6
VI	30	Develop a ASP.Net Regstration webpage with all Validation controls and deploy.	2	CO6

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

IX Specification Table for Classroom Learning Assessment:

X Question Paper Format for Summative Assessment (SA):

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Use of Relevent .Net Framework tool	10
2	Design appropriate GUI for desired output	20
3	Debug,Test and Execute program	10
4	Viva Voce	10
	TOTAL	50

XII Scheme of Self-Learning Summative Assessment (SA):

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	3	3	-	-	3	3	3
CO2	3	-	3	3	-	-	3	3	3
CO3	3	-	3	3	-	-	3	3	3
CO4	3	-	3	3		-	3	3	3
CO5	3	-	3	3		-	3	3	3
CO6	3	-	3	3		-	3	3	3

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Visual Basic .Net programing:Black book	Holzner Steven,Dreamtech press 2015	13:978-81-7722-609-6
2	Visual Basic .Net A complete Reference	Jeffrey R. Shapiro,McGraw Hill,USA,2002	0-07-213381-3
3	Programming Visual Basic .NET	Dave GrundgeigerPublisher: O'Reilly First Edition January 2002.	0-596-00093-6
4	Programming ASP .NET	Jesse Liberty and Dan Hurwitz,O'Reilly Media, Inc.,2022	9780596001711

XV e-References:

1. https://www.tutorialspoint.com/vb.net/index.htm accessed on 5th May 2024
2. https://www.javatpoint.com/vb-net accessed on 6th May 2024
3. https://www.youtube.com/watch?v=HFWQdGn5DaU accessed on 8th May 2024
4. https://learn.microsoft.com/en-us/dotnet/visual-basic/ accessed on 10th May 2024
5. https://www.vbtutor.net/index.php/visual-basic-net-tutorials/ accessed on 15th May 2024
6. https://www.tutorialspoint.com/asp.net/index.htm accessed on 20th May 2024
7. https://www.javatpoint.com/asp-net-tutorial accessed on 20th May 2024

XVI List of Major Equipment/Machineries with Specification:

1. Computer with latest configuration with Internet connection
2. Windows OS with latest verion
3. Microsoft Visual studio 2022 community or Latest

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr.M.V.Sarode	HOD, Computer Engineering	Government Polytechnic, Nagpur
2	Mr P S Thakre	Lecturer in Computer Engineering	Course Expert,GP,Nagpur
3	Mr. Dipak Dhote	Operations Manager, IT-Network	Industry Expert
4	Dr. Rakesh Kadu	Infosystems Pvt LTD I.T., RCOEM,Nagpur	Members from Academics(External)
5	Mrs.V.A.Raje	System Analyst	MSBTE RO Nagpur

(Dr M V Sarode)
HOD & Chairman PBOS, CM

(Dr. G. V. Gotmare)
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COURSE CURRICULUM

Program	:	Diploma in CE/ME/EE/EC/CO/IT/AE/MT/ PK/TX/TR/AI/MK
Course Category	:	VEC
Course Code	:	VE251H
Course Title	:	Environmental Sustainability

I Rationale:

This course aims to equip students with practical skills and knowledge necessary for promoting environmental sustainability in engineering practices. The focus will be on hands-on activities, real-world applications, and practical projects that address key areas of environmental sustainability.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Address environmental concerns and provide sustainable solutions.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Select** and plant native and drought-resistant tree species to enhance local biodiversity.

CO2: **Manage** different types of waste, and create effective collection and processing plans for recyclable materials.

CO3: **Analyse** environmental data such as temperature and CO2 levels, and present findings through graphs and reports.

CO4: **Implement** systems for rainwater harvesting, waste water minimization, and conduct audits.

CO5: **Develop** analytical and problem-solving skills to assess environmental practices and recommend improvements for sustainability.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
-	-	2	2	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
-	-	-	-	25	10	25	10	25	10

VI Classroom Learning Content:

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
	1	Select and plant native and drought-resistant tree species to provide shade and cool the environment through evapotranspiration.	2#	CO1
	2	Prepare seed bomb and plant it in campus.	2#	CO1
	3	Develop a schedule and assign teams to take care of the planted trees.	2#	CO1
	4	Identify and document different species of flora and fauna.	2	CO1
	5	Categorize and quantify different types of waste generated in institute campus.	2#	CO2
	6	Create a collection and processing plan for recyclable materials.	2#	CO2
	7	Monitor the effectiveness of the segregation system and provide feedback.	2	CO2
	8	Prepare a solid waste management plan of your campus.	2#	CO2
	9	Develop composting plant for biodegradable waste of your campus.	2#	CO2
	10	Create graphs and reports on temperature and CO2 levels over time.	2	CO3
	11	Calculate the carbon footprint of the campus or individual students.	2#	CO3
	12	Design a rainwater harvesting system for any building in your campus.	2#	CO4

	13	Prepare a report on wastewater generation in any one building in your campus including comments to reduce it.	2#	CO4
	14	Conduct a simple energy audit in the classroom or home.	2#	CO5
	15	Analyse energy consumption and identify saving opportunities in any campus building / home..	2#	CO5
	16	Conduct a simple waste audit in the classroom or home.	2	CO5
	17	Analyse waste generation and identify reduction opportunities.	2	CO5

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

1. Organize a tree planting day on campus or in the local community.
2. Design and create useful items from waste materials, such as furniture from pallets or art from plastic bottles.
3. Create educational materials and conduct workshops on energy-saving practices.
4. Organize an awareness drive to educate peers and the community about global warming and its effects.
5. Install a small-scale rainwater harvesting system at home/campus and test its efficiency.
6. Prepare and Install bird feeders in appropriate location.
7. Organize a waste material collection drive in campus or in the local community.
8. Organize a energy conservation drive in campus or in the local community.

IX Specification Table for Classroom Learning Assessment:

X Question Paper Format for Summative Assessment (SA):

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Prepare SWM Plan / Audit / Graph	5
2	Performance / Observation	10
3	Calculation, Result, Drawing Graphs (if any)	5
4	Viva Voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

S.N.	Criteria	Max. Marks
1	Problem statement given to students	5
2	Performance / Observation	10
3	Calculation, Result, Drawing Graphs (if any)	5
4	Viva Voce	5
	TOTAL	25

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	-	-	-	-	3	2	3	-	-
CO2	-	-	-	-	3	-	3	-	-
CO3	-	-	-	-	3	-	3	-	-
CO4	-	-	-	-	3	2	3	-	-
CO5	-	-	-	-	3	2	3	-	-
CO6	-	-	-	-	-	-	-	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	A text book of Environmental Science.	Arvind Kumar	978-8176485906
2	Environmental Science	Y. K. Singh	81-224-2330-2
3	A text book of Environmental Science	Shashi Chawla, Tata McGraw-Hill Publication.	
4	Environmental Studies	Erach Bharucha, UGC, New Delhi	

XV e-References:

1. https://www.ugc.gov.in/oldpdf/modelcurriculum/env.pdf. Accessed on 24 may 2024.
2. https://wbchse.wb.gov.in/storage/2024/03/ENVS_FINAL.pdf. Accessed on 24 may 2024.
3. https://www.un.org/development/desa/dpad/wp-content/uploads/sites/45/publication/2015wess_ch5_en.pdf. Accessed on 24
4. https://dl1.cuni.cz/pluginfile.php/909144/mod_resource/content/1/Goodland_Environmental%20sustainability.pdf.Accessed on 25 may 2024.
5. https://egyankosh.ac.in/bitstream/123456789/85700/1/Unit-4.pdf. Accessed on 25 may 2024.
6. https://assets-global.website-files.com/5f10ce18aa01d050c26b7c5e/62bc04ffacfdfa6cab3fa9b9_Environment

XVI List of Major Equipment/Machineries with Specification:

1. Models of rain water harvesting.
2. Models / chart of biodiversity.
3. Models / charts of composting.
4. Models/ charts of carbon foot print.
5. Models / charts of environmental sustainability.

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr. D. K. Parbat	Head, Civil Engineering	Government Polytechnic, Nagpur
2	Mr. R. M. Walke	Lecturer, Civil Engineering	Government Polytechnic, Nagpur
3	Dr. B. R. Ambade	Lecturer, Civil Engineering	Government Polytechnic, Nagpur
4	Er. G. B. Takey	EE, Vigilance & Quality Control	PWD, Nagpur
5	Dr. Abhay Shende	Principal	J. L. Priyadarshini College of Engg, Nagpur
6	Dr. V. G. Kondekar	Head, Civil Engineering	Government Polytechnic, Sakoli

(Dr. D. K. Parbat)
HOD & Chairman PBOS, CE

(Dr. G. V. Gotmare)
Member Sectretary PBOS, CE

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GOVERNMENT POLYTECHNIC, NAGPUR
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COURSE CURRICULUM

Program	:	Diploma in CE/ME/EE/EC/CM/IT/AE/MT/PK/TX/MK/AI
Course Category	:	INP
Course Code	:	IN251H
Course Title	:	Basic Internship

I Rationale:

The Basic Internship course provides diploma students in engineering with a four-week summer vacation internship opportunity after the second semester. The internship encompasses various inter/intra-institutional activities aimed at skill development, innovation, and professional growth. Students engage in practical experiences within institutional settings and are evaluated based on their daily activities documented in a diary.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Apply theory, engage in diverse learning, develop soft skills, document, and present internship experiences.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Apply** theoretical knowledge in practical engineering challenges.

CO2: **Participate** in trainings, conferences, workshops, competitions, and institutional laboratories work to enhance learning.

CO3: **Develop** essential soft skills through training, workshops, conferences, competitions, and institutional laboratories work.

CO4: **Prepare** daily diaries and internship report for evaluation by faculty mentors.

CO5: **Present** internship report for evaluation by faculty mentors

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
-	-	2	6	8	4

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
-	-	-	-	-	-	-	-	50	20

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)	Topics and Sub-topics	Aligned Cos

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Introduction to Real-World Engineering Challenges - Identify internship project area, Identify common engineering problems in related fields of engineering (Electrical, Civil, Computer etc.), Discuss with mentor on the importance of practical application of theoretical knowledge.	6#	CO1
I	2	Internship area Selection and Planning - Select internship area based on interests and skill sets, set objectives, define scope, and identify resources.	6#	CO1
I	3	Hands-On Internship Work - Work on selected area under the guidance of faculty mentor, provide regular feedback to mentor on progress of Internship and take guidance as needed.	30#	CO1

II	4	Participation in Training and Skill Enhancement - Participate in trainings/ conferences/ workshops/ competitions/ institutional laboratories work.	30#	CO2
III	5	Soft Skills Development - Attend sessions focused on developing essential soft skills such as communication, teamwork, and problem-solving, perfom role-playing exercises, group discussions, and interactive activities to enhance interpersonal skills.	18#	CO3
IV	6	Daily Diaries and Internship Report Preparation - Maintain daily diaries documenting their activities, challenges faced, and lessons learned during the internship.	10#	CO4
IV	7	Progress Review and Presentation Preparation - Compile internship experiences and outcomes into a comprehensive presentation, conduct practice sessions to refine presentation skills and ensure clarity and professionalism in delivery, Prepare internship report for submission to faculty mentors in prescribed format	10#	CO4
V	8	Internship Report Presentation - Present internship reports and Internship outcomes to faculty mentors and peers, Demonstrate presentation skills, technical knowledge, and Internship outcomes.	10#	CO5

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

1. During the summer vacations, after the 2nd Semester, students are required to be involved in:
2. Inter/ Intra Institutional Activities viz; Training with higher Institutions; Soft skill training organized by Continuing Education Department.
3. Contribution at incubation/ innovation /entrepreneurship cell of the institute.
4. Participation conferences/ workshops/ competitions etc.
5. Learning at Departmental Lab/ Tinkering Lab/ Institutional workshop.
6. Working for consultancy/ research project within the institutes.
7. Join family business, (a declaration by a parent may be submitted directly to the Head of the Department.)

IX Specification Table for Classroom Learning Assessment:

X Question Paper Format for Summative Assessment (SA):

XI Scheme of Laboratory Formative Assessment (FA):

XII Scheme of Self-Learning Summative Assessment (SA):

S.N.	Criteria	Max. Marks
1	Selection of Internship area	5
2	Work done and Feasibility of work	20
3	Report writing	15
4	Presentation Skills and Viva-Voce	10
	TOTAL	50

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	1	-	-	-	-	-	3	-	-
CO2	-	-	-	-	-	3	3	-	-
CO3	-	-	-	-	-	3	3	-	-
CO4	-	-	-	-	1	3	3	-	-
CO5	-	-	-	-	-	3	3	-	-
CO6	-	-	-	-	-	-	-	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Soft Skills: Enhancing Personal and Professional Success	Dr. Soma Mahesh Kumar, McGraw Hill, first edition, 2023	ISBN 13 - 978-9355325259
2	Communication Skills For Engineers	Muralikrishna and Sunita Mishra, Pearson Education India, Second Edition, 2011	ISBN 13 - 978-8131733844
3	AICTE Internship Policy: Guidelines & Procedures	All India council of Technical Education New Delhi	-

XV e-References:

1. https://internship.aicte-india.org/ assessed on 23rd April 2024
2. https://www.coursera.org/articles/computer-science-internships assessed on 23rd April 2024

XVI List of Major Equipment/Machineries with Specification:

1. Desktop computers
2. Laser Printer
3. DLP

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr. M.B.Daigavane	Principal	Government Polytechnic, Nagpur
2	Dr. M. V. Sarode	HoD, Computer Engineering and I/C Trainining & Placement Officer	Government Polytechnic, Nagpur
3	Dr. G. V. Gotmare	I/C Curricullum Development Cell	Government Polytechnic, Nagpur

(Dr. M. V. Sarode)
HOD & Chairman PBOS, CM

(Dr. G. V. Gotmare)
Member Sectretary PBOS, CM

GE Courses

Sem: III

Government of Maharashtra
GOVERNMENT POLYTECHNIC, NAGPUR
(An Autonomous Institute of Govt. of Maharashtra)
Near Mangalwari Bazar, Sadar, Nagpur-440001

COURSE CURRICULUM

Program	:	Diploma in ME/EE/EC/CM/IT/PK/MT/AE/MK/TX/AI
Course Category	:	GE
Course Code	:	CE291H
Course Title	:	Civil Engineering Practices

I Rationale:

The engineering students should know the facts, concepts, principles and procedures in civil engineering. This course describes the basic knowledge related to civil engineering. It is very useful course for the students to visualize the Civil Engineering structures which helps to engineering students in their professional and personal life.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Use basic engineering Knowledge to solve the problems.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Identify** different types of buildings and their components.

CO2: **Identify** tools and Equipment used in construction activity.

CO3: **Identify** different components of Civil Engineering structures like Roads, Bridges, Railway Track.

CO4: **Identify** various components of Irrigation structures.

CO5: **Draw** flow diagram showing components of Water Supply Scheme & STP.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
2	-	2	-	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70**	100	40	25	10	25	10	-	-

**Online Objective Type

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Building Construction	1a	Identify the components of building with its function.	1.1	Components of Building - Foundation, Column, Beam, Plinth, DPC, Sill, Lintel, Chajja, Slab, Doors, Windows, Parapet, Stair.	CO1
	1b	Select the type of equipment for a given situation.	1.2	Tools & Equipments used - Hand tools; screwdrivers, brushes, trowels, wrenches, knives, crimpers, clamps, Trolleys etc. Power tools: Concrete mixers, saws, cutters, drills, grinders, guns, breakers, Concrete lift, vibrater, tower crane etc.	
	1c	Compare between load bearing and frames structure with given parameters.	1.3	Load bearing structures - Definition, Its components and use. Framed structure - Definition, Its components and use.	
/s	2a	Classify the roads.	2.1	Classification of roads (Nagpur plan and Lucknow plan), Urban Roads.	

UNIT II: Highway	2b	Identify the given cross section of road and its componenets.	2.2	Cross section of road showing its component as per IRC. Road margin, road formation, right of way, Kerbs.	CO2
	2c	Select the type of road in given situation.	2.3	Various technical terms- Camber, super elevation, curves, pavements and its types, road intersections.	
UNIT III: Bridge and Railway	3a	Identify the components of bridge with its functions.	3.1	Bridge - Definition, Component of Bridge and its function. Classification of bridges.	CO3
	3b	Mention the importance of given basic terms in bridge engineering	3.2	Basic terms: Scour, Afflux, Runoff, Economic Span, Clearance, and Freeboard.	
	3c	Mention the importance of given basic terms in bridge engineering	3.3	Rail track cross sections – standard cross section of Broad Gauge (BG) and Meter Gauge (M.G), Single and double line in cutting and embankment. Metro rail and Mono Rail – types, factors affecting selection.	
	3d	Select a rail gauge to be used under given situation with justification.	3.4	Component parts of Permanent ways - rails, sleepers, rail joints, ballast and fixtures.	
: Irrigation Engineering	4a	Justify the Scope and development of irrigation in India.	4.1	Definition of irrigation Concept, Necessity, Scope and development of irrigation in India. Hydrological Cycle, Types of irrigation schemes, single & multipurpose projects.	CO4
	4b	Classify irrigation scheme for given condition.	4.2	Crops and cropping seasons in Maharashtra- Kharif, Rabi, Hot weather & Perennial.	

UNIT IV	4c	Draw a labeled sketch of dams for given condition	4.3	Dams and its classification- Gravity and Earthen dams, their components, Bandhara, weirs, Barrages, Sprinkler and drip irrigation.	
UNIT V: Public Health Engineering	5a	Identify the impurities present in water and it's classification.	5.1	Surface and subsurface sources of water, water borne diseases, Impurities present in water and it's classification.	CO5
	5b	Identify the given units of water treatment plant.	5.2	Treatment of water, various units in Water Treatment Plant (WTP) and their function	
	5c	Identify the given units of sewage treatment plant and house drainage system.	5.3	House drainage system, sanitary fittings, Generation of wastewater. Treatment of waste water, its units and their functions.	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Identify the various components of buildings with sketches / images.	02#	CO1
I	2	Prepare a report on tools and Equipment used in construction activity.	02#	CO2
I	3	Identify Load Bearing & Framed structures in the vicinity of area and prepare a report.	02#	CO1
II	4	Sketch the labeled cross section of roads mentioning various components and elements.	02#	CO3
II	5	Identify various types of roads in your area and prepare a report.	02#	CO3
III	6	Draw the labeled sketch of bridge mentioning functions of component parts.	02#	CO3
III	7	Identify various types of bridges in your area and prepare a report.	02#	CO3
III	8	Draw a labeled sketch of Railway Track mentioning the function of components.	02#	CO3
III	9	Identify various types of railway tracks in your area and prepare a report.	02#	CO3
IV	10	Identify various crops and cropping seasons in your area and prepare a report.	2	CO4
IV	11	Draw the sketches of various types of Dams with their circumstances .	02#	CO4
IV	12	Prepare a report on various methods of Irrigation.	02#	CO4
V	13	Draw flow diagram of water supply scheme & identify the various processes involved in it.	02#	CO5
V	14	Prepare a report on House drainage system.	02#	CO5
V	15	Draw flow diagram of sewage treatment plant & identify the various processes involved in it.	2	CO5

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

1. NIL

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Building Construction	6	C	04	04	04	12
			O	00	00	00	0
2	Highways	6	C	04	04	04	12
			O	00	00	00	0
3	Bridge and Railway	6	C	04	06	06	16
			O	00	00	00	0
4	Irrigation Engineering	6	C	04	06	06	16
			O	00	00	00	0
5	Public Health Engineering	6	C	02	06	06	14
			O	00	00	00	0
Total		30	C	18	26	26	70
			O	0	0	0	0

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options	
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C	O
Q1 to Q35	1R2	1R2	1U2	1U2	1A2	1A2	2R2	35/35	
	2R2	2U2	2U2	2A2	2A2	3R2	3R2		
	3U2	3U2	3U2	3A2	3A2	3A2	4R2		
	4R2	4U2	4U2	4U2	4A2	4A2	4A2		
	5R2	5U2	5U2	5U2	5A2	5A2	5A2		

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Drawing circuit diagram, selection of equipment	5
2	Performance / Observation	10
3	Calculation, Result, Drawing Graphs (if any)	5
4	Viva Voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	-	-	-	-	-	2	3	-	-
CO2	-	-	-	-	-	2	3	-	-
CO3	-	-	-	-	2	2	3	-	-
CO4	-	-	-	-	2	2	3	-	-
CO5	-	-	-	-	3	2	3	-	-
CO6	-	-	-	-	-	-	-	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Building Construction	Rangwala, Charotar Publishing House Pvt. Ltd., 33rd Edition,2015	978-93-85039-04-1
2	Transportation Engineering	V.N.Mittal, Arvind Mittal, McGraw Hill Education Pvt. Ltd, Reprint, 2011	13: 978-0-07-059357-2
3	Irrigation Engineering	S.K.Bhattacharya and K.M.Rastogi., New Age International Publisher, Reprint, 2009.	978-81-224-1042-6
4	Environmental Engineering	S.G.Tarnekar and P.K.Kharbanda, S.Chand& Company Ltd., Third, 1990	13: 978-8121901048
5	Civil Engineering Through Objective Type Questions.	Gupta S. P. 4th Ed.	ISBN-10 : 8123907974 13 : 978-8123907970

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2. https://www.grabstudy.com/Civil/Civil-Engineering.php. Accessed on 24 May 2024.
3. https://www.scribd.com/document/369866732/100-Civil-Engineering-Objective-Type-Questions. Accessed on 25 May 2024.
4. https://www.researchgate.net/publication/355183897_CIVIL_ENGINEEING_OBJECTIVE_TYPE_QUESTIONS_AND_ANSWERS_FOR_COMPETITIVE_EXAMS. Accessed on 25 May 2024.

XVI List of Major Equipment/Machineries with Specification:

1. Models of building components.
2. Models of roads.
3. Models of bridges.
4. Models of Irrigation structures.
5. Models of Water and sewage treatment.

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr. D. K. Parbat	Head, Civil Engineering	Government Polytechnic, Nagpur
2	Mr. R. M. Walke	Lecturer, Civil Engineering	Government Polytechnic, Nagpur
3	Dr. B. R. Ambade	Lecturer, Civil Engineering	Government Polytechnic, Nagpur
4	Er. G. B. Takey	EE, Vigilance & Quality Control	PWD, Nagpur
5	Dr. Abhay Shende	Principal	J. L. Priyadarshini College of Engg, Nagpur
6	Dr. V. G. Kondekar	Head, Civil Engineering	Government Polytechnic, Sakoli

(Dr. D. K. Parbat)
HOD & Chairman PBOS, CE

(Dr. G. V. Gotmare)
Member Sectretary PBOS, CE

Government of Maharashtra
GOVERNMENT POLYTECHNIC, NAGPUR
(An Autonomous Institute of Govt. of Maharashtra)
Near Mangalwari Bazar, Sadar, Nagpur-440001

COURSE CURRICULUM

Program	:	Diploma in CE/EE/EC/AE/CM/IT/MK/AI/TX/PK/MT
Course Category	:	GE
Course Code	:	ME291H
Course Title	:	Elements of Mechanical Engineering.

I Rationale:

This course is generic elective course. This course describes elementary knowledge related to mechanical engineering, which are commonly used in any discipline of Engineering & Technology. This course will help the students to gain the basic knowledge of mechanical tools, power transmission, brakes, bearing, boiler, I. C. Engine, refregeration and air coditioning which will be helpful to them when they will go to the world of work.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Apply the Knowledge of Mechanical Engineering.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Identify** the components of transmition systems.

CO2: **Interpret** the working of braking systems and bearing.

CO3: **Recognize** the Engine parts and working of I.C.Engines.

CO4: **Interpret** the working of boilers along with their mountings and accessories

CO5: **Use** proper maintenance tools according to the situaion

CO6: **Interpret** the working of refrigeration and air conditionig.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
2	-	2	-	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70**	100	40	25	10	25	10	-	-

**Online Objective Type

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Power Transmission	1a	Suggest the application of given type of Belt drive.	1.1	Flat belt, V- belt, timing belt and its advantages & applications.	CO1
	1b	Suggest the application of given type of drive.	1.2	Chain drives, Rope drive Advantages & Disadvantages and applications.	
	1c	Justify the application of given type of Gear Drives.	1.3	Spur gear terminology, types of gears and gear trains, their selection for different application	
UNIT II: Brakes and Bearings.	2a	Identify the application of different types of brakes.	2.1	Function of brakes, types of brakes, Construction and working of i) shoe brake, ii) Band Brake, iii) Internal expanding shoe brake iv) Disc Brake. Various application of brakes.	CO2
	2b	Choose the proper Bearings for different conditions.	2.2	Bearings types - i) Simple Pivot, ii) Collar Bearing, iii) Conical pivot.	

UNIT III: Internal Combution Engines	3a	Justify the need of given IC Engine .	3.1	Internal combustion engine: Necessity, Components and terminologies of I.C.engine. Classification & Fuels used for I.C. Engines, Applications of I.C. Engines.	CO3
	3b	Justify the use of given IC Engine for particular application	3.2	Construction, working principle & applications of Two stroke & four stroke engines. (Petrol & Diesel)	
	3c	Compare given types of engines on the basis of given parameters.	3.3	Comparison between: i)Two stroke & Four stroke engine ii) S.I. Enaine & C.I. Engine.	
UNIT IV: Boilers.	4a	Classify given types of boiler.	4.1	Classification of boilers fire tube boiler, water tube boiler advantages disadvantages.	CO4
	4b	Identify the different boiler Mountings and accessories.	4.2	Boiler Mountings and Accessories (Sketch, location and function)	
	4c	Identify the parts of La-Mount Boiler, Benson Boiler.	4.3	Construction and working of La-Mount Boiler, Benson Boiler.	
V: Maintenance Tools	5a	Compare given type of tools on given points.	5.1	Cutting tools- files, drills, chisels, hacksaws- their types, specifications, applications & precautions while handling.	CO5
	5b	Justify the application of given maintenance tool.	5.2	Hammering tools- hammers, mallets- their types, specifications, applications & precautions while handling.	
	5c	Illustrate given maintenance tools with sketches.	5.3	Maintenance tools- screw drivers, pliers, spanners, wrenches- their types, specifications, applications & precautions while handling.	

UNIT V	5d	Identify the given Pneumatic tools.	5.4	Principle of working of Pneumatic tools, pneumatic tools like pneumatic drill and screw driver, air impact wrench, pneumatic staple gun,grease gun, brad nailer.	
	5e	Identify the given fasteners.	5.5	Fasteners (Nut, Bolt & Screws), their use and specification.	
UNIT VI: Refrigeration and Air conditioning System.	6a	Classify given type of Refrigeration system.	6.1	Clasification of Refrigeration system, vapour compresion system, Air absortion system. Construction and working of vapour compresion refrigeration system.	CO6
	6b	Identify application of Refrigeration system.	6.2	Various application of refrigeration in indusries.	
	6c	Identify the different components of air conditioning system.	6.3	Requirements of air conditioning systems. Working of Compressor, condenser, Expansion valve, Evaporator.	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Identify various drives used in transmission system.	2#	CO1
II	2	Identify various types of brake.	2#	CO2
II	3	Identify various types of bearing.	2	CO2
II	4	Identify the parts of internal exponding brake.	2#	CO2
II	5	Identify the parts of disc brake .	2#	CO2
III	6	Identify the parts of I.C.Engine and run it.	2	CO3
III	7	Identify the parts of S.I..Engine and run it.	2#	CO3
III	8	Identify the difference between S.I. and C.I.Engine.	2#	CO3
IV	9	Identify the various type of boilers.	2#	CO4
IV	10	Identify various mountings of boiler.	2#	CO4
IV	11	Identify the parts of La-Mount Boiler.	2	CO4
V	12	Identify Fasteners (Nut, Bolt & Screws) and write its specifications.	2#	CO5
V	13	Identify various Cutting tools- files, drills, chisels, hacksaws- their types and write its specifications.	2#	CO5
VI	14	Identify different components of air conditioning systems.	2#	CO6
VI	15	Identify various components of vapour compression refrigeretion system.	2#	CO6

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Power Transmission	4	C	02	04	04	10
			O	00	00	00	0
2	Brakes and Bearings.	6	C	04	04	04	12
			O	00	00	00	0
3	Internal Combution Engines	6	C	02	04	06	12
			O	00	00	00	0
4	Boilers.	4	C	02	04	04	10
			O	00	00	00	0
5	Maintenance Tools	6	C	02	04	06	12
			O	00	00	00	0
6	Refrigeration and Air conditioning System.	6	C	04	06	04	14
			O	00	00	00	0
Total		32	C	16	26	28	70
			O	0	0	0	0

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C
Q1 to Q35	1R2	1U2	1U2	1A2	1A2	2R2	2R2	35/35
	2U2	2U2	2A2	2A2	3R2	3U2	3U2	
	3A2	3A2	3A2	4R2	4U2	4U2	4A2	
	4A2	5R2	5U2	5U2	5A2	5A2	5A2	
	6R2	6R2	6U2	6U2	6U2	6A2	6A2	

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Drawing and selection of equipment.	5
2	Writing procedure.	10
3	Working of equipment.	5
4	Viva Voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	-	-	-	-	-	-
CO2	3	-	-	-	-	-	-	-	-
CO3	3	-	-	1	-	-	-	-	-
CO4	3	-	-	-	-	-	-	-	-
CO5	3	-	-	1	-	-	1	-	-
CO6	3	-	-	-	-	-	-	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Elements of Workshop Technology-vol.1	S.K. Hajra Choudhary, A.K. Hajra Choudhary, Media Promotors & Publishers Pvt. Ltd., Mumbai.	13: 9780906216019
2	Mechanisms and Mechanical Devices	Neil Sclater, Mc-Graw Hill Education.	13: 9780071704427
3	A Textbook Of Thermal Engineering	R.S. Khurmi, J.K. Gupta, S. Chand & Company Ltd., New Delhi.	13: 9788121925730
4	Refrigeration and Air conditioning	R. S. Khurmi, S.Chand & Company Pvt. Ltd	13: 9788121927819

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2. https://www.youtube.com/watch?v=qbyL--6q7_4, accessed on 25th May, 2024

XVI List of Major Equipment/Machineries with Specification:

1. Different types of belt
2. Different types of gears.
3. Different types of chain.
4. Model of shoe brake
5. Internal expanding brake
6. I.C.Engine test rig.
7. Boiler model
8. Mechanical tools, fasteners.
9. Refregeration test rig.
10. Air conditioning test rig.

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Mr.S.R.Kaduskar	I/C Head of Mech. Department	Government Polytechnic, Nagpur
2	Mr.N.J.Burbure	Lecturer in Mechanical Engineering	Government Polytechnic, Nagpur
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4	Dr.M.M.Pawade	Lecturer in Mechanical Engineering	Government Polytechnic, Nagpur
5	Mr.A.R.Sheikh	Director	A.R.Automation, Jafer Nager, Nagpur
6	Mr.G.F.Potbhare	Principal	NIT Polytechnic, Nagpur
7	Mr.G.H.Dahole	I/C Head of Mech. Department	Government Polytechnic, Gondia.

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GOVERNMENT POLYTECHNIC, NAGPUR
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COURSE CURRICULUM

Program	:	Diploma in CE/ME/EC/CM/IT/AI/PK/MT/MK/TX/AE
Course Category	:	GE
Course Code	:	EE291H
Course Title	:	Electrical Generation, Transmission and Distribution

I Rationale:

This NEP-aligned multidisciplinary elective course equips diploma engineering students with essential knowledge in electrical engineering, covering fundamental concepts, principles, and procedures. It includes the basics of electrical generation, transmission, and distribution. This course offers a comprehensive foundation, fostering a well-rounded understanding crucial for various engineering disciplines, in line with the NEP's vision for holistic and interdisciplinary education.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Apply the Knowledge of basic electrical engineering.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Apply** basic laws of Electrical Engineering to solve basic DC circuits.

CO2: **Measure** various electrical quantities in AC circuit.

CO3: **Identify** various system in electrical power generation.

CO4: **Identify** various components in electrical power trasnmission system.

CO5: **Identify** various components in electrical distribution system.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
2	-	2	-	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70**	100	40	25	10	25	10	-	-

**Online Objective Type

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
T I: Fundamentals of Electricity.	1a	Differentiate between given electrical parameters.	1.1	Concept of electric charge, current, voltage drop, EMF, potential difference, direction of current and their SI units. Resistance, unit of resistance, law of resistance (Factors affecting resistance), Effect of temperature on resistance, Ohms law.	CO1
	1b	Solve given electric circuit.	1.2	Resistance in series and parallel, properties of series circuit and parallel circuit, voltage distribution in series circuit, Current distribution in parallel circuit, equivalent resistance of series circuit, equivalent resistance of parallel circuit. Applications of series circuits and parallel circuits. Kirchhoff's current and voltage law.	

UNI	1c	Suggest the measuring instrument for measuring given electrical quantity.	1.3	Work, power, energy and their SI units, Relation between H.P and watts, Kwh and Kcal. Connection of ammeter, voltmeter and wattmeter in single phase AC circuit and its measurement.	
	1d	Compare given supply on a given parameter.	1.4	Concept of AC and DC supply comparison between AC and DC supply.	
UNIT II: AC Fundamentals	2a	Compare the given generation on basis of given points.	2.1	Generation of alternating voltage- single phase and three- phase.	CO2
	2b	Identify the different terminologies related to AC supply.	2.2	Equation of sinusoidal alternating voltage and current, important terminology such as- waveform, instantaneous value, cycle, time period, frequency, amplitude, Relation between time period and frequency, angular velocity and frequency, frequency and speed. Maximum, average and R.M.S. value of sinusoidal waveform, form factor and peak factor.	
	2c	Compare the given types of loads.	2.3	AC voltage applied to pure resistor, pure inductor, and pure capacitor. Concept of reactance, impedance and power factor, power in single phase circuit.	
	2d	Classify the different types of induced electromotive force.	2.4	Faraday's laws of electro-magnetic induction, Basic construction of transformer, Lenz's law, Fleming right hand rule, Induced EMF, statically induced EMF, dyanamically induced EMF, self-inductance, mutual-inductance.	
	2e	Compare the different types of induced EMF.	2.5	Dynamically and statically induced EMF, self and mutual induced Electromotive force and its inductances.	

UNIT III: Electrical Power Generation	3a	Identify the blocks of given power plants.	3.1	General layout, working and site selection of thermal power plant, hydroelectric power plant and nuclear power plant.	CO3
	3b	Identify different types of renewable energy sources.	3.2	Renewable energy sources- Solar Energy, wind Energy and its block diagram.	
	3c	Compare given power stations on the basis of given points.	3.3	Comparison between different generating stations with respect to sources of energy, site, initial cost, and running cost, pollution, efficiency, maintenance and stand by losses.	
UNIT IV: Electrical Power Transmission	4a	Classify transmission line on basis of given data.	4.1	Need of high voltage line, classification of transmission lines: on the basis of voltage and line length, single line diagram.	CO4
	4b	Compare different types of conductors.	4.2	Transmission Line Parameters, types of conductors (single and double circuits - solid, stranded and bundled conductors)	
	4c	Identify different effects related to transmission line.	4.3	Skin effect, Ferranti effect and Proximity effect.	
	4d	Suggest suitable components of given transmission line.	4.4	Conductors- desirable properties, types- copper, all aluminum (AAC), all-aluminum alloy. Line insulators: desirable properties of insulator materials, selection of material, types of insulators (For transmission and distribution lines), applications, causes of insulator failure.	
uition.	5a	Identify the different component of distribution line.	5.1	Introduction, feeders, distributor and service lines. Construction of overhead distribution lines, earth wire, guarding.	

UNIT V: Electrical Power Distrib	5b	Classify different distribution schemes on basis of given points.	5.2	Primary distribution systems & Secondary distribution systems, Types of different distribution schemes: Radial, ring mains and grid, layout, advantages, limitations & applications.	CO5
	5c	Identify given components of substation.	5.3	Introduction, classification of substations according to service & location, typical single line connection diagrams of substation layouts, 11 KV/0.415 KV pole mounted distribution substation.	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Connect voltmeter, ammeter and wattmeter in electrical circuit.	2#	CO1
I	2	Measure the current, voltage and resistance with the help of multi-meter or tong tester.	2#	CO1
I	3	Calculate unknown resistance of DC series and parallel circuits.	2#	CO1
I	4	Calculate unknown parameter in electrical circuit using KCL & KVL.	2#	CO1
II	5	Calculate transformation ratio of single phase transformer.	2#	CO2
II	6	Find current response of pure resistive/ inductive/ capacitive circuit.	2	CO2
II	7	Measure power in single phase AC circuit.	2#	CO2
III	8	Identify the parts of nuclear fired thermal power plant after watching a video programme.	2#	CO3
III	9	Identify the parts hydroelectric power plant after watching a video programme.	2	CO3
III	10	Draw a schematic of micro hydro power plant.	2#	CO3
III	11	Identify the different components of solar PV system.	2#	CO3
IV	12	Identify different types of transmission and distribution line supports. Prepare report and draw it on sketch book.	2#	CO4
IV	13	Identify different types of overhead line insulators. Prepare report and draw it on sketch book.	2#	CO4
V	14	Prepare a visit report of 132 KV substation.	2	CO5
V	15	Prepare a visit report of 11 KV substation.	2#	CO5

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Fundamentals of Electricity.	4	C	02	04	04	10
			O	00	00	00	00
2	AC Fundamentals	6	C	02	06	04	12
			O	00	00	00	00
3	Electrical Power Generation	6	C	04	06	06	16
			O	00	00	00	00
4	Electrical Power Transmission	7	C	04	06	06	16
			O	00	00	00	00
5	Electrical Power Distribuition.	7	C	04	06	06	16
			O	00	00	00	00
Total		30	C	16	28	26	70
			O	00	00	00	00

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Bit 8	
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C
Q. 01 to Q.35	1R2	1U2	1U2	1A2	1A2				35/35
	2R2	2U2	2U2	2U2	2A2	2A2			
	3R2	3R2	3U2	3U2	3U2	3A2	3A2	3A2	
	4R2	4R2	4U2	4U2	4U2	4A2	4A2	4A2	
	5R2	5R2	5U2	5U2	5U2	5A2	5A2	5A2	

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Drawing circuit diagram, selection of equipment	5
2	Performance	10
3	Calculation, Result, Drawing Graphs (if any)	5
4	Viva Voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	1	-	-	1	-	-
CO2	3	-	-	1	-	-	1	-	-
CO3	3	-	-	-	-	-	-	-	-
CO4	3	-	-	-	-	-	-	-	-
CO5	3	-	-	-	-	-	-	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	A Text Book on Laboratory Courses in Electrical Engineering	S.G.Tarnekar and P.K.Kharbanda, S.Chand & Company Ltd., Third, 1990	13: 978-8121901048
2	A Textbook of Electrical Technology Vol-I	B.L.Theraja, A.K.Theraja, S.Chand & Co Ltd., Reprint, 2006	10: 81-219-2440-5
3	Generation Of Electrical Energy	B.R.Gupta, Eurasia Publishing House (Pvt.) Ltd, Third Edition, 1996.	10: 81-219-0102-2
4	Principles Of Power System	V.K. Mehta, S.Chand & Co.Ltd, Reprint, 1996.	10: 81-219-0594-X

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2. http://www.electrical4u.com , accessed on 10th May , 2024
3. https://www.youtube.com/watch?v=sAO9gY, accessed on 10th May , 2024
4. https://www.youtube.com/watch?v=bfR0k0BJeBE , accessed on 10th May , 2024
5. https://www.youtube.com/watch?v=A9sRsIghUxY ,accessed on 10th May , 2024
6. https://library.automationdirect.com/basic-electrical-theory/ , accessed on 10th May , 2024

XVI List of Major Equipment/Machineries with Specification:

1. Ammeter MI 0-5-10
2. Voltmeter MI 0-150-300 V
3. Wattmeter 0-1000 W
4. Digital Multi-meter 3 ½ digits
5. Single phase auto transformer 0-240 Volts, 16A
6. Rheostat assorted sizes 10 Ohm, 50 Ohm

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr. M. B. Daigavane	Principal	Government Polytechnic, Nagpur
2	Dr. P. M. Daigavane	HOD, Electrical Engineering	G.H.Raisoni College of Engg, Nagpur
3	Mrs. Divya Piparode	Sr. Engineer	Powergrid Corporation of India Ltd. Nagpur
4	Mr. M. N. Gawande	Lecturer in Electrical Engineering	Government Polytechnic, Gondia
5	Dr. G. V. Gotmare	I/C HOD, Electrical Engineering	Government Polytechnic, Nagpur
6	Mr. A. P. Dasarwar	Lecturer, Electrical Engineering	Government Polytechnic, Nagpur

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COURSE CURRICULUM

Program	:	Diploma in CE/ME/EE/CM/IT/PK/AI/MT/MC/AE/TX
Course Category	:	GE
Course Code	:	EC291H
Course Title	:	Analog and Digital Electronics

I Rationale:

Analog and Digital Electronics form the foundation of modern electronic systems. Analog electronics deals with continuous signals and voltage levels, while digital electronics focuses on discrete signals and binary numbers. Students learn about to integrate analog and digital circuits to create electronic systems that meet specific requirement. Analog and Digital Electronics interface with various engineering disciplines. Students develop a multidisciplinary approach to problem solving and gain knowledge about electronic devices.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Apply the Knowledge of electronic components and circuits.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Select** given type of active and passive components for specific application.

CO2: **Choose** appropriate type of rectifier and filter.

CO3: **Select** given type of operational amplifiers.

CO4: **Implement** the basic logic gates using universal gates.

CO5: **Use** combinational and sequential logic circuits.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
2	-	2	-	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70**	100	40	25	10	25	10	-	-

**Online Objective Type

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Active and Passive Components	1a	Identify the components from given types of components.	1.1	Active components - Definition and types, Passive components Definition and types	CO1
	1b	Classify the given types of passive components.	1.2	Passive components- Symbol, properties and applications of resistor, capacitor and inductor. Types of Resistors, Types of Capacitors, Types of Inductor	
	1c	Select given type of active component as per application.	1.3	Active components - Symbol of Diode and transistor. Diodes - Introduction and symbol of PIN diode, Varactor diode, Tunnel diode, Zener diode, LED a Photo diode.	
	1d	Interpret the working of given PN junction diode.	1.4	Diodes - Basic construction of PN junction diode, formation of PN junction, Depletion layer, Advantages, Disadvantages and applications.	

	1e	Choose given type of transistor.	1.5	Transistor - Basic construction of NPN and PNP transistor, Working principle, Advantages, Disadvantages and applications.	
UNIT II: Rectifiers and Filters	2a	Classify given type of rectifier.	2.1	Definition of rectifier.Types of rectifier–Half wave rectifier, Full wave center tapped rectifier, Full wave bridge rectifier.	CO2
	2b	Draw input and output waveforms of given rectifier.	2.2	Half wave rectifier– Circuit diagram, Waveforms, working principle, advantages and disadvantage.	
	2c	Choose given type of full wave rectifier as per requirement.	2.3	Full wave rectifier- Circuit diagram, Waveforms, working principle, advantages and disadvantages of center-tapped full wave rectifier and full wave bridge rectifier.	
	2d	Illustrate the working principle of given filter.	2.4	Definition and types of filter. Filters- Circuit diagram and working principle of series inductor, shunt capacitor, LC filter, PI filter.	
UNIT III: Operational Amplifiers	3a	Identify given symbol of operational amplifier.	3.1	Introduction to Op-amp, OP-amp symbol and terminals, Equivalent circuit.	CO3
	3b	Interpret the pin diagram and functions of given op-amp I.	3.2	Operational amplifier IC 741 – Pin diagram and pin function.	
	3c	Illustrate the working of given block diagram.	3.3	Block diagram of Operational amplifier and function of all stage.	
	3d	Select given type of operational amplifiers.	3.4	Circuit diagram and working principle of Inverting amplifier and Non Inverting amplifier.	
	3e	Select operational amplifier for given applications	3.5	Circuit diagram and working principle of Adder and subtractor	
: Gates	4a	Compare analog and digital systems on given points.	4.1	Introduction to digital signal, Advantages of Digital System over analog systems.	

UNIT IV: Number System and Logic	4b	Differentiate given number systems.	4.2	Number Systems: Different types of number systems Decimal, Binary, Octal, Hexadecil.	CO4
	4c	Identify given logic gates.	4.3	Logic gates: Basic gates – AND, OR, NOT gate. Derived Gates – NAND, NOR, EX- OR, EX-NOR gate.	
	4d	State the De Morgan's theorems.	4.4	De Morgan's theorems. Statement and Proof.	
	4e	Implement given basic logic gate using universal gates.	4.5	Universal Gates: NAND and NOR as Universal gate. Implementation of basic logic gates using NAND an NOR gate.	
UNIT V: Combinational and Sequential Circuits	5a	Design given K-maps.	5.1	Karnaugh Map representation of Logic Functions using Truth table (2 variables, 3 variables, 4 variables) Canonical SOP and POS and Don't Care condition.	CO5
	5b	Illustrate the working of given multiplexer and demultiplexer.	5.2	Multiplexers (MUX) and De-multiplexer (DEMUX): Block diagram, truth table, logic expression and logic diagram of 2:1, 4:1 MUX and 1:2,1:4 DEMUX.	
	5c	Distinguish given flip flops.	5.3	Flip Flops - S R Flip flop, JK flip flop, D-Type flip-flop, T-Type flip flop (Block diagram, truth table and logical expression and application.	
	5d	Select given shift register for specific applications.	5.4	Introduction to Registers, Types of Shift Registers, Applications of Shift register.	
	5e	Classify given types of counter.	5.5	Classification and applications of counter.	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Identify various active and passive components.	2#	CO1
I	2	Test resistor, capacitor and inductor using digital multimeter and LCR-Q meter	2#	CO1
I	3	Test PN junction diodes using digital multimeter.	2#	CO1
I	4	Test transistors using digital multimeter.	2	CO1
II	5	Build the half wave rectifier circuit on breadboard and draw input-output waveforms.	2#	CO2
II	6	Build the full wave bridge rectifier circuit with PI filter on breadboard and draw input-output waveforms.	2#	CO2
III	7	Build inverting amplifier circuit on breadboard and observe input-output waveforms on CRO.	2#	CO3
III	8	Build non-inverting amplifier circuit on breadboard and observe input-output waveforms on CRO.	2#	CO3
IV	9	Test the behaviour of different logic gates by using truth table.	2#	CO4
IV	10	Assemble various basic gates using universal gates and relate it with truth table.	2#	CO4
V	11	Build and test the functions of MUX IC 74151.	2#	CO5
V	12	Build and test the functions of DEMUX IC 74155.	2#	CO5
V	13	Construct and test functions of D flip flop using IC 7476.	2#	CO5
V	14	Construct and test functions of T flip flop using IC 7476.	2	CO5

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Active and Passive Components	6	C	04	04	04	12
			O	0	0	0	0
2	Rectifiers and Filters	5	C	02	08	04	14
			O	0	0	0	0
3	Operational Amplifiers	6	C	02	08	04	14
			O	0	0	0	0
4	Number System and Logic Gates	6	C	04	06	04	14
			O	0	0	0	0
5	Combinational and Sequential Circuits	7	C	02	08	06	16
			O	0	0	0	0
Total		30	C	14	34	22	70
			O	0	0	0	0

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C
1	1R2	1R2	1U2	1U2	1A2	1A2	2R2	35/35
2	2U2	2U2	2U2	2U2	2A2	2A2	3R2	
3	3U2	3U2	3U2	3U2	3A2	3A2	4R2	
4	4R2	4U2	4U2	4U2	4A2	4A2	5R2	
5	5U2	5U2	5U2	5U2	5A2	5A2	5A2	
6								

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Drawing circuit diagram, selection of equipment	5
2	Performance	10
3	Calculation, Result, Drawing Graphs (if any)	5
4	Drawing circuit diagram, selection of equipment	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	3	-	-	3	-	-
CO2	3	-	-	3	-	-	3	-	-
CO3	3	-	-	3	-	-	3	-	-
CO4	3	-	-	3	-	-	3	-	-
CO5	3	-	-	3	-	-	3	-	-
CO6	3	-	-	3	-	-	3	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Principles of Electronics	V. K. Mehta, S. Chand & Company Ltd., Reprint, 1996	10: 8121910536
2	Electronic Principles	A.P. Malvino, Tata McGraw Hill, 8th edition	13: 9780073373881
3	Applied Electronics	R. S. Sedha, S. Chand & Co, revised edition, 2013	10: 8121927838, 13: 97881219 27833
4	Digital Integrated Electronics	Herbert Taub (Author), Donald L. Schilling, McGraw-Hill Inc, 1977	10: 0070857881 13: 9780070857889
5	Digital Principles and Application	Malvino, Albert Paul; Leach, Donald P., Mcgraw-Hill, 1986	10:0070398836 13: 9780070398832
6	Modern Digital Electronics	R.P.Jain, McGraw Hill Education (India) Private Limited, 2009	10: 0070669112 13: 9780070669116

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6. www.electrical4u.com/digital-electronics , accessed on 25th May 2024.
7. http://nptel.ac.in/courses/108108076/1 , accessed on 25th May 2024.
8. http://www.electrical4u.com , accessed on 25th May 2024.
9. https://www.youtube.com/watch?v=A9KSGAnjo2U, accessed on 25th May 2024.

XVI List of Major Equipment/Machineries with Specification:

1. Digital Multi-meter.
2. Cathode ray oscilloscope- 0 to 30MHz.
3. Function Generator–0-5MHz.
4. Regulated Power Supply - 0-30 V
5. Photodiode, Varactor diode, Tunnel diode, Zener diode.
6. Logic Gates ICs (7400,7402,7404,7408,7432,7486)
7. Multiplexer and De multiplexer IC (74150,74151,74138,74139)
8. Flip Flops ICs (7472,7474,74H71,74L71)
9. Breadboard and LEDs

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2	Dr. V. H. Mankar	HOD, Electronics & Telecomm. Engg.	Government Polytechnic, Nagpur
3	Mrs. R.R.Vairagade	Lecturer, Electronics & Telecomm. Engg	Government Polytechnic, Nagpur
4	Mrs. J.A.Raut	Lecturer, Electronics & Telecomm. Engg	Government Polytechnic, Nagpur
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COURSE CURRICULUM

Program	:	Diploma in CE/ME/EE/EC/PK/MT/MC/AE/TX
Course Category	:	GE
Course Code	:	IT291H
Course Title	:	Applied Multimedia Techniques

I Rationale:

Multimedia provides the benefit of interactive learning. Multimedia is utilized in various fields including education, entertainment, communication, game design, and digital art, reflecting its broad impact on modern technology and media to create presentations and visualization extensively. This course aims to produce graduates with a versatile skill set, ready to tackle the challenges posed by multimedia-rich environments in various professional settings and also used in various fields like education, training, reference material, business presentations, advertising and documentaries.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Use various multimedia tools and software for various application.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Select** variety of multimedia tools and software for image editing efficiently.

CO2: **Use** vector graphics to design various tools like 2D,3D rendering images and logos orderly.

CO3: **Apply** the skills of multimedia presentation software to create user interfaces for improved user experiences.

CO4: **Apply** multimedia techniques for data visualization, effectively communicating complex information through interactive elements.

CO5: **Apply** the multimedia concepts for capturing photographs to provide improved visualization.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
2	-	2	-	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70	100	40	25	10	25	10	-	-

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Introduction	1a	Select the steps to install the GIMP.	1.1	Introduction to GIMP, overview of the software, installation and setup.	CO1
	1b	Select the different tools available on GIMP workspace.	1.2	Exploring the workspace: toolbars, panels and navigation tools: shortcuts keys, navigation control and dialog.	
	1c	Select the uses of Layers based on given point.	1.3	Explore the layers, using the zoom and hand tools.	
	1d	Select the different basic Image adjustments on given parameter.	1.4	Basic image adjustments, removing backgrounds using selection tools: rectangle select, ellipse select and free select.	
	1e	Specify the Advanced Background Removal Techniques.	1.5	Advanced Background Removal Techniques, Cropping, Resizing, and Rotating Images.	

UNIT II: Vector Graphics	2a	Compare the given features of vector graphics on given point.	2.1	Introduction to vector graphics: raster image (gif, png, jpg) and vector image (svg).	CO2
	2b	Identify the basics of given vector graphics software.	2.2	Overview of Blender software and Inkscape software.	
	2c	Select the vector graphics tools on given point.	2.3	Vector graphics tools: points, lines, curves, and shapes.	
	2d	Create a vector graphics image on the basis of given parameter.	2.4	Vector graphics image creation: design, choose a tool, create shapes edit and modify, save and export.	
	2e	Select the given tools for vector graphics based on given point.	2.5	2D and 3D rendering design in vector graphics.	
UNIT III: Presentation Software	3a	Analyse the multimedia presentation software.	3.1	Introduction: ppt, canva managing slides, templates and presentations.	CO3
	3b	Apply the dependencies and libraries of ppt.	3.2	Enable dependencies and slide Library of ppt, macros, cascade, slide sorter.	
	3c	Choose the tools for the given presentation.	3.3	Design layout, browse for themes, background styles and insertion- charts, clipart, tools-textbox, header footer.	
	3d	Use animation techniques on given points.	3.4	Using custom animations-transition sound and speed, video and images.	
	3e	Create the given multimedia presentation.	3.5	Protect presentation, adding and managing comments.	
Video Editing	4a	Analyse the given Audio and video Editing softwares.	4.1	Introduction of Audio/video: Color correction, audio post-production, voice altering effects, text and image tracking.	
	4b	Use given softwares for Audio and video Editing.	4.2	Overview of Audacity, Adobe Audition, and OBS (Open Broadcaster Software).	

UNIT IV: Audio and V	4c	Apply the given techniques for Audio Editing.	4.3	Audio Editing Techniques: trimming, adjusting volume, adding sound effects, waveform editing.	CO4
	4d	Apply the given techniques for video Editing.	4.4	Video Editing Techniques: color correction, color grading, cutaways, cutting on action.	
	4e	Apply Audio/video Editing softwares on the basis of given softwares.	4.5	Applications of Audio/video Editing softwares: adobe premier rush, cyber link powerdirector 365.	
UNIT V: Photography with Camera	5a	Analyse the basics of photography and camera on given scenario.	5.1	Introduction to photography: basics photography, working of camera: light, focus, record, shutter, process,n store and view.	CO5
	5b	Analyse the given functions of camera for photography.	5.2	Functions of camera: capturing images, storing images, controlling image quality and controlling motion.	
	5c	Classify the given techniques of given multimedia photography.	5.3	Techniques of basic photography: composition, Aperture, background, exposure, Histogram.	
	5d	Apply the given photography modes on camera.	5.4	Basic photography modes: auto mode, manual mode, program mode.	
	5e	Apply the given advanced modes on camera.	5.5	Advanced camera modes: Shutter-priority mode, shutter speed, ISO, Macro mode.	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Install GIMP and explore various tools for editing of images.	2#	CO1
II	2	Design simple logos or icons using vector graphics software like Blender or Inkscape.	2#	CO2
II	3	Create raster and vector images using vector graphics software like Blender or Inkscape.	2#	CO2
III	4	Create custom animation-based presentation using transition speed and sound, images, and videos.	2#	CO3
III	5	Develop a presentation based on given dependencies and Libraries of the software.	2#	CO3
III	6	Develop a layout using theme, background styles etc. tools.	2#	CO3
III	7	Develop a multimedia presentation using software like Canva etc.	2#	CO3
IV	8	Install the open broadcaster software and explore various tools of it for audio and video editing.	2#	CO4
IV	9	Use Audio and video techniques for editing using OBS.	2#	CO4
IV	10	Use Audio and video techniques for editing using Adobe premier-rush or Cyberlink powerdirector 365.	2#	CO4
V	11	Use different functions of digital camera or smartphone to take photographs.	2#	CO5
V	12	Apply different modes digital camera or smartphone to click photographs for multimedia purposes.	2#	CO5
V	13	Apply advanced camera modes to edit photographs.	2	CO5
V	14	Create animated presentation based on real-world application using all dependencies and libraries of Microsoft Powerpoint presentation.	2	CO5
V	15	Prepare multimedia project using canva software based on real-world scenario.	2	CO5

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Introduction	6	C	02	04	04	10
			O	0	0	0	0
2	Vector Graphics	7	C	02	04	08	14
			O	0	0	0	0
3	Presentation Software	6	C	02	04	10	16
			O	0	0	0	0
4	Audio and Video Editing	6	C	02	04	10	16
			O	0	0	0	0
5	Photography with Camera	5	C	02	04	08	14
			O	0	0	0	0
6			C				0
			O				
Total		30	C	10	20	40	70
			O	0	0	0	0

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C
1	1R2	1U2	1U2	1A2	1A2	2R2	2U2	35/35
2	2U2	2A2	2A2	2A2	2A2	3R2	3U2	
3	3U2	3A2	3A2	3A2	3A2	3A2	4R2	
4	4U2	4U2	4A2	4A2	4A2	4A2	5R2	
5	5R2	5U2	5U2	5A2	5A2	5A2	5A2	
6								

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Activities	5
2	Writing program	5
3	Performance / Execution of program	10
4	Viva Voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	3	-	-	-	-	-
CO2	3	-	-	3	-	-	-	-	-
CO3	3	-	-	3	-	-	-	-	-
CO4	3	-	-	3	-	-	-	-	-
CO5	3	-	-	3	-	-	1	-	-
CO6	-	-	-	-	-	-	-	-	-

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S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
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2	Inkscape: Guide to a Vector Drawing Program	Tavmjong Bah, Prentice Hall, 4th Edition	978-0-13-276414-8
3	The Animator's Survival Kit: A Manual of Methods, Principles, and Formulas for Classical, Computer, Games, Stop Motion, and Internet Animators	Richard Williams, Faber & Faber	978-0-571-20228-7
4	Presentation Zen: Simple Ideas on Presentation Design and Delivery	Garr Reynolds, New Riders	978-0-321-52565-9
5	Understanding Exposure: How to Shoot Great Photographs with Any Camera	Bryan Peterson, Amphoto Books, 4th Edition	978-1-64051-114-0

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6. https://www.blender.org/support/tutorials/, accessed on 12th Feb 2024
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XVI List of Major Equipment/Machineries with Specification:

1. Compuer latest version

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr. A. R.Mahajan	HOD, Information Technology	Government Polytechnic, Nagpur
2	Mr. Dipak Dhote	Operations Manager	IT- Network, NAgpur
3	Dr. Rakesh Kadu	Assistant Professor, Information Technology	Ramdeobaba College of Engineering and Technology, Nagpur
4	Mrs. V. A. Raje	System Analyst	MSBTE, RO, Nagpur
5	Mrs. I. L. Sangolkar	Lecturer, Information Technology	Government Polytechnic, Nagpur
6	Mr.L.D.Vilhekar	Lecturer, Information Technology	Government Polytechnic, Nagpur

(Dr. A. R. Mahajan)
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(Dr. G. V. Gotmare)
Member Secretary PBOS, IT

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Government of Maharashtra
GOVERNMENT POLYTECHNIC, NAGPUR
(An Autonomous Institute of Govt. of Maharashtra)
Near Mangalwari Bazar, Sadar, Nagpur-440001

COURSE CURRICULUM

Program	:	Diploma in CE/ME/EE/CM/IT/PK/AIML/MK/AE/TX
Course Category	:	GE
Course Code	:	MT291H
Course Title	:	Foundry Technology

I Rationale:

A Foundry Technology course equips diploma students in India with essential skills in casting and metalworking, crucial for the manufacturing sector. It bridges the gap between theoretical knowledge and practical application, fostering expertise in metal production, quality control, and industrial processes. This specialization meets the growing demand for skilled professionals in automotive, aerospace, and infrastructure industries, driving economic growth and technological advancement

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Perform casting and foundry operations

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Use** various patterns in foundry

CO2: **Construct** various core bores

CO3: **Construct** Moulds and Patterns for castings

CO4: **Perform** various tests on moulding sand to find its suitability in foundry applications

CO5: **Produce** castings of different metals/alloys for various applications

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
2	-	2	-	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70**	100	40	25	10	25	10	-	-

**Online Objective Type

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: PATERN AND PATTERN MAKING	1a	Select suitable manufacturing process for given appliaction	1.1	Various manufacturing processes, Steps involved in Making a Casting. Advantages of metal casting, Applications of Metal Casting, Different sections of a Foundry, types of foundry Function of pattern, Difference between pattern and casting	CO1
	1b	Identify given ISI coloring code on pattern	1.2	various types of pattern materials. Types of patterns, Pattern allowances,Steps involved in pattern construction, ISI coloring code on pattern	
ORE AND CORE AKING	2a	Select proper core making machine for given application	2.1	Function of core, core applications, Core sand properties , Core sand ingredients	
	2b	Choose proper core sand ingredients for making of core	2.2	Core materials ,core sand mixture, Core making procedure , Types of core, Core prints	CO2

UNIT II: C M	2c	Choose proper Core making machines for making of core	2.3	Core making machines, core baking and machining operations on cores,Core shifting and Chaplet, Core applications, Construction of core box	
UNIT III: MOULD AND MOULD MAKING	3a	Select proper moulding sand for mold making	3.1	Functions of mould, Mould materials-sand, binder, water, additives, etc Types of Moulding sands and their Properties	CO3
	3b	Sequece correct steps in sand preperation.	3.2	Moulding sand preparation and conditioning (a) objectives of sand preparation (b) Steps for sand preparation (c) Working of sand Muller	
	3c	Choose proper sand control test for mould making.	3.3	Sand control tests- (a) Moisture content test (b) Clay content test (c) Grain fineness test	
	3d	Select proper steps in mold making	3.4	Steps involved in mould making, mould making machines, Moulding methods, hand Moulding tools,venting of moulds. Mould -metal reaction	
UNIT IV: SOLIDIFICATION OF CASTINGS	4a	Identify given types of solidification	4.1	Concept of solidification of metals	CO4
	4b	Select proper gating system to obtain sound casting	4.2	GATING system: - function of each component of the gating system pressurized and unpressurised ,RISER - Function of risers, types of riser	
MELTING PRACTICE	5a	Select Furnaces for melting ferrous and non-ferrous metals.	5.1	Furnaces for melting ferrous and non-ferrous metals	CO5
	5b	Identify given Zones of Cupola	5.2	Cupola – Construction, Various operations, Zones of Cupola, Crucible furnaces-types, working principle, advantages, disadvantages and applications	

UNIT V:	5c	Select proper post casting operation to get sound casting in foundry	5.3	Heat treatment of Castings-Stress Relieveing, Post casting operations: Fettling

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Identify various Foundry tools	2#	CO1
I	2	Identify various furnances used for melting operation	2#	CO1
II	3	Identify patterns for casting opertaion	2#	CO2
II	4	Identify moulds for casting opertaion	2#	CO2
III	5	Identify core boxes for making of castings	2#	CO3
III	6	Determine Moisture content in Moulding sand by Infra-red bulb method	2#	CO3
IV	7	Determine the amount of clay content in moulding sand..	2#	CO4
IV	8	Determine A.F.S. fineness No. of sand	2#	CO4
IV	9	Identify given metal scrap for melting operation	2#	CO4
IV	10	Perform melting operation for given metal/ alloys	2	CO4
V	11	Prepare proper molding sand by mixing , screening and sieving of given sand	2#	CO5
V	12	Colour given patterns as per ASTM colour coding	2#	CO5
V	13	Choose proper gating and risering system for given mould	2#	CO5
V	14	Select suitable post casting operation for finishinf of casting	2	CO5
V	15	Identify defects occured in casting	2#	CO5

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	PATERN AND PATTERN MAKING	2	C	04	04	06	14
			O	00	00	00	0
2	CORE AND CORE MAKING	4	C	04	04	0 0	8
			O	00	00	00	0
3	MOULD AND MOULD MAKING	4	C	02	04	06	12
			O	00	00	00	0
4	SOLIDIFICATION OF CASTINGS	10	C	04	08	06	18
			O	00	00	00	0
5	MELTING PRACTICE	10	C	04	08	06	18
			O	00	00	00	0
6			C	00	00	00	0
			O	00	00	00	0
Total		30	C	18	28	24	70
			O	0	0	0	0

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options	
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C	
1	1R2	1R2	1U2	1U2	1A2	1A2	1A2	35/35	
2	2R2	2R2	2U2	2U2	3R3	3R3	3R3		
3	3A2	3A2	3A2	4R2	4R2	4U2	4U2		
4	4U2	4U2	4A2	4A2	4A2	5R2	5R2		
5	5U2	5U2	5U2	5U2	5A2	5A2	5A2		
6									

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Drawing diagram, selection of equipment & tools. writing	5
2	Performance	10
3	Calculation, Result, Drawing Graphs (if any)	5
4	Viva Voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	3	-	-	-	-	-
CO2	3	-	-	3	-	-	-	-	-
CO3	3	-	-	3	-	-	-	-	
CO4	3	-	-	3	-		-	-	-
CO5	3	-	-	3	-	1	-	-	-
CO6	3	-	-	3	-		-	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	A Text Book of Foundry Technology	O.P. Khanna, Dhanpat Rai Publications (1 January 2011)	13: 978-8189928346
2	Foundry Technology	D.B. Goyal & Sinha Standard Publishers Distributors	10: 8186308121, 13: 9788186308127
3	Principle of Metal Castings	R.W. Heine and P.C. Rosenthal, Mc Graw Hill Education; 2nd Edition (22 February 2001)	13: 978-0070993488

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3. https://www.youtube.com/watch?v=MoTKlQLdtTQ accessed on 28th May 2024
4. https://www.youtube.com/watch?v=9Lsrxgd_cNo accessed on 28th May 2024
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XVI List of Major Equipment/Machineries with Specification:

1. Various types of Patterns ,foundry sand, moulding machines, Foundry tools
2. Furnaces for melting of metals/alloys.
3. Sieve shaker setup
4. Infra red bulb heating unit

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Shri.K.L. Meshram	HOD, Metallurgical Engineering	Government Polytechnic, Nagpur
2	Miss.V.C. Humney	Lecturer Metallurgical Engineering	Government Polytechnic, Nagpur
3	Shri.S.M.Waikar	Sr. Engineer	Durgapur Steel Plant, Durgapur
4	Prof. Y.Y. Mahajan	Assist. Professor , Metallurgy & Material Science	VNIT , Nagpur
5	Shri D.P.Mukharjee	Sr. Engineer	Ordanace Factory, Ambazari, Nagpur
6	Shri.A.V.Abhyankar	Lecturer Mechanical Engineering	Government Polytechnic, Sakoli
7	Shri S.B.Varadpande	Chief Managing Director	Orange city alloys Pvt.Ltd

(Mr. K.L.Meshram)
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Member Sectretary PBOS, MT

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Government of Maharashtra
GOVERNMENT POLYTECHNIC, NAGPUR
(An Autonomous Institute of Govt. of Maharashtra)
Near Mangalwari Bazar, Sadar, Nagpur-440001

COURSE CURRICULUM

Program	:	Diploma in CE/ME/EE/EC/IT/MT/PK/CM/AE/AI/MK
Course Category	:	GE
Course Code	:	TX291H
Course Title	:	General Textile Technology

I Rationale:

This course's goal is to identify the raw materials used in textiles, such as fibers, their sources, and their characteristics. The process of converting fiber into yarn and converting yarn into various fabric development. Since clothing and home furnishings account for a large portion of the family budget, therefore both customers looking to make smart fabric selections need to be knowledgeable about textiles. This course is designed for other program students to gain the knowledge of General textile Technology.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Identify different fibres used in Textile Industry.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Identify** different fiber end use application in textile.

CO2: **Identify** the different spun yarn end use application in woven fabric.

CO3: **Determine** the yarn count of spun yarn

CO4: **Identify** the processes for weaving.

CO5: **Evaluate** the characteristics of woven fabric

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
2	-	2	-	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70**	100	40	25	10	25	10	-	-

**Online Objective Type

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Overview of Textile Industries	1a	Identify textile fibers based on their origin	1.1	Defination of textile Fiber, yarn and fabrics.Classification of textile fibers.Essential and Desirable Properties of Fiber, yarn and fabric	CO1
	1b	Select given textile fibre according to end uses.	1.2	Brief study of some important fibers with their special l characteristics and end uses- Cotton, Jute, linen,Silk, Wool, rayon, Polyster, Nylon, Acrylic, polypropylene and Polyethyelene.	
	1c	Identify the given fibre by given test.	1.3	Identification of textile fibres by different tests- Burning, Microscopic and solubility	

UNIT II: Textile process	2a	Select the different processes required for producing the given yarn.	2.1	Commonly used processes in making of a textile finished product. Various stages involved to convert the raw material into ring spun yarns or threads. Various stages involved to convert the raw material into openend yarns or threads.	CO2
	2b	Compare the given type of yarns on given points.	2.2	Ring spinning yarn manucaturing stages. Classification of textile yarns - spun yarn, carded yarn, combed yarn, woolen yarn, worsted yarn, monofilament yarn and multifilament yarn.	
UNIT III: Yarn quality parmeters	3a	Calculate the count of yarn with the given data.	3.1	Defination of yarn count. Yarn numbering system, Direct yarn numbering system and indirect yarn numbering system. Simple yarn count calculation in indirect and direct yarn numbering system.	CO3
	3b	Determine the characteristics of given yarn.	3.2	Yarn Twist- Direction of yarn twist, characteristics of single yarn and plied yarn. Types and Characteristics of novelty/fancy yarns.	
UNIT IV: Weaving process	4a	Prepare process flow chart for given types of fabric.	4.1	Defination of woven fabric. Preparatory Processes for Weaving - Winding ,warping, pirn winding, sizing and Drawing -in process.	CO4
	4b	Identify the given motions of weaving machine.	4.2	Types of weaving machines. Basic motions of the loom - brief working and defination of shedding motion, picking motion, beatup motion, take up motion, let-off motion, weft stop motion, warp stop motion and brake motion.	

UNIT V: Woven fabric structures	5a	Evaluate the characteristics of given types of fabric.	5.1	Classification of Woven Fabric. Specification Of Woven Fabrics. Importance of dobby weaves and jacquard weaves. Characteristics of shirting fabrics, suiting fabric, towel cloths and fuirnishing cloths	CO5
	5b	Analyse the weave of given fabric sample.	5.2	Fabric Weaves and Properties- Plain weave, rib weave, basket weave, twill weave, satin weave, sateen weave.	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Draw the classification chart of textile fibres.	02#	CO1
I	2	Collect different fibre samples- cotton, wool, polyester, viscose, nylon and write their origin, properties and end uses.	02#	CO1
I	3	Identify the given textile fibre by suitable test.	2	CO1
II	4	Prepare passage of materials for yarn formation process of given spinning system.	02#	CO2
II	5	Draw the structure of different types of yarns with its characteristics.	02#	CO2
II	6	Identify different types of yarns.	02#	CO2
III	7	Identify different type of yarn count system .	02#	CO3
III	8	Calculate the count of yarn in given system from the given data.	02#	CO3
III	9	Identify the twist direction in given yarn.	02#	CO3
IV	10	Prepare passage of materials for given fabric formation.	02#	CO4
IV	11	Identify the given type of loom.	02#	CO4
IV	12	Draw daigram of different motion by observing the weaving machine.	2	CO4
V	13	Observe and write the characteristics of different types of fabric.	02#	CO5
V	14	Evaluate the given types of weaves.	2	CO5
V	15	Draw design , draft and peg plan of given weave.	02#	CO5

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Overview of Textile Industries	4	C	02	04	04	10
			O	0	0	0	0
2	Textile process	8	C	02	08	08	18
			O	0	0	0	0
3	Yarn quality parmeters	4	C	02	04	04	10
			O	0	0	0	0
4	Weaving process	8	C	02	08	08	18
			O	0	0	0	0
5	Woven fabric structures	6	C	02	06	06	14
			O	0	0	0	0
Total		30	C	10	30	30	70
			O	0	0	0	0

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options	
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C	O
Q.01 to Q.35	1R2	1U2	1U2	1A2	1A2	2R2	2U2	35/35	
	2U2	2U2	2A2	2A2	2A2	2A2	3R2		
	3U2	3U2	3A2	3A2	4R2	4U2	4U2		
	4U2	4U2	4A2	4A2	4A2	4A2	4A2		
	5R2	5U2	5U2	5U2	5A2	5A2	5A2		

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Draw neat sketches and working procedure.	10
2	Identify the functions of important parts.	5
3	Calculation	5
4	Viva Voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific Outcomes	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	2	-	-	-	3	-	-
CO2	3	-	-	-	-	-	3	-	-
CO3	3	-	-	1	-	-	3	-	-
CO4	3	-	2	-	-	-	3	-	-
CO5	3	-	2	1	-	-	3	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Woven Cloth Construction	A. T. C. Robinson R Marks, Textile Institute Manchester, 1967	13: 9781489958556
2	Weaving : Conversion of Yarns to Fabric	Lord P R and Mohamed M H	13: 9781855734838
3	Winding and Warping	Dr M K Talkudar, Mahajan Publisher	13: 9781859434641
4	Industrial Practices in Weaving Preparation	M K Singh, Woodhead Publishing India	13: 9780857098252
5	Modern Preparation and Weaving Technology	Ormerod A, Butterworth publishers ltd	13: 9780408012126
6	Handbook of Textile Fibres	Cook, J.Gordon, Shildon: Merrow-1984	10: 0904095398
7	Conversion of Yarn to Fabric	P.R.Lord, Wood head Publishing, ltd, England	13: 9781845692902

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8. https://www.youtube.com/watch?v=zw8idLj5U2s accessedon 27 may 2024
9. http://www.textileassociationindia.org/ accessed on 27 may 2024
10. https://nptel.ac.in/courses/116/102/116102005/accessed on 27 may 2024

XVI List of Major Equipment/Machineries with Specification:

1. Rapier Loom
2. Warping machine
3. Hand Loom
4. Ring Frame
5. Twist tester
6. Wrap Reel
7. Analytical balance

XVII List of Industry Experts and Faculties who contributed for this curriculum:

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Government of Maharashtra
GOVERNMENT POLYTECHNIC, NAGPUR
(An Autonomous Institute of Govt. of Maharashtra)
Near Mangalwari Bazar, Sadar, Nagpur-440001

COURSE CURRICULUM

Program	:	Diploma in CE/ME/EE/EC/PK/MT/IT/CM/AI/MK/TX
Course Category	:	GE
Course Code	:	AE291H
Course Title	:	Basics of Automobile

I Rationale:

This course takes students through the working of automobiles from the basics. Students will learn about automobiles piece by piece, even without a any prior knowledge. This course provides an overview of the basic automobiles. It's designed for those seeking a career in the automotive industry or anyone who wants to learn about vehicle repairs.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Apply the knowledge of automobile systems for maintance of vehicle.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Prepare** vehicle layouts with chassis specification.

CO2: **Select** suitable engine for given automobile applications.

CO3: **Interpret** power flow diagrams of transmission systems.

CO4: **Select** suitable braking and steering systems for different applications.

CO5: **Service** the different wheels and tyres.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
2	-	2	-	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70**	100	40	25	10	25	10	-	-

**Online Objective Type

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Introduction to Automobile	1a	Classify the automobile on the given parameters.	1.1	Automobile: Definition, Classification of Automobiles, Major Components of Automobiles with their Function and Location Vehicle Layout: Definition Significance of Vehicle Layout	CO1
	1b	Identify the type of layout used in given vehicle.	1.2	Different types of Vehicle layouts(FEFWD, FERWD, RERWD, 4WD), Advantages, Disadvantages, Applications and Comparisons of Different types of vehicle layouts.	
	1c	Justify the significance of chassis and frame in given automobile.	1.3	Function of Chassis, Frame and Body: Requirement of Chassis, Frame and Body.	

UNIT II: Engine Systems	2a	Interpret the working of given engine.	2.1	Engine: definition, classification of engines, major parts of multicylinder engine with their location and function, engine terminology and nomenclature, working of four stroke SI engine, working of four stroke CI engine	CO2
	2b	Identify the components of given system in engine.	2.2	Lubrication and Cooling system: Purpose of lubrication, types of lubrication systems, working of pressurized lubrication system. Purpose of cooling system, construction and working of engine air cooling, construction and working with major components of engine liquid cool system.	
	2c	Justify the significance of given battery.	2.3	Battery: Function and Requirements of Battery, Types of Battery, Principle of Lead Acid Battery. Ignition System: Function and Requirement of Ignition System, working and components with their function of distributor-less ignition System	
	2d	Determine the requirements of given system.	2.4	Charging System: Function and Requirement of Charging System, Components of Charging System. Starting System: Function and Requirement of Starting System, Components of Starting System. Charging System: Function and Requirement of Charging System, Components of Charging System	

UNIT III: Automobile Transmissions Systems	3a	Justify the necessity of given clutch.	3.1	Function and Necessity of Clutch: Requirement of Clutch, Classification of Clutch, Working Principle of Clutch, Construction and Working of Single Plate (Coil Spring and Diaphragm).	CO3
	3b	Identify components of the given gear box.	3.2	Function and Necessity of Gear Box Manual Transmission: Classification of Gear Box, Construction and working of Constant Mesh and Synchro Mesh Gear Box. Automatic Transmission: Advantages & disadvantages, Components and their Function	
	3c	Classify the given givenr shaft of automobile.	3.3	Propeller Shaft Assembly: Function, Necessity and Types of Propeller Shaft, Function and necessity of Universal and Slip Joint	
	3d	Determine the Working principle of given differential in automobile.	3.4	Final Drive: Function and Necessity of Final Drive, Differential, Working principle Construction and Working of Differential	
	3e	Specify the types of axles in given automobile.	3.5	Axles: Significance of Live and Dead Axle, Function and Requirement of Front Axle, Types of (Front) Stub axle.	
Control System	4a	Differentiate between given brakes.	4.1	Automobile Braking System: Function and Requirement of Braking System: Principle of Braking, Basic Terms related to Braking (Stopping Distance, Braking Efficiency, Fading of Brakes) Types of Braking System: Layout, Construction, Working of Drum, Disc, Hydraulic and Air Brakes.	

UNIT IV: Automobile	4b	Justify the significance of steering system in given automobile.	4.2	Automobile Steering System: Function and Requirements of Steering System: Basic Terms related to Steering(Steering Ratio, Turning Radius, Understeering and Oversteering), Basic Components of Steering Linkages. Necessity and Principle of Power Steering, working of hydraulic and electronic power steering. steering gear box: function and types	CO4
UNIT V: Automobile suspension, wheels and tyres	5a	Justify the significance of suspension system in given automobile.	5.1	Automobile Suspension System: Function and Requirement of Suspension System, Types and Constructional Features of Leaf Springs	CO5
	5b	Identify Components of given suspension system.	5.2	Function and Requirement of Independent Suspension System: Advantages of Front Wheel Independent Suspension, Shock Absorbers and Air Suspension: Layout, Construction and Working of Air Suspension.	
	5c	Justify the significance of wheel balancing and alignment.	5.3	Wheels, Rims and Tyres: Function, Necessity and Requirement of Wheel, Rim and Tyres: Factors affecting to Tyre Life, Tyre Wear and Rotation, Tyre Designation. Wheel Alignment and Balancing: Purpose of Wheel Alignment, Purpose of Wheel Balancing,	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Prepare a layout of vehicle available in your Laboratory.	2#	CO1
II	2	Dismantle/Assemble and identify the components of single cylinder engine.	2	CO2
II	3	Dismantle/Assemble and identify the components of Multicylinder cylinder engine.	2#	CO2
II	4	Dismantle/Assemble and identify the components of engine lubrication system.	2	CO2
II	5	Dismantle/Assemble and identify the components of engine cooling system.	2	CO2
II	6	Dismantle/Assemble and identify the components of engine charging system.	2	CO2
II	7	Dismantle/Assemble and identify the components of engine Ignition system.	2#	CO2
II	8	Perform test on given battery and comment condition of it.	2#	CO2
III	9	Dismantle/Assemble and identify the components of manual gearbox.	2#	CO3
III	10	Dismantle/Assemble and identify the components of automatic transmission.	2	CO3
III	11	Dismantle/Assemble and identify the components of clutch.	2#	CO3
III	12	Dismantle/Assemble and identify the components of differential.	2#	CO3
III	13	Dismantle/Assemble and identify the components of propeller shaft.	2	CO3
III	14	Dismantle/Assemble and identify the components of axle and drive.	2	CO3
IV	15	Dismantle/Assemble and identify the components of steering system.	2#	CO4
IV	16	Dismantle/Assemble and identify the components of braking system.	2#	CO4
V	17	Dismantle/Assemble and identify the components of suspension system.	2	CO5
V	18	Perform puncture repair, replace spare tyre and identify the tyre wear.	2#	CO5
V	19	Perform wheel balancing and wheel alignment of given vehicle.	2#	CO5

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Introduction to Automobile	4	C	02	04	02	08
			O	00	00	00	00
2	Engine Systems	8	C	04	06	08	18
			O	00	00	00	00
3	Automobile Transmissions Systems	6	C	04	06	06	16
			O	00	00	00	00
4	Automobile Control System	6	C	02	06	06	14
			O	00	00	00	00
5	Automobile suspension, wheels and tyres	6	C	02	06	06	14
			O	00	00	00	00
Total		30	C	14	28	28	70
			O	00	00	00	00

*C - Compulsory O - Optional
*R – Remember U – Understand A – Analyse / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C
1	1R2	1U2	1U2	1A2	2R2	2R2	2U2	35/35
2	2U2	2U2	2A2	2A2	2A2	2A2	3R2	
3	3R2	3U2	3U2	3U2	3A2	3A2	3A2	
4	4R2	4U2	4U2	4U2	4A2	4A2	4A2	
5	5R2	5U2	5U2	5U2	5A2	5A2	5A2	

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyse / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	System diagram, selection of equipment	5
2	Performance	10
3	Identification of compenets	5
4	Viva Voce	5
	TOTAL	25

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	2	-	-	-	-	-	-	-
CO2	3	3	-	3	-	-	-	-	-
CO3	3	3	-	3	-	-	-	3	-
CO4	3	3	-	3	2	-	2	-	-
CO5	3	3	-	3	2	-	2	-	2
CO6	3	3	-	3	2	-	2	3	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Automobile Engineering Vol.I	Dr. Kripal Singh, Standard Publishers Distributors, 13th Edition, 2023	13: 97881801419669
2	Automotive Mechanics	Crouse. W.H., Anglin, McGraw Hill Education (India) Private Limited,10th Edition, 2021	10: 81-219-2440-5
3	Basic Electrical Engineering	V.N.Mittle, Arvind Mittal, The McGraw Hill Education Pvt. Ltd, Reprint, 2021	10: 0070634351
4	Automotive Mechanics	N. K. Giri, Khanna Publishers, Delhi,Eighth Edition, 2020	13: 9788174092168
5	Motor Automotive Technology	Anthony E. Schwalle, Delmar Publisher Inc., 2nd Edition, 2020	13: 978-0827351004
6	Automotive Mechanics	S. Srinivisan,Tata McGraw – Hill, 2nd Edition, 2023	13: 9780070494916
7	Basic Automobile Engineering	Nakra CP , DhanpatRai Publishing Company (P) Limited, 2018	13: 9788187433224

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3. http://www.carbibles.com/transmission_bible_pg3.html, assessed on 30th May 2024
4. https://www.youtube.com/watch?v=hs7bABMtOMI&list=PLyqSpQzTE6M9G2SNxKfsVEjcM9MlJau4F assessed on 30th May 2024
5. https://www.youtube.com/watch?v=UJfjR1O52F8&list=PLaukeqsMWUOCoI7_tTgB494kRPaSaREVY assessed on 30th May 2024

XVI List of Major Equipment/Machineries with Specification:

1. Air compressor-1 HP 3 phase, Max Pressure: 4, 95 kg/cm², 70 ltr.
2. Bottle/Floor/Scissor Jacks- 3 ton Capacity.
3. Socket/ Impact wrenches-¼", 3/8", ½" and 3/4"
4. Torque wrenches- 3/8", ½"and 3 NM, Ratcheting type/Click-type.

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr. G.K. Awari	HOD, Automobile Engineering	Government Polytechnic, Nagpur
2	Dr. K.S. Dixit	Lecturer in Automobile Engineering	Government Polytechnic, Nagpur
3	Prof. D. K. Bawane	Lecturer in Automobile Engineering	Government Polytechnic, Nagpur
4	Prof. Syed J. M.	Lecturer in Automobile Engineering	Government Polytechnic, Nagpur
5	Dr.Suhas Kongre	Sr. Lecturer in Mechanical	ASTS Polytechnic, Wardha
6	Mr. Pramod Nichat	Rtd. Asst. General Manager	Ashok Leyland Ltd; Chennai
7	Dr Manoj Basashankar	HOD, Mechanical Engineering	Suryodya Polytechnic & Engineering College, Nagpur

(Dr. G. K. Awari)
HOD & Chairman PBOS, AE

(Dr. G. V. Gotmare)
Member Sectretary PBOS, AE

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(An Autonomous Institute of Govt. of Maharashtra)
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COURSE CURRICULUM

Program	:	Diploma in CE/ME/EE/EC/IT/MT/TX/AE/CM/MK/AI
Course Category	:	GE
Course Code	:	PK291H
Course Title	:	Basics of Packaging Technology

I Rationale:

This course introduces the basics of packaging, covering its different levels and functions in business. Students will learn about various packaging materials and how demographics affect packaging choices. The course also includes an overview of testing and quality standards, helping students understand how to ensure packaging meets industry requirements. This foundational knowledge is useful for anyone interested in the broader aspects of packaging business.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Apply the knowledge of basics of packaging in various packaging applications

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Identify** the levels of packaging.

CO2: **Identify** the technical and commercial functions of packaging.

CO3: **Identify** the various sectors of a packaging business**.**

CO4: **Identify** the packaging material and appreciate the demographic influence on packaging business.

CO5: **Identify** the testing and quality standards and perform the test.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
2	-	2	-	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70**	100	40	25	10	25	10	-	-

** Online Objective Type

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Introduction to Packaging Technology	1a	Justify the importance of packaging in supply chain.	1.1	Introduction; Definition and Importance of Packaging in supply chain, Evolution of Packaging.	CO1
	1b	Identify given segmentation of packaging industry	1.2	Indian packaging industry present scenerio; Key Players and Market Segmentation.	
	1c	Identify the given levels of packaging.	1.3	Levels of packaging: Primary, Secondary and Tertiary.	
	1d	Select the correct advantages and disadvantages of packaging.	1.4	Advantages of packaging to - Customer, retailer, distributor, handler, transporters, manufacturers, society, and nation. Disadvantages of packaging - Cost, Environmental Impacts; resource utilization, energy, toxicity, litter, solid waste, deception.	

UNIT II: Functional Considerations of Packaging	2a	Identify the technical functions of packaging from given options.	2.1	Functional Considerations of Packaging: Technical Functions - Containment, protection (against mechanical damages), preservation (against Physiochemical damages).	CO2
	2b	Identify the commercial functions of packaging from given options.	2.2	Commercial functions - Sanitation, unitization, communication (Human & Machine), dispersing & dispensing, pilferage deterrence, tampering evidence etc.	
UNIT III: The Packaging Business	3a	Identify the given sector of a packaging business.	3.1	The Packaging Business: a. Packaging material suppliers: Basic raw materials, materials for packaging. b. Converting of raw materials, converting of packaging materials. c. Ancillary Packaging materials. d. Packaging user industries; Food, Pharma and other.	CO3
ging Materials	4a	Identify packaging materials from given properties.	4.1	Overview of Packaging Materials; Wood, paper, plastics, glass, metals. Properties and Characteristics of Packaging Materials Selection Criteria for Packaging Materials. Emerging Trends in Sustainable Packaging Materials.	

UNIT IV: Packa	4b	Select the correct point for demographic influence on packaging industry.	4.2	Demographic influence on packaging business; growing population, shifts in definition of household units, geographic redistribution, increase in number of working women, increase in number of single living, increase in number of two earner household.	CO4
UNIT V: Packaging Processes , testing and quality control.	5a	Identify the given packaging process.	5.1	Packaging Processes: Packaging Design Principles, Printing and Labeling Techniques, Forming and Filling Processes, and Sealing and Closing Techniques.	CO5
	5b	Identify the given testing standard.	5.2	Packaging Testing and Quality Control; Importance of Packaging Testing, Testing Standards and Methods, Testing and Quality control , Packaging Tests; durability, leakage, compression.	
	5c	Identify the given quality standard.	5.3	Quality standards in packaging business; quality management system, food safety management systems, Goods Manufacturing Practices. Food and Drug Administration (FDA)	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Conduct a case study on Indian Packaging Industry: A current scenerio and write a report on it.	2#	CO1
I	2	Carry out group discussion to identify the levels of packaging; form groups, collect the samples, observe, study, search relevant information and write a report.	2#	CO1
II	3	Carry out group discussion to identify the Technical Functions of a given Packaging System. Form groups, collect the samples, observe, search relevant information and write a report.	2#	CO2
II	4	Conduct a case study on demographic influence on growth of packaging business. Take any one topic from; shifts in definition of household units, geographic redistribution, increase in number of working women, increase in number of single living, increase in number of two earner household. And write a report.	2#	CO2
II	5	Carry out a group discussion to identify the commercial functions of a given Packaging System; form groups, select a packaging system, observe and study it, collect information, brain storm and write a report.	2#	CO2
III	6	Carry out a case study on Exploring the Dynamics of the Indian Packaging Business and write a report.	2	CO3
IV	7	Perform CFB box packaging manually - erection, loading and sealing. Search and collect the information on unitization, styles of corrugated boxes and box sealing methods and materials.	2#	CO4
IV	8	Perform box compression test on a given sample.	2#	CO4
IV	9	Perform liquid filling by liquid volumetric filling machine (model/portable). Note the findings and observations.	2#	CO4
IV	10	Perform box filling, stapling, sealing, and shrink wrapping operations.	2#	CO4

IV	11	Perform box filling, sealing, automatic strapping and stretch wrapping operations.	2#	CO4
V	12	Carry out a case study on Functions of Food and Drug Administration.	2#	CO5
V	13	Identify the plastic by manual observation and handling the product. Write a report.	2	CO5
V	14	Draw a format related to testing of packaging material by reading the existing any one Indian Standard.	2#	CO5
V	15	Draw a format related to the quality standard by reading the existing any one standard from: quality management system/ food safety management systems/ Goods Manufacturing Practices/ Food and Drug Administration (FDA).	2	CO5

Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hour	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Introduction to Packaging Technology	6	C	02	06	04	12
			O	0	0	0	0
2	Functional Considerations of Packaging	6	C	02	06	04	12
			O	0	0	0	0
3	The Packaging Business	6	C	02	06	04	12
			O	0	0	0	0
4	Packaging Materials	6	C	06	08	04	18
			O	0	0	0	0
5	Packaging Processes, testing and quality control	6	C	04	06	06	16
			O	0	0	0	0
Total		30	C	16	32	22	70
			O	0	0	0	0

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C
1	1R2	2R2	3R2	4R2	5R2	4R2	5R2	35/35
2	4R2	1U2	2U2	3U2	4U2	5U2	1U2	
3	2U2	3U2	4U2	5U2	5U2	4U2	3U2	
4	2U2	1U2	4U2	1A2	2A2	3A2	4A2	
5	5A2	5A2	4A2	3A2	2A2	1A2	5A2	

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Selection of equipment/Materials	5
2	Performance	10
3	Calculation, Result, Drawing Graphs, diagram (if any)	5
4	Viva Voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO2
CO1	3	-	-	-	-	-	-	-	-
CO2	3	-	-	3	-	-	-	-	-
CO3	3	-	-	3	-	-	-	-	-
CO4	3	-	-	3	2	-	2	-	-
CO5	3	-	-	3	2	-	2	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Introduction To Packaging	Frank A. Paine, Heather Y. Paine, Springer, Second E, 1983	13: 978-1-4613-6214-2
2	Packaging In The Environment	Geoffrey M. Levy, Springer, Chapman and Hall, 1993	13: 9781461358909
3	The Packaging User's Handbook	F.A. Paine,Chapman and Hall, New Edition,1995	13: 978-0-7514-0151-6
4	Handbook of Packaging	F.A. Paine	-
5	Fundamentals of Packaging Technology	Walter Soroka, Institute of Packaging Professionals, Virginia	-

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1. https://www.youtube.com/watch?v=qAGCI0-pQ3E assessed on 3rd March 2024
2. https://www.youtube.com/watch?v=KMvRqygi04g assessed on 11th March 2024
3. https://www.youtube.com/watch?v=7yAjgT5NAkE assessed on 12th March 2024
4. https://www.youtube.com/watch?v=wugmX85ipRU assessed on 15th March 2024
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9. https://www.youtube.com/watch?v=-0w61b6wppg assessed on 18th March 2024
10. https://www.youtube.com/watch?v=jODl07akVHM assessed on 18th March 2024

XVI List of Major Equipment/Machineries with Specification:

1. Desktop computers with internet facility
2. Box Compression Testing Machine
3. Liquid Voumetric Filling Machine
4. Automatic Box Strapping Machine
5. Box Stapling Machine
6. Shrink Wrapping Machine
7. Pallet Stretch Wrapping Machine

XVII List of Industry Experts and Faculties who contributed for this curriculum:

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1	Mr. Syed Imran Ahmed K.	I/c. Head of Packaging Technology.	Government Polytechnic, Nagpur.
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3	Mr. Rajesh S. Raool	Rtd. Lecturer in Packaging Technology	Government Polytechnic, Nagpur.
4	Dr. Milind S. Deshpande	Lecturer in Mechanical Engineering.	Government Polytechnic, Arvi.
5	Mr. Prasd B. Iyer	Director	SIES School of Packaging, Mumbai.
6	Mr. Uday D. Raut	Managing Director	B.R. Plastic Industries, MIDC, Nasik.
7	Mr. Ali M. Zeeshan M.S.M	Assistant Prof. in Mechanical Engineering	Anjuman College of Engineering Nagpur.

(Mr. Syed Imran Ahmed K.)
HOD & Chairman PBOS, PK

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COURSE CURRICULUM

Program	:	Diploma in CE/ME/EE/EC/MT/TX/AE/PK/MK
Course Category	:	GE
Course Code	:	CM291H
Course Title	:	Open Source Technologies

I Rationale:

Studying open-source tools like LaTeX, Canva, and Synfig provides a practical and cost-effective approach to develop essential skills for various professional and creative endeavors. LaTeX is used for document formatting, particularly in academic and scientific writing. Canva equips individuals with the ability to create visually appealing content for presentations, marketing materials, and social media, fostering creativity and design thinking. Synfig empowers users to produce animated multimedia content, supporting the growing demand for dynamic and engaging visual communication.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Apply the Knowledge to dvelop precise document with formatting, graphic design for visual communication, and animation creation for multimedia. content.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Design** an article using basic command of Latex.

CO2: **Use** Latex tags for Page formatting, tables, images, equations.

CO3: **Design** presentation using Latex Beamer.

CO4: **Create** Poster, Business Card,logo, invitation cards using Canva.

CO5: **Use** Synfig to design annimations.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
2	-	2	-	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70**	100	40	25	10	25	10	-	-

**Online Objective Type

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Introduction to Latex	1a	Chooose the correct document class to create a book in Latex a. Chapter b. Article c. Book d. Section	1.1	Installation of MikeTeX, Online Overleaf access, TEX and its offspring.	CO1
	1b	Select the syntax to divide the document in sections in latex. a. section{Name of section} b. document class{Section name} c. article{section} d. createSection {Name of section}	1.2	Creating a Title, Sections, Command names, and date arguments, Labelling Table of Contents.	
	1c	Identify the correct command to change the font colour. a. \textcolor b.\setcolor c. \color d. \fontcolor	1.3	Font Effects, Coloured Text, Font Sizes, Comments & Spacing Special Characters, Line breaking.	

	1d	Select the correct command to load packages in latex. a. \usepackage{} b. \setpackage{} c. \package{} d. \createpackage{}	1.4	Document Layout and Organization- Page Layout – Titles, Abstract Chapters, Sections, References, citation, Generating index, Loading packages.	
UNIT II: Page formatting in latex.	2a	Choose the correct option to create a numbered list in Latex. a. itemize b. enumerate c. ol d. ul	2.1	List-making environments, Table of contents, Adding tables, Figure handling , Adding Equations/mathematical expressions.	CO2
	2b	Select the command to set double column in Latex. a. \documentclass[twocolumn]{article} b. \[twocolumn]{article} c. \document[twocolumn]{article} d. \class[twocolumn]{article}	2.2	Parts of the document: Abstract, Chapters, Appendix, Paragraph formatting, Single and double column pages	
	2c	Select the command used to set the footer of a LaTeX document using the \texttt{fancyhdr} package. a)	2.3	Parts of the document: Customized head and foot lines, Page numbering, Fancy header	
	2d	Identify the LaTeX environment used to manually insert a bibliography when a bibliography management package not being used? a) \texttt{bibliography} b) \texttt{bibblock} c) \texttt{thebibliography} d) \texttt{biblio}	2.4	Inserting References: Inserting the Bibliography Styles.	

UNIT III: Latex Beamer	3a	Select beamer command to create a title page in a Beamer presentation. a) \texttt{\textbackslash maketitle} b) \texttt{\textbackslash titlepage} c) \texttt{\textbackslash beamer_title} d) \texttt{\textbackslash titlingpage}	3.1	Introduction to Beamer: The title page, Creating a table of contents, Adding effects ta a presentation.	CO3
	3b	Identify beamer command to change the font for the entire document to a specific size and style. a) \texttt{\textbackslash setfont{}} b) \texttt{\textbackslash usefont{}} c)	3.2	Highlighting important sentences/words. Fonts: Font sizes, Font types , Using Beamer's Fonts, Setting Beamer's Fonts. Columns	
	3c	Select package to be included to handle images in LaTeX. a) \texttt{\textbackslash usepackage{graphicx}} b) \texttt{\textbackslash usepackage{graphics}} c) \texttt{\textbackslash usepackage{imagex}} d) \texttt{\textbackslash usepackage{imaging}}	3.3	Adding tables, mathematical expressions, images to presentations.	

	3d	Choose the correct option to set the color theme to "dolphin" to match the "Berkeley" theme in Beamer presentation. a) \texttt{\textbackslashuse theme{Berkeley}\ textbackslash setcol ortheme{dolphin}} b) \texttt{\textback slash settheme {Berkeley} \textback slash usecolor theme{dolphin}} c) \texttt{\textback slash usetheme{Ber keley}\textbackslashus ecolortheme{dolphin} } d) \texttt{\textbacks lash usetheme {Berk eley}\textbackslashc olortheme{dolphin}}	3.4	Themes and colorthemes: Berkeley theme, Copenhagen theme, Using a colortheme.	
	4a	Identify the primary purpose of Canva templates. a) To download images b) To provide pre-designed layouts for various types of design projects c) To create animations d) To write code	4.1	Logging / Setup Canva Account, Layouts & Templates, the pre-designed layouts, Downloading the work.	

UNIT IV: Basics of Canva	4b	Select the purpose of shapes in Canva designs. a) To create text boxes b) To add visual elements and structure to a design c) To replace photos d) To write code	4.2	Working with text, Photo backgrounds & Shapes, Illustrations, icons and lines, Adding pages to a design.	CO4
	4c	Identify the correct option to add text to a Canva design. a) By clicking on the "Photos" section b) By selecting the "Text" tab and choosing a text box c) By uploading a text file d) By using the "Elements" section	4.3	Adding Images, photo filters, Text features, adding Charts, Album cover.	
	4d	Select is the purpose of a YouTube thumbnail. a) To summarize the video content in a single image b) To attract viewers and increase click-through rates c) To provide additional information about the video d) To create a playlist of videos	4.4	Youtube thumbnail, Twitter header, Facebook post, Ebook cover.	
	4e	Select the feature to add transitions between slides in Canva. a) Animation effects b) Slide sorter c) Background music d) Presenter view	4.5	Documents, Data and charts, Presentation slides.	

UNIT V: Itroduction to Synfig	5a	Select is the correct primary purpose of Synfig. a) Creating 3D animations b) Editing images c) Designing logos d) Producing 2D animations	5.1	Overview of Synfig, Installation of Synfig, Explore the user interface, keyframes.	CO5
	5b	Select the correct panel in Synfig to import and manage images. a) Toolbox b) Parameters c) Canvas d) Layer panel	5.2	Introduction to Layers, Using Pictures In Synfig, including the canvas, toolbox, and layer panel.	
	5c	Identify type of animation in Synfig to create movement in a shape that resembles a celestial object. a) Star animation b) Plant animation c) Basic bone animation d) Logo animation	5.3	Creating Animation Using Synfig: Logo animation, Cutout animation, Underwater annimation, Bouncing ball annimation, Creating star annimation, Plant annimation, Basic bone annimation.	
	5d	Choose the correct text animation option in Synfig to make the text appear as if it is being typed out letter by letter. a) Typewriter b) Write c) Scroll d) Fade In	5.4	Adding text to annimation, text annimation options.	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Install Latex and Create a simple document using LaTeX.	2#	CO1
I	2	Design a simple LaTeX document with a title, author, date and add differnt font styles, sizes, and colors. Divide the document into sections and subsections. Add a table of contents and ensure it is updated correctly.	2	CO1
II	3	Develop ordered and unordered lists, nest the lists and customize the list symbols using Latex. Create a Latex document and insert images into the document.	2#	CO2
II	4	Create a Latex document and add a table with rows and columns,add captions. Design a Latex document with Mathematical expression, Equations and Formulas using inline and display math modes. Explore various mathematical symbols and notations. Experiment with complex mathematical equations and formulas. Utilize environments like `align` for multiline equations.	2#	CO2
II	5	Design a Latex document. Add citations to your document using the BibTeX or BibLaTeX system.Create a bibliography section and reference external sources.	2	CO2
II	6	Develop a Latex doument. Add lists of figures and tables. Ensure proper numbering and referencing.Use labels and cross-references for sections, equations, and figures. Verify that references are updated correctly.	2#	CO2
III	7	Create a simple Beamer presentation. Add multiple slides with titles and subtitles. Experiment with different slide themes.	2#	CO3
III	8	Create a simple Beamer presentation with a title, author, and date. Use the `frame` environment to add a slide. Add multiple slides with titles and subtitles. Experiment with different slide themes.	2	CO3
III	9	Insert Images and Tables in Beamer slides.Adjust the size and positioning of images. Create simple tables with rows and columns.Add headers and customize table styles.	2#	CO3

IV	10	Create a Canva account and explore the basic features of the platform. Familiarize with the dashboard and layout options. Design a social media post for a fictional event or promotion. Use Canva's templates, elements, and text tools.	2#	CO4
IV	11	Design an eye-catching Posters using Canva for a school event or project. Experiment with different fonts, colors, and layouts.	2#	CO4
IV	12	Design a canva poster, insert Photo, Enhance a photo using Canva's photo editing tools. Add filters, adjustments, and overlays.	2#	CO4
V	13	Install Synfig on computer. Explore the user interface, including the canvas, toolbox, and layer panel. Draw a simple shape (e.g., a circle or square) and animate its movement across the canvas.Experiment with keyframes to create basic animations.	2#	CO5
V	14	Create a simple Synfig application, Import external images (e.g., PNG, JPEG) into Synfig. Explore techniques for scaling, rotating, and animating imported images.	2#	CO5
V	15	Design Text Animation using Synfig: - Add text to the animation and explore text animation options. - Animate text appearing, moving, or changing color.	2#	CO5

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

1. Not Applicable.

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Introduction to Latex	4	C	04	06	04	14
			O	00	00	00	0
2	Page formatting in latex.	8	C	02	06	06	14
			O	00	00	00	0
3	Latex Beamer	6	C	04	04	06	14
			O	00	00	00	0
4	Basics of Canva	6	C	02	06	06	14
			O	00	00	00	0
5	Itroduction to Synfig	6	C	02	06	06	14
			O	00	00	00	0
Total		30	C	14	28	28	70
			O	0	0	0	0

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options	
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C	O
Q 1 to Q 35	1R2	1R2	1U2	1U2	1U2	1A2	1A2	35/35	
	2R2	2U2	2U2	2U2	2A2	2A2	2A2		
	3R2	3R2	3U2	3U2	3A2	3A2	3A2		
	4R2	4U2	4U2	4U2	4A2	4A2	4A2		
	5R2	5U2	5U2	5U2	5A2	5A2	5A2		

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Proper Coding	10
2	Debugging	5
3	Output	5
4	Viva Voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	-	-	-	3	3	3	3	-	-
CO2	-	-	-	3	3	3	3	-	-
CO3	-	-	-	3	3	3	3	-	-
CO4	-	-	-	3	3	3	3	-	-
CO5	-	-	-	3	3	3	3	-	-
CO6	-	-	-	-	-	-	-	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	LaTeX: A document preparation system, User's guide and reference manual	Leslie Lamport,Addison Wesley, 2nd edition, 1994	978-0201529838
2	The LaTeX Companion, 3rd edition (TTCT series)	Frank Mittelbach with Ulrike Fischer,Addison-Wesley Professional, 3rd edition, 2023	978-0-13-816648-9
3	LaTeX Beginner's Guide	Stefan Kottwitz, Packt Publishing, 1st edition, 2011	978-1847199867
4	Canva Tips and Tricks Beyond The Limits Paperback – Import	Koushik K , 11 December 2020, 1st Edition	978-1-393-25537-6
5	Synfig Studio (English version): 2D Animation	AMC College, First Edition , Advanced Micro Systems Sdn Bhd	978-967-2403-36-4

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2. https://www.maths.tcd.ie/~dwilkins/LaTeXPrimer, accessed on 20th May , 2024
3. https://web.mit.edu/rsi/www/pdfs/new-latex.pdf, accessed on 20th May , 2024
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5. https://texdoc.org/serve/beamer/0 assesed on 20th May , 2024
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7. http://https://synfig.gumroad.com/l/synfig, accessed on 20th May , 2024
8. https://www.canva.com, 20th May , 2024
9. https://https://blog.hubspot.com/marketing/how-to-use-canva, accessed on 21st May , 2024

XVI List of Major Equipment/Machineries with Specification:

1. Computer I3 or higher version
2. Desktop Computer: I3 or higher version.

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr. M. V. Sarode	HoD, Computer engineering	Government Polytechnic, Nagpur
2	Dr. M. V. Sarode	HoD, Computer Engineering	Government Polytechnic, Nagpur
3	Dr U B Aher	Lecturer, Computer engineering.	Government Polytechnic, Nagpur
4	Mr. P. S. Thakre	Lecturer, Computer engineering.	Government Polytechnic, Nagpur
5	Dr K L Bawankule	Lecturer, Computer engineering.	Government Polytechnic, Nagpur
6	Dr. Rakesh Kadu	Assistant Professor, IT, RBU	Ramdeobaba College of Engineering Nagpur
7	Mr. Dipak Dhote	Operation Manager	IT-Network Infosystem Pvt Ltd.
8	Mrs. V. A. Raje	System analyst	MSBTE, RO, Nagpur

(Dr. M. V. Sarode)
HOD & Chairman PBOS, CM

(Dr. G. V. Gotmare)
Member Sectretary PBOS, CM

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COURSE CURRICULUM

Program	:	Diploma in CE/ME/EE/EC/AE/TX/CM/IT/AI/PK/MT
Course Category	:	GE
Course Code	:	MK291H
Course Title	:	Basic Mechatronics

I Rationale:

This curriculum includes basic concepts, principle of working and applications of various electronics and mechanical components that are being used for developing various circuits in industry. This curriculum is essential to provide students with a brief foundational knowledge in this interdisciplinary field. Mechatronics combines mechanical engineering, electronics, computer science, and control engineering to create innovative and efficient systems. This course enables diploma engineer to use various basic electronic and mechanical components for specific applications.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Integrate electronics and mechanical components to create functional mechatronics systems, such as robotics and automated machinery.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Select** specific basic electronics component for given electronics applications.

CO2: **Design** a logic circuit using various digital electronics components.

CO3: **Select** various transducers and sensors for different mechatronics based applications.

CO4: **Interface** microcontroller with peripheral devices.

CO5: **Use** actuators for various mechatronics based applications.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
2	-	2	-	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70**	100	40	25	10	25	10	-	-

**Online Objective Type

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Basic Electronics	1a	Select the relevant diode for given application	1.1	PN junction diode: Symbol, Construction, working principle, V-I characteristics and applications, Special purpose diodes - Zener diode, LED, Photodiode (Symbol, working principle and applications)	CO1
	1b	Select the transistor for given application	1.2	NPN and PNP transistor: Symbol, Construction, Operating principle, Input-output characteristics, Operating regions of transistor, Applications of transistor as a switch, as an amplifier-circuit diagram and working principle	
	1c	Identify given blocks of regulated power supply with their functions.	1.3	DC regulated power supply: Need and block diagram. Regulators: Need for voltage regulators in power supplies, working of voltage regulator using Zener Diode	

UNIT II: Digital Electronics	2a	Convert the given number into specified number system	2.1	Introduction to digital systems: Number systems - binary, decimal, octal and hexadecimal conversion of one number system to other.binary addition and subtraction	CO2
	2b	Identify symbols and truth tables of given logic gates.	2.2	Logic Gates, Classification of gates: NOT, AND, OR, symbols, truth table, logic equations, universal logic gates - NOR, NAND, symbols, truth table, basic logic gates using universal gates, Exclusive OR/NOR gates	
	2c	Identify given combinational logic circuit	2.3	Combinational logic circuits, Design of half and full adder using k-map, Multiplexers and Demultiplexers: block diagram, truth table, logic expression and logic diagram of 2:1, 4:1, 8:1 MUX, 1:2, 1:4, 1:8 DEMUX	
	2d	Identify sequential logic circuit used for given application	2.4	Flip Flops - Symbols and truth table of D flip flop, T- flip flop, S R Flip Flop, J-K Flip Flop, Shift Register: Logic diagram, Truth Table of 4-bit shift registers (SISO, SIPO, PISO, PIPO), Counters - Asynchronous and synchronous counter	
ensors	3a	Identify type of given transducer	3.1	Definition of transducer, Classification – Active/Passive, Primary/Secondary, Electrical/Mechanical, Analog/Digital and their examples	

UNIT III: Transducers & S	3b	Select the relevant transducer for the given application	3.2	Selection Criteria for transducers Principle of working and application of i. Displacement transducers - LVDT, RVDT ii. Strain Gauge, Load cell, Cantilever arm	CO3
	3c	Select the relevant sensor for the given application	3.3	Definition of sensor, Types of sensor,Principle of working and applications of – i. Pressure Sensors - Bourdon Tube ii. Temperature Sensors - RTD, Thermistors. Iii. Photo sensors – Photodiode, LDR, LED iv. Proximity Sensors – Capacitive, Inductive	
UNIT IV: Microcontroller	4a	Identify type of given microcontroller	4.1	Introduction to 8051 Microcontroller : Architecture, Pin configuration, input-output ports, interrupts, types of microcontroller, Applications	CO4
	4b	Choose interfacing circuit to interface microcontroller with given peripherals	4.2	Interfacing of 8051 microcontroller with LED, switch, seven segment display	
tors	5a	Identify the given actuator with the help of features, specifications, sketch, working principle and applications.	5.1	Actuating Systems – Hydraulic, Pneumatic system, Features, specifications, sketch, working principle and applications of : Pneumatic Actuators - Direction Control Valves – Spool, Poppet, pilot operated, Directional Valves, Valve actuation symbols, Pressure Control Valves – Pressure regulating, Pressure Limiting, Cylinders – Single acting, Double acting	

UNIT V: Actua	5b	Select the relevant actuator for given application	5.2	Mechanical Actuators - Types of motion (Translational, Rotational), Kinematic Chains (Four bar chain, Slider-crank mechanism), Cams (Eccentric, Heart shaped, Pear Shaped), Cam followers, Gears (Gear trains, rack-and-pinion gears), Ratchet & Pawl, Bearings (Plain journal, Ball and roller bearings), Electrical Actuators – Stepper motor – Types (Variable reluctance, Permanent magnet, Hybrid Stepper motor), Stepper motor specifications, Stepper motor Control	CO5

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Identify and Test PN junction diode using digital multimeter Also Plot VI characteristics in forward biased mode.	2#	CO1
I	2	Build a circuit for transistor as an amplifier on a breadboard and observe it's input and output waveforms.	2#	CO1
I	3	Test performance of zener diode as a voltage regulator.	2#	CO1
II	4	Realize basic gates using NOR/NAND gate and verify truth table.	2#	CO2
II	5	Design the logic circuit for half adder and full adder using logic gates and verify its truth table	2#	CO3
II	6	Identify different pins of 8:1 multiplexer IC , apply input and measure the output. Relate practical output with it's truth table.	2#	CO4
III	7	Measure linear displacement using LVDT.	2#	CO4
III	8	Measure temperature using thermistor.	2#	CO4
III	9	Measure the stress & strain using strain gauges mounted on simply supported beam/cantilever beam.	2#	CO3
IV	10	Develop a program for interfacing LED with 8051 microcontroller	2#	CO4
IV	11	Develop a program for interfacing switch with 8051 microcontroller	2#	CO4
IV	12	Develop a program for interfacing seven segment display with 8051 microcontroller	2	CO4
V	13	Select actuator for given application with justification	2#	CO5
V	14	Develop small circuits using Cam followers, Gears, Ratchet & Pawl, Bearings	2	CO5
V	15	Build Electro-pneumatic circuits for given application	2	CO5

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Basic Electronics	6	C	4	4	6	14
			O	0	0	0	0
2	Digital Electronics	6	C	2	4	8	14
			O	0	0	0	0
3	Transducers & Sensors	6	C	2	4	8	14
			O	0	0	0	0
4	Microcontroller	6	C	2	4	8	14
			O	0	0	0	0
5	Actuators	6	C	4	4	6	14
			O	0	0	0	0
Total		30	C	14	20	36	70
			O	0	0	0	0

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options	
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C	O
1	1R2	1R2	1U2	1U2	1A2	1A2	1A2	35/35	
2	2R2	2U2	2U2	2A2	2A2	2A2	2A2		
3	3R2	3U2	3U2	3A2	3A2	3A2	3A2		
4	4R2	4U2	4U2	4A2	4A2	4A2	4A2		
5	5R2	5R2	5U2	5U2	5A2	5A2	5A2		

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Drawing circuit diagram, selection of equipment	5
2	Performance	10
3	Calculation, Result, Drawing Graphs (if any)	5
4	Viva Voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	-	-	-		-	-
CO2	3	-	1	1	-	-	-	-	-
CO3	3	-	-	-	-	-	-	-	-
CO4	3	-	1	1	-	-	-	-	-
CO5	3	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Principles Of Electronic Devices & Circuits	A.K.Theraja, B.L.Theraja, R.S.Sedha S. Chand and Co. Ltd., Reprint, 2005	10: 8121921996 13: 9788121921992
2	Principles of Electronics	Mehta, V.K. Mehta, Rohit, S.Chand, New Delhi, 2014	13: 9788121924504
3	Modern Digital Electronics	Jain R.P, McGraw-Hill Publishing, New Delhi, 2011	13: 9780070669116
4	A course in Electrical and Electronics Measurement and Instrumentation	A.K. Sawhney, Dhanpat Rai Publication, 10th Edition, 1994	13: 9788177001006
5	Mechatronics	Bolton W. Addison Wesley Longman Ltd.,U.S.A 1999	13: 9780582357051
6	Mechatronics	H.M.T. McGraw-Hill Education, New Delhi.2000	10: 0074636435

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2. https://www.electronics-tutorials.ws/accessed on 22nd May 2024
3. https://www.electronics-tutorial.net/analog-integrated-circuits/ accessed on 22nd May 2024
4. https://www.youtube.com/playlist?list=PLLy_2iUCG87BNHXRb6L2pWEpMcLoFaY_U, accessed on 22nd May 2024
5. https://electronicscoach.com/category/electronics-instrumentation, accessed on 22nd May 2024
6. https://www.falstad.com/circuit/ , accessed on 22nd May 2024
7. https://www.youtube.com/watch?v=AuZ00cQ0UrE, assessed on 22nd May 2024

XVI List of Major Equipment/Machineries with Specification:

1. Ammeter- 0-20 μA, 0-50 μA, 0-100 μA, 0-200 μA, 0-5 A, 0-10 A
2. Voltmeter- 0-5 V, 0-15 V, 0-30 V, 0-100 V
3. Digital Multi-meter 3 ½ digits
4. Cathode ray oscilloscope- 0 to 30 MHz
5. Function Generator – 0 -5 MHz.
6. Regulated Power Supply - 0-30 V

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr.G.K.Awari	I/C HOD, Mechatronics Engineering	Government Polytechnic, Nagpur
2	Ms.A.S.Aghav	Lecturer, Mechatronics Engineering	Government Polytechnic, Nagpur
3	Dr.Hemant B. Warkad	Junior Works Manager	OFA, Yantra India Ltd.,Nagpur
4	Dr.Sachin M.Kale	Lecturer in Electronics and Telecommunication	Government Polytechnic, Amravati
5	Prof.Vikas V.Mankar	I/C HOD, Electronics and Telecommunication	Priyadarshini Polytechnic, Nagpur

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HOD & Chairman PBOS, MK

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Government of Maharashtra
GOVERNMENT POLYTECHNIC, NAGPUR
(An Autonomous Institute of Govt. of Maharashtra)
Near Mangalwari Bazar, Sadar, Nagpur-440001

COURSE CURRICULUM

Program	:	DIPLOMA IN CE/ME/EE/EC/PK/MT/MK/AE/TX
Course Category	:	GE
Course Code	:	AI291H
Course Title	:	Python Programming

I Rationale:

Python is commonly used for developing websites and software, task automation, data analysis, and data visualisation. Since it's relatively easy to learn, Python has been adopted by many non-programmers, such as accountants and scientists, for a variety of everyday tasks, like organising finances. Engineering students should know the basics of python programming in open-source environment. Python lab course is designed for students to enrich the knowledge of different Python terminology. After this course student can build basic programs using fundamental programming constructs like variables, conditional logic, looping, and functions. Also, students can work with user input to create fun and interactive programs.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Demonstrate proficiency in Python Programming.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Use** basic entities of python in programming.

CO2: **Use** Python data structures for implementing the programs.

CO3: **Develop** Python program using control statements.

CO4: **Develop** Python program for implementing Array and NumPy.

CO5: **Develop** python program to show use of function and modules.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
2	-	2	-	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70**	100	40	25	10	25	10	-	-

**Online Objective Type

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Introduction to Python	1a	Select the correct syntax from given data type.	1.1	Introduction to Python Programming, Variable and Input, Identifiers and Keywords, Integral Types, Floating Point Types.	CO1
	1b	Choose the correct data type for given variable.	1.2	String Data Type: Strings, Comparing Strings, Slicing and Striding Strings, String Operators and Methods.	
	1c	Identify the correct operator from given operator.	1.3	Operators and Expression in Python, Escape Character and Quotes, Type conversion in python.	
Sequencing in Python	2a	Select the correct method for performing given operation on List.	2.1	Introduction to List: Creating List, Access List Items, Change List Items, Add List Items, Remove List Items, List Methods.	CO2
	2b	Identify the correct Tuple method from given methods to perform given operation.	2.2	Introduction to Tuples: Creating Tuple, Access Tuple Items, Update Tuples, Join Tuples, Tuple Methods.	

UNIT II:	2c	Choose the correct output of Dictionaries program from given output.	2.3	Introduction to Dictionaries: Access Dictionary Items, Change Dictionary Items, Add Dictionary Items.	
UNIT III: Decision Making and Looping in Python	3a	Choose the correct syntax of If Else statement from given syntax.	3.1	Introduction to Decision Making in python programming, Introduction to If, If Else and Else if statement in Python and Neste If.	CO3
	3b	Identify the correct output of Loop from given output.	3.2	Introduction to While Loops: Syntax, working and use of While Loop, programs using While Loop.	
	3c	Select the correct syntax of For loop from given syntax.	3.3	Introduction to For Loop: Syntax, working and use of For Loop, programs using For Loop, Difference between While and For Loop.	
UNIT IV: Python Array and NumPy	4a	Choose the correct method from given methods for performing given operation on Array.	4.1	Introduction to Array: Creating Array, Access Array Items, Add Array Items, Remove Array Items.	CO4
	4b	Select the correct syntax of given statement from given syntax.	4.2	Sort Arrays, Array Methods. Syntax, working and use of break, pass and continue Statements.	
	4c	Suggest the correct method from given methods to perform given operation on NumPy.	4.3	Introduction to NumPy: Uses of NumPy, Array Creation using NumPy Object, NumPy Indexing & Slicing, NumPy Mathematical Functions.	
UNIT V: Python Function and Module	5a	Select the syntax of Function from given syntax.	5.1	Introduction to Python Function, Types of Function. Defining a Python Function, Syntax to Define a Python Function.	CO5
	5b	Choose the correct argument type of python function from given types	5.2	Types of Python Function Arguments: Positional or Required Arguments, Keyword Arguments, Default Arguments.	
	5c	Identify the correct Python Module from given Modules for performing given operation.	5.3	Introduction to Python Modules, Python Built-in Modules, Python User-defined Modules, Creating a Python Module.	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Install Python IDE and study various notebooks available for python programming.	2#	CO1
I	2	Explore various option given in python IDE.	2	CO1
II	3	Execute given sample programs for getting familiarity with execution environment.	2#	CO2
II	4	Execute simple Python programs for identify the syntax error.	2	CO2
II	5	Develop & Execute small Python programs to create List.	2#	CO2
III	6	Develop & Execute small Python programs to create Tuple.	2#	CO3
III	7	Develop & Execute small Python programs to create Dictionary.	2#	CO3
III	8	Develop & Execute Python programs based on if else statement.	2#	CO3
III	9	Develop & Execute Python programs on while loop statement.	2#	CO3
III	10	Develop & Execute Python programs on for loop statement.	2#	CO3
IV	11	Develop & Execute programs for creation of Array.	2	CO4
IV	12	Develop & Execute programs for creation of Numpy.	2#	CO4
IV	13	Develop & Execute programs for performing different operation on Numpy.	2#	CO4
V	14	Develop & Execute programs create User Define Function.	2#	CO5
V	15	Develop & Execute programs create User Define Module.	2#	CO5

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Introduction to Python	4	C	02	04	04	10
			O	00	00	00	00
2	Sequencing in Python	6	C	04	02	08	14
			O	00	00	00	00
3	Decision Making and Looping in Python	6	C	04	04	06	14
			O	00	00	00	00
4	Python Array and NumPy	8	C	04	04	08	16
			O	00	00	00	00
5	Python Function and Module	6	C	04	04	08	16
			O	00	00	00	00
6			C				
			O				
Total		30	C	18	18	34	70
			O	00	00	00	00

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Bit 8	
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C
Q. 01 to Q.35	1R2	1U2	1U2	1A2	1A2	2R2	2R2	2U2	35/35
	2A2	2A2	2A2	2A2	3R2	3R2	3U2	3U2	
	3A2	3A2	3A2	4R2	4R2	4U2	4U2	4A2	
	4A2	4A2	4A2	5R2	5R2	5U2	5U2	5A2	
	5A2	5A2	5A2						

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Writing Program (Execution	5
2	Performance	10
3	Showing Execution Process and outcome	5
4	Viva Voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	3	-	-	3	-	-
CO2	3	-	-	3	-	-	3	-	-
CO3	3	-	-	3	-	-	3	-	-
CO4	3	-	-	3	-	-	3	-	-
CO5	3	-	-	3	-	-	3	-	-
CO6	-	-	-	-	-	-	-	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Python Crash Course: A Hands-On, Project-Based Introduction to programming	Eric Matthes, Nostarch Press, 2nd Edition, 2019	13: 9781593279288
2	Learning Python	Mark Lutz, O'Reilly, 5th Edition, 2013	13: 9780596158064
3	Python Programming	Dr. A R Mahajan, Lambert Academia, 1st edition	13: 9786200652034
4	Head-First Python	Paul Barry, O'Reilly, 2nd Edition, 2016	13: 9781491919538
5	Learn Web Development with Python: Get hands-on with Python	Fabrizio Romano, Packt, 1st edition, 2018	13: 9781789953299

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1. https://www.guru99.com/python-tutorials.html accessed on 20th Feb. 2024
2. https://docs.python.org/3/tutorial/ accessed on 20th Feb. 2024
3. https://www.tutorialspoint.com/python/index.htm accessed on 28th Jan. 2024
4. https://nptel.ac.in/courses/106/106/106106145/ accessed on 25th Jan. 2024
5. https://www.udemy.com/course/python-the-complete-python-developer-course/ accessed on 2nd Jan. 2024
6. https://www.javatpoint.com/python-tutorial accessed on 20th Feb. 2024

XVI List of Major Equipment/Machineries with Specification:

1. Computer (Dual Core or above)
2. Network printer.
3. COLAB (Open Source)
4. Any Python IDE

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr. A. R. Mahajan	HOD, Information Technology	Government Polytechnic, Nagpur
2	Dr. Paresh R. Kamble	Machine learning Specialist	Oz Sportz, Nagpur HQ-Reykjavik, Iceland
3	Dr. V. P. Balpande	Associate Professor	Priyadarshani College of Engineering, Nagpur
4	Mrs. Shifa Aziruddin	Lecturer in Information Technology	Government Polytechnic, Gondia
5	Mr. A. G. Barsagade	Lecturer in Information Technology	Government Polytechnic, Nagpur
6	Mr. R. L. Meshram	Lecturer in Information Technology	Government Polytechnic, Nagpur
7	Dr. S. s. Gharde	Lecturer in Information Technology	Government Polytechnic, Nagpur

(Dr. A. R. MAhajan)
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COURSE CURRICULUM

Program	:	Diploma in CE/ME/EE/EC/CM/IT/PK/AIML/MT/MK/AE/TX
Course Category	:	GE
Course Code	:	TR291H
Course Title	:	Agro & Rural Tourism

I Rationale:

Agro & Rural Tourism is main component of emerging rural tourism segment worldwide. Tourist are preferring to access the remote area for the leisure and self-connect purpose. Same time tourist are looking to connect with rural India and explore destination in there nearby area for weekend and weeklong duration. This course is a understanding on the concept of Agri and rural tourism management and how individual and use the concept to the business or career option.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Develop an agro tourism project.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Identify** various types of tourism.

CO2: **Identify** the characteristiucs of rural India.

CO3: **Identify** the products of rural and agro tourism.

CO4: **Prepare** an itinerary and costing for rural and agro tourism visit.

CO5: **Prepare** an agro tourism project.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
2	-	2	-	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70**	100	40	25	10	25	10	-	-

** Online Objective Type

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Introduction	1a	Distinguish given types of tourism industry.	1.1	Concept of Tourism, Concept of Agro Tourism, Introduction of Tourism Industry: Domestic/ Inbound/ Outbound.	CO1
	1b	Identify the given componets of agro tourism.	1.2	Types of Tourism: Special Interest Tourism, Introduction of Agro Tourism industry.	

UNIT II: Rural India & Tourism products	2a	Identify the given characteristics of rural India.	2.1	Rural India and its characteristics, Rural, Community Based tourism.	CO2
	2b	Identify different products of rural India.	2.2	Different products and case studies, Culture of Rural India, Ethnic food and culinary tourism, art, craft of rural India.	
	2c	Identify different Agri and Farm Tourism Product.	2.3	Different types of Tourism Product associated with Rural, Agri and Farm Tourism Product and its component,	
	2d	Compare given agri tourisum products in in India and Abroad.	2.4	Tourism products related to Agri farm & Rural tourism products in India and Abroad.	
	2e	Identify different types of events related to rural India.	2.5	Type of Events related to agriculture, Rural and Farm culture. Associating Community with tourism.	
UNIT III: Tourism Product, Itinerary, Costing	3a	Prepare an itinerary for rural and agro tourism.	3.1	Itinerary Preparation	CO3
	3b	Estimate the cost for itinerary for rural and agro tourism.	3.2	Costing of the tourism products, Component supporting the costing of the products etc. Home stay & Rural Stay.	

UNIT IV: Sales & Marketing	4a	Classify the given products according to the target audience and market.	4.1	Classifcation of the product according to the target audience and market.	CO4
	4b	Differetiate between offline and online marketing and promotion.	4.2	Different offline and online marketing and promotional approach.	
	4c	Compare B2B and B2C market approach on given points.	4.3	B2B and B2C market approach.	
	4d	Identify the steps to Lead generation, and Lead conversation.	4.4	Lead generation, Lead conversation.	
	4e	Identify Do’s and Don't before, during and after the tours.	4.5	Do’s and Don't before, during and after the tours. Art to attract repeat customers.	
UNIT V: Tourist behavior	5a	Identify the behavioural characteristics of the tourist at the destination.	5.1	Behaviour of the tourist at the destinations.	CO5
	5b	Identify the behavioural characteristics of the staff at the destination.	5.2	Behaviour of tourism staff, Expectation and outcome of the tour, communication during the tour.	
	5c	Prepare feedback form.	5.3	Feedback and testimonials.	
	5d	Prepare documentation required for registration of agro tourism business.	5.4	Agro Tourism Registration Process, Documentation, Timeline & Fee.	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Prepare a List of Best Rural Tourism Destination with Details.	2#	CO1
I	2	Present Best Tourism Activities for the Agro & Rural Tourism Setup.	2#	CO1
I	3	List down and present in class top 10 destination of Domestic Holidays for your family.	2#	CO1
I	4	List down and present in class top 10 destination of International Holidays for your family.	2#	CO1
II	5	Prepare a case study on rural and agro tourism of Vidarbh region.	2#	CO2
II	6	Prepare report on associating community with tourism.	2	CO2
III	7	Prepare an itinerary for agro tourism visit.	2#	CO3
III	8	Estimate the cost for the itinerary for agro tourism visit.	2#	CO3
IV	9	Prepare the Agro Tourism catalog for marketing activity.	2#	CO4
IV	10	Prepare a chart shdepecting the target audience and market.	2#	CO4
IV	11	Prepare a campaign for lead generation and lead conversion.	2#	CO4
V	12	Prepare a feedback form.	2#	CO5
V	13	Prepare documentation for registration of agro tourism business.	2#	CO5
V	14	Prepare Comparison Chart of 5 Best Agro Tourism Center of Vidarbha and Present in Class.	2	CO5
V	15	Prepare One District One Product list of Vidarbha.	2	CO5

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Introduction	4	C	4	4	6	14
			O	0	0	0	0
2	Rural India & Tourism products	6	C	2	6	6	14
			O	0	0	0	0
3	Tourism Product, Itinerary, Costing	6	C	2	6	6	14
			O	0	0	0	0
4	Sales & Marketing	8	C	2	6	6	14
			O	0	0	0	0
5	Tourist behavior	6	C	2	6	6	14
			O	0	0	0	0
Total		30	C	12	28	30	70
			O	0	0	0	0

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C
Q 1 to Q 35	1R2	1R2	1U2	1U2	1A2	1A2	1A2	35/35
	2R2	2U2	2U2	2U2	2A2	2A2	2A2	
	3R2	3U2	3U2	3U2	3A2	3A2	3A2	
	4R2	4U2	4U2	4U2	4A2	4A2	4A2	
	5R2	5U2	5U2	5U2	5A2	5A2	5A2	

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Performance	10
2	Presentation	10
3	Viva Voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	3	-	-	3	-	-
CO2	3	-	-	3	-	-	3	-	-
CO3	3	-	-	3	-	-	3	-	-
CO4	3	2	-	3	2	2	3	-	-
CO5	3	2	1	3	2	2	3	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Perspectives on Rural Tourism Geographies	R S Koster, Springer, 2019	13: 978-3-030-11950-8
2	Sustainable Rural Tourism in Himalayan Foothills	Suneel Kumar, Springer Cham, 2023	13: 978-3-031-40098-8
3	Rural Tourism: Need, Scope and Challenges in Indian Context	Kuldeep Singh, Arnab Gantait, Goldi Puri, G. Anjaneya Swamy 2016	13: 9788184354904

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1. https://tourism.gov.in/schemes-and-guidelines/guidelines/national-strategy-and-roadmap-development-rural-tourism-india assessed on 17th May 2024
2. https://www.rural.tourism.gov.in/images/pdf/National%20Strategy%20of%20Rural%20Tourism_May%202022.pdf assessed on 17th May 2024
3. https://maharashtratourism.gov.in/wp-content/uploads/2024/06/Agri-Tourism-Policy.pdf assessed on 17th May 2024
4. https://hwb.gov.wales/api/storage/3f708892-2cfe-4b78-bed2-2ec90ce5fc52/Section1-IntroducingTourism.pdf assessed on 17th May 2024

XVI List of Major Equipment/Machineries with Specification:

1. Interactive Smart Board

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr. P.P. Virkhare	HOD, Travel and Tourism	Government Polytechnic, Nagpur
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6	Dr. Arvind Upasani	Visiting Lecturer	RSTM Nagpur University, Nagpur
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Semester IV

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COURSE CURRICULUM

Program	:	Diploma in CM
Course Category	:	DSC
Course Code	:	CM203H
Course Title	:	Software Engineering

I Rationale:

Software engineering is vital to professional software development, focusing on principles and practices for creating reliable, efficient software. This course provides diploma students with the skills to build quality-assured software by combining domain-specific knowledge with advanced programming. It prepares Diploma students to develop scalable methods for consistently producing high-quality software, even in complex systems, and instills a systematic approach, equipping them for the demands of the software industry.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Apply software engineering principles to design and develop software.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Analyze** the layered approach in software engineering to understand its impact on development processes.

CO2: **Develop** comprehensive specifications using software requirement gathering principles.

CO3: **Design** UML diagram using Software design tool.

CO4: **Use** concept of software modeling and data design in software development.

CO5: **Estimate** time, size and cost for software product.

CO6: **Implement** Quality Assurance techniques in software development.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
3	-	2	1	6	3

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70	100	40	25	10	25+	10	25	10

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Software and Its Development process	1a	Classify the layered approach in software engineering to address software myths and to improve software quality.	1.1	Software Engineering – Definition of Software,Types of software,Nature of Software,Software engineering,software engineering as layered approach, Software Myth.	CO1
	1b	Use given Software process framework for given software development scenario.	1.2	General process Model- Software process framework Activity.Role of AIML in software development.	
	1c	Select suitable process Model for given Software requirement.	1.3	Process Model- Waterfall Model, Incremental Model, Spiral Model, Prototype Model, RAD Model.	
	1d	Illustrate Agile software development on the basis of Priciples, Cost and Human Factors.	1.4	Agile Software Development: Agility, cost of change, Principles, Human Factors.	
	1e	Select suitable software process model for development of given software scenario.	1.5	selection criterion for software process model, Project Management concepts, 4Ps,W5HH principles.	

UNIT II: Sofware Engineering Principles and Requirements	2a	Develop solution for given software and ensure manitaniblity.	2.1	Essence of Software engineering practices, Core Principles of software Engineering , Software crisis, Software Process.	CO2
	2b	Deesign model for given software senario on the basis of given software practices and principles.	2.2	Software Practices and Principles-Communication Practice, Planning Practice, Modeling Practice, Construction Practice, Deployment Practice.	
	2c	Classify software requirements into given categories.	2.3	Requirement Engineering-Requirement gathering and analysis, Types of requirements (Functional products, organizational, External Requirements) Eliciting equirements.	
	2d	Prepare SRS document on given components for given software project requirements.	2.4	Software Requirement Specification(SRS)-Types of requirements, Needs of SRS,Components of SRS, Structure, Characteristics.	
and Modeling	3a	Estimate duration and cost of given software project using given scheduling technique.	3.1	Project Tracking-GANTT chart,Scheduling Techniques-Program Evaluation and Review Technique(PERT), Critical Path Method (CPM) and Problems on the calculation of Software Project Duration.	
	3b	Draw given UML diagram related with requirement modeling for given scenario.	3.2	Requirement Modeling Strategies, Data Modeling, Entity Relationship Diagrams (ER Diagram).	

UNIT III: Scheduling a	3c	Use elements of Modeling on given UML diagram for given software project problem.	3.3	UML diagrams on Modeling:Flow Oriented Modeling – Data Flow Diagrams (DFD), Behavioral Modeling- Sequence Diagram, Activity Diagrams, Scenario based Modeling :Use case diagram, State Transition Diagram.Class based Modeling- Object and Class diagram.	CO3
	3d	Classify patterns for given requirement modeling for given system architecture.	3.4	Patterns - Patterns of requirement Modeling, Discovering analysis pattern, Requirement Pattern Example: Actuator- Sensor.	
UNIT IV: Software Design Process	4a	Design software process model based on given guidelines and quality attributes.	4.1	Design Process, Software quality guidelines for design, Software quality attributes, Evolution of software design, Design concepts.	CO4
	4b	Use given architectural patterns for given structured system that balances modularity and scalability.	4.2	Design Modeling: Fundamental Design concepts (Abstraction, Information hiding, Structure, Modularity, Functional Independence, Architecture).	
	4c	Identify Object Oriented Design Concepts for given Scenario.	4.3	Object Oriented Design Concepts-Design Classes and Characteristics of design classes, Design Model.	
	4d	Use given design element for given Problem statement of software project.	4.4	Data design elements: Architectural Design Elements, Interface Design Elements, Component-Level Design Elements, Deployment- Level Design Elements.	
	5a	Compare project and Process metrics on the basis of given Scope and mesurement type.	5.1	Metrics –Process Metrics, Project Metric.	

UNIT V: Project Metrics and Estimation	5b	Compare given Metrics wirth respect to type of mertric scenario.	5.2	Software Measurements- Size oriented Metric, Function oriented Metric.	CO5
	5c	Apply given type of metric for assessment of software quality and performance of a given project scenario or organisation.	5.3	Metric for software quality, Metrics for small organizations.	
	5d	Identify given type of risk on given software project scenarion to mitigate risk.	5.4	Software Risks-Risk Identification, Risk Projection, Risk Refinement, RMMM(Mitigation Monitoring, Management).	
	5e	Use given estimation techniques for given software project scenario.	5.5	Estimation – Software scope, software feasibility, Resources, Software projects estimation, Decomposition techniques,Problems on software cost estimation.	
UNIT VI: Software Quality Assurance	6a	Test the effectiveness of ISO 9126, McCall's, and Garvin's models in evaluating software systems with varying complexity and scale.	6.1	Quality Dimensions-Garvin's Quality Dimensions, Quality Factors- McCall's Quality Factors, ISO 9126 QUALITY FACTORS.	CO6
	6b	Analyze the results of given testing senario to ensure software quality.	6.2	Software quality Assurance (SQA)- Elements of SQA,Tasks of SQA, Goals of SQA, Formal Approach, Statistical Software quality assurance.	
	6c	Apply Six Sigma principles on given software senario.	6.3	Six Sigma For software engineering, Software reliability, Software safety, THE ISO 9000 QUALITY STANDARDS.	
	6d	Justify the given phase of software quality assurance.	6.4	Phases of Software Quality Assurance- Planning, Phase, Activities Phase, Audit phase, review phase.	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Select suitable software development model for the given scenario.	2#	CO1
II	2	Identify functional and non-functional requirements for given scenario.	2#	CO2
II	3	Prepare Software Requirement Specification (SRS) document for the project. Consider any project to be developed in any technology as a Software Architect or Project Manager.	2#	CO2
III	4	Design USE case diagrams for given scenario.	2#	CO3
III	5	Design E-R Entity Relationship) diagram for given scenario.	2	CO3
III	6	Design DFD(Data Flow Diagram) for given system.	2#	CO3
III	7	Design a Sequence diagram for given problem statement .	2#	CO3
IV	8	Design a Activity diagram for given problem statement.	2#	CO4
IV	9	Develop a Classdiagram for given problem statement.	2	CO4
IV	10	Develop a Object diagram for given problem statement.	2#	CO4
IV	11	Develop a GANTT chart for given scenario of system.	2#	CO4
V	12	Estimate Duration of project for given project network.	2#	CO5
V	13	Use Data Design Elements to develop design for given scenario. (Give any scenario).	2#	CO5
VI	14	Estimate time, size and cost for given software product.	2#	CO6
VI	15	Perform RMMM (Risk Monitoring Mitigation and Management) for given scenario to assure quality.	2#	CO6
VI	16	Develop a Software Application as Mini-Project by using any development plateform : a) Follow Process framework in software project development. b) Design UML diagrams as applicable for implementation.	2#	CO6

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

1. Develop DFD diagram for Hotel management using Star UML software
2. Develop ER diagram for Collegel management using Star UML software
3. Prepare Report on various UML diagrams available for design.
4. Develop Use Case diagram for ATM machine system using Star UML software.
5. Prepare report on various SDLC models available in Software Engineering.
6. Prepare selection criteria report of process models.
7. Prepare SRS for Hospital Management System.
8. Prepare SRS for College management system.
9. Develop Sequence diagram for ATM Money withdraw
10. Develop Activity diagram for ATM system.
11. Prepare SRS report for your final year proposed project.

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Software and Its Development process	6	C	02	04	00	6
			O	02	00	00	2
2	Sofware Engineering Principles and Requirements	8	C	02	04	04	10
			O	04	04	00	8
3	Scheduling and Modeling	10	C	02	00	12	14
			O	00	04	06	10
4	Software Design Process	8	C	02	04	12	18
			O	00	04	06	10
5	Project Metrics and Estimation	6	C	02	04	04	10
			O	00	00	04	4
6	Software Quality Assurance	7	C	04	04	04	12
			O	02	00	04	6
Total		45	C	14	20	36	70
			O	8	12	20	40

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options	
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C	O
1	1R2	2R2	3R2	4R2	5R2	1R2	6R2	5	7
2	6R4	1U4	2U4	2R4	4U4			3	5
3	4U4	2A4	5U4	2U4	5A4			3	5
4	6U4	5A4	6A4	3U4	6A4			3	5
5	3A6	4A6	3A6					2	3
6	3A6	4A6	4A6					2	3

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Selection of proper tool,process model	5
2	Appropriateness of output displayed	5
3	Performance	10
4	Viva Voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

S.N.	Criteria	Max. Marks
1	Selection of Topic	5
2	Content of Report/Assignment	10
3	Submission of Report	5
4	Viva Voce	5
	TOTAL	25

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific Outcomes	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	-	1	-	-	-	-	-	-	-
CO2	2	-	2	-	1	3	1	2	2
CO3	-	-	2	2	1	3	1	2	2
CO4	2	-	2	2	-	3	-	2	2
CO5	2	-	-	-	-	3	-	-	-
CO6	-	-	-	2	-	3	-	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Software Engineering – a practitioner's approach	Roger S. Pressman, Tata McGraw Hill Publication, Seventh, 2010	13:978–0–07–337597–7
2	Project Management:Engineering, Technology and Implementation	Shtub, A. Bard, J. F. and Globerson, S, Prentice Hall	10:0-13-102765-4
3	Software Engineering – Principles and Practice	Waman S. Jawadekar, Tata McGraw Hill Publication, 2004	10: 0070583714 13:9780070583719

XV e-References:

1. https://www.tutorialspoint.com/software_engineering/index.htm accessed on 5th may 2024
2. https://www.javatpoint.com/software-engineering accessed on 5th June 2024
3. https://www.geeksforgeeks.org/software-engineering/ accessed on 10th June 2024
4. https://books.google.co.in/books/about/Software_Engineering.html?id=PqsWaBkFh1wC accessed on 13th July 2024
5. https://www.geeksforgeeks.org/role-of-ai-and-machine-learning-in-modern-software-development/ accessed on 8th Aug 2024

XVI List of Major Equipment/Machineries with Specification:

1. Computer system with latest configuration.
2. Star UML software or other free UML design software.

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr.M.V.Sarode	HOD, Computer Engineering	Government Polytechnic, Nagpur
2	Mr P S Thakre	Lecturer in Computer Engineering	Course Expert,GP,Nagpur
3	Dr U B Aher	Lecturer in Computer Engineering	Reviewer
4	Mrs D S Nalinde	Lecturer in Computer Engineering	Reviewer
5	Mrs.V.A.Raje	System Analyst,MSBTE,RO,Na	Msbte Nominee
6	Mr. Dipak Dhote	Operations Manager, IT-Network	Industry Expert
7	Dr. Rakesh Kadu	Infosystems Pvt LTD I.T., COEM,Nagpur	Members from Academics(External)

(Dr. M. V. Sarode)
HOD & Chairman PBOS, CM

(Dr. G. V. Gotmare)
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COURSE CURRICULUM

Program	:	Diploma in CM/IT/AI
Course Category	:	DSC
Course Code	:	CM204H
Course Title	:	Database Management System

I Rationale:

DBMS stands as a cornerstone in contemporary information systems, crucial for effective data management. This curriculum delves into the core principles of knowledge base and relational database management. It encompasses the exploration of relational data models, query languages, and database design. By grasping these concepts, students establish a theoretical groundwork essential for adeptly maneuvering various relational database platforms, including industry-standard solutions like ORACLE.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Design and manage databases.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Use** fundamentals of database management system.

CO2: **Design** database by using different models

CO3: **Design** the normalized relational database for system

CO4: **Execute** SQL commands for database operations.

CO5: **Build** PL/SQL code for database application

CO6: **Use** concept of NOSQL database system

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
4	-	2	2	8	4

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70	100	40	25	10	25+	10	25	10

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Database System Concept	1a	Compare systems based on given parameters	1.1	An Introduction to database. Data, database, DBMS, Disadvantages of file processing system, and advantages of DBMS over file processing system, Application of database	CO1
	1b	Compare given data management system based on various attributes	1.2	Definition of RDBMS, Difference between DBMS and RDBMS, Names of various DBMS and RDBMS software	
	1c	Determine the level of data independence achieved based on given situation with justification	1.3	Data abstraction, Instance and schema, Data independence - Logical and Physical Independence, Data abstraction levels.	
	1d	Describe given function of database administrator	1.4	Components of DBMS and overall Structure of DBMS. Database Users, functions of Database Administrator	
	1e	State given Codd's law with justification.	1.5	The 12 Rules (Codd's laws) for fully functional RDBMS.	

UNIT II: Relational Models and Constraints	2a	Compare given data models based on given parameters.	2.1	Data Model: Structure of: Network Model, Hierarchical Model, Relational Model	CO2
	2b	Predict the suitable key required in given scenario.	2.2	Relational Model - Basic Concepts, Entity, Attributes, Tuple and Domains. Key Concepts-Primary key, Super key, Alternate key, Candidate key, Composite key and Foreign key.	
	2c	Design E-R Model for given system.	2.3	E-R model- Components of ER Model Types of attributes, weak & strong entity set.	
	2d	Apply the constraint to given schema	2.4	Integrity Constraints: Domain Integrity Constraints, Entity integrity Constraints & Referential Integrity Constraints, on delete cascade.	
UNIT III: Relational Database Normalization	3a	Illustrate the significance of Normalization.	3.1	Purpose of normalization, Data Redundancy, insert, update, delete anomalies, Decomposition properties 1.Lossless Decomposition, 2.Dependency Preservation	CO3
	3b	Identify functional dependency based on given situation.	3.2	Functional dependency (FD), Classification of Functional dependency, properties of FD.	
	3c	Apply normalization rule to given	3.3	Normalization using: 1NF, 2NF, 3NF and BCNF.	
	3d	Identify the type of dependancy based on given expression.	3.4	Higher Normal Forms - Introduction, Multi-valued dependencies and Fourth normal form, Join dependencies and Fifth normal form	
Languages	4a	Use data types for	4.1	Data Types in SQL	
	4b	Design SQL queries to create Relational database.	4.2	Components of SQL: DDL- create, alter, rename, drop, truncate, DESC, DML- insert, update, delete, TCL begin transaction, commit, rollback, save-point, DCL- Grant & Revoke	

UNIT IV: SQL and Database	4c	Apply clauses to given database for data retrieval	4.3	Clauses: select, from, where, group by, having and order by	CO4
	4d	Apply various operators & functions to retrieve data from database.	4.4	Operators:Arithmetic, relational, set, comparison, Functions: Aggregate, string & conversion functions,Null Value, sub-query, Nested Sub-queries, break, compute command & compute functions.	
	4e	Apply join concept to retrieve data from more than one object/schema.	4.5	Join Concept, types of join- Natural Join, Self join, Outer join types- left, right & Full outer join, View	
UNIT V: PL/SQL	5a	Identify various components of the PL/SQL.	5.1	Introduction of PL/SQL, Advantages of PL/SQL ,The PL/SQL Block Structure, PL/SQL execution environment, PL/SQL data Types, Variables, Constants	CO5
	5b	Use control structure to write PL/SQL Code. & Distinguish between exception handling based on given situation.	5.2	Control Structure: Conditional Control, Iterative Control, Sequential Control. Exception handling: Predefined Exception, User defined Exception.	
	5c	Create different cursor to store more than one record & Design package to store different procedure	5.3	Cursors: Implicit and Explicit Cursors, Declaring, Opening and Closing a Cursor, Fetching a Record from Cursor, Cursor for loops, Parameterized Cursors, Procedures: Advantages, Creating, Executing and Deleting a Stored procedure	
	5d	Create PL/SQL function for given problem statement.	5.4	Functions: Advantages, Creating & Deleting a Function, use of Package	
	5e	Create database trigger using PL/SQL for given problem statement.	5.5	Database Triggers: Use of Database Triggers, Types of Triggers, Syntax for Creating Trigger, Deleting Trigger.	

UNIT VI: Introduction to NOSQL Database	6a	Use NOSQL concept for efficient data retrival from given database.	6.1	Overview and History of NoSQL Databases. Definition of the Four Types of NoSQL Database. The Value of Relational Databases, Getting at Persistent Data, Concurrency, Integration, Impedance Mismatch, Application and Integration Databases.	CO6
	6b	Compare given databases.	6.2	Comparison of relational databases to new NoSQL stores, MongoDB, Cassandra, HBASE, Neo4j useand deployment, NoSQL approach, Key-Value and Document Data Models, NoSQL Key/Value databases using MongoDB	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Install & configure Database product (such as MYSQL, ORACLE or any other relational product)	2	CO1
II	2	Design database by using Network Model,Hierarchical Model, Relational Model.	2#	CO2
II	3	Design Entity Relationship model for any one of the given databases (School, Banking, Hostel, Hospital)	2#	CO2
III	4	Design a Normalized Database. Identify available dependencies in created database. Identify types of used normal form.	2	CO3
IV	5	Create & Execute DDL commands in SQL & Apply various Integrity constraints on created table.	2#	CO4
IV	6	Create & Execute DML commands in SQL.	2#	CO4
IV	7	Execute Queries using Arithmetic operators, Set operator, Relational operator and Comparison Operator to retrieve data	2#	CO4
IV	8	Execute queries using Aggregate functions- Min, Max, Sum, Count, Avg.	2#	CO4
IV	9	Execute query using String functions, Data Conversion functions such as To char(), To Number() and To date().	2	CO4
IV	10	Execute query using select command with – Where, having, group by , order by	2#	CO4
IV	11	Execute sub query & Nested Sub queries to retrieve data from more than one table. Use break & compute command, apply different compute functions.	2#	CO4
IV	12	Execute the queries for implementation of Inner, Outer and Cross Join.	2	CO4
IV	13	Execute DCL and TCL commands in SQL and Execute Views & Indexes in SQL.	2#	CO4
V	14	Develop the basic PL/SQL Programs and Develop a PL/SQL programs using control statements.	2#	CO5
V	15	Develop PL/SQL Programs using Iterative Control Statements.	2#	CO5
V	16	Develop a PL/SQL code to implement implicit and explicit cursors.	2#	CO5

V	17	Develop PL/SQL Programs based on Exceptions handling.(Predefined and user-defined exceptions)	2#	CO5
V	18	Develop PL/SQL code for creating Procedures, functions and package	2	CO5
V	19	Create database triggers. Use DML operations to fire created trigger.	2	CO5
VI	20	Install & configure MangoDb & Run basic MangoDb commands	2	CO6
VI	21	Store a data as documents in mangoDB and execute basic command on it. Like db.find(),db.aggregate()	2#	CO6

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

1. Create a Library Management System that will manage books, borrowers, and transactions
2. Develop an Online Retail Store to manage products, orders, customers, and inventory
3. Implement a Hospital Management System to manage patients, doctors, appointments, and medical records
4. Build a Student Management System to manage student records, courses, and grades.
5. Design an Employee Management System to manage employee details, departments, and payroll.
6. Create a Hotel Booking System to manage hotel rooms, bookings, and customer details.
7. Develop an Inventory Management System to track and manage inventory for a business.
8. Implement an E-Learning Platform to manage courses, students, and instructors
9. Build an Event Management System to organize and manage events, participants, and schedules.
10. Design a Banking System to manage customer accounts, transactions, and services.
11. Create a Restaurant Management System to manage the menu, orders, and reservations.
12. Develop a Car Rental System to manage car inventory, bookings, and customer details.

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Database System Concept	6	C	2	4	0	6
			O	0	0	0	0
2	Relational Models and Constraints	10	C	2	4	4	10
			O	4	0	4	8
3	Relational Database Normalization	12	C	2	4	10	16
			O	0	4	4	8
4	SQL and Database Languages	14	C	4	4	12	20
			O	2	4	6	12
5	PL/SQL	12	C	2	0	10	12
			O	0	4	6	10
6	Introduction to NOSQL Database	6	C	2	4	0	6
			O	2	0	0	2
Total		60	C	14	20	36	70
			O	8	12	20	40

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options	
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C	O
1	1R2	2R2	3R2	5R2	6R2	4R2	6R2	5	7
2	4R4	1U4	2U4	2R4	3U4			3	5
3	3U4	4U4	6U4	4U4	5U4			3	5
4	2A4	3A4	5A4	2A4	3A4			3	5
5	3A6	4A6	5A6					2	3
6	4A6	5A6	4A6					2	3

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Writing sql queries to implement database system	10
2	Execution sql queries to implement database system	10
3	Viva voce	5
4		
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

S.N.	Criteria	Max. Marks
1	Logic Developement	5
2	Code efficiency and Execution	10
3	Report Writting	5
4	Viva-Voce	5
	TOTAL	25

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	-	-	-	1	-	-
CO2	3	2	2	-	-	-	-	-	2
CO3	3	2	2	-	-	2	-	-	2
CO4	3	-	-	2	-	-	-	2	-
CO5	3	2	2	2	-	2	-	2	2
CO6	3	-	-	2	-	-	-	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Database System Concepts	Abraham Silberschatz, Henry F. Korth And S. Sudarshan, Mcgraw hill Education, 6th Edition, 2013	13: 9789332901384
2	Introduction to Database Management Systems	2006 ISRD Group, Tata McGraw Hill Education, 2005.	13: 9780070591196
3	An Introduction to Database System	Bipin Desai, West Publishing Company, 1997	13: 9780314667717
4	Database Systems The Complete Book	Hector Garcia-Molina Jeffrey, D.Ullman Jennifer Widom, Pearson Education Inc, 2002	13: 978-9332518674

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1. http://www.tutorialspoint.com/sql/sql-rdbms-concepts.htm , accessed on 10th June 2024
2. http://www.studytonight.com/dbms/rdbms-concept.php, accessed on 10th June 2024
3. https://www.youtube.com/watch?v=0mn7wIAdu98, accessed on 29th may 2024

XVI List of Major Equipment/Machineries with Specification:

1. Personal Computer with Operating system (Windows 10 or above etc)
2. Open Source Database Tools (Oracle/ Mysql)

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr. M V Sarode	Head of Dept, Computer Engineering	Government Polytechnic Nagpur
2	Dr.A.R.Mahajan	HOD, Information Technology/AIML	Government Polytechnic Nagpur
3	Mr. A A UIKE	Lecturer in Computer Engineering	Government Polytechnic Nagpur
4	Mrs D S Nalinde	Lecturer in Computer Engineering	Government Polytechnic Nagpur
5	Mr S A Khatri	Lecturer in Computer Engineering	Government Polytechnic Nagpur
6	Mr. Dipak Dhote	Operations Manager	IT-Networkz Infosystems Pvt Ltd,Nagpur
7	Dr. Rakesh Kadu	Asst Professor I.T	Ramdeobaba College of Engg & Mgmt Nagpur
8	Mrs. V A Raje	System Analyst	MsBTE RO Nagpur

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COURSE CURRICULUM

Program	:	Diploma in CM
Course Category	:	DSC
Course Code	:	CM205H
Course Title	:	Java Programming

I Rationale:

The Java Programming course provides students with essential, in-demand skills for the software industry. Widely used in enterprise applications, Android development, and web services, Java offers a strong, object-oriented foundation for understanding complex programming concepts. This course enhances problem-solving abilities and prepares students for diverse roles, aligning with industry needs and boosting employability.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Demonstrate proficiency in Java Programming

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Apply** the fundamental principles of Java Programming to construct an application.

CO2: **Analyze** and implement basic features of Object Oriented Programming to architect an application design.

CO3: **Develop** java programs incorporating classes, inheritance, interfaces and packages to demonstrate proficiency.

CO4: **Employ** advanced error handling techniques.

CO5: **Implement** multithreaded programming practices to engineer Parallel Processing Applications.

CO6: **Use** Java's I/O operations by employing streams effectively.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
4	-	2	2	8	4

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70	100	40	25	10	25+	10	25	10

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Foundations of Java Programming	1a	Identify key features of Java.	1.1	Java Fundamentals: Evolution of Java, its key features, and advantages, Java Virtual Machine (JVM), Java bytecode	CO1
	1b	Utilize variable management in java applications.	1.2	Primitive data types in java: byte, short, int, long, float, double, char and boolean, Understanding different types of literals: Integer, Floating-Point, Boolean, Character, String, Null. Variable Management: Learning to declare variables, dynamically initialize them, and comprehend their scope and lifetime	
	1c	Apply type conversion across diverse programming scenarios.	1.3	Type Conversion and Operators: Java's automatic conversions, casting incompatible types, the type promotion rules. Types of operators: Arithmetic, Bitwise, Relational, Logical, Assignment, The ? : operator, operator precedence & associativity, Mathematical functions: min( ), max( ),sqrt( ), pow( ), exp( ), round( ), abs( )	

	1d	Apply control flow in java to solve given problem.	1.4	Control flow in Java: Selection Statements - if, switch, Iteration Statements- while, do-while, for, for-each version of for loop, nested loops, labeled loops, jump statements - break, continue	
	1e	Utilize Java arrays effectively to develop versatile software.	1.5	Arrays in Java: One dimensional, multidimensional, using command line arguments, String and StringBuffer class.	
UNIT II: Java Object Oriented Programming Essentials	2a	Create object using new keyword.	2.1	Foundations of Object Oriented Programming: Class fundamentals, object creation with new keyword, reference variables	CO2
	2b	Implement access control mechanisms using Java's access specifiers.	2.2	Visibility and Access Control: Access specifiers - public, private, protected, default	
	2c	Apply given method functionalities in Java.	2.3	Methods and Functionality: Introducing methods, parameterized methods and varargs (variable length arguments), methods returning a value, methods with object as parameter, methods returning an object, method overloading	
	2d	Utilize constructors in Java to accommodate diverse object creation scenarios.	2.4	Introducing constructors, types of constructors, constructor overloading	
	2e	Apply given Java concepts and features.	2.5	Key concepts and utilization of keywords : static, this, final. Garbage collection in Java, utilization of String class, Wrapper classes, concept of nested and inner class	
ge Management	3a	Apply the appropriate form of inheritance to address a specific programming scenario.	3.1	Inheritance: Inheritance basics, types of inheritance, member access and inheritance, referencing subclass object with superclass reference, using super, creating multilevel hierarch, constructor invocation in multilevel inheritance hierarchy	

UNIT III: Inheritance, Polymorphism and Packa	3b	Apply method overriding and dynamic method dispatch to achieve polymorphic behavior.	3.2	Method overriding, Dynamic method dispatch, applying method overriding	CO3
	3c	Utilize abstract classes for defining common interfaces.	3.3	Using abstract classes, using final with inheritance(to prevent overriding and to prevent inheritance), The Object class	
	3d	Construct flexible application by defining and implementing interfaces.	3.4	Interfaces: Defining an interface, implementing interfaces, nested interfaces, applying interfaces, variables in interfaces, extending interfaces, interface references	
	3e	Design organized and secure Java applications by defining and managing packages.	3.5	Package: Defining a package, finding packages and CLASSPATH, access protection, importing packages	
dling	4a	Develop robust and error-resistant applications by mastering exception handling fundamentals.	4.1	Exception Handling Fundamentals, Exception types, uncaught exceptions	

UNIT IV: Exception Hanc	4b	Implement error handling in software applications by using try and catch blocks.	4.2	Using try and catch, displaying a description of an exception, multiple catch clauses, Nested try statements, throw, throws, finally	CO4
	4c	Utilize Java's built-in exceptions and custom exception subclasses to develop reliable application.	4.3	Java's Built-in Exceptions, creating user defined Exception subclasses	
	4d	Implement chained exceptions and utilize advanced Exception handling features.	4.4	Chained Exceptions, try-with-resources, multi-catch, final rethrow	
UNIT V: Multithreaded Programming	5a	Implement concurrent Java applications using the Thread class and Runnable interface.	5.1	The Java Thread Model, Thread class and Runnable interface, the Main thread, creating a thread by implementing Runnable, by extending Thread	CO5
	5b	Apply proper thread synchronization and coordination among multiple threads for given scinario.	5.2	Creating multiple threads, using isAlive() and join(),using synchronized methods, the Synchronized statement	
	5c	Implement effective inter-thread communication to avoid deadlock.	5.3	Interthread communication, deadlock, suspending, resuming and stopping thread	
	5d	Manage thread behavior in Java by obtaining thread states.	5.4	Obtaining thread's state, using multithreading	
UNIT VI: Java File Handling	6a	Develop robust Java applications by understanding and utilizing I/O basics.	6.1	I/O basics, The predefined streams, Character and Byte streams, Readers and Writers	CO6
	6b	Employ diverse range of I/O operations in Java using Streams.	6.2	Reading console input, reading characters, strings, Writing console output, PrintWriter class, Scanner class, data streams, Serialized Object I/O	
	6c	Utilize Java's file I/O operations for seamless data management.	6.3	Reading and Writing files, automatically closing a file, copying a file, storing objects in files	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Install Java development environment setup	2#	CO1
I	2	Develop programs to demonstrate operators, variables, constant	2	CO1
I	3	Develop programs to demonstrate use of control statements for branching and looping	2#	CO1
I	4	Develop programs to demonstrate Arrays(1D,2D) and command line arguments	2#	CO1
II	5	Develop java programs to demonstrate class, object, methods (including parameterized methods, methods returning value, object), method overloading, constructor overloading	2#	CO2
II	6	Develop java program to showcase the usage of this, static and final keywords	2#	CO2
II	7	Develop java program to demonstrate the concept of Wrapper classes, nested class, and inner class	2#	CO2
III	8	Develop java programs to illustrate the concept of different types of inheritance, use super keyword, method overriding, use final keyword in Java	2#	CO3
III	9	Develop java programs to demonstrate abstract class, abstract method, dynamic method dispatch	2#	CO3
III	10	Develop programs to demonstrate concept of interface implementation and extending interface, visibility control in inheritance hierarchy and across package	2#	CO3
IV	11	Develop java programs to demonstrate exception handling using try-catch-finally, throw, throws	2#	CO4
IV	12	Develop java programs to demonstrate exception handling using multiple catch, throw-throws constructs and new Exception handling features	2#	CO4
V	13	Develop Java programs to demonstrate creation of thread using Runnable and Thread	2#	CO5
V	14	Develop Java programs to demonstrate demonstrate multithreading, synchronization, isAlive(), join(), interthread communication, deadlock, suspending, resuming and stopping thread	2#	CO5
VI	15	Develop Java programs to perform different file handling operations like reading, writing, copying files	2#	CO6
VI	16	Develop Java programs to perform I/O operations using various stream classes, PrintWriter, Scanner, Object Serialization	2#	CO6

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

1. Develop a Java program for dynamic data type conversion based on user input, facilitating conversion between different primitive data types
2. Develop a Java program for analyzing user inputted arrays, calculating statistical measures like mean, median, mode and standard deviation
3. Design an employee management system where different types of employees are handled uniformly
4. Develop an ATM transaction simulator with robust error handling
5. Implement a concurrent task executor for parallel execution of tasks
6. Develop a text file analyzer for analyzing word occurrences and character counts
7. Design a shopping cart system for an e-commerce platform, using classes and interfaces to manage items and calculate the total cost with discounts.
8. Create a file-based Java application to track personal expenses. Implement serialization to store and retrieve data.
9. Write a Java program to organize images from a folder into subfolders based on their extensions (e.g., .jpg, .png). Use file handling for implementation.
10. Implement a system to input student scores, calculate grades, and save the results in a file. Use abstract classes and exception handling to manage errors.
11. Develop a program to search for files by name or content within a specified directory. Incorporate error handling and file I/O operations.
12. Create a multithreaded application to simulate banking operations like deposits, withdrawals, and account balance checks.
13. Develop an application to manage library records, including book borrowing and returning. Implement object-oriented concepts like inheritance and interfaces.

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Foundations of Java Programming	10	C	02	04	04	10
			O	02	00	04	6
2	Java Object Oriented Programming Essentials	12	C	02	04	10	16
			O	00	08	00	8
3	Inheritance, Polymorphism and Package Management	12	C	00	04	06	10
			O	00	00	06	6
4	Exception Handling	8	C	06	00	04	10
			O	02	04	00	6
5	Multithreaded Programming	8	C	02	04	06	12
			O	00	00	06	6
6	Java File Handling	10	C	02	04	06	12
			O	00	04	04	8
Total		60	C	14	20	36	70
			O	4	16	20	40

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options	
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C	O
1	1R2	2R2	4R2	5R2	6R2	4R2	1R2	5	7
2	1U4	2U4	4R4	4U4	2U4			3	5
3	1A4	2A4	3U4	1A4	6A4			3	5
4	4A4	5U4	6U4	6U4	2U4			3	5
5	2A6	3A6	5A6					2	3
6	6A6	5A6	3A6					2	3

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Writing program logic	5
2	Program execution	10
3	Error debugging	5
4	Viva Voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

S.N.	Criteria	Max. Marks
1	Writing program logic	5
2	Program execution	10
3	Error debugging	5
4	Viva Voce	5
	TOTAL	25

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	3	3	-	-	-	3	-
CO2	3	3	3	3	-	3	2	3	-
CO3	3	3	3	3	-	3	-	3	-
CO4	3	3	3	3	-	3	2	3	-
CO5	3	3	3	3	-	3	-	3	-
CO6	3	3	3	3	-	3	2	3	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Java: The Complete Reference	Herbert Schildt, McGraw Hill,Eleventh edition, 2020	978-9390491629
2	Introduction to Java Programming	Y. Daniel Liang, PHI, 10th edition, 2013	978-0133761313
3	Head First Java	Kathy Sierra, Bert, Trisha Gee O'Reilly Media; 3rd edition, 2022	978-1491910771

XV e-References:

1. https://docs.oracle.com/javase/tutorial/ accessed on 4th August 2024
2. https://introcs.cs.princeton.edu/java/home/ accessed on 4th August 2024
3. https://docs.oracle.com/en/java/index.html accessed on 4th August 2024
4. https://math.hws.edu/javanotes/ accessed on 4th August 2024

XVI List of Major Equipment/Machineries with Specification:

1. Processor requirements: minimum a Pentium 2 266 MHz processor.
2. Memory Requirements: On Windows 64-bit operating systems, in 32- or 64-bit mode, the Java runtime requires a minimum of 128MB of memory.

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr. M. V. Sarode	Head of Department, Computer Engineering	Government Polytechnic, Nagpur
2	Mr. S. A. Khatri	Lecturer, Computer Engineering	Government Polytechnic, Nagpur
3	Dr. U. B. Aher	Lecturer, Computer Engineering	Government Polytechnic, Nagpur
4	Dr. K. L. Bawankule	Lecturer, Computer Engineering	Government Polytechnic, Nagpur
5	Mr. Dipak Dhote	Operations Manager	IT-Network Infosystems Pvt LTD, Nagpur
6	Dr. Rakesh Kadu	Assistant Professor, Information Technology	Ramdeobaba College of Engg, and Management, Nagpur
7	Mrs. V .A. Raje	System Analyst	MSBTE,RO Nagpur

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COURSE CURRICULUM

Program	:	Diploma in CM
Course Category	:	DSE
Course Code	:	CM206H
Course Title	:	Advanced Computer Network

I Rationale:

This course is designed for students who possess a fundamental understanding of networking concepts, including the OSI model, TCP/IP, ARP, basic application protocols, LANs, and routing. In the contemporary era of information and mobility, ubiquitous access to data has become a reality, and networked systems are deeply embedded in everyday life. Since the inception of TCP/IP, new network architectures and paradigms—such as mobile ad-hoc networks, opportunistic networking, and sensor networks—have emerged to address the evolving demands of connectivity.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Configure and manage computer networks.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Trace** Network Layer Protocols

CO2: **Configure** IPv6 Network

CO3: **Select** routing protocols for the given network situation.

CO4: **Trace** different Transport Layer Protocols

CO5: **Trace** different Application Layer Protocols

CO6: **Configure** Wireless Sensor Network

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
4	-	2	2	8	4

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70	100	40	25	10	25+	10	25	10

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Network Layer and Protocols	1a	Implement IP addressing for a given network.	1.1	IP Addressing : Address Space, Notation, Class full addressing, Classless addressing, Network Address Translation(NAT). Internet Protocol IP: Datagram format, fragmentations, options	CO1
	1b	Interpret ICMPv4 for a given network.	1.2	ICMPv4: Messages, debugging tools , ICMP checksum	
	1c	Calculate the given inefficiency in Mobile IP.	1.3	Mobile IP : Addressing, agents, three phases, inefficiency in mobile IP. Virtual private network: VPN technology	
Next Generation IP	2a	Map the given IPv4 address to IPv6 address	2.1	IPv6 addressing: Representation, address space, address space allocation, auto configuration, renumbering	CO2
	2b	Outline the given strategy of transition from Ipv4 to IPv6.	2.2	Transition from IPv4 to IPv6: Dual stack, Tunneling, Header Translation.	

UNIT II: I	2c	Articulate the significance of the given field in datagram format of IPv6.	2.3	IPv6 Protocol: Packet format Extension Header	
UNIT III: Unicast and Multicast Routing Protocol	3a	Choose relevant routing protocol for the given network situation.	3.1	Introduction: Inter-Domain, Intra-Domain routing.	CO3
	3b	Compare dynamic routing and static routing on the given aspects .	3.2	Routing algorithms: Distance Vector routing, Bellman-Ford Algorithm, Link State Routing, Path vector Routing	
	3c	Calculate shortest path from a single source vertex to all the other vertices in the given weighted diagraph.	3.3	Unicast Routing Protocols: Internet Structure, Routing Information Protocol(RIP), Open Shortest Path First(OSPF), Border Gateway Protocol version 4(BGP4)	
	3d	Identify functioning of the given multicast routing protocol.	3.4	Introduction: Unicast, Multicast and Broadcast.Intra-domain Multicast Protocol: Multicast Distance Vector (DVMRP), Multicast Link State (MOSPF), Protocol Independent Multicast (PIF)	
UNIT IV: Transport Layer Protocol	4a	Articulate the significance of the given field in UDP Packet Format.	4.1	User Datagram Protocol: User Datagram, UDP services, UDP Applications	CO4
	4b	Articulate the significance of the given field in TCP Packet Format.	4.2	Transmission Control Protocol: TCP Services, TCP Features, Segment, TCP Connection, State Transition Diagram, Windows in TCP, Flow Control, Error Control, TCP Congestion Control, TCP Timers, Options	
	4c	Illustrate the significance of the given field in SCTP Packet Format	4.3	SCTP: SCTP services, SCTP features, Packet formats, An SCTP association, Flow Control and Error Control	

UNIT V: Network Management and Security	5a	Choose the relevant SNMP for messaging system with justification.	5.1	SNMP : Concept, Management Components, Message Identifiers (SMI), Master Information Block (MIB), Simple Network Management Protocol (SNMP) format, Messages	CO5
	5b	Identify the web security on the basis of network management.	5.2	Web security and Traffic Management Basics: Secure Socket Layer (SSL), Quality characteristics and requirements	
	5c	Identify the SSL, Quality characteristics and requirements of STPC commands.	5.3	STPC Commands, Configuration of DHCP, DNS, SMTP, POP3 and IMAP.	
<s (WSN)	6a	Identify different WSN Components	6.1	Sensor Nodes Sensors (e.g., temperature, humidity, motion sensors) Microcontroller (e.g., ARM Cortex, ESP32, or Raspberry Pi)Power source (typically battery-powered with energy-efficient designs) Communication module (e.g., Zigbee, Wi-Fi, LoRa, 5G), Sink/Base Station, Communication Network-Wireless Communication Protocols: Zigbee, LoRaWAN, Bluetooth, Wi-Fi, 5G, etc. Transmission Techniques: Direct communication, multi-hop communication, or mesh networks.	

UNIT VI: Wireless Sensor Network	6b	Select Communication Protocols for WSN	6.2	MAC (Medium Access Control) Protocols: MAC (Medium Access Control) Protocols: S-MAC (Sensor-MAC), TDMA (Time Division Multiple Access), CSMA (Carrier Sense Multiple Access). Routing Protocols: LEACH (Low Energy Adaptive Clustering Hierarchy), AODV (Ad-hoc On-demand Distance Vector), RPL (IPv6 Routing Protocol for Low Power and Lossy Networks), GAF (Geographic Adaptive Fidelity), Hierarchical Routing, Data Aggregation Techniques: Data Fusion, Multi-hop Communication, Compression Algorithms.	CO6
	6c	Recognize the Security consideration in WSN	6.3	Data Integrity:AES (Advanced Encryption Standard), Public Key Infrastructure (PKI), Authentication, Confidentiality, Network Layer Security,Intrusion Detection Systems.	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Determine the following information and implement given an IP address, Subnet mask and Sub-network mask : i. The subnet address of this subnet. ii. The broadcast address of this subnet. iii. The range of host addresses for this subnet. iv. The maximum number of subnets for this subnet mask. v. The number of hosts for each subnet. vi. The number of subnet bits.	02#	CO1
I	2	Trace ICMPv4 packets generated by utility programs like ping, trace-route and tabulate all the captured parameters using Wireshark.	02#	CO1
II	3	Configure IPv6 network using any network simulator. (NSTool simulators / wireless simulator network)	02#	CO2
II	4	Trace IP Static routing using relevant software.	02#	CO2
III	5	Configure IP routing with RIP using relevant software.	02#	CO3
III	6	Configure IP routing with OSPF using relevant software.	02#	CO3
IV	7	Trace User datagram Protocol (UDP) Part-I using relevant software.	02#	CO4
IV	8	Trace User datagram Protocol (UDP) Part-II using relevant software.	2	CO4
IV	9	Configure Transmission Control Protocol (TCP) using relevant software.	2#	CO4
V	10	Trace Dynamic Host Control Protocol (DHCP) using relevant software.	2#	CO5
V	11	Trace Domain Name Server (DNS) using relevant software.	2	CO5
V	12	Trace FTP and HTTP using relevant software.	2#	CO5
V	13	Trace SMTP, POP3 and IMAP using relevant software.	2#	CO5
VI	14	Identify the different components of Wireless Sensor Network.	2#	CO6
VI	15	Select and simulate a Wireless Sensor Network.	2	CO6

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

1. Design a small IPv6 network using simulator and write report on it.
2. Create a microproject based on cisco packet tracer for live nodes connectivity.
3. Create a microproject based on cisco packet tracer for moving packet to single node.
4. Create a microproject based on cisco packet tracer for moving packet to multiple nodes.
5. Design a post in the microproject on the functionality of each layers present in OSI refernce model and print it on a foam sheet.
6. Design a post in the microproject on the functionality of each layers present in TCP/IP refernce and print it on a foam sheet
7. Design a large IPv4 network using cisco packet tracer and write report on it.
8. Create a large IPv4 network using cisco packet tracer for the movment of packets among the nodes and write report on it.
9. Create a large IPv4 network for the movement of data packets aong the node. Write a report and submit it.
10. Create a smilated IPv4 network for configuring DHCP, DNS, HTTP and FTP.

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Network Layer and Protocols	8	C	02	04	00	6
			O	02	00	00	2
2	Next Generation IP	12	C	04	04	06	14
			O	00	04	06	10
3	Unicast and Multicast Routing Protocol	11	C	02	04	06	12
			O	00	00	08	8
4	Transport Layer Protocol	12	C	02	04	08	14
			O	02	00	06	8
5	Network Management and Security	9	C	02	04	06	12
			O	04	04	00	8
6	Wireless Sensor Networks	8	C	02	00	10	12
			O	00	04	00	4
Total		60	C	14	20	36	70
			O	8	12	20	40

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options	
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C	O
1	1R2	3R2	4R2	5R2	6R2	1R2	4R2	5	7
2	2R4	1U4	2U4	5R4	2U4			3	5
3	3U4	4U4	4A4	5U4	6U4			3	5
4	4A4	5U4	6A4	3A4	3A4			3	5
5	2A6	3A6	4A6					2	3
6	5A6	6A6	2A6					2	3

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Selection of network equipments	5
2	Performance	10
3	Calculation, Result	5
4	Viva Voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

S.N.	Criteria	Max. Marks
1	Selection of the topic	5
2	Use of Simulators in Practicals	10
3	Analysis and Findings	5
4	Report Writing	5
	TOTAL	25

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Specific Outcomes	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	-	-	-	-	-	-
CO2	3	-	-	2	-	-	-	-	-
CO3	3	-	-	2	-	-	-	-	-
CO4	3	-	-	2	2	-	2	-	-
CO5	3	-	-	2	2	-	2	-	-
CO6	3	-	-	-	2	-	2	1	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Data communication and networking 5G	Forouzan Behrouz, McGraw Hill Education (India), New Delhi	13:978-1-25-906475-3
2	Internetworking with TCP/IP, Volume – I, Fourth Edition	Comer Douglas E. Prentice Hall of India Pvt. Ltd., New Delhi	10:81-203-2065-4
3	Computer Networks Fourth Edition	Tanenbaum Andrew S PHI Learning, New Delhi	10:81-203-2175-8
4	Advance Computer Network	B M Harwani and DT Editorial Services, Dreamtech New Delhi	13:978-93-5004-013-3
5	Computer Networks Principles, Technologies and Protocols for Network Design	Natalia Olifer, Victor Olifer Wiley	13:978-0-470-86982-6

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1. http://www.packettracernetwork.com, accessed on 28th July, 2024
2. https://www.computer-networking.info/2nd/html/protocols/bgp.html, accessed on 28th July, 2024
3. https://campus.barracuda.com/product/cloudgenfirewall/doc/95258685/dynamic-routing-protocols-ospf-rip-bgp/?sl=AYJjcomnIZjQH5Esoq0e&so=2
4. https://www.ciscopress.com/promotions/video-training-for-cisco-network-engineers-sys-admins-140490 ,accessed on 28th July, 2024

XVI List of Major Equipment/Machineries with Specification:

1. Computer System with Latest Configuration and connected to LAN
2. Switches
3. Routers
4. RJ45
5. Wireshark or any other similar software to capture and investigate packets.
6. Cisco packet tracer or any other similar software

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr. M.V.Sarode	Head of Department, Computer Engg.Dept.	Government Polytechnic, Nagpur
2	Dr. K. L. Bawankule	Lecturer in Computer Engineering	Government Polytechnic, Nagpur
3	Mr.A.A.Uike	Lecturer in Computer Engineering	Government Polytechnic, Nagpur
4	Mr.P.S.Thakre	Lecturer in Computer Engineering	Government Polytechnic, Nagpur
5	Mr.Dipak Dhote	Operations Manager	IT-Network Infosystems Pvt LTD, Nagpur
6	Dr.Rakesh Kadu	Assistant Professor, I.T.	Ramdeobaba College of Engg, and Management, Nagpur.
7	Mrs.V.A. Raje	System Analyst	MSBTE, RO, Nagpur

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COURSE CURRICULUM

Program	:	Diploma in CM
Course Category	:	DSE
Course Code	:	CM207H
Course Title	:	Data Warehouse & Mining

I Rationale:

The Data Warehousing and Data Mining course is vital for developing advanced decision-making skills, crucial for modern industries and businesses. This course equips students with the knowledge and techniques needed to analyze and manage large datasets, enabling them to make faster and more informed decisions. By covering fundamental concepts, principles, algorithms, architecture, and the design and implementation of data mining and warehousing techniques, this course provides a strong foundation for students. Mastery of these skills not only enhances their technical proficiency but also significantly improves their employability in the growing field of information management.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Use data mining techniques for data analysis to maintain data warehouse

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Comprehend** key concepts of data mining and warehousing, recognizing their role in decision support systems for modern businesses

CO2: **Apply** data mining algorithms to extract valuable insights from large datasets, enhancing decision-making efficiency.

CO3: **Design** and implement data warehousing solutions for effective data storage, retrieval, and management.

CO4: **Assess** and choose appropriate data management techniques for various industry applications to improve decision-making

CO5: **Apply** data mining and warehousing techniques to real-world scenarios, solving complex information management challenges.

CO6: **Enhance** employability by mastering advanced data mining and warehousing skills relevant to the information management sector.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
4	-	2	2	8	4

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70	100	40	25	10	25+	10	25	10

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Introduction to Data Warehousing	1a	Compare the given database on the given parameters	1.1	1.1 Data warehousing, Difference between Operational Database System and data warehouse, Need for data warehousing	CO1
	1b	Classify the given models of data warehouse.	1.2	Data Warehouse Models: Enterprise Warehouse, Data Mart, and Virtual Warehouse.	
	1c	Identify the operation performed on database.	1.3	Extraction, Transformation, and Loading, Metadata Repository, benefits of data warehousing.	
I: Data Warehouse Modeling nline Analytical Processing I	2a	Interpret Data cube for the given data warehouse.	2.1	Data Warehouse Modeling: Data cube and OLAP, Data cube: A multidimensional Data Model.	CO2
	2b	Compare the given models of data warehouse.	2.2	Stars, Snowflakes, and Fact Constellations, Examples of stars, snowflake and fact constellations.	
	2c	Illustrate the need of OLAP in data warehouse.	2.3	OLAP: Need of OLAP,OLAP Guidelines	

UNIT I and O	2d	Solve the given OLAP operations for given data.	2.4	OLAP Operations: roll up, drill down , slice & dice, rotate	
UNIT III: Data Warehouse Modeling and Online Analytical Processing II	3a	Select the different factors for design process of the given Data Warehouse.	3.1	Data Warehouse Architecture: A Business Analysis Framework for Data Warehouse Design, Data Warehouse Design Process	CO3
	3b	Illustrate the given warehouse architecture.	3.2	A Three Tier Data Warehouse Architecture.	
	3c	Relate Bitmap and join Index for the given OLAP.	3.3	Indexing OLAP Data: Bitmap and join Index, Efficient Processing of OLAP Queries	
	3d	Compare the given OLAP Architecture.	3.4	OLAP Server Architectures :ROLAP Versus MOLAP Versus HOLAP.	
UNIT IV: Introduction to Data Mining	4a	Illustrate the given steps in KDD.	4.1	Introduction to Data Mining: Mining Steps in the process of knowledge discovery of database(KDD).	CO4
	4b	Compare the major issues in database for mining process.	4.2	Kind of data can be mined: database data, data warehouses, transactional data, Major issues in data mining: mining methodologies, user interaction, efficiency & scalability	
	4c	Classify the given data objects and attributes types.	4.3	Data Objects and Attributes types: nominal, binary, ordinal , numeric.	
	4d	Choose methods of data preprocessing for the given data.	4.4	Data Preprocessing: Preprocess the data, Major Tasks in Data	
	4e	Illustrate terminologies in data cleaning process.	4.5	Data Cleaning: Missing values, Noisy data, Data cleaning as a process.	
t Pattern and tion	5a	Choose the given patterns in the database for mining.	5.1	Mining Frequent Patterns: Basic Concept: Market Basket Analysis, Frequent Item sets, Closed Item sets, and Association Rules	

UNIT V: Mining Frequent Mining Applicat	5b	Choose association rules based on the given problem.	5.2	Frequent Item sets mining method: Apriori algorithm-finding frequent itemset using candidate generation.	CO5
	5c	Select the given mining application for problem solving based on situation	5.3	Data mining application: Housing loan repayment prediction case study, Mortgage Loan Delinquency prediction, Crime Detection	
UNIT VI: Clustering Algorithm and Techniques	6a	Compare the given algorithm.	6.1	Introduction to Cluster Analysis, Clustering Paradigms: Hierarchical Vs. Partioning, Numeric Vs Categorical	CO6
	6b	Use given clustering algorithm for problem statement	6.2	Partioning Algorithm (k-means)	
	6c	Apply the given algorithm for problem statement.	6.3	K-Medoid Algorithm: PAM	
	6d	Use given algorithm for problem statement.	6.4	Clara algorithm, CLARANS algorithm	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Prepare a report on comparison of Enterprise warehouse, Data Mart and virtual warehouse model.	2#	CO1
II	2	Develop an application for OLAP and its operations: roll-up, drill down. Develop an application for OLAP and its operations: slice and dice.	2#	CO2
III	3	Apply the K-means clustering technique to group similar weather patterns on a given weather dataset containing attributes such as temperature, humidity, wind speed, and weather conditions (e.g., sunny, rainy, cloudy).	2#	CO2
IV	4	Install Data Mining Tool WEKA. Study the GUI explorer on WEKA	2#	CO4
IV	5	Implement Data cleaning technique (Data Preprocessing—Finding and replacing missing value in sample Dataset).	2#	CO4
IV	6	Implement Data cleaning technique II (Data Transformation—Finding and replacing missing value in sample Dataset)	2#	CO4
IV	7	Use preprocessing techniques on Customer.arff dataset.	2#	CO4
V	8	Perform Association technique on Customer Dataset. (Implementing Apiori Algorithm on customer dataset).	2#	CO5
V	9	Implement Market Basket Analysis and identify frequent itemsets in a small dataset	2#	CO5
V	10	Implement the Apriori algorithm to find closed itemsets and generate association rules.	2	CO5
V	11	Implement the Apriori algorithm to find frequent itemsets and generate association rules.	2#	CO5
V	12	Implement the Apriori algorithm to find non-frequent itemsets and generate association rules.	2	CO5
VI	13	Apply clustering technique on customer dataset. (Using K-means clustering on sample employee dataset.)	2	CO6
VI	14	Apply clustering technique on customer dataset. (Using K-means clustering on sample customer dataset.)	2#	CO6
VI	15	Apply clustering technique on customer dataset.(Using K-means clustering on sample weather dataset.)	2#	CO6

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

1. Design a sales data warehouse for a retail store.
2. Segment customers based on their purchasing behavior.
3. Build a recommendation system for movies using a data mining approach.
4. Build a data warehouse for healthcare records, and use data mining techniques to find patterns in disease prevalence, patient demographics, or treatment outcomes.
5. Collect tweets or posts related to a specific hashtag or topic, and use text mining techniques like sentiment analysis to categorize them as positive, negative, or neutral.
6. Build a data warehouse to store student records and use machine learning algorithms like decision trees or regression to predict their future performance.
7. Build a data warehouse for an online store, and use OLAP (Online Analytical Processing) queries to analyze sales patterns, customer preferences, and product performance.
8. Use data mining techniques like anomaly detection or classification (e.g., decision trees, SVM) to identify suspicious transactions in a financial dataset.
9. Build a data warehouse to store customer data, and use data mining techniques like logistic regression or random forests to predict which customers are likely to leave.
10. Use association rule mining (e.g., Apriori or FP-growth algorithms) on transaction data to identify frequently bought items together and generate association rules.

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Introduction to Data Warehousing	6	C	2	4	0	6
			O	0	0	0	0
2	Data Warehouse Modeling and Online Analytical Processing I	14	C	4	4	10	18
			O	2	4	4	10
3	Data Warehouse Modeling and Online Analytical Processing II	12	C	2	4	10	16
			O	2	4	4	10
4	Introduction to Data Mining	10	C	2	4	6	12
			O	0	0	6	6
5	Mining Frequent Pattern and Mining Application	10	C	2	0	10	12
			O	0	4	6	10
6	Clustering Algorithm and Techniques	8	C	2	4	0	6
			O	4	0	0	4
Total		60	C	14	20	36	70
			O	8	12	20	40

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options	
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C	O
1	1R2	3R2	4R2	5R2	6R2	2R2	3R2	5	7
2	4R2	1U4	2U4	2U4	3U4			3	5
3	3U4	4U4	6U4	5U4	2A4			3	5
4	2A4	3A4	5A4	3A4	6R4			3	5
5	2A6	3A6	4A6					2	3
6	4A6	5A6	5A6					2	3

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Correctness of implementation of algorithm	5
2	Analysis and implementation ability	10
3	Submit report in time	5
4	Viva Voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

S.N.	Criteria	Max. Marks
1	Logic Developement	5
2	Code efficiency and Execution	10
3	Report Writting	5
4	Viva-Voce	5
	TOTAL	25

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	2		-	-	-	-	-	-	-
CO2	2	2	-	1	-	-	-	-	2
CO3	-	2	1	-	-	1	-	1	2
CO4	2	2	-	-	-	-	-	-	-
CO5	2	-	-	1	-	2	-	-	2
CO6	-	-	1	-	-	2	-	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Data Mining concepts and Techniques	J.Hahn and Micheline Kamber, The Morgan Kaufmann Series in Data Management Systems	13: 978-1-55860-901-3
2	Data Mining Techniques	Arun K.Pujari, Universities Press, 2001	13: 978-9-386-23505-3
3	Data Warehouse life cycle toolkit (J.Wiley)	R. Kimball, John Wiley Third Edition	13: 978-0-471-20024-6

XV e-References:

1. https://www.analyticsvidhya.com/learning-paths-data-science-buisness-analytics-buisness- intelligence-big-data/weka-gui-learn-machine--learning
2. https://www.guru99.com/online-analytical-processing-html, accessed on 10th August 2024
3. https://www.tutorialspoint.com/dwh/dwh_relational_olap.htm, accessed on 29th July 2024
4. https://www.tutorialride.com/big-data-analytics/stream-cluster-analysis.htm accessed on 29th July 2024

XVI List of Major Equipment/Machineries with Specification:

1. Personal Computer with Operating system (Windows 10 or above etc)
2. Oracle Client and Server
3. Data Mining Tool: WEKA
4. Variable Inductor

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr. M V Sarode	Head of Dept, Computer Engineering	Government Polytechnic Nagpur
2	Mr. A A UIKE	Lecturer in Computer Engineering	Government Polytechnic Nagpur
3	Mrs D S Nalinde	Lecturer in Computer Engineering	Government Polytechnic Nagpur
4	Mr S A Khatri	Lecturer in Computer Engineering	Government Polytechnic Nagpur
5	Mrs. V A Raje	System Analyst	MSBTE RO Nagpur
6	Mr. Dipak Dhote	Operations manager	ITNetwork Infosystem Pvt Ltd
7	Dr. Rakesh Kadu	Assistant Professor I T	Ramdeobaba College of Engg & Mgmt, Nagpur

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COURSE CURRICULUM

Program	:	Diploma in CM
Course Category	:	SEC
Course Code	:	CM252H
Course Title	:	Python Programming

I Rationale:

Python is a versatile and high-level programming language known for its simplicity and readability. Its straightforward syntax promotes clean, maintainable code, making development more efficient. Fully supporting both object-oriented and structured programming, Python enables quick prototyping of software applications. As an open-source language, it significantly reduces software development costs. Additionally, Python's extensive and powerful standard library gives it a competitive edge over other programming languages.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Demonstrate proficiency in python programming language.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Explore** basic python programming environment

CO2: **Use** operator and control flow in python

CO3: **Build** and deploy Python applications that run seamlessly across multiple platforms, ensuring broad compatibility.

CO4: **Apply** function concept in python programming

CO5: **Apply** file operation in python programming

CO6: **Prepare** microproject using object oriented programming concept of python programming

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
2	-	4	-	6	3

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
-	-	-	-	50	20	50+	20	-	-

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Introduction to Python	1a	Create python programming environment.	1.1	Definition of Python and history of Python, Unique features of Python. Python 2.x and Python 3.x differences, Installation of Python and Environment Setup.	CO1
	1b	Use python building block for writing python program in given situation.	1.2	Python building blocks- identifiers, keywords, indentation, variable and comments.	
	1c	Develop a program in python code to display given contents.	1.3	Steps for executing simple Program using python script & displaying it.	
	1d	Classify given data types based on their characteristics.	1.4	Python Data Types : Numbers, list, tuple, string, Dictionary, set, Mutable and Immutable, Bool Conversion between data types	
ol Flow in Python	2a	Categorize given types of operators based on their operations in Python.	2.1	Operators in python: Arithmetic Operators, Relational Operators, Logical Operators, Membership Operators, Identity Operators, Bitwise Operators, Assignment Operators, Operators Precedence, Evaluating Expression, Type Casting.	

UNIT II: Operators and Program Contr	2b	Develop python programs using given conditional control structures.	2.2	Program control flow using conditional statements-The if Statement, The if-else Statement, The if-elif Statement, Nested if Statements.	CO2
	2c	Develop python program using given iterative statements.	2.3	Program control flow using iterative statements - For Loop, While Loop, Nested Loops.	
	2d	Use given keywords for loop manipulation in program developement	2.4	Loop manipulation using Break, Continue and pass.	
	2e	Develop the python code for given range function on various program control flow statements.	2.5	The Range Function-Introduction to range(), Types of range() function, Use of range() function	
UNIT III: Python Data Structure	3a	Develop code using python program for given problem statement.	3.1	List:- A. Defining list and list slicing,Creating, Accessing, Reassigning(mutable), Deleting a python list B. Python List Operations C. Built-in List Functions D. Built-in Methods to alter a Python list.	CO3
	3b	Develop python program to use tuple in given problem statement.	3.2	Introduction to Tuples:- A. Create, access, slice, delete tuple in Python. B. Tuple Operations. C. Tuple Methods and Built-in Functions	
	3c	Develop python program to use set in given problem statement.	3.3	Sets: Accessing values in Set, deleting values in Set and updating Set. Basic Set operations.	
	3d	Develop python program to use dictionary in given problem statement	3.4	Introduction to Dictionaries A. Creating a Dictionary, Accessing item, dictionary (mutable) B. Membership, Traversing a Dictionary. C. Dictionary methods and Built-in functions.	
ctions	4a	Use function for the given problem.	4.1	Defining a function, syntax of a function, Calling a function.	
	4b	Develop function based on various arguments in given problem.	4.2	Function Arguments:-Required arguments, Keyword arguments, Default arguments, Variable-length arguments	

UNIT IV: Fun	4c	Compare key terms on given points.	4.3	Pass by reference V/S Pass by value, return statement.	CO4
	4d	Determine validity of variable for given program.	4.4	Scope and Lifetime of variables	
	4e	Develop relevant user defined function for given problem using python.	4.5	Defining a user defined function, advantage of user defined function and example of user defined function.	
UNIT V: Python Files Input and Output	5a	Use python code for given file operation	5.1	Python file operation A.Open a file B. Read a file C.Close the file Writing, Renaming & Deleting to Files in Python.	CO5
	5b	Justify the use of given file methods on given python problem.	5.2	File methods (in-built) in python-close, flush, readable, readlines, seek, tell, truncate, writelines	
	5c	Create interface between given component of python.	5.3	Python-MySql Interfacing, Python GIU framework, GUI Programming in Python using Tkinter	
UNIT VI: Object Oriented Approach in Python	6a	Create classes for a given problem statement.	6.1	Creating classes, Defining member function, Constructors in Python (Using init__), Private Members.	CO6
	6b	Create objects for a given problem statement.	6.2	Creating instance objects, Accessing attributes of a class, Class Attributes v/s Instance Attributes, Using __ del()__, Using __ str()__	
	6c	Justify the use of inheritance concept for given problem	6.3	Concept of Inheritance , types of Inheritance- Single Inheritance	
	6d	Justify the use of polymorphism concept for given problem statement.	6.4	Multilevel Inheritance,Multiple Inheritance, Hierarchical Inheritance,Hybrid Inheritance, super() in derived class to invoke _init_(), Overriding methods	
	6e	Justify the use of polymorphism for given problem statement	6.5	Polymorphism in python-Operator Overloading, Function Overloading	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Install python and environment setup to work with python. Develop and execute python program to display welcome message on screen.	2#	CO1
I	2	Develop a Python program to accept a user's full name as input and perform the following operations: Display the name in uppercase. Count the number of vowels in the name. Reverse the name and display the result.	2#	CO1
I	3	Develop and execute a python program to convert the given temperature from Fahrenheit to Celsius and vice versa depending upon user's choice. Develop a Python program that: Creates a tuple of 5 random numbers between 1 and 50 (you can use random module). Finds and displays the maximum and minimum numbers in the tuple. Converts the tuple into a list and adds 3 more random numbers to it, then prints the updated list.	2#	CO1
I	4	Develop a Python program that: Accepts 5 integers from the user and stores them in a list. Calculates and prints the sum and average of the numbers in the list. Displays the list in ascending order.	2#	CO1
II	5	Develop and execute a python program to check whether the given integer is positive or negative. Develop and execute a python program to find largest of three Numbers.	2#	CO2
II	6	Develop and execute a python program to print prime numbers between 100 to 500. Develop and execute a python program to ADD ODD numbers less than 20.	2#	CO2
II	7	Develop and execute a python program to print the pattern * ** *** ** * Using nested for loop	2#	CO2
II	8	Develop a Python program that accepts three numbers and checks: If the first number is greater than the second and less than the third. If any of the numbers is equal to 10. Print True or False for each condition.	2#	CO2

II	9	Develop a Python program that: Accepts a word and checks if the letter 'a' is present in the word using membership operators. Compares the identity of two strings entered by the user and prints whether they refer to the same object in memory.	2#	CO2
II	10	Develop a Python program to: Take two integers from the user and demonstrate the usage of bitwise AND, OR, and XOR operators. Write an expression using a combination of arithmetic, relational, and logical operators, and explain the result based on operator precedence.	2#	CO2
III	11	Develop a program to create a list, add elements to list, delete elements from the list and perform various operations on the list. Develop & execute a python Program to find the maximum of a list of numbers.	2#	CO3
III	12	Develop & execute a python Program to create a tuple, access tuple element using indexing, negative indexing, slicing and delete tuple. Develop & execute a Python program to create a list of tuples from a given list having a number and its cube in each tuple.	2#	CO3
III	13	Develop & execute a python program to create a set, add items to set, access set items ,remove item from set and delete set. Perform various set operations like set union, set interaction, set difference in python and display result	2#	CO3
III	14	Develop & execute a python program to create a dictionary, add elements to the dictionary, and delete elements from the dictionary.	2#	CO3
III	15	Develop a Python program that: Creates a tuple of 5 random numbers between 1 and 50 (you can use random module). Finds and displays the maximum and minimum numbers in the tuple. Converts the tuple into a list and adds 3 more random numbers to it, then prints the updated list.	2#	CO3
III	16	Develop a Python program to create a dictionary where keys are subject names (e.g., Math, Science, English) and values are their corresponding scores entered by the user. Perform the following tasks: Display the dictionary. Find and display the subject with the highest score. Calculate the average score and display it.	2#	CO3
IV	17	Develop and execute a python program for designing an arithmetic calculator using a function. Develop a function that takes the age in years and returns the age in days	2#	CO4

IV	18	Develop a Python program to define a function called greet_user that accepts a user's name as input and prints a personalized greeting message. Call the function with a name provided by the user.	2#	CO4
IV	19	Create a Python program with a function called calculate_area that takes the radius of a circle as a parameter and returns its area. Call the function with user-provided radius and display the result.	2#	CO4
IV	20	Develop a Python program to define a function power(base, exponent=2) that calculates and returns the power of a number. Call the function with one argument (use default exponent). Call the function with two arguments (specify both base and exponent).	2#	CO4
IV	21	Develop a Python program with a function find_maximum(*numbers) that accepts any number of numerical arguments and returns the largest number. Test the function by calling it with different sets of numbers provided by the user.	2#	CO4
IV	22	Develop and execute a python program to create a simple module and import it. Develop and execute a python program to create a simple package and import it.	2#	CO5
V	23	Develop and execute a python program to create a “name.txt” file and write your full name in it by user input. Develop and execute a python program to create a “sample.txt” file add any random 50 lines to it also count the total number of uppercase, lower case, and digits used in the text file “sample.txt	2#	CO5
V	24	Develop a Python program to create a GUI using Tkinter that: Contains two text entry fields for Name and Age. Has a Submit button that saves the entered data to a file named user_data.txt. Displays a message saying "Data Saved Successfully!" after submission.	2#	CO5
V	25	Develop a Python program to: Establish a connection with a MySQL database (create a database if needed). Create a table named students with columns id, name, and age. Insert, update, and retrieve records from the table.Display all records in the table.	2#	CO5
VI	26	Develop a Python program to create a class named Student with attributes name and roll_number. Define a method display_details to print the student's details. Create an object of the Student class, set its attributes, and call the display_details method.	2#	CO6

VI	27	Develop a Python program with two classes: Person: Contains attributes name and age, and a method display_info to display these attributes. Employee: Inherits from Person and adds an attribute employee_id. Define a method display_employee to show all details. Create an object of the Employee class and demonstrate inheritance by calling methods from both classes.	2#	CO6
VI	28	Develop a Python program to create a base class Animal with a method sound() that prints "Some generic sound". Create a derived class Dog that overrides the sound() method to print "Bark". Create objects of both classes and call the sound() method to demonstrate polymorphism.	2#	CO6
VI	29	Create a Python program with two parent classes: Teacher: Contains a method teach() that prints "Teaching students". Researcher: Contains a method research() that prints "Conducting research". Create a child class Professor that inherits from both Teacher and Researcher and has an additional method guide() to print "Guiding projects". Demonstrate the functionality of the Professor class by creating an object and calling all methods.	2#	CO6
VI	30	Develop a Python program to create a class Vector that represents a 2D vector with attributes x and y. Overload the + operator to add two Vector objects. Test the program by creating two Vector objects, adding them using the + operator, and displaying the result.	2#	CO6

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

IX Specification Table for Classroom Learning Assessment:

X Question Paper Format for Summative Assessment (SA):

-----NA-----

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Correctness of logic of a program	20
2	Debugging ability	10
3	Quality of input and output displayed (messaging and formatting)	10
4	Submit report in time /Viva Voce	10
	TOTAL	50

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	3	-	-	-	3	-
CO2	3	-	-	3	-	-	1	3	-
CO3	3	-	1	3	-	1	-	3	1
CO4	3	-	-	3	-	-	-	3	-
CO5	3	-	-	3	-	-	-	3	-
CO6	3	1	1	3	-	1	-	3	1

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Learning Python	Mark Lutz,O'Reilly Publication, 5th Edition	13: 978-1449355739
2	Python Cookbook	David Beazley, Brian K. Jones, 3rd Edition	13: 978-1449340377
3	Head-First Python	Paul Barry, 2nd Edition, O'Reilly Publication	13: 978-1491919538

XV e-References:

1. https://onlinecourses.nptel.ac.in/noc22_cs26/preview accessed on 05 septebmber 2024
2. https://www.youtube.com/watch?v=QJuQDU1D5KQ accessed on 05 septebmber 2024

XVI List of Major Equipment/Machineries with Specification:

1. Personal Computer with Operating system (Windows 10 or above etc)
2. Python Interpreter

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr. M V Sarode	Head of Dept, Computer Engineering	Government Polytechnic Nagpur
2	Mr. A A UIKE	Lecturer in Computer Engineering	Government Polytechnic Nagpur
3	Mrs D S Nalinde	Lecturer in Computer Engineering	Government Polytechnic Nagpur
4	Mr S A Khatri	Lecturer in Computer Engineering	Government Polytechnic Nagpur
5	Mr. Dipak Dhote	Operation Manager	IT-Networkz Infosystems Pvt Ltd, Nagpur
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7	Mrs. V A Raje	System Analyst	MSBTE RO Nagpur

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COURSE CURRICULUM

Program	:	Diploma in CE/ME/EE/AE/CM/TX/PK/MT/TR/AI/MK
Course Category	:	VEC
Course Code	:	VE252H
Course Title	:	Yog and Meditation

I Rationale:

The biggest challenge to student success is stress management, health management, sleep difficulties and depression. World Health Organization (WHO) emphasizes yog and meditation to prevent physical and mental stress. The prime objective of this course is a holistic development of mind and body by incorporating four primary components: physical exercises, breathing exercises, deep relaxation techniques and meditation. The daily practice of the course will prepare student to gain more physical, mental and emotional strength. This course supports the requirements of the National Education Policy (NEP).

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Practice Yog and Meditation in daily life.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Improve** Physical strength, balance and flexibility.

CO2: **Enhance** concentration and retain memory.

CO3: **Increase** energy flow within body and develop positive attitude.

CO4: **Support** stress management, mental health and ensure quality sleep.

CO5: **Develop** healthy eating habits and physical & mental hygiene.

CO6: **Maintain** a balanced metabolism and boost immunity.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
--	-	2	2	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
-	-	-	-	25	10	25	10	25	10

VI Classroom Learning Content:

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Introduction to Yog (Anatomy of Body) and know importance of Yog. Measure weight & height. Calculate BMI (Body Mass Index).	1#	CO1
I	2	Practice Sharirsanchalan, Padasanchalan. Practice basic asana: Uttitvivekasana (Standing Poses :Minor Exercises of Hands and Leg).	1#	CO1
I	3	Repeat day two. Practice Sharirsanchalan of Back (Reclining poses: Minor excercise of Back). Practice Pavanamuktasana.	1#	CO1
I	4	Repeat day two & three. Practice Ashtanga Yog (Yama, Niyam, Asan, Pranayam, Pratyahar). Prepare a Diet Plan for self. Ashtanga Yog in details.	1#	CO1
I	5	Repeat day two, three & four. Practice Sharirsanchalan of Stomach and Bhuja.	1#	CO1
I	6	Repeat day two. Practice Standing Poses Asana: Tadasana,Vrukshasana, Trikonasan, Hastapadasan.	1#	CO1
I	7	Repeat day three. Practice Reclining Poses Asana:Pavanamuktasana,Noukasana. Sandhisanchalana of neck,heap,	1#	CO1
I	8	Repeat day seven. Practice Sandhisanchalana of neck & heap.	1#	CO1

I	9	Repeat day eight. Practice Reclining Poses Asanas: Setubandhasana,Chakrasana,Halasana.	1#	CO1
I	10	Repeat day five. Practice Seated Poses Asanas : Padmasana, Aakarnadhanurasana, Ardhtitali, Purnatitali.	1	CO1
I	11	Repeat day two. Practice 12 poses of Surya Namaskara slowly with pace.	1#	CO1
I	12	Repeat day two. Practice 12 poses of Surya Namaskara in continuation (maximum repeatation as per capacity)	1	CO1
I	13	Practice Sandhisanhalan of feet, neck, hands, joints eyes etc. Practice Seated Poses asanas :Padmasana, Pacchimottanasana, Vakrasana, Gomukhasana	1	CO1
II	14	Introduction of Pranayama and know its benefits. Practice Dirghashwasan, Anulom Vilom and Agnisara.	1	CO2
II	15	Repeat day fourteen. Practice Kapalbharti and Nadi Shodhan Pranayama.	1	CO2
II	16	Practice Sharirsanchalan. Repeat day fifteen. Practice 5 types of Nadi Shodana Pranayama.	1	CO2
II	17	Repeat Sharirsanchalana and day sixteen. Practice Shitali Pranayama, Sitakari Pranayama, Sadanta Pranayama.	1#	CO2
III	18	Repeat Sharirsanchalana. Practice basic Pranayamas. Introduction to Bandhas and know about Mulbandha, Jalandhar Bandha.	1	CO3
III	19	Repeat Sharirshanchalan and day eighteen. Practice Udiyana bandha and Maha bandha.	1	CO3
III	20	Repeat day sixteen. Practice Bhastrika Pranayam:type 1 and 2.	1	CO3
III	21	Repeat Sharirsanchalan and day 20. Practice Bhastrika Pranayam:type 3, 4 and 5.	1	CO3
IV	22	Repeat Sharirsanchalan and day 21. Practice Ujjaiyi Pranayam.	1#	CO4
IV	23	Repeat Sharirsanchalan and day 19, 20, 21 and 22. Practice Vyaghrasana.	1	CO4
IV	24	Repeat Sharirsanchalana and Suryanamaskara. Introduction to meditation and know about benefits of meditation. Practice concentration on Breathing (Inhalation & exhalation).	1#	CO4
V	25	Repeat day 24. Pratice Savasana (Relaxation Technique)	1#	CO5
V	26	Practice Sharirsahchalana. Know bout balancing techniques of body. Practice Mayurasana.	1	CO5
V	27	Repeat Sharirsanchalan and 12 poses of Suryanamaskara.	1	CO5

V	28	Introduction to Body Purification Method: Neti and know the steps & benefits of Neti.	1	CO5
VI	29	Practice Purification Method :Perform Neti,Jala Neti (Note: Should be done in the presence of guide)	1	CO6
VI	30	Measure weight. Recalculate BMI	1#	CO6

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

1. Prepare a report on daily practice of yog and meditation by you. Attach Google tag photographs in the report.

IX Specification Table for Classroom Learning Assessment:

X Question Paper Format for Summative Assessment (SA):

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Body alignment for each flow	5
2	Breathing	5
3	Performance Flow and Sequencing	5
4	Attendance	10
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

S.N.	Criteria	Max. Marks
1	Content	10
2	Report Writing	10
3	Viva-voce	5
	TOTAL	25

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	-	-	-	-	-	-
CO2	3	-	-	3	-	-	-	-	-
CO3	3	-	-	3	-	-	-	-	-
CO4	3	-	-	3	2	-	2	-	-
CO5	3	-	-	3	2	-	2	-	-
CO6	3	-	-	3	2	-	2	1	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Sulabh Sanghik (Part 1)	Janardhan Swamy Yogabhyasi Mandal, Ramnagar, Nagpur	-
2	Sulabh Sanghik (Part 2)	Janardhan Swamy Yogabhyasi Mandal, Ramnagar, Nagpur	-
3	Surya Namaskar (JSYOG)	Janardhan Swamy Yogabhyasi Mandal, Ramnagar, Nagpur	-
4	Pranayam Book (JSYOG)	Janardhan Swamy Yogabhyasi Mandal, Ramnagar, Nagpur	-

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2. https://jsyog.org/yogasana/ assessed on 27th May 2024
3. https://jsyog.org/pakshik-yog-varg/ assessed on 27th May 2024
4. https://yoga.ayush.gov.in/Publications/index.php?bt=2 assessed on 27th May 2024
5. https://yoga.ayush.gov.in/public/assets/IDY_ebook.pdf assessed on 27th May 2024

XVI List of Major Equipment/Machineries with Specification:

1. Yoga and Meditation Kits
2. Weighing machine
3. Measuring tape
4. Yoga mats

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr. M.B.Daigavane	Principal	Government Polytechnic, Nagpur
2	Mrs. Santoshee Soni	Yoga Trainer☐	Janardan Swami Yogabhyasi Mandal, Nagpur
3	Ms. Nandini Menjoge	Yoga Trainer	Janardan Swami Yogabhyasi Mandal, Nagpur
4	Dr G.V. Gotmare	Member Secretory Borad of Studies	Government Polytechnic, Nagpur
5	Dr. Megha Bhelande (Machale)	Lecturer in English	Government Polytechnic, Nagpur.

(Dr. G. V. Gotmare)
HOD & Chairman PBOS, COMMON

(Dr. G. V. Gotmare)
Member Sectretary PBOS,

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GE Courses

Sem: IV

Government of Maharashtra
GOVERNMENT POLYTECHNIC, NAGPUR
(An Autonomous Institute of Govt. of Maharashtra)
Near Mangalwari Bazar, Sadar, Nagpur-440001

COURSE CURRICULUM

Program	:	Diploma in ME/EE/EC/IT/MT/TX/AE/PK/CM/MK/AI
Course Category	:	GE
Course Code	:	CE292H
Course Title	:	Basic Surveying

I Rationale:

The outcomes aim to develop essential surveying skills, crucial for accurate data collection and land measurement. Identifying signs and symbols helps in understanding survey plans. Measuring line lengths with proper equipment ensures precision. Taking bearings using a Prismatic Compass is fundamental for directional accuracy. Plotting alignments with a Plane Table Survey enhances the ability to represent field data visually. Finally, conducting levelling tasks ensures elevation measurements are correctly taken for various engineering or construction applications. These skills are critical for effective surveying, contributing to precise planning, design, and implementation of infrastructure projects.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Carry out surveys of small area**.**

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Identify** the signs and symbols used in surveying.

CO2: **Measure** the length of lines using given equipment.

CO3: **Take** bearings of the lines using Prismatic Compass.

CO4: **Plot** alignments of open traverse or boundaries of close traverse using Plane table survey.

CO5: **Carry** out levelling for given task.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
2	-	2	-	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70**	100	40	25	10	25	10	-	-

** Online Objective type

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Surveys	1a	Classify given type of survey based on purpose and instrument used.	1.1	Definition of Survey, Objects of survey, Types of survey, Use of survey, Principles of survey, Instruments used in surveying and levelling	CO1
	1b	Identify conventional signs and symbols in the given map.	1.2	Conventional signs and symbols used in survey maps	
urements	2a	Identify given linear distance measuring instruments.	2.1	Study and use of instruments for linear measurements- Metric chain, Measuring Tapes and its types, Ranging rod, Arrow, Peg, Digital tape, Methods of linear measurements- By pacing, by speedometer, by chaining, by digital tape. DDM, ODM, EDM.	
	2b	Describe given method of ranging.	2.2	Ranging- Direct and indirect ranging and procedure, Line Ranger, Code of signals used in ranging, Concept of Leader and Follower.	

UNIT II: Linear Meas	2c	Distinguish between given chaining procedures.	2.3	Chaining Procedure on plane and sloping ground. Correction of linear measurement for incorrect length of chain/tape.	CO2
	2d	Identify the instruments used for offset.	2.4	Taking offsets, Instruments used in taking offsets – Cross staff & Optical square; Types of offsets-Long and Short offsets, Perpendicular and Oblique offsets, Degree of precision in taking offset.	
	2e	Compute area of field from given data.	2.5	Chain & Cross Staff survey-Noting on page of field book, Precautions in booking field notes, Recording the observation. Calculation of Areas from cross staff survey	
UNIT III: Chain and Compass Traversing	3a	Convert WCB to RB and vice versa to find included angle.	3.1	Technical Terms –True bearing, Magnetic bearing, and Arbitrary bearing, Whole Circle Bearing, Quadrantal Bearing /Reduced Bearing, Conversion of bearings.	CO3
	3b	Identify the given components of Prismatic compass.	3.2	Prismatic Compass – Component parts, construction and use.	
	3c	Determine included angles of traverse using given Compass survey data.	3.3	Fore bearing, Back bearing, finding Included angles from bearings and calculation of bearings from included angles.	
	3d	Select a method of plotting traverse for plotting a traverse based on given data.	3.4	Traversing – Methods of plotting a traverse and closing error, Graphical adjustment for closing error.	

UNIT IV: Levelling and Contouring	4a	Identify given components of a level and levelling staff.	4.1	Levels and Staff- Dumpy level – Components, Construction, Fundamental axes and their relationships Line of sight, Line of Collimation, Axis of bubble tube. Temporary adjustments of dumpy level. Types of levelling Staff – Ordinary, Telescopic and Folding type	CO4
	4b	Interpret given sight from the stated conditions.	4.2	Technical Terms used in levelling– Level surface, Level line, Horizontal line, Vertical line, Datum surface, Reduced level, Bench mark and its types. Foresight, Back sight, Intermediate sight, Change point, Height of collimation. Recording in Level book. Height of collimation. Recording in Level book.	
	4c	Compute reduce levels from the given data using HI and rise and fall method.	4.3	Methods of Reduction of level – Height of instrument method and Rise and Fall method. Arithmetical checks,	
	4d	Classify given type of levelling.	4.4	Classifications of levelling - Simple, Differential, Profile, Cross sectional, fly levelling, Plotting of Profile level and cross section using level data	
	4e	Interpret the given contour map.	4.5	Contouring- Tech. Terms – Contour, Contour Interval, Horizontal Equivalent., Uses of Contour Maps Characteristics of contours, Method of locating contours, Indirect method of contouring, Interpolation of contours.	

UNIT V: Plane table survey	5a	Identify given accessory of plane table and its use.	5.1	Principles of Plane Table Survey, It's Merits and Demerits, Site conditions where Plane Table Survey is used. Accessories required, Temporary adjustments of plane table: Levelling, Centering and Orientation, Use of Telescopic Alidade.	CO5
	5b	Compare the given methods of plane table surveying.	5.2	Methods of Plane Table surveying – Radiation, Intersection and Traversing.	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Draw Conventional signs and symbols used in maps or plans to represent survey data.	02#	CO1
II	2	Measure distances on plane or sloping ground using given metric chains steel or metallic tape, line ranger under direct ranging conditions.	02#	CO2
II	3	Measure distances on plane or sloping ground using given metric chains steel or metallic tape, line ranger under indirect ranging conditions.	02#	CO2
II	4	Set out the perpendicular offsets using optical square or open cross staff from a given point on the chain line as well as from a given point on the side of chain line to the chain line.	02#	CO2
II	5	Find area of a given field using Chain and cross staff survey.	02#	CO2
III	6	Observe fore and back bearings of given lines using prismatic compass, Record these in field book and calculate included and excluded angles from recorded bearings.	02#	CO3
III	7	Carry out Chain and compass survey for 5 sided traverse and record the measurements and observations in the field book and Plot the traverse surveyed. (Part -I).	02#	CO4
III	8	Carry out Chain and compass survey for 5 sided traverse and record the measurements and observations in the field book and Plot the traverse surveyed. (Part -II).	02#	CO4
IV	9	Carry out differential levelling to find Reduce levels of given points using Height of Instrument method as well as by Rise and Fall method.	2#	CO4
IV	10	Carry out Profile levelling by taking spot levels at 15 m interval and plot the profile of given alignment 300 m in length.	2	CO4
IV	11	Perform contouring by direct method for a plot of 100m x 100 m and plot the contours by method of interpolation. (Part -I).	2#	CO4

IV	12	Perform contouring by direct method for a plot of 100m x 100 m and plot the contours by method of interpolation. (Part -II).	2#	CO4
V	13	Identify the given accessory of plane table and its use in plane table survey.	2	CO5
V	14	Perform plane table survey of a given area by method of radiation.	2#	CO5
V	15	Perform plane table survey of a given area by method of intersection.	2#	CO5

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Surveys	3	C	02	00	04	6
			O	0	0	0	0
2	Linear Measurements	6	C	04	02	06	12
			O	0	0	0	0
3	Chain and Compass Traversing	8	C	02	06	12	20
			O	0	0	0	0
4	Levelling and Contouring	9	C	04	08	10	22
			O	0	0	0	0
5	Plane table survey	4	C	02	04	04	10
			O	0	0	0	0
Total		30	C	14	20	36	70
			O	0	0	0	0

*C - Compulsory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C
Q 1 to Q 35	1R2	2R2	2R2	3R2	4R2	4R2	5R2	35/35
	2U2	3U2	3U2	3U3	4U2	4U2	4U2	
	4U2	5U2	5U2	1A2	1A2	2A2	2A2	
	2A2	3A2	3A2	3A2	3A2	3A2	3A2	
	4A2	4A2	4A2	4A2	4A2	5A2	5A2	

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Identifying the required instuments	5
2	Performance	7
3	Recording the observations, Calculations and preparing Drawings	8
4	Viva Voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	3	-	-	-	-	-
CO2	3	2	-	3	-	-	-	-	-
CO3	3	2	-	3	-	-	-	-	-
CO4	3	-	-	3	-	-	-	-	-
CO5	3	2	-	3	-	-	-	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Surveying and Levelling	N. N. Basak Tata McGraw Hill Education Pvt. Ltd.	13: 978-0-07-460399-4
2	Surveying and Levelling	R. Agor. Khanna Publishers	13: 978-81-7409-235-9
3	Surveying Vol. 1	Dr. B. C. Punmia, Laxmi Publisher.	10: 81-7008-853-4
4	Surveying and Levelling	R. Subramaniam. Oxford Higher Education, Oxford Uni. Press.	10: 0198085427
5	Surveying Theory and Practice	S.S. Bhavikatti, I K International Publishing House Pvt Ltd	10: 9380578253

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XVI List of Major Equipment/Machineries with Specification:

1. Chains, Tape, Cross staff, Optical square, Line ranger.
2. Prismatic Compass.
3. Dumpy Level, Auto Level and levelling staves.
4. Plane Table and its accessories.

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr. D. K.Parbat	HOD, Civil Engineering.	Government Polytechnic, Nagpur
2	Dr. A. W. Pawde	HOD, Civil Engineering.	Government Polytechnic, Nagpur
3	Dr.D. N. Kongre	Lecturer, Civil Engineering.	Government Polytechnic, Nagpur
4	Er. G. B. Takey	Retd. Superintending Engineer	P. W. D., Govt. of Maharashtra
5	Dr. Abhay Shende	Principal	J L Priyadarshani College of Engineering
6	Dr. V. Kondekar	HOD, Civil Engineering.	Government Polytechnic, Sakoli

(Dr. D. K. Parbat)
HOD & Chairman PBOS, CE

(Dr. G. V. Gotmare)
Member Secretary PBOS, CE

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Government of Maharashtra
GOVERNMENT POLYTECHNIC, NAGPUR
(An Autonomous Institute of Govt. of Maharashtra)
Near Mangalwari Bazar, Sadar, Nagpur-440001

COURSE CURRICULUM

Program	:	Diploma in AI/AE/CE/CO/EE/EC/IT/MK/MT/PK/TX
Course Category	:	GE
Course Code	:	ME292H
Course Title	:	Workshop Technology

I Rationale:

The subject of workshop technology aims to impart knowledge and skill components in the field. It deals with different hand and machine tools essential for manufacturing simple metal components and articles.Additionally, it aims to provide a basic introduction to recent trends in modern manufacturing techniques.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Select the machine tool and process according to industrial application.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Use** Hand tools, gauging and measuring instruments for various applications.

CO2: **Select** metal forming Processes for the various manufacturing application.

CO3: **Perform** the metal joining operations.

CO4: **Perform** the different metal cutting operations.

CO5: **Use** advance machining procesess like CNC machine, Robot and Adaptive manufacturing.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
2	-	2	-	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70**	100	40	25	10	25	10	-	-

**Online Objective Type

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Safety practices in Basic operations and measuring Instruments	1a	Follow safety practices in basic operations.	1.1	Safety Practices, Causes of accidents, General safetyrules, Safety signs and symbols, First Aid.	CO1
	1b	Identify different hand tools for the basic operations.	1.2	Use hand tools like Suface plate, Rules,Tapes and squares, Bench Tools, Machinist's Hammers, Screw Drivers, Punches, Chisels, Scrapers, files, Pliers and Cutters, Wrenches, Hacksaw, Bench Vice, Hand Drill, Taps and die.	
	1c	Choose gauging and measuring instruments for given applications.	1.3	Demostrate proficiancy in handling Semi–Precision Tools: Calipers, Depth Gauge, Feeler gauge. Precision Tools: Micrometers,Vernier Calipers, Vernier Height Gauge, Telescopic Gauge, Hole Gauge, Bevel Protractor, Dial Indicator, Gauge Blocks and Surface plate.	

UNIT II: Basic Metal forming process	2a	Select the relevant forming process.	2.1	Types of forming process, Drop forging: Introduction to forging, upset forging, Press forging, open die and closed die forging operations.	CO2
	2b	Choose the correct comparision between various rolling and forging process on the given points.	2.2	Rolling: Principle of rolling, hot and cold rolling, Tyoes of rolling mills and Industrial applications.	
	2c	Suggest various press tool operations for given component.	2.3	Press tool:Various operations performed on press,press tool, simple,progressive and forming dies.	
	2d	Select various industrial application for forging and press shop.	2.4	Applictions of forging and press work in Automobile manufacturng and sheet metal industry.	
UNIT III: Metal joining process	3a	Select the proper welding process for the given component.	3.1	Welding Processes: Principal of welding, classification of welding processes, welding postion and techniques, welding symbols and safety measures in welding.	CO3
	3b	Select the gas welding process and its industrial application.	3.2	Gas welding: gas welding equipments, oxy-acetylene welding, types of flames, Gas cutting, industrial applications.	
	3c	Identify various resistance welding and arc welding processes.	3.3	Principal,details of types of process like spot,projection and seam welding and its industrial applications.Arc welding: arc welding equipments, flux shielded metal arc welding, TIG and MIG welding.	
	3d	Choose correct comparision of soldering and brazing process.	3.4	Soldering and brazing process, Comparison, merits, demerits and Industrial applications of processes in electronic, Electrical and Automobile industry.	

UNIT IV: Metal cutting processes and Machine tools	4a	Identify different machine tools with respect to its principal of operation.	4.1	Classification of machines with respect to principal of operation for lathe machine, drilling, shaping and Milling machines.	CO4
	4b	Select the main operations on lathe machine and drilling machine.	4.2	Types of lathe machine operations like turning, facing, taper turning, threading. Drilling operaions like Drilling, reaming, boring.	
	4c	Choose the main operations on shaper machine and milling machine.	4.3	shaper operations like slotting, groving, Milling operations like Plain milling, face milling, side milling.	
	4d	Select the tools and equipment for different machine tools.	4.4	Types of lathe and drill tools. Types of shaper and milling machine tools.	
	4e	Suggest various industrial applications for lathe, drilling and milling machine.	4.5	Applictions of lathe, drilling and milling machine in manufacturing industry.	
UNIT V: Advances in manufacturing	5a	Select advanced machining processes.	5.1	Overview of traditional machining vs. advanced machining processes. Introduction to additive manufacturing, CNC machining and Robotics.	CO5
	5b	Identify the principal of CNC machine and types of CNC.	5.2	Basic principles of CNC machine operation, including axes, coordinates, and tool paths and types of CNC.	
	5c	Select the types of Robot and suggest the applications of CNC and Robots in industry.	5.3	Fundamental concepts and principles of robotics, types of robot. Applications of CNC and Robot in various industries such as manufacturing, agriculture and Automobile.	
	5d	Identify the applications of additive manufacturing in mechanical engineering.	5.4	Principal of additive manufacturing and types. Applications of additive manufacturing in automobile industry and consumer goods.	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Identify the safetymeasures for the given any four basic operations.	2	CO1
I	2	Use Hand drill, taps and dies for the threading operation	2#	CO1
I	3	Select the gauges and measuring instrument and measure the dimensions	2	CO1
II	4	Prepare bill of material for given press work job (individually)	2	CO2
II	5	Identify the various hand tools, machine tools and equipment used in Press machine shop, write specifications, details, applications and safety rules of above tools.	2#	CO2
II	6	Interpriate the drawing and plan sequence of operations for the giveny forging job	2#	CO2
II	7	Produce a bolt head/cold chisel/hook using forging oprations.Identify the various machine components, hand tools equipments and safty rules used in forging shop.	2	CO2
III	8	Perform soldering/brazing operations.	2#	CO3
III	9	Perform the metal joining process for the given job and list the tools,equipments and safety rules for the process .	2	CO3
III	10	Interpriate the given drawing and plan sequence of operations for gas welding job.	2#	CO3
III	11	Prepare any weld joint (like lap or butt joint) involving arc welding as per the given drawing (Job to be prepared by group of 2 to 4 students depending on volume of work).Operation involve: measuring and marking, cutting, welding, and finishing.	2#	CO3
IV	12	Collect information of cutting fluid and cutting tool materials used in manufacturing industry and their application	2	CO4
IV	13	Perform job with drilling, boaring reaming and counter sinking operation as per the drawing	2#	CO4
IV	14	Read and interpret job drawing and plan sequence of operations for the giveny lathe machine job.	2#	CO4

IV	15	Set and mount the tool workpiece and select the cutting parameters for machining operations.	2#	CO4
IV	16	Perform job on lathe containing the operations like face and plain turning (Group of 2 to 4 students) (Part I) Marking, cutting and facing.	2#	CO4
IV	17	Perform Turning and finishing operation on lathe (Part II) as per drawing.	2#	CO4
V	18	Identify the various components of CNC milling machine and list the tools.	2#	CO5

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Safety practices in Basic operations and measuring Instruments	4	C	02	04	04	10
			O	0	0	0	0
2	Basic Metal forming process	5	C	04	04	06	14
			O	0	0	0	0
3	Metal joining process	7	C	04	06	06	16
			O	0	0	0	0
4	Metal cutting processes and Machine tools	9	C	04	08	06	18
			O	0	0	0	0
5	Advances in manufacturing	5	C	04	04	04	12
			O	0	0	0	0
Total		30	C	18	26	26	70
			O	0	0	0	0

*C - Compulsory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C
Q. 1 to Q. 35	1R2	1U2	1U2	1A2	1A2	2R2	2R2	35/35
	2U2	2U2	2A2	2A2	2A2	3R2	3R2	
	3U2	3U2	3U2	3A2	3A2	3A2	4R2	
	4R2	4U2	4U2	4U2	4U2	4A2	4A2	
	4A2	5R2	5R2	5U2	5U2	5A2	5A2	

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Job drawing, selection of equipment , writing procedure	5
2	Performance	10
3	Job / Result	5
4	Viva Voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	3	-	-	-	-	-
CO2	3	-	-	3	-	-	-	-	-
CO3	3	-	-	3	-	-	-	-	-
CO4	3	-	-	3	2	-		-	-
CO5	3	-	-	3	2	-	2	-	-
CO6	3	-	-	3	2	-	2	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Elements Of Workshop Technology Vol II	S K Hajra Choudhury, A K Hajra Choudhury, Nirjhar Roy, Media Propoters & Publisher Pvt. Ltd.	13: 978-8-185-09915-6.
2	Manufacturing Technology: Foundry, Farming and Welding - Volume 1	P. N. Rao, McGraw Hill Education; Fifth Edition, 2018	13: 978-9353160500
3	Manufacturing Technology: Metal Cutting & Machine Tools - Volume 2	P. N. Rao, McGraw Hill Education; Forth Edition, 2018	13: 978-9353160524
4	Recent Advances in Materials and Manufacturing Technologies	Dr. P. Nageswara Rao and Dr. D. Venkateswarlu, Trans Tech Publications Ltd.	13: 978-3-0357-1432-6

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5. https://www.youtube.com/watch?v=DGsV6RhBnbM,Accessed on 27/5/2024
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7. https://youtu.be/EHvO-MlzAIM?si=kMzfRMxRJTsB5u5u,Accessed on 27/5/2024

XVI List of Major Equipment/Machineries with Specification:

1. Centre lathe machine
2. Bench Drilling Machine
3. Mini forging press
4. Mini press too
5. Column and knee type milling machine along with dividing head
6. Oxyacetelyne gas welding equipment
7. CNC Lathe/Milling machine
8. 3-D Printer st up

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Prof. A. R. Umale	HOD Mechanical Engineering (Section A)	Government Polytechnic, Nagpur
2	Prof. A. A. Jagdale	HOD Mechanical Engineering (Section B)	Government Polytechnic, Nagpur
3	Prof. N. J. Burbure	Lecturer in Mechanical Engineering	Government Polytechnic, Nagpur
4	Prof. V. U. Datir	Workshop Suprintendent	Government Polytechnic, Nagpur
5	Prof. G. H. Dahole	I/C HOD Mechanical Engineering	Government Polytechnic, Gondia Government
6	Prof. G. F. Potbhare	Principal	NIT polytechnic Nagpur
7	Prof. A. R. Sheiikh	Director	A R Automation, Jafar Nagar, Nagpur

(Prof. A. R. Umale)
HOD & Chairman PBOS, ME

(Dr. G. V. Gotmare)
Member Secretary PBOS, ME

Government of Maharashtra
GOVERNMENT POLYTECHNIC, NAGPUR
(An Autonomous Institute of Govt. of Maharashtra)
Near Mangalwari Bazar, Sadar, Nagpur-440001

COURSE CURRICULUM

Program	:	DIPLOMA IN CE/ME/EC/CM/IT/AE/PK/MT/TX/MK/AI
Course Category	:	GE
Course Code	:	EE292H
Course Title	:	Electrical Machines

I Rationale:

The "Electrical Machines" course equips diploma engineering students from non-electrical branches with essential knowledge of basic electrical machines, fostering interdisciplinary skills. By understanding principles, operations, and applications of electrical machines such as AC/DC motors, transformers, and modern machines, students gain industry-relevant competency to effectively interact with electrical systems in diverse engineering domains. This minor diploma enhances employability, bridging knowledge gaps and enabling collaboration in multi-disciplinary projects.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Apply the Knowledge of basic electrical machines.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Select** DC machine for given application.

CO2: **Select** the transformer for given application.

CO3: **Suggest** the relevant three phase induction motor (IM) for different applications.

CO4: **Use** the relevant single phase induction motors for various applications.

CO5: **Use** BLDC and Stepper motors for various applications.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
2	-	2	-	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70**	100	40	25	10	25	10	-	-

**Online Objective Type

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: DC Machine	1a	Classify given types of machine.	1.1	Introduction to DC and AC machines, Laws related to DC and AC machines, Classification of AC machines and DC machines, Differences between AC and DC machines.	CO1
	1b	Identify the given parts and materials for DC machine.	1.2	Construction, different parts of D.C. machines and thier functions, different materials used for parts.	
	1c	Suggest the given machine for given application.	1.3	Types of dc motor, its connection diagram and application, Types of dc generator, its connection diagram and application.	
nsformers	2a	Compare given transformers on the basis of given points.	2.1	Define transformer, working principle of transformer, construction parts and their fuctions, types of transformer, comparison between shell and core type.	

UNIT II: Tra	2b	Calculate basic parameters of single phase transformer from given data.	2.2	Different material used in construction, emf equation, voltage transformation ratio, application of single phase transformer.	CO2
	2c	Suggest transformer for given application.	2.3	Three phase transformer, its connection and application.	
UNIT III: Three-phase Induction Machine	3a	Compare the given types of three phase induction motors on given points.	3.1	Construction and working of 3 phase induction motor. Working principle, production of rotating magnetic field, synchronous speed, rotor speed and slip, types of three phase induction motor and its comparison.	CO3
	3b	Select induction machine for specified application.	3.2	Torque-Slip, Torque-Speed characteristic of three phase squirrel cage induction motor and its application, Induction generator principle and applications.	
	3c	Select given type of alternator for specified application.	3.3	Three phase alternator: construction, principle, types based on rotor construction and its application.	
UNIT IV: Single-phase Induction Motor	4a	Classify given types of single phase motors.	4.1	Double field revolvong theory, principle of making these motors selfstarting. Classification of single phase motors.	CO4
	4b	Compare the given types of single phase induction motor on the basis of given points.	4.2	Capacitor start induction run motor, capacitor start capacitor run motor, permanent capacitor motor and its connection and application.	
	4c	Suggest the application of given motor.	4.3	Universal motor its connection and application.	
r Machines	5a	Suggest the application of given motor.	5.1	Brushless DC motor (BLDC): Contruction, operation and applications.	
	5b	Suggest the application of given motor.	5.2	Stepper motor: Contruction, operation, types and applications.	

UNIT V: Othe	5c	Apply the concept of rermote operation of electrical machines for specified application.	5.3	Role of IoT in monitoring and controlling electric machines, smart sensors, data acquitions and remote diagnostics in electric machines. Energy conservation in electrical machines, remote operation of electric machines.	CO5

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Identify the different parts of DC machine.	2#	CO1
I	2	Start DC shunt motor by using three point starter and to reverse the direction of rotation of motor.	2#	CO1
II	3	Identify the different types of transformer and its construction parts.	2#	CO2
II	4	Calculate voltage ratio and current ratio of single phase transformer.	2#	CO2
II	5	Find the regulation and efficiecy of single phase transformer by direct loading.	2	CO2
III	6	Identify the different parts of squirrel cage induction motor.	2#	CO3
III	7	Connect and run three phase induction motor by using DOL or autotransformer starter and reverse direction of rotation.	2#	CO3
III	8	Control the speed of the given three phase squirrel cage using stator voltage control or frequency control method.	2#	CO3
IV	9	Identify different windings and components of single phase induction.	2#	CO4
IV	10	Start and run single phase induction motor also reverse the direction of rotation.	2#	CO4
IV	11	Perform load test on single phase induction motor.	2#	CO3
IV	12	Connect to start and reverse the direction of rotation of universal motor.	2#	CO4
V	13	Connect to start and run the stepper motor.	2	CO5
V	14	Control the speed and reverse the direction of the BLDC motor.	2#	CO5
V	15	Prepare a report on role of IoT in monitoring and control of electrical machines.	2	CO5

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	DC Machine	6	C	02	04	06	12
			O	00	00	00	0
2	Transformers	6	C	04	04	06	14
			O	00	00	00	0
3	Three-phase Induction Machine	7	C	02	06	08	16
			O	00	00	00	0
4	Single-phase Induction Motor	6	C	04	06	06	16
			O	00	00	00	0
5	Other Machines	5	C	04	04	04	12
			O	00	00	00	0
Total		30	C	16	24	30	70
			O	0	0	0	0

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Bit 8	
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C
Q. 01 to Q.35	1R2	1U2	1U2	1A2	1A2	1A2	2R2	2R2	35/35
	2U2	2U2	2A2	2A2	2A2	3R2	3U2	3U2	
	3U2	3A2	3A2	3A2	3A2	4R2	4R2	4U2	
	4U2	4U2	4A2	4A2	4A2	5R2	5R2	5U2	
	5U2	5A2	5A2						

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Drawing circuit diagram, selection of equipment	5
2	Performance	10
3	Calculation, Result, Drawing Graphs (if any)	5
4	Viva Voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	3	-	-	-	-	-
CO2	3	-	-	3	-	-	-	-	-
CO3	3	-	-	3	-	-	-	-	-
CO4	3	-	-	3	-	-	-	-	-
CO5	3	-	-	3	-	-	-	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	A Text Book on Laboratory Courses in Electrical Engineering	S.G.Tarnekar and P.K.Kharbanda, S.Chand & Company Ltd., Third, 1990	13: 978-8121901048
2	A Textbook of Electrical Technology Vol-I	B.L.Theraja, A.K.Theraja, S.Chand & Co Ltd., Reprint, 2006	10: 81-219-2440-5
3	Principles Of Electrical Machines	V.K Mehta, Rohit Mehta, S Chand; Reprint Edn. 2014	13: 978-8121921916

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6. https://library.automationdirect.com/basic-electrical-theory/ , accessed on 10th May , 2024

XVI List of Major Equipment/Machineries with Specification:

1. Three phase squirrel cage induction motor.
2. DC shunt motor.
3. Single phase transformer.
4. Single phase induction motor.
5. Universal motor.
6. BLDC motor.
7. Stepper motor.

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Mr. M. C. Musale	I/c HoD, Electrical Engineering	Government Polytechnic, Nagpur
2	Dr. P. M. Daigavane	HoD, Electrical Engineering	G.H. Raisoni College of Engineering, Nagpur
3	Mrs. Divya Piparode	Sr. Engineer	Powergrid Corporation of India, Nagpur
4	Mr. M. N. Gawande	Lecturer, Electrical Engineering	Government Polytechnic, Gondia
5	Dr. G. V. Gotmare	Lecturer, Electrical Engineering	Government Polytechnic, Nagpur
6	Mr. A. P. Dasarwar	Lecturer, Electrical Engineering	Government Polytechnic, Nagpur

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GOVERNMENT POLYTECHNIC, NAGPUR
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COURSE CURRICULUM

Program	:	Diploma in CE/ME/EE/CM/IT/PK/AIML/MT/MC/AE/TX
Course Category	:	GE
Course Code	:	EC292H
Course Title	:	Principle of Communication Engineering

I Rationale:

Electronics Communication is a field that deals with the transmission of information through electronic means. The communication plays in various aspects of modern life, ranging from personal interactions to global connectivity in business, science, and entertainment. Electronic communication technologies facilitate this connectivity by enabling real-time exchange of information via various mediums such as radio, television, telephone, and the internet.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Use basic principles of electronics communication engineering for communication system.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Set** up a communication link between transmitter & receiver.

CO2: **Use** a digital modulation technique for a digital communication system.

CO3: **Measure** the performance of a communication system for a given application.

CO4: **Identify** components in a communication system model and test the functions.

CO5: **Determine** an antenna type from the radiation pattern.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
2	-	2	-	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70**	100	40	25	10	25	10	-	-

**Online Objective Type

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Fundamentals of Communication	1a	Appy a given type of communication link between transmitter & receiver.	1.1	Introduction to basic electronic communication system. Block Schematic and elements of communication systems. Types of electronics communication: Simplex, half duplex & full duplex. Signals: Analog & Digital signals. Applications of communication system in many different areas. Simplex, half duplex & full duplex. Signals: Analog & Digital signals. Applications of communication system in many different areas	CO1
	1b	Identify the frequency range for given aplication in electromagnetic spectrum.	1.2	Electromagnetic spectrum-different bands & their corresponding frequencies and applications.	
	1c	Justify the need of modulation in a given communication system.	1.3	Definition of modulation, Necessity of Modulation, Types of modulation: AM-Amplitude modulation, FM-Frequency modulation, PM-Phase modulation (Only definition & waveforms).	

	1d	Compare given types of Noises on a given points.	1.4	Definition of Noise, Origin of Noise, Types of Noise.	
	1e	Analyse the different sections of transmitter & receiver.	1.5	Transmitters & Receivers: Low level & high level AM transmitters, TRF & Super heterodyne receivers.	
UNIT II: Digital Communication	2a	Use a given digital modulation technique for a given digital communication system.	2.1	Elements of Digital Communication system with its block diagram: source, transmitter, channel, receiver. Advantages & disadvantages of digital communication.	CO2
	2b	Compare Analog and Digital Communication on a given points.	2.2	Communication channel, characteristics: bit rate, baud rate. Comparison between Analog and Digital Communication. Sampling theorem, Nyquist rate.	
	2c	Identify the given blocks in digital modulation techniques	2.3	Basic Digital Modulation Techniques:-Amplitude Shift Keying(ASK), Frequency shift keying(FSK) ,Binary Phase shift ,keying(BPSK). (Only definition & waveforms)	
[: Basic communication systems.	3a	Evaluate the performance of a given communication system for a given application.	3.1	Microwave & waveguide components used: Microwave frequency spectrum and band designation, Rectangular and circular waveguides and their applications. Waveguide Components-H- Plane Tee, E-Plane Tee, E-H Plane Tee. (construction & their Properties only).	
	3b	Identify a given type of radar system for a given application.	3.2	Radar system & its types:Basic Principles of Radar, Basic Radar system, Pulsed radar systems & CW Doppler radar, Radar antenna scanning methods-Horizontal nodding, Helical, Spiral. Advantages, disadvantages & applications of radar systems.	CO3

UNIT III	3c	Compare a given types of optical fibers on a given points.	3.3	Optical Fiber communication: Block diagram of optical Communication, Advantages,disadvantages & applications of optical fiber communication. Basics of Optical fiber structure, Types of optical fibers.	
UNIT IV: Advanced Communication systems	4a	Identify a given components in a given communication system model and test the functions.	4.1	Satellite communication: Introduction of satellites communication, General structure of a satellite communication system.Advantages of satellite communication, Satellite orbital terms: Apogee, Perigee, Major axis, Minor axis, Angle of inclination , Ascending Node, Descending node , Line of nodes, Prograde orbit, Retrograde orbit.	CO4
	4b	Identify the given link model for a given satellite communication system.	4.2	Satellite system link model: Satellite uplink model, Satellite transponder, Satellite downlink model, Inter-satellite link.	
	4c	Choose a given type of Cellular system for given applications.	4.3	Mobile communication: Introduction to wireless communications. A basic Cellular System, Operation of Cellular system, Terms in Wireless communication system: base Station, Control Channel, forward channel, reverse channel, Mobile Station, Mobile Switching centre.	
	4d	Classify the given types of GSM Channel types.	4.4	GSM- Digital Cellular Mobile Standard: Global System for mobile (GSM):-Services and Features, GSM System Architecture, Radio subsystem, GSM channel types.	

UNIT V: Antenna & wave propagation	5a	Compare resonant & non-resonant antenna on a given points.	5.1	Definition of antenna, types of antennas; resonant & non-resonant antenna. Definitions of: Directive gain directivity, Power gain, Antenna resistance, Antenna efficiency, Band width, Beam width.	CO5
	5b	Select the antenna type from the given radiation pattern.	5.2	Directional high frequency antenna: Folded dipole antenna, Yagi-uda antenna; construction & radiation pattern.	
	5c	Predict the process of propagation of wave.	5.3	Propagation of waves, Ground waves, Sky waves, Space waves, Tropospheric propagation.	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Set up a simplex and half duplex communication link between transmitter & receiver.	2#	CO1
I	2	Generate amplitude modulated (AM) waveforms for various value of modulating voltages (undermodulation, perfect modulation & over modulation).	2#	CO1
I	3	Generate frequency modulated (FM) waveform for various values of amplitude & frequency of modulating signals.	2#	CO1
II	4	Test the sample and hold circuit for various sampling frequencies to check the sampling theorem.	2#	CO2
II	5	Test the performance of ASK/FSK/PSK modulator and demodulator.	2#	CO2
III	6	Measure the output power in different arms of E-plane Tee / H-plane Tee / magic Tee.	2	CO3
III	7	Set the model of MTI radar for demonstration and observe the detection of object in range.	2	CO3
III	8	Use optical fiber as a communication channel to transmit an analog signal.	2#	CO3
III	9	Use optical fiber as a communication channel to transmit a digital signal.	2#	CO3
IV	10	Identify the various components in satellite communication model and test the functions.	2#	CO4
IV	11	Connect the satellite system model to set direct communication link and observed the communication established to transfer audio signal.	2#	CO4
IV	12	Identify different sections and components of mobile phone such as ringer section , dialer section, receiver section, transmitter section, camera, microphone, speaker , flashlight.	2#	CO4
IV	13	Use the CRO to observe the audio signal in mobile system using mobile kit.	2	CO4
V	14	Determine the radiation pattern of the given Yagi-Uda antenna.	2#	CO5
V	15	Determine the radiation pattern of the given dipole antenna.	2#	CO5

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Fundamentals of Communication	6	C	04	06	04	14
			O	0	0	0	0
2	Digital Communication	5	C	02	06	04	12
			O	0	0	0	0
3	Basic communication systems.	7	C	02	08	06	16
			O	0	0	0	0
4	Advanced Communication systems	7	C	02	08	06	16
			O	0	0	0	0
5	Antenna & wave propagation	5	C	04	06	02	12
			O	0	0	0	0
Total		30	C	14	34	22	70
			O	0	0	0	0

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C
Q. 1 to Q. 35	1R2	1R2	1U2	1U2	1U2	1A2	1A2	35/35
	2R2	2U2	2U2	2U2	2A2	2A2	3R2	
	3U2	3U2	3U2	3U2	3A2	3A2	3A2	
	4R2	4U2	4U2	4U2	4U2	4A2	4A2	
	4A2	5R2	5R2	5U2	5U2	5U2	5A2	

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Drawing circuit diagram, selection of equipment,Writing observation table, etc	5
2	Performance of the practical	10
3	Taking observations, Calculation, Result, Drawing Graphs (if any)	5
4	Viva Voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	-	1	-	-		-
CO2	3	-	-	-	1	-	-	-	-
CO3	3	-	2	2	-	2	2	-	-
CO4	3	-	2	2	-	2	2	-	-
CO5	3	-	2	2	-	2	2	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Electronic Communication System.	George Kennedy McGraw-Hill, 5th Edition,2011.	13: 978-0071077828
2	Principles of Communication Engineering.	Anokh Singh S.Chand & Co ltd,5th Edition, New Delhi-1999	13: 978-812190476
3	Digital Communication	John Proakis and Masoud Salehi, McGraw-Hill Higher Education, Fifth Edition, 2007	13: 978-0072957167
4	Electronic Communication systems	Kennedy, Davis, Tata McGraw-Hill,FourthEdition,2000	10: 0-07-463682-0
5	Satellite Communication	D.C. Agarwal, Khanna publishers, Fifth Edition, 2009	10: 81-7409-144-0
6	Wireless Communication	Theodore S. Rappaport, Prentice Hall Of india, 5th Edition 2011	13: 9788131731864
7	Antenna Theory: Analysis and Design	Constantine A. Balanis Wiley-Student, New Delhi, India,4th Edition,2015.	13: 978-1118642061

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2. https://nptel.ac.in/noc/courses/noc17/SEM2/noc17-ec11/ ,accessed on 2nd May 2024.
3. https://www.youtube.com/watch?v=xltpukBncs8 accessed on 11th March 2024
4. http://www.nptelvideos.in/2012/12/digital-communication.html accessed on 2nd March 2024.
5. http://nptel.ac.in/courses/117104127 , accessed on 20th May,2024.
6. https://www.youtube.com/watch?v=exxj8S-tPgs accessed on 27th June, 2024.

XVI List of Major Equipment/Machineries with Specification:

1. Ammeter MI 0-5-10
2. Voltmeter MI 0-150-300 V
3. CRO (Cathode Ray Oscilloscope)
4. Digital Multimeter
5. Connecting wires
6. Trainer kits

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr. R.V.Yenkar	Head of Electronics & Telecomm Engineering	Government Polytechnic, Nagpur
2	Dr. V.H.Mankar	Head of Electronics & Telecomm Engineering	Government Polytechnic, Nagpur
3	Dr. D. N. Bhange	Lecturer in Electronics & Telecomm Engineering	Government Polytechnic, Nagpur
4	Mrs.U.M. Ramteke	Lecturer in Electronics & Telecomm Engineering	Government Polytechnic, Nagpur
5	Mr.Sandip V. Darwhekar	Director	Beta Computronics Pvt. Ltd. Nagpur
6	Mrs. Gazala Ali	HOD, Electronics	Anjuman Polytechnic, Nagpur.

(Dr. R. V. Yenkar)
HOD & Chairman PBOS, EC

(Dr. G. V. Gotmare)
Member Sectretary PBOS, EC

Government of Maharashtra
GOVERNMENT POLYTECHNIC, NAGPUR
(An Autonomous Institute of Govt. of Maharashtra)
Near Mangalwari Bazar, Sadar, Nagpur-440001

COURSE CURRICULUM

Program	:	Diploma in CE/ME/EE/EC/AE/TX/PK//MT/MK
Course Category	:	GE
Course Code	:	IT292H
Course Title	:	Web Designing

I Rationale:

Web Page Design is used to develop online applications for various organizations such as organizational and educational websites, virtual learning environments, business applications in various fields such as products, sales, banking railways reservation, services etc. Web pages are categorized into two namely: static and dynamic web page. This course introduces web page design using HTML5 and also give emphasis on learning Cascading Style Sheets (CSS) which is a style sheet language used for describing the presentation of a document written in a markup language for formatting and styling of content.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Develop and maintain websites and web applications

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Design** the web page using basic tags of HTML.

CO2: **Develop** web page using list and hyperlinks.

CO3: **Develop** web pages using images, colors and backgrounds.

CO4: **Design** HTML forms using table and frames.

CO5: **Create** a Webpage using Cascading Stylesheets.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
2	-	2	-	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70**	100	40	25	10	25	10	-	-

**Online Objective Type

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Introduction to HTML	1a	Select correct defination from given statement.	1.1	Introduction of HTML	CO1
	1b	Identify structure of the given HTML page	1.2	Terminologies used in Web Design: World Wide Web (www), Web Pages, Web Site, Web Browsers, Web Servers and types of sites. Static vs. dynamic web sites, Search Engine.	
	1c	Identify use of attributes in given HTML tag.	1.3	Web page structure: DOCTYPE, HTML, TITLE, HEAD, BODY and other meta tags with attributes.	
	1d	Compare block level and text level tags on given points.	1.4	Block Level Elements: Headings, Paragraphs, Breaks, Divisions, Centered Text, Block Quotes, Preformatted text, types of Address, HR tag. Horizontal RuLe.	
	1e	Select the procedure of using the given Text level tag and use of special characters in web page.	1.5	Text Level Elements: Bold, Italic, Teletype, Underline, Strikethrough, Superscript, Subscript, DIV tag, displaying special characters, comments.	

UNIT II: Lists and Links	2a	Compare different types of given list.	2.1	Lists: Ordered Lists, Unordered Lists, Definition Lists, Nested Lists.	CO2
	2b	Compare different types of given Links.	2.2	Links: Absolute, Relative and Inline links, use image as link, link to an email address, button as link, types of links, linking various documents for internal and external links, to link different web page of same site, link different location on the same web page, a specific location on different web page of same site, to specific section within the document, inserting E-mail link.	
UNIT III: Images, Colors and Background	3a	Compare different types of image formats on basics of given point.	3.1	Image: Types of image format, jpg, bmp, png gif etc. IMG tag, alternate text, image alignment, HSPACE, VSPACE, height and width of images.	CO3
	3b	Identify given types of attributes of body tag.	3.2	Colors and Backgrounds: The text color, color attribute of FONT tag, text attribute of BODY tag. bgcolor attribute of BODY tag, Backgrounds: Inserting image as page background, background attributes of BODY tag.	
UNIT IV: Table, Frames and Forms	4a	Select appropriate tag on given table with attributes to organize data on a web page and table setting.	4.1	Table: Table tag with attributes. TABLE, <tr>, <th>, <td> tags. Border, cell spacing, cell padding, width, align, bgcolor attributes. Adding captions: CAPTION tag	CO4
	4b	Identify given types of table attributes.	4.2	Formatting contents in the table cells: align, valign, bgcolor, height, width. Spanning rows and columns: rowspan and colspan attributes.	
	4c	Identify the given type of 'frame' with examples and procedure to organize display as per given screen layout using frames.	4.3	Frames: Types of Frames with their attributes, Creating frames: FRAMESET tag – rows, cols attributes, FRAME tag – name, frame border, margin height, margin width, src.	

	4d	Identify the given attribute/elements of form tag	4.4	Forms: Creating basic form: FORM tag, action and method attributes, Form fields: Single line text field, password field, multiple line text area, radio buttons, and check boxes.	
UNIT V: Cascading Style sheets	5a	Identify CSS code for the given type of formatting on a web page with different CSS properties.	5.1	Cascading Style Sheets: Different types of Style Sheets, Benefits of using CSS. Adding style to the document: Linking to style sheets, Embedding style sheets.	CO5
	5b	Select the procedure to create CSS for applying the given presentation scheme on a web page.	5.2	Style sheet properties: Font, text, box, color and background properties; Creating and Using a simple external CSS file; Using the internal and inline CSS; background and color gradients in CSS Setting font and text in style sheet using table layout.	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Design a Web page using basic HTML tags -<HTML>, <HEAD>, <TITLE>, <BODY>.	2#	CO1
I	2	Create a web page which display a string "Welcome to GP nagpuri" in all < h1> to <h6> header tags.	2#	CO1
I	3	Create a web page for displaying a paragraph using block level tags, HR tags.	2#	CO1
I	4	Create a web page using text level tags.	2#	CO1
II	5	Design a web page for implementing ordered list and unordered list.	2#	CO2
II	6	Design a web page for implementing: Ordered list within unordered list,Unordered list within ordered list, Ordered list within ordered list,Unordered list within unordered list.	2#	CO2
II	7	Create a web page to link: A different web page of same site,A different location on the same web page, A Specific location on different web page of same site.	2#	CO2
II	8	Create web page to link: An external page of different web site,To an e-mail ID.	2#	CO2
III	9	Create a webpage which includes photos and align with the ALT property on the left, right, and center.Create a webpage to set picture in left, right, and middle alignment.	2#	CO3
III	10	Insert images on web page using various attributes and set image as background.	2#	CO3
III	11	Create a web page to implement Table.	2#	CO3
III	12	Create table within table and also insert an image within the data elements of the table.	2#	CO3
IV	13	Create a web page to implement frame tags.	2	CO4
IV	14	Create a webpage using form with all its elements.	2#	CO4
V	15	Develope a program to create a web page to demonstrate CSS using internal and external CSS.	2#	CO5

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Introduction to HTML	6	C	02	04	00	6
			O	00	00	00	0
2	Lists and Links	6	C	02	06	00	8
			O	00	00	00	0
3	Images, Colors and Background	6	C	02	06	08	16
			O	00	00	00	0
4	Table, Frames and Forms	6	C	06	10	08	24
			O	00	00	00	0
5	Cascading Style sheets	6	C	04	06	06	16
			O	00	00	00	0
Total		30	C	16	32	22	70
			O	0	0	0	0

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options	
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C	O
Q. 1 to Q. 35	1R2	1U2	1U2	2R2	2U2	2U2	2U2	35/35	
	3R2	3U2	3U2	3U2	3A2	3A2	3A2		
	3A2	4R2	4R2	4R2	4U2	4U2	4U2		
	4U2	4U2	4A2	4A2	4A2	4A2	5R2		
	5R2	5U2	5U2	5U2	5A2	5A2	5A2		

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Activities/ Writing program	5
2	Performance/Execution of program	10
3	Viva Voce	10
4		
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	3	-	-	3	-	3	-	-
CO2	3	3	-	-	3	-	3	-	-
CO3	3	3	-	-	3	-	3	-	-
CO4	3	3	-	-	3	-	3	-	-
CO5	3	-	-	-	3	-	3	-	-
CO6	3	-	-	-	-	-	-	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Teach yourself HTML & CSS in 24 hours	Julie C. Meloni, 9th Edition	13: 9789332535992
2	HTML & CSS: The Complete Reference	Thomas A. Powell, 5th Edition	13: 9780070701946
3	HTML & CSS: Design and Build Web Sites	Jon Duckett	13: 9781118206911

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1. https://edu.gcfglobal.org/en/basic-html/links-and-images-in-html/1/ accessed on 5th aug 2024
2. https://www.w3schools.com/html/ , accessed on 5 aug 2024
3. https://www.codecademy.com/learn/learn-html , accessed on 18th Aug 2024

XVI List of Major Equipment/Machineries with Specification:

1. Computer (Dual CORE and above) with Internet connection.
2. Windows 7 or 8 or latest (Professional Edition/Academic edition)

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr. A. R.Mahajan	HoD Information Technology	Government Polytechnic, Nagpur
2	Mr. Dipak Dhote	Operations manager	IT-Network Infosystem Pvt Ltd. Nagpur
3	Mr. Rajesh Kadu	Assistant Professor	Ramdeobaba College of Engineering Nagpur
4	Mrs. V. A. Raje	System Analyst	MSBTE, RO, Nagpur
5	Dr. S. S. Gharde	Lecturer in IT	Government Polytechnic, Nagpur

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Member Secretary PBOS, IT

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Government of Maharashtra
GOVERNMENT POLYTECHNIC, NAGPUR
(An Autonomous Institute of Govt. of Maharashtra)
Near Mangalwari Bazar, Sadar, Nagpur-440001

COURSE CURRICULUM

Program	:	Diploma in CE/ME/EE/EC/PK/IT/CM/MK/AI/AE/TX
Course Category	:	GE
Course Code	:	MT292H
Course Title	:	Testing of Materials

I Rationale:

A "Testing of Materials" course is crucial for metallurgy diploma students in India as it provides foundational knowledge in assessing material properties essential for quality control and engineering applications. Understanding testing methods, such as tensile, hardness, and impact tests, equips students to ensure material reliability and safety in various industries. This course bridges theoretical knowledge with practical skills, enhancing their ability to address real-world challenges in metallurgy

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Conduct Metallurgical Testing and Inspection procedures

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Identify** different parts of testing equipments

CO2: **Select** destructive and NDT methods of testing

CO3: **Recommend** suitable test for different applications.

CO4: **Prepare** sample for different tests to be carried out

CO5: **Operate** various Testing equipments

CO6: **Perform** different NDT tests

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
2	-	2	-	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70	100	40	25	10	25	10	-	-

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Scope Of Testing	1a	Compare Mechanical, Physical and Chemical properties of given metals.	1.1	The scope and need of testing Mechanical, Physical and Chemical properties of metals.	CO1
	1b	Identify elastic and plastic bodies	1.2	Concepts of Stress, strain, elastic and plastic bodies strain under axial load in tension and compression	
	1c	Prepare various reports on testing	1.3	Types and Forms of various Testing Results	
	1d	Compare different Standardizing agencies	1.4	Standardizing Agencies: SAE, AISI, ASTM, BIS, IS	
II: Mechanical Testing	2a	Sketch a standard Tensile Specimen	2.1	Tensile test: Scope and applicability. Modulus of elasticity / Young's modulus	CO2
	2b	Use Hook's law to find Youngs modulus	2.2	Specification of testing specime. Effect of important variables, Hook's law	
	2c	Calculate proof stress for given material	2.3	Yield stress and proof stress determinations, calculation of true and engineering stress – strain	

UNIT	2d	Use of UTM machine for tensile test of given sample	2.4	Types of tensile testing machine & their construction: Universal testing machine, Extensometer and recorders	
UNIT III: Hardness Test	3a	Justify the need of hardness testing in industrial application	3.1	Scope and applicability of hardness test.	CO3
	3b	Use MOH'S scale to compare hardness of different minerals	3.2	Scratch and wear hardness test- moh's scale	
	3c	Identify different hardness Testers	3.3	Rockwell test: procedure, effect of variables in rockwell hardness tester	
	3d	Compare given hardness test on the basis of given following points	3.4	Vickers hardness test- Procedure, derivation of VHN, effect of variables, applications, advantages and limitations	
	3e	Determine brinell hardness values for given samples	3.5	Brinell hardness test: Procedure, derivation of BHN, effect of variables, applications, advantages and limitations	
UNIT IV: Service Tests	4a	Identify type of fractures for given material	4.1	Charpy and Izod impact tests: standard samples used, test procedure.	CO4
	4b	Compare ductile and brittle fracture on the basis of given points	4.2	Effect of variables.: Role of temperature and stress concentration factors like holes, cracks etc	
	4c	Select suitable Impact tests for given test sample to detect fracture	4.3	Fatigue test: concept of fatigue, loading condition to cause fatigue. Study of S-N Curve Scope and applicability of fatigue test Machine for fatigue test on metals, general procedure	
ventional Non-ve Testings	5a	Justify the need for NDT in metallurgy industry	5.1	Concept of non destructive testing Need of Non-destructive test, Types of non-destructive test	CO5
	5b	Select suitable NDT for proper application	5.2	Methods of Examination for defects: Visual examination, Penentrant tests, Hammer tests etc	

UNIT V: Con Destructi	5c	Suggest suitable NDT method for magnetic materias	5.3	Method based on magnetic analysis: Magnetic particle method, yoke type
	5d	Use ultrasonic testing machine on given test sample to determine crack/defects	5.4	Ultrasonic Testing: Fundamentals, Equipments, procedure and applications. Interpretation of results

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Prepare samples for different types of testing of materials	2#	CO1
I	2	Follow safety rules in Testing Laboratory in metallurgical plant/industry	2#	CO1
I	3	Identify ductile and or brittle failure for given material observing type of fracture occured	2#	CO1
II	4	Identify various parts of Brinell hardness Tester	2#	CO2
II	5	Operate Brinell hardness tester to MeasureHardness for given materials	2#	CO2
III	6	Operate vickershardness testingmachine for given materials to find hardness values	2#	CO3
III	7	Measure Hardness by Rockwell hardness Tester for given materials	2#	CO3
IV	8	Perform Crack detection using dye penetrant test for given material	2#	CO4
IV	9	Determine Impact strength for given material by Charpy impact tester	2#	CO4
IV	10	Determine Impact strength for given material by Izod impact tester	2#	CO4
IV	11	Operate standard fatigue testing Machine to determine fatigue in given metals and draw SN curve for the same	2	CO4
V	12	Perform Scratch and wear hardness test for given materials using moh's scale	2#	CO5
V	13	Perform Crack detection using dye penetrant test for given material	2#	CO5
V	14	Conduct Magnetic Particle Crack detection test for given material	2#	CO5
V	15	Operate U.T.M to determine Tensile strength and other given parameters for given steel bars. Prepare various results obtained from test.	2#	CO5

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Scope Of Testing	4	C	02	04	06	12
			O	0	0	00	0
2	Mechanical Testing	8	C	04	08	06	18
			O	00	00	0	0
3	Hardness Test	8	C	04	08	06	18
			O	0	0	0	0
4	Service Tests	6	C	04	08	0	12
			O	0	0	0	0
5	Conventional Non-Destructive Testings	6	C	02	08	0	10
			O	0	0	0	0
6			C	00	00	00	0
			O	00	00	00	0
Total		32	C	16	36	18	70
			O	0	0	0	0

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C O
Q. 1 to Q. 35	1R2	1U2	1U2	1A2	1A2	1A2	2R2	35/35
	2R2	2U2	2U2	2U2	2U2	2A6	2A6	
	2A6	3R2	3R2	3U2	3U2	3U2	3U2	
	3A6	3A6	3A6	4R2	4R2	4U2	4U2	
	4U2	4U2	5R2	5U2	5U2	5U2	5U2	

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	PERFORMANCE/report writing/submission	15
2	Viva Voce	10
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	3	3	3	3	-	3	-	-
CO2	3	3	3	3	3	-	3	-	-
CO3	3	3	2	3	3	-	3	-	
CO4	3	3	3	3	3	2	3	-	-
CO5	3	3	3	3	3	2	3	-	-
CO6	3	3	3	3	3	2	3	-	

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Testing of Materials	Prof. A.V.K. Suryanarayana. BS Publications/BSP Books , 2nd Edition, 2013	13:978-81-7800-134-0
2	The Testing of Engineering Materials	H. E. Davis, G. E. Troxell , Mcgraw Hill Publishing Company, Fourth Edition,1982	10: 81-7409-026-6
3	Mechanical Metallurgy	George Dieter, McGraw Hill Education; Third Edition, July 2017.	13: 978-1259064791

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2. https://www.youtube.com/watch?v=UsoDrzBewIc,ASSESSED ON 14 MAY 2024
3. https://www.youtube.com/watch?v=5cNWF61Tmj0&list=PLyAZSyX8Qy5AePdV6vbGP4OJQOpbga-0Q,ASSESSED ON 14 MAY 2024
4. https://www.youtube.com/watch?v=TedpFxML8wQ , ASSESSED ON 14 MAY 2024

XVI List of Major Equipment/Machineries with Specification:

1. Standard specimen of steel, MS bar, plates etc
2. UTM 60-100 tonnes capacity
3. Rockwell hardness tester, Brinell, Vickers hardness testers
4. Impact testing machines
5. Fatigue testing machine

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Shri.K.L. Meshram	HOD, Metallurgical Engineering	Government Polytechnic, Nagpur
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Government of Maharashtra
GOVERNMENT POLYTECHNIC, NAGPUR
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COURSE CURRICULUM

Program	:	Diploma in CE/ME/EE/EC/IT/MT/PK/CM/AE/AI/MK
Course Category	:	GE
Course Code	:	TX292H
Course Title	:	Dyeing and Printing

I Rationale:

This course is designed for the students of other than Textile department. The Dyeing and Printing course explores the art and science of coloration and decoration in Textiles. Students learn traditional and digital techniques understanding color theory, dye chemistry and printing processes.Bymastering dyeing and printing, students enhance textile products astheticand functional value.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Apply dyeing and printing on textile material.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Classify** the pretreatment process.

CO2: **Identify** the type of dye used for cotton material.

CO3: **Select** dye for protein and synthetic fibre

CO4: **Use** different methods of printing.

CO5: **Develop** print by diffrent styles of printing on textiles.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
2	-	2	-	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70**	100	40	25	10	25	10	-	-

**Online Objective Type

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Pretreatment for dyeing and Printing	1a	Identify flow chart of given wet procesing sequence.	1.1	Importance of Textile wet processing and Pretreatment Process, flowchart and objectives of each process.	CO1
	1b	Classify the given pretreatment process.	1.2	Classification of singeing machine, desizing, bleaching process. chemicals used in desizing process, scouring process,bleaching and mercerisation process.	
UNIT II: Dyeing of celllulosic fibres	2a	Classify the given type of dye for cotton material	2.1	Object of dyeing, Classification of Dyes, Common terms used in dyeing, dyeing assistants, Mechanism of dyeing. Natural Dyes and its importance	CO2
	2b	Apply the given dye on cotton/ viscose material.	2.2	Dyes for cellulosic material- Direct Dyes, Reactive dyes and Vat Dyes. Properties, types, parameters affecting dyeing quality, dyeing procedure.	

UNIT III: Dyeing of protein and synthetic fibre.	3a	Select the given dye for protein fabric.	3.1	Dyes for protein fibres, Classification of Acid dyes and basic dyes, Properties, dyeing procedure of silk and wool fibre.	CO3
	3b	Apply disperse dye to dye given fabric.	3.2	Classification of disperse dyes and cationic dyes, Properties, dyeing procedure of polyester, acetate and acrylic fibre.	
UNIT IV: Methods of printing	4a	Compare dyeing with printing on given parameters.	4.1	Objects of printing, difference between dyeing and printing, preparation of printing paste, sequence of printing. Ingredients in printing paste.	CO4
	4b	Use given printing method to print the fabric.	4.2	Methods of printing- Block, stencik, duplex, screen,transfer printing, rolle printing machiner, rotary sreen and flat bed screen printing machine.	
UNIT V: Styles of Printing	5a	Suggest different styles of given printing.	5.1	Styles of printing- Direct, discharge and resist printing.	CO5
	5b	Use dyes to print given fabric	5.2	Printing procedure of cotton and polyester.After treatment to printed goods.	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Use chemicals to desize the grey fabric.	02#	CO1
I	2	Use chemicals to scour the given fabric.	02#	CO1
I	3	Use chemicals to bleach the given cotton fabric.	02#	CO1
I	4	Apply caustic treatment to mercerise the cotton fabric.	2	CO1
II	5	Use pretreated samples to dye with given natural dye.	02#	CO2
II	6	Use direct dye to dye given cellulosic material.	02#	CO2
II	7	Use reactive dye to dye given viscose/cotton material	02#	CO2
II	8	Use vat dye to dye given cotton material	02#	CO2
III	9	Use acid dye to dye protein material.	2	CO3
IV	10	Prepare printing paste for given textile material and write the functions of each ingredient.	02#	CO4
IV	11	Apply block print on given material.	02#	CO4
IV	12	Apply screen print on given material.	2	CO4
V	13	Prepare printing paste and print given fabric with direct style of printing.	02#	CO5
V	14	Apply tie and dye printing technique.	02#	CO5
V	15	Prepare printing paste and print given fabric with resist style of printing.	02#	CO5

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Pretreatment for dyeing and Printing	8	C	6	8	6	20
			O	0	0	0	0
2	Dyeing of celllulosic fibres	6	C	2	6	6	12
			O	0	0	0	0
3	Dyeing of protein and synthetic fibre.	6	C	2	4	6	12
			O	0	0	0	0
4	Methods of printing	6	C	2	6	6	14
			O	0	0	0	0
5	Styles of Printing	4	C	2	4	4	10
			O	0	0	0	0
Total		30	C	14	28	28	70
			O	0	0	0	0

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	-----NA-----	Bit 5	Bit 6	Bit 7	Options
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	
Q .01 TO Q.35	1R2	1R2	1R2	1U2	1U2	1U2	1U2	35/35
	1A2	1A2	1A2	2R2	2U2	2U2	2U2	
	2A2	2A2	2A2	3R2	3U2	3U2	3A2	
	3A2	3A2	4R2	4U2	4U2	4U2	4A2	
	4A2	4A2	5R2	5U2	5U2	5A2	5A2	

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Procedure	5
2	Performane	10
3	Result	5
4	Viva Voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific Outcomes	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	3	-	-	3	-	-
CO2	3	-	-	3	-	-	3	-	-
CO3	3	-	-	3	-	-	3	-	-
CO4	3	-	-	3		-	3	-	-
CO5	3	-	-	3		-	3	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Chemical Processing of Textiles	NCUTE Publication	-
2	Technology of Printing Vol. IV	V.A.Shenai, Sevak Publication, 2003	13: 9783659686047
3	Dyeing and Chemical Technology of Textile Fibres	E R Trotman, John Wiley & Sons Inc; 6 Sub edition, 1985	13: 978-047180910
4	Chemical Technology in Pre-Treatment processes of Textiles	S.R.Karmakar, Elsevier Science, 1 Edition, 1999	13: 9780444500601
5	Technology of Textile Processing	V. A. Shenai, Sevak Publication, Vol X, 1987	OCLC:313590523

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2. https://www.researchgate.net/figure/Types-of-dyes-used-for-the-dyeing-of-protein-fibers_fig3_351022496,assessed on 18th September 2024
3. https://www.slideshare.net/DuraisamyRamesh1/printing-methods-styles,assessed on 18th September 2024
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XVI List of Major Equipment/Machineries with Specification:

1. Beaker dyeing machine
2. Beaker dyeing machine
3. Induction
4. Steel utensil
5. Pipete
6. Glass beaker
7. Screen
8. Block
9. Weighing balance

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3	Prof L.S.Chakraborty	Lecturer Textile Manufacture	Government Polytechnic, Nagpur
4	Dr Ganesh Kakad	HOD Textile Engineeering	JDIT, Yavatmal
5	Mr Laxminarayan Kaushik	Director	LLP Professional, Nagpur
6	Prof. Harshal Ramteke	HOD Textile Technology	Sasmira, Mumbai
7	Prof S.S.Lawand	Selection Grade Lecturer Textile Manufacture	Government Polytechnic, Nagpur

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COURSE CURRICULUM

Program	:	Diploma in CE/ME/EE/EC/CM/IT/PK/AI/MT/MK/TX
Course Category	:	GE
Course Code	:	AE292H
Course Title	:	Two Wheeler Technology

I Rationale:

There is an increased need of public transport. The public transport systems in cities and in rural area do not meet the requirement effectively. This has led to huge demand of two wheelers. Presently the two wheelers are used by a large section of society as personalized transport. In view of the growth, large employment potential in this field and the manpower required to cater to the same, this subject is included as an elective subject.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Perform maintenance and repair of two wheeler systems.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Identify** proper frame and chassis types and material for two wheelers.

CO2: **Diagnose** various problems in two-wheeler fuel and lubrication systems.

CO3: **Perform** repairs on transmission, steering, suspension and braking system.

CO4: **Maintain** the electrical systems and lightning system of a given vehicle.

CO5: **Identify** the significance of aerodynamics, aesthetics, ergonomics, safety.

CO6: **Identify** various advance mechanism used in Two wheeler.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
2	-	2		4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70**	100	40	25	10	25	10	-	-

**Online Objectice Type

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Frame and chassis	1a	Classify the frames with given parameters.	1.1	Frames: Single cradle frame, Double cradle frame, Tabular frame and its types, Engine based frame and Twin spar frame.	CO1
	1b	Compare the given two wheeler chassis on the given basis.	1.2	Chassis: Conventional chassis and monocoque or integral construction. Layout of Two wheeler vehicle.	
	1c	Select relevant frame materials for given vehicle application with justification.	1.3	Frame material and its properties: Alloy steel, aluminium alloy, carbon fiber.	
nission system	2a	Compare engine technology upgradation from BS IV to BS VI.	2.1	Basics of two wheeler engine, Engine technology upgradation (From BS IV to BS VI), Engine selection criteria, Valve operating mechanism.	
	2b	Select an air filter for given vehicle with justification.	2.2	Induction System: Air filter/Air cleaner: Function, types, construction and working.	

UNIT II: Fuel supply and er	2c	Identify an engine exhaust system component for given vehicle .	2.3	Exhaust System: Function, Construction. Basic Parts- Heat Diffuser, Header pipe, Muffler.	CO2
	2d	Draw the sketch of fuel supply system and describe it.	2.4	Fuel supply system: Block diagram, Construction & working of Carburetor System, Electronic fuel injection system as per BSVI Norms.	
	2e	Justify the application of lubrication system for the given two wheeler engine.	2.5	Lubrication system: Lubrication in four stroke engines of two wheeler.	
UNIT III: Comfort and Control system	3a	Identify the transmission system of the given vehicle on the given parameters.	3.1	Transmission system : Layout of transmission system in two wheeler, Construction and working of - Cable actuated wet multi- disc clutch, Centrifugal clutch, Chain drive, Continuous variable transmission (CVT), Gearbox- working of constant mesh gearbox, Gear shifting mechanism- hand and foot operated shifting mechanism.	CO3
	3b	Find effect of steering geometry relevant parameters for the given vehicle with sketch.	3.2	Steering system: Steering geometry and effects-Caster angle & Trail, Steering fork, Handlebar arrangement.	
	3c	Select the suspension system for the given application with justification.	3.3	Suspension System: Two wheeler suspension system- Spring and damper- swing arm and telescopic type. Monoshock suspension. Swing Arm type rear suspension of passenger Auto rickshaw.	
	3d	Compare the braking system of the given vehicle on the basis of given parametes.	3.4	Braking system: Drum brake and disc brake - Construction & Working. Brake control system- hand and foot operated brake, Braking system of Auto rickshaw.	

	3e	Select wheels and tires for the given vehicle with justification.	3.5	Wheels and tires selection criteria of wheels and tires and their specification for motorcycle scooter sports bike.	
UNIT IV: Electrical system	4a	Justify the working of the given ignition system with sketch.	4.1	Ignition system: a. Working of capacitive discharge ignition system. b. Procedure to check CDI system aggregates. c. Microprocessor control ignition system block diagram and working. d. Concept of twin Spark ignition system.	CO4
	4b	Select the procedure to check aggregates of CDI system with sketch.	4.2	Starting system: a. Kick start and button start arrangement. b. Components of starting system and their function DC motor battery rating for use in button start vehicle.	
	4c	Compare the engine starting system and their aggregates on the basis of the given parameters.	4.3	Charging system components of charging system schematic circuit and working of charging system.	
	4d	Determine the specification and features of the given dashboard oblique lighting system aggregate.	4.4	Lighting system and accessories: a. Specification and application of headlamp tail and number plate lamp purpose of using LED lights in tail lamp turn signal lamp side stand indicator lamp high beam indicator lamp neutral indicator lamp speedometer lamp on mobile charger point headlamp and tail lamp reflectors used in two wheelers. b. Dash units use of speedometer analogue and digital trip meter use of engine speed indicator/tachometer.	

UNIT V: Aerodynamic and safety aspects	5a	Draw sketch of the given aggregates of aerodynamic for the vehicle.	5.1	Aerodynamic as aspects:a-Headlamp shape sealed beam and conventional Tail lamp and indicator light arrangement body in closed and separate c-Shaped of attack in motorcycle.	CO5
	5b	Justify a mix of spectral even to the given vehicle handling sitting arrangement with sketch.	5.2	Ergonomic aspect: a. Seat arrangement for raider and pillion rider. b. Handle bar position.	
	5c	Identify significance of aesthetic aspects for relevant aggregates of the given vehicle with justification.	5.3	Aesthetic aspect: a. Headlamp fairing of motorcycle. b. Side panels for scooter scooter and motorcycle. c. Ground clearance d mudguard shape and position.	
	5d	Select the safety aspect of given two wheeler relay rider and justify it.	5.4	Safety expect: a. Crash bar saree guard. b. Driving habits. c. Drive gear jacket helmet day night.	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Dismantle the given two wheeler vehicle.	02#	CO1
I	2	Identify the parts of the vehicle frame and chassis.	02#	CO1
I	3	Assemble the given two wheeler vehicle.	02#	CO1
II	4	Adjust Valve Clearance of the given engine using relevant tools.	02#	CO2
II	5	Service induction system of the given two wheeler petrol engine for emission control.	02#	CO2
II	6	Fine-tune idle speed of a two wheeler engine using the specified procedure.	02#	CO2
II	7	Lubricate the given two wheeler chassis.	2	CO2
III	8	Dismantle the given clutch assembly to check condition of components with reference to service manual.	2	CO3
III	9	Adjust the multi-plate clutch after assembly.	02#	CO3
III	10	Dismantle the gearbox of the given two wheeler	02#	CO3
III	11	Assemble the gearbox of the given two wheeler	02#	CO3
III	12	Service the brake system of the given two wheeler.	02#	CO3
III	13	Maintain ignition system of the given two wheeler.	2	CO3
IV	14	Check components of self- start system of the given two- wheeler engines.	02#	CO4
IV	15	Maintain wiring harness of the given two- wheeler.	2	CO4
V	16	Adjust handlebar for ergonomic position of given two wheeler.	02#	CO5
VI	17	Interpret the aerodynamic, ergonomic design and safety aspects of the given two or three wheelers.	2	CO6

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Frame and chassis	4	C	02	06	06	14
			O	0	0	0	0
2	Fuel supply and emission system	8	C	02	06	06	14
			O	0	0	0	0
3	Comfort and Control system	7	C	02	06	06	14
			O	0	0	0	0
4	Electrical system	7	C	02	06	06	14
			O	0	0	0	0
5	Aerodynamic and safety aspects	4	C	02	06	06	14
			O	0	0	0	0
Total		30	C	10	30	30	70
			O	0	0	0	0

*C - Compulsory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C
Q. 1 to Q. 35	1R2	1U2	1U2	1U2	1A2	1A2	1A2	35/35
	2R2	2U2	2U2	2U2	2A2	2A2	2A2	
	3R2	3U2	3U2	3U2	3A2	3A2	3A2	
	4R2	4U2	4U2	4U2	4A2	4A2	4A2	
	5R2	5U2	5U2	5U2	5A2	5A2	5A2	

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Selection of equipment.	5
2	Writing procedure and Performance.	10
3	Conclusion and Result.	5
4	Viva Voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	2	-	3	-	3	-	-
CO2	3	-	2	3	3	-	3	-	-
CO3	3	-	2	3	3	-	3	-	-
CO4	3	-	-	3	3	-	3	-	-
CO5	3	-	-	3	3	-	3	-	-
CO6	3	-	-	3	3	-	3	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Two and Three Wheeler Technology	Panchal, Dhruv, U, PHI Learning Pvt. Ltd; New Delhi, 2015	13: 9788120351431
2	Two and Three Wheeler Technology	Ramlingham K.K, Scitech Publications (India) Pvt Ltd, 2010	13: 978-0-7680-0029-0 10: 8183712037
3	Automobile Engineering Vol. I	Dr. Kripal Singh, Standard Publishers Distributors, 13th Edition, 2013	13: 97881801419669
4	Automotive Mechanics	Crouse. W.H., Anglin, McGraw Hill Education (India) Private Limited, 10th Edition, 2006	10: 0070634351
5	Vehicle Body Layout and Analysis	John Fenton, Hutchinson, London, 1986	10: 0852984456

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3. https://www.youtube.com?v=HQfh6AZxL08, accessed on 7, August 2024
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8. https://www.youtube.com/watch?v=NJkU8wbjgjs&list=PLyqSpQzTE6
9. https://www.youtube.com/watch?v=54GyDX_pzvw&list=PLyqSpQzTE6
10. https://www.youtube.com/watch?v=QWAhLyL2lBk

XVI List of Major Equipment/Machineries with Specification:

1. Two wheeler vehicle- frames (Single cradle frame)
2. Two wheeler vehicle- frames (Double cradle frame)
3. Universal clutch holder
4. Working model of two wheeler transmission system (4 speed transmission)
5. Working model of two wheeler transmission system (4-forward and 1-Reverse transmission)
6. Two wheeler vehicle engine (4-stroke, single cylinder engine)
7. General purpose tools (Spanners, ings spanner and socket set.)-6mmto 32mm
8. Torque wrench range -10Nm to 200Nm.
9. Allen key set - star & hex
10. Feeler gauge set

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4	Dr. S.A. Telang	Lecturer, Auomobile Engineering	Government Polytechnic, Nagpur
5	Prof. J M Syed	Lecturer, Auomobile Engineering	Government Polytechnic, Nagpur
6	Mr. Promod Nichat	Rtd. Asst. General Manager	Ashok Layland, Chennai
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8	Dr. Suhas Kongre	Sr.Lecturer in Mechanical	ASTS Polytechnic, Wardha

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COURSE CURRICULUM

Program	:	Diploma in CE/ME/EE/EC/IT/MT/TX/AE/CM/MK/AI
Course Category	:	GE
Course Code	:	PK292H
Course Title	:	Folding Cartons & Corrugated Boxes

I Rationale:

In the packaging industry, folding cartons and corrugated boxes are among the most widely used packaging solutions. To design, convert, and apply these effectively, it is essential to understand the raw materials—primarily paperboard and corrugated board—their properties, structure, and behavior during conversion processes. This course provides foundational knowledge of paperboard and corrugated board materials, their manufacturing and conversion techniques, structural design, and practical applications in packaging. It prepares students with the skills needed to work with various carton and box formats used across industries.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Comprehend the knowledge of papers and their conversion processes for packaging applications.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Identify** the given types of paperboard materials used in folding cartons and appriciate sustainability.

CO2: **Evaluate** carton designs and test for balance between aesthetics and functionality.

CO3: **Apply** modern trends in carton manufacturing, such as laser cutting, by observing demonstrations

CO4: **Operate** machines for converting corrugated boards into boxes, and demonstrate sealing methods.

CO5: **Evaluate** testing methods and conduct compression tests on corrugated boxes and quality control measures and perform simple quality checks.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
2	-	2	2	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70**	100	40	25	10	25	10	-	-

**Online Objective Type

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Material Selection for Folding Cartons	1a	Identify the given types of paperboard materials used in folding cartons.	1.1	Folding Cartons; Introduction. Raw material; Paperboards: SBS (Solid Bleached Sulfate), FBB (Food and Beverage Board), WLC (White Lined Chipboard), their composition and applications, Glue; composition.	CO1
	1b	Compare various coatings and laminates.	1.2	Board coating and lamination processes: UV coatings, aqueous coatings, PE laminates, and their applications.	
	1c	Calculate the given strength parameter using standard testing methods for Paperboards.	1.3	Grain direction, caliper selection and typical properties; whiteness, stiffness, Bursting Strength, GSM or Grammage, and Cobb, folding endurance test.	
	1d	Justify the importance of using Sustainable materials in folding carton manufacturing.	1.4	Sustainable materials: Recyclable, biodegradable, and compostable paperboards; concepts and importance.	

	1e	Justify the importance of FDA compliant packaging.	1.5	Food safety standards (FDA, EU) and compliance for food-grade packaging (folding cartons); glimpses.	
UNIT II: Structural Design and Prototyping of Folding Cartons	2a	Identify and sketch the structural elements of a folding carton.	2.1	Basic design elements: Tucks or tabs, flaps, locking mechanisms, and their impact on carton strength.	CO2
	2b	Justify the importance of using CAD tools in prototyping.	2.2	CAD tools (Introduction): ArtiosCAD, Packly, and prototyping techniques and there advantages.	
	2c	Apply the nesting concept for Folding Carton Manufacturing.	2.3	Die-line creation, nesting for material optimization, and common errors to avoid.	
	2d	Compare different folding carton styles.	2.4	Carton styles (features): Straight tuck end, reverse tuck end, crash lock (self-locking bottom), specialty cartons and their industrial uses.	
	2e	Justify the importance of branding elements and functional	2.5	Incorporating branding elements and functional considerations.	
anufacturing Processes for Folding Cartons	3a	Compare different steps in folding carton manufacturing on given points.	3.1	Overview of folding carton manufacturing (steps): Material selection, Printing, die-cutting, folding, and gluing. Printing with offset press;	CO3
	3b	Identify the given elements of a flat die and blanking tools.	3.2	Die-cut & punching; process steps. Flat die; construction, elements and their functions. Blanking tools.	
	3c	Justify the use of platen press for die cutting and punching.	3.3	Uses of platen press for die cutting & punching.	
	3d	Justify the importance of laser cutting process in folding carton manufacturing.	3.4	Laser cut cartons; Manufacturing process steps, advantages and limitations.	

UNIT III: Ma	3e	Identify the elements of a tetra pack wall structure and style of cartons.	3.5	Tetra pak; Introduction, raw material, mfg. process , Tetra pack wall structure; functions of each element. Different styles of tetra pack cartons, their applications.	
UNIT IV: Raw Materials and Components for Corrugated Boxes	4a	Identify differences between folding cartons and corrugated boxes by categorizing samples.	4.1	Corrugated Fiberboard Box (CFB); Introduction, carton and box comparison. Raw material; Liner board, fluting medium and Adhesive. Corrugated Fiberboard and Solid fiberboard comparison.	CO4
	4b	Compare different types of corrugated boards and flutes by handling and investigation.	4.2	Types of flutes: their specifications and applications. Types of Corrugated fiberboards: Singe Facer, Single-wall, double-wall, triple-wall structure and applications.	
	4c	Justify the importance of the raw material used for glue formation.	4.3	Glue formulation; glue kitchen, raw material, glue making. Glue consumption.	
	4d	Justify the importance of various operations involved in corrugated box manufacturing (CFB).	4.4	Creasing, slotting, die-cutting, gluing, taping, and sealing operations with machines used.	
	4e	Compare Single-piece with two-piece blanks on given points.	4.5	Single-piece vs. two-piece blanks: Construction, applications, and benefits.	
ing	5a	Justify the importance of various structural design considerations for a corrugated board manufacturing.	5.1	Structural design considerations; Wall thickness, flute types, box dimensions (Internal & Outer). Various box styles (RSC, HSC, die-cut, trays), and their applications.	

UNIT V: Corrugated Box Design and Manufacturi	5b	Justify the importance of different styles of palletiziting corrugated boxes.	5.2	Palletizing styles (Brick and others) – advantages & limitations; Introduction to prototyping software.	CO5
	5c	Identify CFB box manufacturing steps	5.3	CFB Box Manufacturing Steps: Board making, Printing, Slotting/Die-cutting, Folding, Gluing, Bundling, Strapping.	
	5d	Find out the strength of the corrugated board by given IS testing methods.	5.4	IS Testing methods: BS, BCT, ECT, RCT, Cobb, Puncture Resistance; Standard QC tests: Grammage, Caliper, BCT, Delamination, Barcode readability.	
	5e	Identify the defects in CFB Box manufacturing and Propose remedies.	5.5	Common Defects and Remedies in CFB Box Manufacturing; Issues like washboarding, soft boards, improper joints, fishtailing, delamination – causes and solutions.	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Identify and compare various types of paperboards used in the production of folding cartons. Collect samples of three different types of cartons; compare the characteristics such as style of carton, board colour, texture, thickness and weight.	2#	CO1
I	2	Conduct tests to determine the grain direction of the paperboard.	2#	CO1
I	3	Conduct the test to determine the whiteness of the paperboard.	2	CO1
I	4	Carry out the burst strength test and calculate the burst factor of the paperboard.	2#	CO1
I	5	Perform folding endurance test – for paperboard.	2	CO1
II	6	Prepare a report on comparison of different folding carton styles by collecting any three samples.	2#	CO2
II	7	Design a basic folding carton style. Draft the design on paperboard, ensuring correct dimensions and folding lines. Cut and fold the carton to demonstrate the style.	2#	CO2
III	8	Create a prototype of a folding carton based on the previous (Practical No - 2) design. Cut, crease, and fold the carton prototype. Glue or tape the carton as needed. Measure the internal and external dimensions of the same.	2#	CO3
III	9	Prepare a report on "Elements of a Flat Die" by observing a real flat die.	2#	CO3
VI	10	Conduct Cobb test to find out water absorptiveness of kraft paper/ paperboard/corrugated fiberboard.	2#	CO4
VI	11	Explore Corrugated Fiberboard Types. Identify and compare three different types of corrugated fiberboards. Inspect and compare them on the basis of Board thickness, Flute type and Flute count.	2#	CO4
V	12	Conduct Edge crush / Ring crush test/ Flat crush test to find out edge crush strength of corrugated fiber board.	2#	CO5
V	13	Perform Puncture test to find out puncture resistance of paperboard/ corrugated fiber board.	2	CO5

V	14	Measure Internal and External Dimensions of a Regular Slotted Container (RSC) Box.	2#	CO5
VI	15	Operate Single Facer - Corrugated Board Making Machine. Set up the machine for two ply board production. Feed the material into the machine and execute the board-making process.	2#	CO6
VI	16	Operate creasing and slitting machine. Set up machine for a suitable job. Execute creasing and cutting operation.	2#	CO6
VI	17	Identify and resolve common defects in box making. Collect and inspect boxes for common defects such as fishtailing, delamination, soft board, or poor slotting. Identify the causes of the defects and suggest corrective actions.	2#	CO6
VI	18	Operate Box Stapler and Strapping Machine to Seal and Reinforce Corrugated Boxes.	2#	CO6

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Material Selection for Folding Cartons	6	C	2	6	4	12
			O	0	0	0	0
2	Structural Design and Prototyping of Folding Cartons	6	C	2	6	4	12
			O	0	0	0	0
3	Manufacturing Processes for Folding Cartons	6	C	2	6	4	12
			O	0	0	0	0
4	Raw Materials and Components for Corrugated Boxes	6	C	6	8	4	18
			O	0	0	0	0
5	Corrugated Box Design and Manufacturing	6	C	4	6	6	16
			O	0	0	0	0
Total		60	C	16	32	22	70
			O	0	0	0	0

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C
Q 1 to Q. 35	1R2	1U2	1U2	1U2	1A2	1A2	2R2	35/35
	2U2	2U2	2U2	2A2	2A2	3R2	3U2	
	3U2	3U2	3A2	3A2	4R2	4R2	4R2	
	4U2	4U2	4U2	4U2	4A2	4A2	5R2	
	5R2	5U2	5U2	5U2	5A2	5A2	5A2	

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Attendance & Punctuality	5
2	Regular Lab Performance	5
3	Record/Journal Submission (Quality of work / Neatness)	5
4	Viva Voce (During Sessions)	5
5	Internal Practical Test (Mock)	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	-	1	-	-	-	-
CO2	3	-	1	2	-	-	2	-	-
CO3	3	-	-	-	-	-	-	-	-
CO4	3	-	1	-	-	-	-	-	-
CO5	3	-	-	2	-	-	2	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Fundamentals of Packaging Technology	S. Natrajan, M. Govindrajan, B. Kumar, PHILPL, 2E, 2014.	13: 978-81-203-5054-0
2	Handbook on Pulp & Paper Industries	SIRI Board of Consultants & Engineers, SIRI Pub., 1990.	10: 81-85480-24-9
3	The Wiley Encyclopedia of Packaging Technology	Kit L. Yam,, John Wiley & Sons Inc., 3E, 2010.	13: 9780470541395
4	The Packaging Designers Book of Patterns	Laszlo Roth, George L/ Wybenga, Wan Nostrand, Reinhold, 1991.	10: 0-442-00524-5
5	Paper, Paper Converting, Plastics & Other Pkg. Ind.	R. K. Kush, SBP Pub. Co., 1995.	--
6	Handbook of Pulp & Paper Technology	Kenneth W. Britt, CBS Publishers, 2E, 2004.	13: 9788123911441, 10: 8123911440

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4. https://imperialbox.net/four-panel-style-boxes/#reverse-tuck-end assessed on 13 aug 2024
5. https://en.wikipedia.org/wiki/Folding_carton assessed on 13 aug 2024
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8. https://www.internationalpaper.com/packaging/solid-fiber assessed on 13 aug 2024
9. https://www.tetrapak.com/en-in assessed on 13 aug 2024
10. https://www.gbpack.in/blog/what-is-the-difference-between-rsc-and-hsc-boxes/ assessed on 13 aug 2024

XVI List of Major Equipment/Machineries with Specification:

1. Analog Substance Indicator/GSM Tester/ Electronic Weighing Machine.
2. Bursting Strength Tester.
3. Universal Testing Machine.
4. Compression Tester- ECT/FCT/RCT, etc.
5. Thickness Gauge.
6. Puncture Strength Tester.
7. Brightness Tester.
8. Folding Endurance Tester.
9. Sigle Facer- corrugattor machine
10. COBB Tester
11. Creasing and cutting machine
12. Portable staplers, Box stitching machine & Box strapping machine

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Mr. Syed Imran Ahmed K.	I/c. Head of Packaging Technology.	Government Polytechnic, Nagpur.
2	Mr. Subhash N. Madhugiri	Rtd. Head of Department, Packaging Technology.	Government Polytechnic, Nagpur.
3	Mr. Rajesh S. Raool	Rtd. Lecturer in Packaging Technology	Government Polytechnic, Nagpur.
4	Mr. Prasd B. Iyer	Director	SIES School of Packaging, Mumbai.
5	Mr. Uday D. Raut	Managing Director	B.R. Plastic Industries, MIDC, Nasik.
6	Mr. Ali M. Zeeshan M.S.M	Assistant Prof. in Mechanical Engineering	Anjuman College of Engineering Nagpur.

(Mr. Syed Imran Ahmed K.)
HOD & Chairman PBOS, PK

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COURSE CURRICULUM

Program	:	Diploma in CE/ME/EE/EC/MC/MT/PK/TX/AE
Course Category	:	GE
Course Code	:	CM292H
Course Title	:	Web Development

I Rationale:

Web Page Design is used to develop online applications for various organizations such as organizational and educational websites, virtual learning environments, business applications in various fields such as products, sales,banking railways reservation, services etc. Web pages are categorized into two namely: static and dynamic web page. This course introduces web page design using HTML5 and also give emphasis on learning Cascading Style Sheets (CSS) which is a style sheet language used for describing the presentation of a document written in a markuplanguage for formatting and styling of content.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Use development tools and integrated development environments (IDEs).

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Design** a webpage using HTML formatting tags.

CO2: **Develop** web page using list and hyperlinks.

CO3: **Develop** web pages using images, colors and backgrounds

CO4: **Design** HTML forms using table and frames

CO5: **Develop** presentation schemes on content using CSS.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
2	-	2	-	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70**	100	40	25	10	25	10	-	-

**Online Objective Type

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Introduction to HTML	1a	Identify the characteristics of the given type of web sites.	1.1	Introduction of HTML:- Definition,history,importance, characteristics.	CO1
	1b	Select structure of the given HTML page.	1.2	Terminologies used in Web Design: World Wide Web(www), Web Pages, Web Site, Web Browsers, Web Servers and types of sites. Static vs. dynamic web sites,Search Engine.	
	1c	Choose Head tag and body tag in the given web page code.	1.3	Web page structure: DOCTYPE, HTML, TITLE,HEAD, BODY and other meta tags with attributes.	
	1d	Select procedure of using the given block level tag on a web page.	1.4	Block Level Elements: Headings, Paragraphs, Breaks, Divisions, Centered Text, Block Quotes, Preformatted text, types of Address, HR tag. Horizontal Rule.	
	1e	Select the procedure of using the given Text level tag.	1.5	Text Level Elements: Bold,Teletype,Underline,Strikethrough ,Superscript, DIV tag, displaying special characters,comments.	
s	2a	Identify given type of List.	2.1	Lists: Ordered Lists, Unordered Lists, Definition Lists, Nested Lists.	

UNIT II: Lists and Links	2b	Select appropriate types of Links for given situation.	2.2	Links: Absolute, Relative and Inline links, use image as link,link to an email address, button as link, types of links,linking various documents for internal and external links, to link different web page of same site, link different location on the same web page, a specific location on different web page of same site, to specific section within the document, inserting E-mail link	CO2
UNIT III: Images, Colors and Background	3a	Select the proper image attribute for web page code.	3.1	Image: Types of image format, jpg, bmp, png gif etc.IMG tag, alternate text, image alignment, HSPACE,VSPACE, wrapping text, height and width of images,Image as a link, Inserting Images, formatting image for sizing, alignment. Border and using other attributes with IMG tag.	CO3
	3b	Identify process of using the given colors/images as page background on a web page.	3.2	Colors and Backgrounds: The text color, color attribute of FONT tag, text attribute of BODY tag. bgcolor attribute of BODY tag, changing link colors: link, alink,vlink, attributes of BODY tag, Backgrounds: Inserting image as page background, background attributes of BODY tag, creating solid color page background.	
V: Table, Frames and Forms	4a	Choose the proper table tags and table attributes for given table.	4.1	Table: Table tag with attributes. TABLE, <tr>, <th>,<td> tags. Border, cell spacing, cell padding, width, align,bgcolor attributes. Adding captions: CAPTION tag.	CO4
	4b	Select proper types of table attributes for given senario.	4.2	Formatting contents in the table cells: align,valign,bgcolor, height, width, nowrap attributes. Spanning rows and columns: rowspan and colspan attributes.	
	4c	Identify type of 'frame' with examples and procedure to organize display as per given screen layout using frames.	4.3	Frames: Types of Frames with their attributes, Creating frames: FRAMESET tag – rows, cols attributes, FRAME tag – name, frame border, margin height, margin width, src, resize, scrolling Attributes, Use of NOFRAMES tag, Frame targeting.	

UNIT IV	4d	Choose basic form using different form fields and Button tags.	4.4	Forms: Creating basic form: FORM tag, action and method attributes, Form fields: Single line text field, password field, multiple line text area, radio buttons, and check boxes. Pull down menus: SELECT and OPTION tags. Buttons: submit, reset and generalized buttons.Formatting technique: Using table to layout form.	
UNIT V: Cascading Style sheets	5a	Idnetify CSS code for the given type of formatting on a web page with different CSS properties.	5.1	Cascading Style Sheets: Different types of Style Sheets, Benefits of using CSS. Adding style to the document: Linking to style sheets, Embedding style sheets, Using inline style, Selectors: CLASS rules, ID rules.	CO5
	5b	Identify the procedure to create CSS for applying the given presentation scheme on a web page.	5.2	Style sheet properties: Font, text, box, color and background properties.	
	5c	Select the procedure to create internal, inline and external CSS for applying the given presentation scheme on a web page.	5.3	Creating and Using a simple external CSS file; Using the internal and inline CSS;background and color gradients in CSS Setting font and text in style sheet using table layout.	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Use following HTML Tags for webpage design- <HTML>, <HEAD>, <TITLE>, <BODY> elements.	2#	CO1
I	2	Design Web page and apply some block level tags and some text level tags.	2#	CO1
I	3	Design Web page using font Color, font face, font size, background color.	2#	CO1
II	4	Design Web page including- i) Ordered lists ii) Unordered list iii) Nesting list	2#	CO2
II	5	Design Web page including links in a Web page. Local page in same folder • Page in different folder. • Page in web. • Specified location within document.	2#	CO2
III	6	Design a web page using Image tags with height and width and also Used for background image.	2#	CO3
III	7	Design a web page to link a different web page of same site and create webpage using Image tags with height and width and also Used for background image.	2#	CO3
IV	8	Design table in web page using basic tables tags- <table>, <tr>, <td>, <th>	2#	CO4
IV	9	Design a web page to create a web page using Table tags a)Using rowspan and columnspan b)Background Image in a table.	2#	CO4
IV	10	Create a web page using Table tags a)Create table of 3 rows and Columns b) Having border , border size, border color c) Image in a particular cell	2#	CO4
IV	11	Create a web page to implement frame tags.	2#	CO4
IV	12	Create a web page using Form tag. Example:-Admission Form.	2#	CO4
V	13	Develop HTML page to demonstrate Inline CSS.	2#	CO5
V	14	Develop HTML page to demonstrate Internal CSS.	2#	CO5
V	15	Develop HTML page to demonstrate External CSS.	2	CO5

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Introduction to HTML	6	C	04	06	04	14
			O	00	00	00	0
2	Lists and Links	6	C	02	06	06	14
			O	00	00	00	0
3	Images, Colors and Background	6	C	04	04	06	14
			O	00	00	00	0
4	Table, Frames and Forms	6	C	02	06	06	14
			O	00	00	00	0
5	Cascading Style sheets	6	C	02	06	06	14
			O	00	00	00	0
Total		30	C	14	28	28	70
			O	0	0	0	0

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options	
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C	O
1	1R2	1R2	1U2	1U2	1U2	1A2	1A2	Q1 to Q35	
2	2R2	2U2	2U2	2U2	2A2	2A2	2A2		
3	3R2	3R2	3U2	3U2	3A2	3A2	3A2		
4	4R2	4U2	4U2	4U2	4A2	4A2	4A2		
5	5R2	5U2	5U2	5U2	5A2	5A2	5A2		

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Selection of proper HTML Tags	5
2	Performance/Execution of program	10
3	Complete the practical in stipulated time	5
4	Viva Voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific Outcomes	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	3	3	-	-	3	-	-
CO2	3	-	3	3	-	-	3	2	-
CO3	3	-	3	3	-	-	-	2	-
CO4	3	-	3	3	-	-	3	-	-
CO5	3	-	3	3	-	-	3	2	-
CO6	3	-	3	3	-	1	-	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Web Publishing with HTML and CSS.	Lemay Colburn,Pearson,	13: 978-0-672-33623-2
2	HTML and CSS Complete Reference	Thomos Powell,Tata McGraw Hil	13: 978-0-07-174170-5
3	Web Technologies: HTML, JAVASCRIPT, PHP, JAVA, JSP, XML and AJAX, Black Book	Kogent Learning Solutions Inc., Dreamtech Press, 2012	13: 978-9350045930

XV e-References:

1. https://www.geeksforgeeks.org/ accessed on 14th May 2024
2. https://www.w3schools.com/html/ , accessed on 14th May 2024
3. https://www.codecademy.com/learn/learn-html , accessed on 14th May 2024
4. https://www.learn-html.org/en/Links, accessed on 14th May 2024

XVI List of Major Equipment/Machineries with Specification:

1. Computer system with all necessary peripherals and internet connectivity.
2. Any Office Software
3. Any browser

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr.M.V.Sarode	HOD, Computer Engineering	Government Polytechnic, Nagpur
2	Mrs.D.S.Nalinde	Lecturer in Computer Engineering	Government Polytechnic, Nagpur
3	Mr.P.S.Thakre	Lecturer in Computer Engineering	Government Polytechnic, Nagpur
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5	Dr.Rakesh Kadu	Assistant Professor, I.T	Ramdeobaba College of Engg, and Management, Nagpur
6	Mr.Dipak Dhote	Operations Manager	IT-Network Infosystems Pvt LTD,Nagpur
7	Mrs.V.A.Raje	System Analyst	MSBTE ,RO,Nagpur

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GOVERNMENT POLYTECHNIC, NAGPUR
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COURSE CURRICULUM

Program	:	Diploma in CE/ME/EE/EC/CM/IT/PK/AI/MT/AE/TX
Course Category	:	GE
Course Code	:	MK292H
Course Title	:	Computer Aided Design

I Rationale:

CAD (Computer Aided Design) technology is moving in the direction of greater integration of design activities & manufacturing activities. CAD is the use of computer system to assist in the creation modification, analysis, or optimization of a design. CAD software is used to increase the productivity of the designer, improve the quality of design, and improve communication through documentation. It also may be useful to generate assembly and manufacturing drawings.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Use CAD software for design and drafting.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Use** CAD/CAM hardware and software.

CO2: **Develop** 2D geometric modeling features.

CO3: **Develop** 3D engineering model using solid modeling command.

CO4: **Use** advance features of 3D geometric modeling.

CO5: **Create** assembly of components and generate exploded view.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
2	-	2	-	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70**	100	40	25	10	25	10	-	-

**Online Objective Type

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Introduction to CAD/CAM	1a	Use CAD/CAM software in industry.	1.1	Roles of computers in industrial Manufacturing, Introduction to: CAD/CAM, Product life cycle, Design process, Applications of CAD/CAM, CAD/CAM hardware.	CO1
	1b	Compare given softwares for use in CAD/CAM	1.2	Introduction to CAD/CAM software: CATIA, SolidWorks, Nx, CREO, M CAM, Del CAM	
cs of Geometric Modelling	2a	Differentiate between 2D and 3D parametric softwares.	2.1	Introduction to geometric modelling, 2D and 3D modelling, difference between 2D & 3D, parametric softwares.	CO2
	2b	Construct 2D geometric model.	2.2	Geometric construction methods: wireframe modeling, surface modeling, solid modeling, develop 2D Sketching of 3D model.	

UNIT II: Basi	2c	Use modification techniques and polting features.	2.3	Modeling facilities desired: drafting features, modelling features, editing features, annotations, dimensioning and constrains, Plotting features.	
UNIT III: Solid Modelling Basic	3a	Apply datum planes, axes, and points to construct 3D models.	3.1	Understanding/creating & Working with datum Planes, axis, points	CO3
	3b	Create 3D solid model by using Extrude, Revolve, Sweep command.	3.2	Creating Solid using Extrude,Revolve, Sweep command.	
	3c	Improve the developed 3D model by using Edit Round,chamfer commands.	3.3	Modifying & Regenerating by Edit Definition, Applying Round, chamfer, Rib, Auto round	
UNIT IV: Solid Modelling Advance	4a	Create 3D solid model using Holes, Spring & Threads.	4.1	Creating Holes, Spring & Threads using Helical sweep	CO4
	4b	Develop 3D solid model with the help of Swept blend, Helical sweep Warp, Applying Drift	4.2	Creat 3D solid model with the help of Swept blend, Helical sweep Warp, Applying Drift	
	4c	Reconstruct & modify the developed 3D solid model.	4.3	Copying features, Patterning, blending, View manager for Cross sections, customize screen, Environment	
UNIT V: Assembly Modelling	5a	Discriminate attributes of assembly.	5.1	Calling components, Constraining components, working with Layers & Visibility, Patterning	CO5
	5b	Produce assembly and animation to it	5.2	Creating Assembly features and animation	
	5c	Construct exploded views and orthographic views.	5.3	View manager, Exploded Views, projection views – Front, Top, side view and sectional views, BOM, drafting	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Identify different input and output devices used in CAD/CAM	2#	CO1
I	2	Install Creo software (open source software) on your personal computer.	2	CO1
II	3	Use basic draw commands to draw 2D drawing.	2#	CO2
II	4	Modify and Edit above drawing.	2#	CO2
II	5	Draw 2 dimensional figure using Solid Modeling sketcher commands.	2#	CO2
III	6	Develop a solid geometry by using Extrude.	2#	CO3
III	7	Develop a solid geometry by using Revolve.	2	CO3
III	8	Create 3 D solid modelling of any one engineering component	2#	CO3
IV	9	Create a hole in a solid body by using hole command.	2#	CO4
IV	10	Use helical sweep command to create springs and threads.	2#	CO4
IV	11	Use warp and drift command to rectangle box.	2#	CO4
IV	12	Apply swept blend command to form irregular shapes in a solid.	2	CO4
V	13	Call main assembly component and apply constrain on it.	2#	CO5
V	14	Complete the assembly and view it from all direction by using view manager.	2#	CO5
V	15	Apply the animation to moving part of assembly.	2#	CO5

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Introduction to CAD/CAM	2	C	02	04	00	6
			O	0	0	0	0
2	Basics of Geometric Modelling	3	C	02	06	00	8
			O	0	0	0	0
3	Solid Modelling Basic	8	C	02	06	08	16
			O	0	0	0	0
4	Solid Modelling Advance	10	C	06	10	08	24
			O	0	0	0	0
5	Assembly Modelling	7	C	04	06	06	16
			O	0	0	0	0
Total		30	C	16	32	22	70
			O	0	0	0	0

*C - Compulsory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C
Q1 to Q 35	1R2	1U2	1U2	2R2	2U2	2U2	2U2	35/35
	3R2	3U2	3U2	3U2	3A2	3A2	3A2	
	3A2	4R2	4R2	4R2	4U2	4U2	4U2	
	4U2	4U2	4A2	4A2	4A2	4A2	5R2	
	5R2	5U2	5U2	5U2	5A2	5A2	5A2	

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Use of proper commands	5
2	Creating geometic modelling.	10
3	Experiment writing work.	5
4	Viva Voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	-	-	-	-	-	-
CO2	3	-	-	3	-	-	-	-	-
CO3	3	-	-	3	-	-	-	-	-
CO4	3	-	-	3	2	-	2	-	-
CO5	3	-	-	3	2	-	2	-	-
CO6	3	-	-	3	2	-	2	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	CAD/CAM (Computer Aided Design/ Computer Aided Manufacturing)	Mikell P. Groover & Emory W. Zimmers, Prentice Hall of India Pvt. Ltd., New Delhi, 05th Edition, 1997	13: 978-81-7758-416-5
2	CAD/CAM Principles and Applications	P.N.Rao, Tata McGrawHill Education Pvt. Ltd.,New Delhi, Third Edition, 2010	13: 978-0-07-068193-4
3	Pro Engineer Wildfire 4 for Designers	Sham Tickoo, Dreamtech Press, New Delhi, 2010	13: 978-81-7722-904-2
4	CAD/CAM/CIM	P. Radhakrishnan, S. Subramhanyam, V. Raju, New Age international Publisher, New Delhi, Second Edition	10: 81-224-1248-3
5	CAD/CAM Concept and Applications	Chennakesava R. Alavala, PHI Learning Pvt. Ltd, Delhi, Sixth Edition, 2015	13: 978-81-203-3340-6
6	CAD/CAM (Computer Aided Design/ Computer Aided Manufacturing)	Suresh Dalela & P.K.Jain, S. Chand & Company Ltd., New Delhi, First Edition, 2000	10: 81-219-1784-0

XV e-References:

1. https://www.youtube.com/watch?v=sVWsUS_7V6s&list=PLrOFa8sDv6jfVMccV28fssFut0EG0NNb6, 24th May, 2024
2. https://www.youtube.com/watch?v=yywxb9DLtng, 24th May, 2024
3. https://www.youtube.com/watch?v=8w_rllesjPE&list=PLsazGtdtYPVv0odDDT7qLQq9Q_NTnKslI, 24th May, 2024
4. https://www.youtube.com/watch?v=lvm3dqCI0q4, 24th May, 2024
5. https://www.youtube.com/watch?v=pwrxlSpk8Es&list=PLNHkWfMqgWnIPONSaMUfVbtvP6GbzDyba, 24th May, 2024
6. https://www.youtube.com/watch?v=bYKbYLfpk6k&list=PLRhPac0z_f_EiuNLBs_E_lOt-OqJPpHD_R, 24th May, 2024
7. https://www.youtube.com/watch?v=voIA0VyLW9E, 24th May, 2024
8. https://www.youtube.com/watch?v=h7dhDe-fZeg, 24th May, 2024

XVI List of Major Equipment/Machineries with Specification:

1. CPU with Intel (R) Core (TM) i5 processor or higher latest version
2. A color monitor with highest 32 bit/ 64 bit color display and with screen
3. A scroll mouse.
4. Laser printer
5. Windows7 operating system or higher version
6. Any one open source modeling software at AICTE website
7. Projector
8. Antivirus
9. LAN networking

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr. G.K.Awari	HOD Mechatronics	Government Polytechnic, Nagpur
2	Ms. K.P.Thaware	Lecturer in Mechatronics	Government Polytechnic, Nagpur
3	Prof.Vikas M.Mankar	I/c HOD, Electronics & Tele.Engg.	Priyadarshini Polytechnic, Nagpur
4	Dr.Hemant B.Warkad	Jr. Works Manager	Ordnance Factory Ambajhari (OFA), Nagpur
5	Dr. S.M.Kale	Lecturer in Electronics	Government Polytechnic, Amravati

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HOD & Chairman PBOS, MK

(Dr. G. V. Gotmare)
Member Secretary PBOS, MK

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COURSE CURRICULUM

Program	:	Diploma in CE/ME/EE/EC/PK/MT/MK/AE/TX
Course Category	:	GE
Course Code	:	AI292H
Course Title	:	Basics of Artificial Intelligence

I Rationale:

This course provides a comprehensive introduction to the fundamental principles and methodologies of artificial intelligence (AI). Students will explore the concept of intelligence and the various methods for encoding knowledge in computer systems. The course covers essential AI elements, including problem formulation, problem space exploration, search algorithms, knowledge representation, inference, logic, and learning mechanisms. By the end of the course, students will have developed a solid understanding of these core AI components and their applications in real-world scenarios.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Comprehend the knowledge of the foundational concepts of AI

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Identify** the need of AI and its applications in real life.

CO2: **Use** appropriate search techniques for solving a AI problem

CO3: **Identify** the methods used for knowledge representation in developing logic for game playing.

CO4: **Apply** knowledge representation and reasoning methods for solving real world problems using Artificial Intelligence.

CO5: **Apply** AI knowledge in developing Internet of Things applications

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
2	-	2	-	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70**	100	40	25	10	25	10	-	-

**Online Objective Type

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Introduction to Artificial Intelligence	1a	Classify artificial intelligence on the basis of given point.	1.1	Definitions – Artificial Intelligence, History of AI, Evolution of AI	CO1
	1b	Distingusih between various types of AI on the basis of given points	1.2	Applications of AI in NLP, Robotics, Automation, Human Emothion recognition, Types of AI	
	1c	Select the intelligent agent from the given data.	1.3	Types of Agents, Intelligent Agent	
	1d	Justify the difficulties encounted while conducting the Turing Test	1.4	Agent Environment,Turing Test in AI	
UNIT II: Search Techniques in AI	2a	Select and justify given search technique on basis of given point.	2.1	Search Techniques in AI ,Search based problems- Slide bar puzzle problem,Tower of Hanoi	CO2
	2b	Choose a suitable heuristic function for solving given problem.	2.2	Uninformed Search Breadth first Search Depth First Search, Heuristic Search/ Informed Search Techniques: Generate-and-Test, Hill Climbing, Best-first Search	

UNIT III: Game playing in AI	3a	Apply procedures on given function using given search.	3.1	Game Playing: The Minimax Search Procedure, Adding Alpha-beta Cutoffs, Iterative Deepening	CO3
	3b	Apply specific search methods on particular game	3.2	Case study : Search in Game Playing	
UNIT IV: Knowledge Representation	4a	Differentiate between the various types of knowledge based on the given criteria.	4.1	Introduction to Knowledge representation, types of knowledge	CO4
	4b	Compare the given techniques on the basis of given data.	4.2	Techniques of knowledge representation-Logical Representation, Semantic Network Representation Frame Representation, Production Rules	
	4c	Represent the given knowledge using propositional logic.	4.3	Propositional logic in Artificial intelligence	
	4d	Represent the given knowledge using First order logic.	4.4	First-Order Logic in Artificial intelligence	
UNIT V: Role of AI in Internet ofThings (IoT)	5a	Identify the contribution of AI in making IoT work	5.1	Role of AI in making IoT sucessful, Applications of AI in IoT	CO5
	5b	Suggest 2 imaginations of future based on collaboration of AI and IoT	5.2	Real world examples of AI in IoT,Future of AI based IoT	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
II	1	Implement Hill climbing to solve 8-Puzzle problem	2#	CO2
II	2	Develop a program to solve Tower of Hanoi problem using recursion.	2#	CO2
II	3	Develop a program to perform the generate and Test Search using Heuristic approach	2#	CO2
III	4	Implement Best First Search to solve a problem using Heuristic approach	2#	CO3
III	5	Develop a program to perform breadth- first search of a given problem graph.	2#	CO3
III	6	Develop a program to perform depth- first search of a given problem graph.	2#	CO3
IV	7	Develop a program to solve family tree problem using rules	2#	CO4
IV	8	Design an application to simulate number puzzle problem	2#	CO4
V	9	Implement water jug problem using artificial intelligence technique	2#	CO5
V	10	Implement the program based on Minimax Search for designing the Tic-Tac-Toe game	2#	CO5
V	11	Develop a program to solve the Travelling Sales person Problem using Heuristic approach	2#	CO5
V	12	Develop a program to solve the Slide bar puzzle problem using Heuristic approach	2#	CO5
V	13	Develop a mini project on Automated inventory tracking using IoT	2	CO5
V	14	Develop a mini project on IoT in Healthcare.	2	CO5
V	15	Develop a mini project on IoT in any other application.	2	CO5

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Introduction to Artificial Intelligence	6	C	02	04	10	16
			O	00	00	00	00
2	Search Techniques in AI	6	C	02	04	06	12
			O	00	00	00	00
3	Game playing in AI	6	C	02	04	06	12
			O	00	00	00	00
4	Knowledge Representation	6	C	02	02	10	14
			O	00	00	00	00
5	Role of AI in Internet ofThings (IoT)	6	C	02	06	08	16
			O	00	00	00	00
6			C	00	00	00	0
			O	00	00	00	00
Total		30	C	10	20	40	70
			O	0	0	0	0

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C
Q 1 to Q 35	1R2	1U2	1U2	1A2	1A2	1A2	1A2	35/35
	1A2	2R2	2U2	2U2	2A2	2A2	2A2	
	3R2	3U2	3U2	3A2	3A2	3A2	4R2	
	4U2	4A2	4A2	4A2	4A2	4A2	5R2	
	5U2	5U2	5U2	5A2	5A2	5A2	5A2	

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Writing Program (Execution)	5
2	Performance	10
3	Showing Execution Process and outcome	5
4	Viva Voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	3	3	-	3	-	-
CO2	3	-	-	3	3	-	3	-	-
CO3	3	-	-	3	3	-	3	-	-
CO4	3	-	-	3	3	-	3	-	-
CO5	3	-	-	3	3	-	3	-	-
CO6	3	-	-	3	3	-	3	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Artificial Intelligence	E. Rich and K. Knight and ShivashankarB.Nair.,3rd Edition, Tata McGraw Hill, 2008	13: 978-0-07-067816-3, 10: 0-07-067816-2
2	Artificial Intelligence - A Modern Approach	S. Russell and P.Norvig, Pearson Education, 4th edition, 2020	13: 978-0-13-604259-4
3	Introduction to Artificial Intelligence & Expert Systems	Dan W Patterson, PHI Learning, 1st Edition, 2011	13: 9789332551947

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1. https://www.javatpoint.com/types-of-ai-agents, accessed on 29th May 2024
2. http://www.dkriesel.com/en/science/neural_networks, accessed on 29th May 2024
3. https://www.youtube.com/results?search_query=artificial+intelligence, accessed on 29th May 2024
4. https://www.youtube.com/watch?v=s-s9ilkMVj8, accessed on 29th May 2024
5. https://www.javatpoint.com/subsets-of-ai, accessed on 29th May 2024
6. https://www.youtube.com/watch?v=s-s9ilkMVj8, accessed on 29th May 2024

XVI List of Major Equipment/Machineries with Specification:

1. Computer system with latest configuration.
2. Software: opensource framework, AItools (Scikit Learn,TensorFlow,Auto ML,H2O,google ML kit)

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr. A R Mahajan	HOD, Information Technology	Government Polytechnic, Nagpur
2	Dr.Paresh R. Kamble	Machine Learning specialist	OZ SportZ, Nagpur, HQ-Reykjavik, Iceland
3	Dr. Vijaya Balpande	Associate Professor	Priyadarshini College of Engg., Nagpur
4	Mrs. Shifa Azharuddin	Lecturer in Information Technology	Government Polytechnic, Nagpur
5	Dr. S. S. Gharde	Lecturer in Information Technology	Government Polytechnic, Nagpur

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COURSE CURRICULUM

Program	:	Diploma in CE/ME/EE/EC/IT/CM/PK/MT/AE/AI/MK/TX
Course Category	:	GE
Course Code	:	TR292H
Course Title	:	Wildlife Tourist Guide / Naturalist

I Rationale:

Over a period of time, it has been observed that efficiency of polytechnic student can be increased at the workplace by imparting key skills right from entry to the polytechnic. It is an effort to develop student that enables him to be successful in finding a practical and quick solution to any problem he comes across. It covers more or less all aspects of life skills. The development of subject is progressively ascending parallel to development of study in polytechnic.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Facilitate guided wildlife and nature tours with strong communication, safety, and interpretive storytelling skills.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Classify** the concept of Tour Guiding and Naturalist.

CO2: **Identify** the key communication and behavior skills for Guide.

CO3: **Identify** types of products for tour guiding and types of tourists.

CO4: **Identify** and understand the tourist behavior and expectations.

CO5: **Identify** technical and storytelling skills required for effective tour guiding.

CO6: **Identify** various hygiene, safety and documentation process.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
2	-	2	-	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70**	100	40	25	10	25	10	25	10

**Online Objective Type

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Introduction	1a	Classify the duty of tour guiding.	1.1	Introduction of tourism industry. Background of tour guiding Duty and responsibilities.	CO1
	1b	Identify the role of wildlife tourism in India.	1.2	Wildlife tourism in India, Role of Naturalists.	
	1c	Identify the local experience and excursion.	1.3	Introduction of Local excursion and experiences.	
UNIT II: Communication Skills	2a	Identify skill set.	2.1	Learn basic communication skills required for the profession.	CO2
	2b	Relate skills with profession.	2.2	Etiquettes and behaviour.	
	2c	Recognize the types of skills.	2.3	Presentation skills and storytelling.	
	2d	Identify the hard skills.	2.4	Hard skills and domain knowledge.	
IT III: Tour ing Products	3a	Recognize the types of Products.	3.1	Types of tour.	CO3
	3b	Recognize product for tour guiding.	3.2	Types of products for tour guiding, costing, inclusion etc.	

UNI Guid	3c	Identify type of tourist.	3.3	Types of tour for different types of tourist.	
UNIT IV: Tourist Expectation	4a	Identify behavior of tourist.	4.1	Types of tourist, Types of destination, Types of tour, Behaviour of the tourist at the destinations.	CO4
	4b	Identify expectation of Tourist.	4.2	Understating the expectation and outcome of the tour.	
	4c	Identify communication and importance of feedback.	4.3	Communication during the tour, feedback and testimonials.	
UNIT V: Component of the Wildlife Destination	5a	Classify Wildlife Tourism products.	5.1	Different types of Destination, Inbound and Domestic Market, Eco system of the wildlife Industry.	CO5
	5b	Identify types of components of the wildlife tourism products.	5.2	Understanding flora and Fauna of the wildlife destination.	
	5c	Prepare pitch for storytelling.	5.3	Art of Story Telling. Short and long pitch, content creation for the story telling.	
UNIT VI: Hygiene, Safety & Documentation	6a	Identify use hygiene in tourism industry.	6.1	Understanding the importance of hygiene during tours, Tips to maintain hygiene during tour and making connections with tourists.	CO6
	6b	Use of safety guidelines for tourist.	6.2	Safely at the destination and while taking walking tours. Important checklist for the safety of tourists.	
	6c	Identify use of tour guiding documentation.	6.3	Tour Guiding documentation.	
	6d	Use of procedures pre during and post tours.	6.4	Pre service and Post service procedure, Maintaining documents.	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Prepare the list of types of wildlife and historic destination in Vidarbha.	2#	CO1
I	2	Prepare and present the importance of wildlife tourism in India.	2#	CO1
II	3	Prepare and present a role play for tour guiding profession.	2#	CO2
II	4	Prepare a story for oral narration with respect to a wildlife destination.	2#	CO2
III	5	Present the Tourism Products.	2	CO3
III	6	Prepare a present a role plays of types of tourists.	2	CO3
III	7	Prepare report on the product of tour guiding.	2#	CO3
IV	8	Prepare Roleplay on Tourist behavior.	2#	CO4
IV	9	Prepare report on tourist expectation at different types of destination.	2#	CO4
IV	10	Prepare feedback form for tourist visiting wildlife destination.	2	CO4
V	11	Demonstarte wildlife Story telling.	2#	CO5
V	12	Submit the assignment of a destinations flora and fauna in the form of story telling.	2#	CO5
VI	13	Prepare the documentation chekist for an organization managing wildlife tourism activities.	2#	CO6
I to VI	14	Presents your self as a wildlife tourist guide.	2#	CO1 to CO6

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

1. Not Applicable.

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Introduction	5	C	02	04	00	6
			O	0	0	0	0
2	Communication Skills	5	C	02	08	00	10
			O	0	0	0	0
3	Tour Guiding Products	5	C	02	04	12	18
			O	0	0	0	0
4	Tourist Expectation	5	C	02	04	06	12
			O	0	0	0	0
5	Component of the Wildlife Destination	5	C	02	04	06	12
			O	0	0	0	0
6	Hygiene, Safety & Documentation	5	C	00	08	04	12
			O	0	0	0	0
Total		30	C	10	32	28	70
			O	0	0	0	0

*C - Compulsory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options	
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C	O
Q1 to Q 35	1R2	1U2	1U2	2R2	2U2	2U2	2U2	35/35	
	2U2	3R2	3U2	3U2	3A2	3A2	3A2		
	3A2	3A2	3A2	4R2	4U2	4U2	4A2		
	4A2	4A2	5R2	5U2	5U2	5A2	5A2		
	5A2	6U2	6U2	6U2	6U2	6A2	6A2		

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Performance	10
2	Overall Presentation of given assignment	10
3	Viva Voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	-	3	-	3	-	-
CO2	3	-	-	-	3	-	3	-	-
CO3	3	-	-	-	3	-	3	-	-
CO4	3	-	-	-	3	-	3	-	-
CO5	3	-	-	-	3	-	3	-	-
CO6	3	-	-	-	3	-	3	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Wildlife Tourism Resources	Chiranjeev Avinash, Jnanada Prakashan,	13: 9788171391738
2	Working in Wildlife Tourism: A handbook for guides, small business, students and NGOs	Ronda Green, Green Publications, 2023	
3	Tourism and Biodiversity	Romila Chawla, Sonali Publisher.	13: 978-8188836727

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2. https://www.naturesafariindia.com/wildlife-in-india/indian-wildlife/accessed on 15 nonember 2024
3. https://www.responsibletravel.com/holidays/india-wildlife/travel-guide/accessed on 15 nonember 2024
4. https://www.wildlife-safari-india.com/accessed on 15 nonember 2024
5. https://thewildlifetour.com/accessed on 15 nonember 2024
6. https://www.nathab.com/know-before-you-go/asia-the-pacific/india/wildlife-guid/accessed on 15 nonember 2024
7. https://www.insideindianjungles.com/accessed on 15 nonember 2024

XVI List of Major Equipment/Machineries with Specification:

1. Computer with internet connectivity.
2. Projector with screen.
3. World map, Map of India, Maps of Indian states and Union Territories.

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr.P. P. Virkhare	HoD, Travel and Tourism Department.	Government Polytechnic, Nagpur.
2	Mr Rajesh P Pund	Lecturer in Travel and Tourism	Government Polytechnic, Nagpur.
3	Dr Aarti Meshram	I/c Principal	GIHMCT, Nagpur.
4	Miss Erika Kar	Director	Pegasus Institute, Nagpur.
5	Mr Adityashekhar Gupta	Director	Horizon Safaris, Nagpur.
6	Dr Arvind Upasani	Visiting Lecturer	RSTM Nagpur University.

(Dr. P. P. Virkhare)
HOD & Chairman PBOS, TR

(Dr. G. V. Gotmare)
Member Secretary PBOS, TR

Exit Course

II Year

Government of Maharashtra
GOVERNMENT POLYTECHNIC, NAGPUR
(An Autonomous Institute of Govt. of Maharashtra)
Near Mangalwari Bazar, Sadar, Nagpur-440001

COURSE CURRICULUM

Program	:	Diploma in CE/ME/EE/EC/CM/IT/AE/MT/PK/TX/MK/AI
Course Category	:	INP
Course Code	:	IN252H
Course Title	:	Internship (Vocational Skills)

I Rationale:

The Internship (Vocational Skill) course is a vital component for fulfilling the requirements of the diploma in vocation after the fourth semester as per NEP guidelines as an exit course. It provides students with hands-on experience in small, medium, or large-scale industries related to their field of study. This course bridges the gap between academic learning and practical application, enabling students to apply their theoretical knowledge in real-world industrial settings, enhancing their employability and vocational competencies.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Bridge theoretical knowledge with practical experience in a professional environment.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Evaluate** the organization's structure, processes, safety protocols, and industry standards to determine operational effectiveness.

CO2: **Apply** industry-specific tools, technologies, and skills to perform various operations.

CO3: **Contribute** to organizational goals by handling projects/ tasks under mentor guidance, applying learned skills.

CO4: **Analyze** technical challenges, addressing industry-specific issues effectively.

CO5: **Prepare** a internship report, ensuring accuracy and clarity.

CO6: **Deliver** presentation using visual aids and effective communication.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
-	-	-	8	8	4

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
-	-	-	-	-	-	-	-	50	20

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)	Topics and Sub-topics	Aligned Cos

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Learn the organization's structure, operational workflow, safety standards, industry practices, methodologies, technologies, and workplace processes to analyze operational efficiency and compliance requirements.	10#	CO1
II	2	Undergo training on industry-specific tools, technologies, and software, while gaining hands-on experience in performing basic operations, troubleshooting, and maintenance tasks, applying relevant skills to real-world industry scenarios and challenges.	20#	CO2

III	3	Participate in daily operations under mentor guidance, handling assigned projects or tasks aligned with industry needs, applying learned skills to contribute to organizational goals and gaining practical experience in real-world scenarios.	60#	CO3
IV	4	Identify and analyze technical challenges in industry, and address industry-specific issues (if any).	10#	CO4
V	5	Prepare a comprehensive internship report that effectively documents work experiences, technical tasks, and key achievements throughout theinternship. Ensure the accuracy of the content by cross-referencing with project details. Organize the report clearly, following industry standards.	10#	CO5
VI	6	Prepare a PowerPoint presentation on internship learnings, create and share a structured seminar outline, review technical documents, and present it.	10#	CO6

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

1. During the summer vacations, after the 4th Semester, students are required to undergo internship with industry/ NGO"s/ Government organizations/ Micro/ Small/ Medium enterprises to make ready for the industry.

IX Specification Table for Classroom Learning Assessment:

X Question Paper Format for Summative Assessment (SA):

XI Scheme of Laboratory Formative Assessment (FA):

XII Scheme of Self-Learning Summative Assessment (SA):

S.N.	Criteria	Max. Marks
1	Selection of industry	5
2	Work done and Feasibility of work	25
3	Daily diary, supervisor remark and report writing	10
4	Presentation	10
	TOTAL	50

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	1	-	-	-	-	-	3	-	-
CO2	-	-	-	-	-	3	3	-	-
CO3	-	-	-	-	-	3	3	-	-
CO4	-	-	-	-	1	3	3	-	-
CO5	-	-	-	-	-	3	3	-	-
CO6	-	-	-	-	-	3	3	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Industrial Training and Education	Lokesh Choudhary, Mittal Publications, 2007	10: 8183242367 13: 9788183242363
2	Training Practice	Penny Hackett, McGraw-Hill Education, September 2003	10: 0852929803 13: 9780852929803
3	AICTE Internship Policy: Guidelines & Procedures	All India council of Technical Education New Delhi	-

XV e-References:

1. https://internship.aicte-india.org/ assessed on 23rd April 2024
2. https://www.coursera.org/articles/computer-science-internships assessed on 23rd April 2024

XVI List of Major Equipment/Machineries with Specification:

1. Desktop computers
2. Laser Printer
3. DLP

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr. R. P. Mogre	Principal	Government Polytechnic, Nagpur
2	Dr. M. V. Sarode	HoD, Computer Engineering and I/C Trainining & Placement Officer	Government Polytechnic, Nagpur
3	Dr. G. V. Gotmare	I/C Curricullum Development Cell	Government Polytechnic, Nagpur

(Dr. M. V. Sarode)
HOD & Chairman PBOS, CM

(Dr. G. V. Gotmare)
Member Sectretary PBOS, CM

Semester

V

Government of Maharashtra
GOVERNMENT POLYTECHNIC, NAGPUR
(An Autonomous Institute of Govt. of Maharashtra)
Near Mangalwari Bazar, Sadar, Nagpur-440001

COURSE CURRICULUM

Program	:	Diploma in CM
Course Category	:	DSC
Course Code	:	CM301H
Course Title	:	Operating System

I Rationale:

Operating system is the interface between the user and the computer system. It is the first piece of software to run on a computer system when it is booted. It's job is to co-ordinate and provide services for the execution of application software. This course describes the fundamental concepts behind operating systems. It familiarizes the students with the concepts and functions of operating system. It provides knowledge to develop systems using advanced operating system concepts of operating system.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Comprehend the principles and administration of operating systems.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Install** operating system and configure it.

CO2: **Use** operating system tools to perform various functions.

CO3: **Execute** process commands for performing process management operations.

CO4: **Apply** scheduling algorithm for process management.

CO5: **Evaluate** efficiency of different memory management techniques.

CO6: **Implement** the file management techniques.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
3	-	2	1	6	3

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70	100	40	25	10	25+	10	25	10

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Overview of Operating System	1a	Compare given views of OS based on given criteria.	1.1	Operating system – Concept, Components of computer system, Operations of OS: Program management, Resource management, Security and protection; Views of OS: User view, System View	CO1
	1b	Distinguish given OS on given points	1.2	Different Types of Operating System- Batch operating system, multi programmed, Time Shared OS, Multiprocessor Systems, Distributed Systems, Real time systems. Mobile OS (Android, iOS).	
	1c	Categorize the given operating systems.	1.3	Command line based OS-DOS, UNIX;GUI base OS- WINDOWS , LINUX	

UNIT II: Services and Components of the Operating System	2a	Select the given command for identified component.	2.1	Different Services of Operating System.:-User Interface, program execution, I/O operations, File-system manipulation, Communications, Error detection, Resource allocation, Accounting, Protection and security.	CO2
	2b	Illustrate use of the given System call of specified OS.	2.2	System Calls- Concept, types of system calls.	
	2c	Identify the given component of the Operating System to performs its function in managing system resources.	2.3	OS Components: - Process Management, Main Memory Management, File Management, I/O System management, Secondary Storage management.	
	2d	Use of OS for the given components.	2.4	Use of operating system to user management, security policy, device management, performance monitor, task scheduler.	
UNIT III: Process Management and Multithreading	3a	Identify the given process control block.	3.1	Process-: process states, Process Control Block (PC	CO3
	3b	Select the proper scheduler type based on given criteria.	3.2	Process Scheduling- Scheduling Queues, Schedulers, Context Switch.	
	3c	Compare shared memory and Massage passing system based on given criterias.	3.3	Inter-process communication (IPC): Introduction, shared memory system and message passing system	
	3d	Apply characteristics of executing the given multithreading model.	3.4	Threads - Benefits, users and kernel threads, Multithreading Models.	
d Deadlock	4a	Identify given scheduling algorithm type based on given situation.	4.1	Scheduling types - scheduling Objectives, CPU and I/O burst cycles, Pre-emptive, Non Pre-emptive Scheduling, Scheduling criteria.	

UNIT IV: CPU Scheduling an	4b	Calculate given criteria based on given scheduling algorithm.	4.2	Types of Scheduling algorithms – First come first served (FCFS), Shortest Job First (SJF), Shortest Remaining Time(SRTN), Round Robin (RR) Priority scheduling, multilevel queue scheduling.	CO4
	4c	Identify the deadlock condition based on given situation.	4.3	Deadlock - System Models, Necessary Conditions leading to Deadlocks, Deadlock Handling - Preventions, avoidance.	
UNIT V: Memory Management	5a	Compare given types of fragmentation based on given properties.	5.1	Basic Memory Management - Partitioning, Fixed and Variable, Swapping, fragmentation	CO5
	5b	Illustrate characteristic of the given memory management techniques.	5.2	Virtual Memory - Introduction to Paging, Segmentation and Page fault	
	5c	Calculate Page fault for the given page reference string.	5.3	Page Replacement Algorithms: FIFO, LRU, Optimal.	
Management	6a	Apply the given file system structure (e.g., FAT, NTFS, ext4) to organize and manage files in given real-world scenario.	6.1	File Concepts, Attributes, Operations, types and File System Structure.	CO6
	6b	Apply the given file access method (e.g., sequential or direct access) to manage data in a given scenario.	6.2	Access Methods - Sequential, Direct File-Allocation Methods- Contiguous, Linked, Indexed. Free Space management Techniques- Bitmap and Linked List.	

UNIT VI: File	6c	Computer total distance based on given data for given disc scheduling algorithm.	6.3	Directory structure-- Single level, two levels, tree structured directory, Disk Scheduling: FCFS, SSTF, SCAN, C-SCAN, LOOK Scheduling, Selection of a Disk Scheduling Algorithm , Disk Organization anddisk Structure- Physical structure, Logical structure, Raid structure of disk, raid level 0 to 6.	CO6

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Install and configure Linux (or alike) operating system.	2#	CO1
I	2	Execute general purpose commands date, time, cal, clear, banner, tty, script, man.	2#	CO1
II	3	Work with multiple linux terminals and basic commands: who, who am I, login, passwd, su, pwd.	2#	CO2
II	4	Use Operating services (Editor, GUI, File handling.) Run commands to start, stop, and restart the specified service in Linux.	2	CO2
III	5	Execute process commands- ps, wait, sleep, exit, kill.	2#	CO3
IV	6	Develop a C program to calculate total waiting and turnaround time of n processes with First Come First Serve CPU scheduling algorithm.	2#	CO4
IV	7	Develop a C Program for Shortest Job first Scheduling Algorithm.	2	CO4
V	8	Develop a 'C' program to implement FIFO page replacement algorithm.	2#	CO5
V	9	Develop a 'C' program to implement LRU page replacement algorithm.	2#	CO5
VI	10	Execute file and directory manipulation commands — ls, rm, my, cp, join, split, cat (file saving and redirection operator), head, tail, touch,	2#	CO6
VI	11	Execute file and directory manipulation commands — diff, comm., pr, chmod, mkdir, rmdir, cd, pwd, dir, cmp. (Use wild card character).	2#	CO6
VI	12	Execute text processing tr,wc, cut, paste, spell, sort, grep, more	2#	CO6
VI	13	Develop Shell Script by using following Control statements features- "if' statement	2#	CO6
VI	14	Develop Shell Script by using following Control statements features- "for" statement, exit, break, continue.	2#	CO6
VI	15	Develop Shell script to find out whether -File has read, write, and execute permissions?	2	CO6

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

1. Create a report depicting features of different types of Operating Systems- Batch Operating System, Multi Programmed , Time Shared, Multiprocessor Systems, Real time systems, Mobile OS with example.
2. Make a comparative statement to calculate page fault for given page reference string by using different page replacement algorithms.
3. Prepare help guide using shell script for all the major Linus Command.
4. Prepare comparative chart to calculate total waiting and turnaound time for 'n' processes with different CPU scheduling algorithm
5. Develop a case study report on Windows 10 Operating System.
6. Develop a case study report on Windows 11 Operating System.
7. Develop a case study report on Windows Mac OS System.
8. Develop a case study report on Linux Operating System.
9. Develop a case study report on Ubantu Operating System.
10. Develop a case study report on Android Operating System.
11. Create a concept map showing the main functions of an operating system, such as process management, memory management, file systems, and device management.
12. Create a basic program in C or Python that demonstrates process creation using fork() in Linux or CreateProcess() in Windows.
13. Use virtualization platforms like VirtualBox or VMware to run multiple operating systems and experiment with OS concepts.
14. Develop program for SCAN, C-SCAN
15. Prepare any microproject based on curriculm content.

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Overview of Operating System	2	C	02	00	00	2
			O	02	00	00	2
2	Services and Components of the Operating System	5	C	04	04	04	12
			O	00	04	00	4
3	Process Management	8	C	02	04	04	10
			O	02	00	04	8
4	CPU Scheduling and Algorithms	14	C	02	04	12	18
			O	04	04	00	8
5	Memory Management	8	C	02	04	10	16
			O	00	04	06	10
6	File Management	8	C	02	04	06	12
			O	00	04	06	10
Total		45	C	14	20	36	70
			O	8	12	20	40

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options	
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C	O
1	1R2	3R2	4R2	5R2	6R2	1R2	3R2	5	7
2	2R4	2U4	3U4	2U4	4R4			3	5
3	3A4	2A4	4U4	3A4	4U4			3	5
4	5U4	5A4	6U6	5U4	6U6			3	5
5	4A6	5A6	6A6					2	3
6	4A6	6A6	5A6					2	3

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Installation/configuration of software	5
2	Correctness of Executing various commands	5
3	Writing and executing programs to get desired output	10
4	Viva Voce & Submit journal report in time	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

S.N.	Criteria	Max. Marks
1	Installation/configuration of software	5
2	Correctness of Executing various commands	5
3	Writing and executing programs to get desired output	10
4	Viva Voce & Submit journal report in time	5
	TOTAL	25

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific Outcomes	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	3	-	-	3	3	-
CO2	3	-	-	3	-	-	3	3	3
CO3	3	2	3	3	3	3	3	3	3
CO4	3	2	3	3	3	3	3	3	3
CO5	3	2	3	3	3	3	3	3	3
CO6	3	-	3	3	3	3	3	3	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Operating System Concepts	Silberschatz, Galvin	John Wiley and Sons, Ninth Edition, 2015, 13: 978-51-265-5427-0
2	Operating System	Godbole, Achyut S.	Tata McGraw Hill Education, 2015,13:9780070591134
3	Operating Systems: Internals and Design Principles	Stallings ,William	Pearsons, 8 edition2015 13:978-0133805918
4	Operating System	Dhamdhere, Dhanjay M.	McGraw Hill,2015 13: 978-1-25-900558-9

XV e-References:

1. https://onlinecourses.nptel.ac.in/noc20_cs04/preview , accessed on 12th Aug 2024
2. https://www.cse.iitb.ac.in/~mythili/os/, accessed on 12th Aug 2024
3. https://whatis.techtarget.com/definition/operating-system-OS , accessed on 12th Aug 2024
4. www.tutorialspoint.com/operating_system/index.htm , accessed on 12th Aug 2024
5. https://www.javatpoint.com/os-tutorial , accessed on 12th Aug 2024

XVI List of Major Equipment/Machineries with Specification:

1. Computer system (Any computer system with basic configuration)
2. Linux or alike operating system such as Ubuntu, CentOS or any other.

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr M. V. Sarode	HoD, Computerl Engineering	Government Polytechnic, Nagpur
2	Dr. U. B. Aher	Lecturer in CM	Course Expert G.P.Nagpur
3	Mrs.D.S.Nalinde	Lecturer in CM	Course Reviewer G.P.Nagpur
4	Mrs. S. A. Khatri	Lecturer in CM	Course Reviewer G.P.Nagpur
5	Mr.Dipak Dhote	Operations Manager,	IT-Network Infosystems Pvt LTD,Nagpur
6	Dr.Rakesh Kadu	Assistant Professor, I.T.	Ramdeobaba College of Engg, and Management, Nagpur
7	Mrs.V.A.Raje	System Analyst	MSBTE,RO Nagpur

(Dr. M V Sarode)
HOD & Chairman PBOS, CM

(Dr. G. V. Gotmare)
Member Sectretary PBOS, CM

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Government of Maharashtra
GOVERNMENT POLYTECHNIC, NAGPUR
(An Autonomous Institute of Govt. of Maharashtra)
Near Mangalwari Bazar, Sadar, Nagpur-440001

COURSE CURRICULUM

Program	:	Diploma in CM
Course Category	:	DSC
Course Code	:	CM302H
Course Title	:	Advance Java

I Rationale:

This course equips students with advanced Java skills, enabling them to develop efficient and scalable applications across diverse domains. By bridging foundational Java concepts with advanced applications, this course prepares students for roles in software development, enterprise solutions, and web technologies.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Demonstrate proficiency in Advance Java Programming.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Develop** Java applications to ensure code reusability and maintainability through the use of collection framework and generics.

CO2: **Implement** graphical user interfaces using given Swing components.

CO3: **Implement** advanced networked Java applications.

CO4: **Implement** database-driven Java applications using JDBC.

CO5: **Develop** robust web applications using Java Servlets.

CO6: **Implement** dynamic, interactive web applications using JSP.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
4	-	2	2	8	4

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70	100	40	25	10	25+	10	25	10

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
nerics and Collection Framework	1a	Implement efficient data structures by using given Java Collections Framework.	1.1	Introduction to Java Collections Framework: Overview of the Java Collections Framework (JCF), its architecture, and core interfaces such as Collection, List, Set, and Map	CO1
	1b	Implement given Collection interface to solve problem.	1.2	Collections Interfaces and Implementations: Detailed exploration of key interfaces (List, Set, Queue, Map) and their implementations (ArrayList, HashSet, LinkedList, TreeMap, PriorityQueue).	
	1c	Develop type-safe, reusable Java applications using Generics.	1.3	Generics in Java: Introduction to generics, including generic classes, methods, constructors, and interfaces. Description of type parameters and bounded types.	

UNIT I: Ge	1d	Apply advanced generics techniques to enhance Java application robustness.	1.4	Advanced Generics: Deep dive into advanced generics concepts, such as wildcard types (? extends T, ? super T), generic bounds.	
	1e	Implement efficient data processing using iterators and the Streams API.	1.5	Iterators and Streams: Introduction to iterators and the Iterator interface, and how to use them to traverse collections. Overview of Java Streams API for functional-style operations on collections.	
UNIT II: AWT Event Handling and Swing	2a	Design basic GUI applications using given AWT components.	2.1	Introduction to AWT and Swing: Overview of Abstract Window Toolkit (AWT) and Swing, understanding the differences between AWT and Swing, and the structure of GUI applications in Java.	CO2
	2b	Create user interfaces in Java using given Swing Components.	2.2	Creating GUI Components with Swing: Introduction to Swing components (JFrame, JPanel, JButton, JLabel, JCheckBox, JRadioButton), and creating simple GUI applications.	
	2c	Develop interactive applications using AWT event handling and the delegation event model.	2.3	AWT Event Handling Mechanism: Understanding event handling in AWT, exploring event classes, event listeners, and the delegation event model.	
	2d	Develop complex GUI Applications with advanced Swing components and custom Layouts.	2.4	Advanced Swing Components and Layout Managers: Utilizing advanced Swing components (JTable, JTree, JTabbedPane), and managing layouts using layout managers (BorderLayout, GridLayout, FlowLayout).	

	2e	Apply AWT event handling to Swing components for developing interactive and responsive GUI applications.	2.5	Integrating AWT and Swing for Event-Driven Applications: Combining AWT event handling with Swing components to develop interactive and responsive GUI applications.	
UNIT III: Network Programming	3a	Develop network applications using TCP/IP addressing and internals.	3.1	TCP\IP Addressing, TCP\IP internals, Network Programming Basics, Networking Classes and Interfaces	CO3
	3b	Develop networked Java applications using classes and interfaces in java.net API.	3.2	InetAddress – Factory Methods, Instance Methods, TCP/IP – Client Sockets, TCP/IP Server Sockets,Datagrams – DatagramSocket, DatagramPacket	
	3c	Implement URL and URI handling in Java applications.	3.3	URL, URLConnection, HttpURLConnection, The URI Class	
UNIT IV: Java Database Connectivity	4a	Utilize JDBC components for database connectivity in Java applications.	4.1	JDBC Introduction: JDBC Product Components- The JDBC API, JDBC Driver Manager, JDBC Test Suite, JDBC-ODBC Bridge	CO4
	4b	Implement JDBC solutions using Two-Tier and Three-Tier architectures.	4.2	JDBC Architecture – Two Tier and Three Tier Model, Types of JDBC Drivers	
	4c	Develop JDBC Applications using java.sql classes and interfaces.	4.3	The java.sql package classes and interfaces: Driver, DriverManager, Connection, Statement, PreparedStatement, ResultSet, Steps to write JDBC program	

UNIT V: Servlets	5a	Develop Servlets using the Servlet API and Lifecycle Methods.	5.1	The life cycle of a servlet, Creating simple servlet: The servlet API, javax.servlet package,Servlet Interface, ServletConfig Interface, ServletContext Interface, ServletRequest Interface, ServletResponse Interface, GenericServlet Class	CO5
	5b	Implement HTTP-Based Servlets using the javax.servlet.http package	5.2	The javax.servlet.http package: HttpServletRequest Interface, HttpServletResponse Interface,HttpSession Interface, Cookie Class, HttpServlet Class Handling Http Requests and Responses, Handling Http GET Requests, Handling Http POST Requests	
	5c	Implement cookies and sesion tacking for sateful web applications.	5.3	Cookies and Session Tracking	
NIT VI: JavaServer Pages (JSP)	6a	Justify use of JSP over servlet for given parameters	6.1	JSP Overview: The Problem with Servlets, Life Cycle of JSP	CO6
	6b	Apply JSP scripting element and JSP directives for given problem statement.	6.2	JSP (Java Server Pages) Scripting elements – scriplet tag, expression tag, declaration tag, JSP Directives-page, include, taglib	
	6c	Apply JSP action tag for implementing given problem statement.	6.3	JSP Action tags – jsp:forward, jsp:include, jsp:setProperty, jsp:getProperty jsp:param	
	6d	Implement JSP program using JSP implicit object.	6.4	JSP Implicit Objects- out, request, response, config, application, session, pageContext, page, exception	

U	6e	Develop JSP program using Cookies and JSP Session Tracking for given problem statement.	6.5	JSP Form Processing, JSP Session and Cookies Handling, JSP Session Tracking	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Create generic classes and methods to handle different types of data while ensuring type safety.	2#	CO1
I	2	Develop applications utilizing various collection classes (e.g., ArrayList, HashSet, HashMap) to manage and manipulate data.	2#	CO1
I	3	Use advanced collection classes (e.g., TreeMap, LinkedList) and demonstrate sorting and searching algorithms.	2#	CO1
II	4	Create a simple AWT-based GUI application demonstrating the use of basic components like Button, TextField, and Label.	2#	CO2
II	5	Implement an AWT application that handles user interactions using event listeners (e.g., button clicks, text field input).	2#	CO2
II	6	Design a GUI application using Swing components (e.g., JFrame, JPanel, JButton) and layout managers.	2#	CO2
II	7	Develop a Swing application utilizing advanced components such as JTable, JTree, and JTabbedPane.	2#	CO2
III	8	Create a client-server application using TCP/IP sockets to enable communication between Java programs.	2#	CO3
III	9	Implement a UDP-based client-server application using DatagramSocket and DatagramPacket.	2#	CO3
III	10	Develop a simple RMI-based application with remote objects, interfaces, and server-client communication.	2#	CO3
IV	11	Create a Java application that connects to a database, executes SQL queries, and processes the results using JDBC.	2#	CO4
IV	12	Develop an application that uses PreparedStatement for secure database interactions.	2#	CO4
V	13	Implement a simple servlet that handles HTTP requests and responses and generates dynamic web content.	2#	CO5
V	14	Create a servlet-based application that demonstrates session tracking and cookie management for user authentication.	2#	CO5
VI	15	Develop JSP pages that use scripting elements (e.g., scriplets, expressions), Session Tracking, Cookies, and directives (page, include) to generate dynamic web content.	2#	CO6

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

1. Develop a library management system using Swing for the GUI, JDBC for database connectivity, and generics for handling collections of books and users.
2. Create a chat application using TCP/IP sockets for communication between clients and servers. Implement basic text-based communication and user handling.
3. Build an online shopping cart system using servlets for handling HTTP requests, JSP for displaying product information, and JDBC for database operations.
4. Develop a student management system with a Swing-based GUI, JDBC for database interaction, and the ability to perform CRUD operations on student records.
5. Create a personal expense tracker that uses Swing for the GUI, stores data using JDBC, and provides functionalities to track expenses and generate reports.
6. Develop a basic HTTP server using Java that handles client requests, serves static web pages, and demonstrates HTTP communication.
7. Implement a remote calculator application using RMI to perform calculations on the server and return results to the client.
8. Create a forum where users can post messages and reply to threads. Use servlets and JSP for the web interface and JDBC for database operations.
9. Develop an employee attendance system using Swing for the GUI, JDBC for database interaction, and session tracking for user login and logout functionality.
10. Build a weather dashboard application using JSP to display weather information fetched from an external API. Use servlets to handle data retrieval and processing.
11. Build a system using Spring Boot, Hibernate, Thymeleaf (optional for UI) framework to manage library operations like adding books, tracking issued books, and maintaining student records.
12. Create a platform for users to register for events and view event details use Spring Boot for backend and Angular/React for frontend.
13. Develop a desktop application to track personal expenses using Frameworks/Libraries: Hibernate, JavaFX.
14. Design a platform for conducting quizzes using Spring Boot, Hibernate, Thymeleaf.

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Generics and Collection Framework	12	C	02	04	04	10
			O	02	00	04	6
2	AWT Event Handling and Swing	8	C	02	04	04	10
			O	00	04	00	4
3	Network Programming	12	C	04	04	06	14
			O	02	04	04	10
4	Java Database Connectivity	8	C	02	00	10	12
			O	00	08	00	8
5	Servlets	10	C	02	04	06	12
			O	00	00	06	6
6	JavaServer Pages (JSP)	10	C	02	04	06	12
			O	00	00	06	6
Total		60	C	14	20	36	70
			O	4	16	20	40

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options	
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C	O
1	1R2	2R2	4R2	5R2	6R2	1R2	3R2	5	7
2	3R4	1U4	2U4	2U4	3U4			3	5
3	1A4	3U4	4A4	4U4	3A4			3	5
4	5U4	2A4	6U4	1A4	4U4			3	5
5	3A6	6A6	5A6					2	3
6	4A6	5A6	6A6					2	3

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Writing Program Logic	5
2	Program execution	10
3	Error debugging	5
4	Viva	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

S.N.	Criteria	Max. Marks
1	Writing Program Logic	5
2	Program execution	10
3	Error debugging	5
4	Viva	5
	TOTAL	25

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	3	3	3	-	3	2	3	-
CO2	3	-	3	3	-	3	-	3	-
CO3	3	3	3	3	-	3	-	3	-
CO4	3	3	3	3	-	3	-	3	1
CO5	3	3	3	3	-	3	2	3	-
CO6	3	3	3	3	-	3	2	3	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Java: The Complete Reference	Herbert Schildt, McGraw Hill,Eleventh edition, 2020	13: 978-9390491629
2	Introduction to Java Programming	Y. Daniel Liang, PHI, 10th edition, 2013	13: 978-0133761313
3	Head First Java	Kathy Sierra, Bert, Trisha Gee O'Reilly Media; 3rd edition, 2022	13: 978-1491910771

XV e-References:

1. https://docs.oracle.com/javase/tutorial/ accessed on 4th August 2024
2. https://introcs.cs.princeton.edu/java/home/ accessed on 4th August 2024
3. https://docs.oracle.com/en/java/index.html accessed on 4th August 2024
4. https://math.hws.edu/javanotes/ accessed on 4th August 2024

XVI List of Major Equipment/Machineries with Specification:

1. Processor requirements: minimum a Pentium 2 266 MHz processor.
2. Memory Requirements: On Windows 64-bit operating systems, in 32- or 64-bit mode, the Java runtime requires a minimum of 128MB of memory.

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr. M. V. Sarode	Head of Department, Computer Engineering	Government Polytechnic, Nagpur
2	Mr. S. A. Khatri	Lecturer, Computer Engineering	Government Polytechnic, Nagpur
3	Dr. U. B. Aher	Lecturer, Computer Engineering	Government Polytechnic, Nagpur
4	Dr. K. L. Bawankule	Lecturer, Computer Engineering	Government Polytechnic, Nagpur
5	Mr. Dipak Dhote	Operations Manager	IT-Network Infosystems Pvt LTD, Nagpur
6	Dr. Rakesh Kadu	Assistant Professor, Information Technology	Ramdeobaba College of Engg, and Management,
7	Mrs. V .A. Raje	System Analyst	MSBTE,RO Nagpur

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COURSE CURRICULUM

Program	:	Diploma in CM
Course Category	:	DSE
Course Code	:	CM303H
Course Title	:	Machine Learning

I Rationale:

This course in machine learning is designed to give students a strong foundation in the essential concepts, techniques, and algorithms used in the field. The curriculum covers both supervised and unsupervised learning, data preprocessing, and model evaluation. Students will gain hands-on experience using Python and the Scikit-learn library to build and assess machine learning models on various datasets.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Apply computational thinking to problem-solving.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Use** of Machine Learning (ML) tools and libraries.

CO2: **Transform** and normalize the datasets by encoding features.

CO3: **Implement** Supervised Learning Algorithms using Python.

CO4: **Implement** Unsupervised Learning Algorithms using Python.

CO5: **Evaluate** the ML model performance using appropriate metrics.

CO6: **Solve** the real-world Machine Learning problems.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
3	-	2	1	6	3

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70	100	40	25	10	25+	10	25	10

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Introduction to Machine Learning	1a	Classify the given types of Machine Learning:	1.1	Definitions, concepts, and applications, Supervised, unsupervised, and reinforcement learning. Examples of machine learning types and application applications in industry (e.g., finance, healthcare, marketing)	CO1
	1b	Identify given Machine Learning tools and libraries	1.2	Introduction to tools and libraries: Python, Scikit-learn, Pandas, Numpy	
Data Preprocessing	2a	Interpret standard datasets used in Machine Learning	2.1	Explanation of features, labels, training, testing, data types, overfitting and underfitting	CO2
	2b	Handle the missing values given in the datasets	2.2	Techniques for handling missing values from the datasets.	
	2c	Implement given techniques of Feature engineering	2.3	Implement different feature extraction and selection techniques	

UNIT II:	2d	Implement given techniques of Feature scaling	2.4	Standardization and normalization of the datasets	
	2e	Apply encoding on the given categorical data	2.5	One-hot, label, target, and hashing encoding.	
UNIT III: Supervised Learning Algorithms	3a	Implement given Supervised Learning Algorithms on the given standard datasets.	3.1	Summarize the Concept and implementation of Linear Regression Algorithms, Example: Predict house prices using Linear Regression	CO3
	3b	Evaluate performance of the Algorithms using standrard metrics	3.2	Mean Squared Error (MSE), R-squared	
	3c	Implement Classification Algorithm on the given standard datasets.	3.3	Logistic Regression, Concept and application, Example: Classify emails as spam or not spam.	
	3d	Implement k-Nearest Neighbors (k-NN), Decision Tree and Random Forest on the given standard datasets.	3.4	Basics and implementation of both the techniques.	
	3e	Implement Logistic Regression on the given standard datasets and Model evaluation metrics.	3.5	Confusion matrix, precision, recall, F1-score	
UNIT IV: Unsupervised Learning Algorithms	4a	Implement Clustering techniques on the given standard ML datasets	4.1	k-Means Clustering and hierarchical clustering	CO4
	4b	Apply Dimensionality reduction on the given standrard datasets.	4.2	Principal Component Analysis (PCA)	
	4c	Implementation an example of K- Means Algorithm on the given standrard datasets.	4.3	Example: Perform customer segmentation using K-Means Algorithm.	

UNIT V: Model Evaluation and Improvement	5a	Implement the given ML techniques to Split data.	5.1	Splitting data into training and testing sets	CO5
	5b	Apply the different Model evaluation parameters techniques on the given standard ML Algorithms	5.2	Cross-validation, Overfitting vs. Underfitting	
	5c	Apply Hyperparameter tuning to given ML algorithms.	5.3	Hyperparameter tuning using grid search and random search. Example: Tune hyperparameters to improve model performance.	
UNIT VI: Case Studies and Real-World Applications	6a	Identify the given real world case studies of machine learning.	6.1	Applications in healthcare (e.g., medical diagnostics), finance (e.g., fraud detection), and marketing (e.g., customer segmentation)	CO6
	6b	Implement the examples on the given standard datasets available in diffrent repository.	6.2	Real world examples of ML: 1. Cluster customers based on shopping patterns. 2. Predict stock prices using Linear Regression. 3. Build a recommendation system for movies.	
	6c	Apply Ethical considerations in machine learning on the given standard algorithms.	6.3	Addressing bias and fairness in machine learning models, Privacy and ethical issues in AI	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Install and Setup a Python Environment for Machine Learning.	2#	CO1
I	2	Load the Iris dataset or Titanic dataset using Pandas and analyze the dataset: Check for null values, data types, and basic statistics.	2#	CO1
I	3	Use Matplotlib/Seaborn (scatter plots, histograms, etc.) standard libraries for visualize and analyze the datasets.	2#	CO1
II	4	Create your own dataset with missing values and use strategies like mean/mode imputation, and drop rows/columns with missing data.	2#	CO2
II	5	Normalize and standardize a dataset (e.g., height and weight data) and compare the effects of scaling on model performance.	2#	CO2
II	6	Convert categorical columns (e.g., "Male/Female") into numerical format using one-hot encoding or label encoding.	2#	CO2
III	7	Predict house prices using the Boston Housing dataset and evaluate the model performance using Mean Squared Error (MSE) and R-squared.	2#	CO3
III	8	Predict whether a person will buy a product (based on age, salary) using synthetic data and evaluate using accuracy, precision, recall, and F1-score.	2	CO3
III	9	Classify the Iris dataset into different species using k-NN and try the experiment with different values of kkk on the given standard datasets.	2	CO3
IV	10	Implement a cluster of customers into groups based on shopping behavior (use synthetic or real-world data) and visualize the clusters in a 2D plot.	2#	CO4
IV	11	Develop a code to reduce the dimensions of a dataset (e.g., Wine dataset) from multiple features to 2 or 3 and visualize the reduced dimensions.	2#	CO4
V	12	Develop a code to split a dataset into training, validation, and test sets.	2#	CO5

V	13	Perform k-fold cross-validation on any regression or classification model on the given standard datasets.	2	CO5
VI	14	Develop a code to Predict stock prices or weather data.	2#	CO6
VI	15	Build a spam email detector using the SMS Spam Collection dataset.	2	CO6
VI	16	Develop a python code for Cluster countries based on socio-economic indicators (use datasets from Kaggle or World Bank).	2	CO6
VI	17	Apply Dimensionality Reduction technique on the high-dimensional data (e.g., MNIST digits) in 2D using PCA and use any real-world datasets for the data processing.	2#	CO6

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

1. Develop a regression model to predict the selling price of a car based on features like make, model, year, mileage, and condition.
2. Develop a code for Student Performance Prediction: Predict students' future grades or academic performance based on past grades, attendance, and social factors.
3. Develop a code for Energy Consumption Prediction: Forecast energy consumption based on weather data, time of year, and usage patterns.
4. Develop a code for Sentiment Analysis of Product Reviews: Predict whether a product review is positive or negative based on text data.
5. Develop a code for Churn Prediction for Telecom: Classify whether a customer will churn based on usage, service quality, and demographic factors.
6. Develop a code for Traffic Accident Severity Prediction: Classify the severity of traffic accidents (minor, moderate, severe) based on accident features.
7. Develop a code for Social Network Community Detection: Apply clustering to social network data to identify communities or groups of users with similar interests.
8. Develop a code for Anomaly Detection: Use clustering techniques to detect outliers or unusual data points in a dataset (e.g., fraud detection).
9. Develop a code for Clustering for Image Compression: Use clustering algorithms to compress images by grouping similar pixels and reducing redundancy.
10. Develop a code for Feature Selection for Machine Learning Models: Apply dimensionality reduction techniques to reduce the number of features in a dataset, improving model performance.
11. Develop a code for Facial Recognition with Dimensionality Reduction: Reduce the dimensions of facial features using PCA or LDA before applying classification techniques for face recognition.
12. Develop a code for Image Feature Extraction for Deep Learning: Use dimensionality reduction techniques to extract and reduce features from images to speed up training for deep learning models.

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Introduction to Machine Learning	6	C	02	04	00	6
			O	02	00	00	2
2	Data Preprocessing	8	C	02	04	10	16
			O	00	04	04	8
3	Supervised Learning Algorithms	9	C	04	04	10	18
			O	02	04	06	12
4	Unsupervised Learning Algorithms	9	C	02	00	10	12
			O	04	00	04	8
5	Model Evaluation and Improvement	8	C	02	04	06	12
			O	00	00	06	06
6	Case Studies and Real-World Applications	5	C	02	04	00	6
			O	00	04	00	4
Total		45	C	14	20	36	70
			O	8	12	20	40

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options	
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C	O
1	1R2	2R2	4R2	5R2	6R2	1R2	3R2	5	2
2	1U4	3R4	2A4	4A4	4R4			3	2
3	3U4	5U4	3A4	6U4	3U4			3	2
4	2U4	6U4	4A4	2A4	2U4			3	2
5	4A6	3A6	5A6					2	1
6	5A6	2A6	3A6					2	1

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Use of different datasets for Machine Learning.	5
2	Use of techniques to Optimize the performance of algorithms	10
3	Implementation Result, Plotting of the Graphs (if any)	5
4	Viva Voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

S.N.	Criteria	Max. Marks
1	Selection of the ML real-world topic	5
2	Apply ML technique to solve the real-world problem.	10
3	Collect, visulaize and anayze the algorithms performance using standard metrics.	5
4	Report Writing	5
	TOTAL	25

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	-	-	-	-	-	-
CO2	3	-	-	3	-	-	-	-	-
CO3	3	-	-	3	-	-	-	-	-
CO4	3	-	-	3	2	-	2	-	-
CO5	3	-	-	3	2	-	2	-	-
CO6	3	-	-	3	2	-	2	1	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	"Introduction to Machine Learning with Python"	Andreas C. Müller and Sarah Guido (O'Reilly, 2016)	10: 0070428077
2	"Hands-On Machine Learning with Scikit-Learn, Keras, and TensorFlow"	Aurélien Géron (O'Reilly, 2019)	13: 05470428023
3	Machine Learning	Anuradha Srinivasa Raghavan, Vincy Joseph, Wiley India, First edition, 2019	10: 5420428012
4	Machine Learning	V.K. Jain, Khanna Publishing House, New Delhi, First Edition, 2018	10: 1070428055
5	Machine Learning	Tom Mitchell	10: 0685042451

XV e-References:

1. "Pattern Recognition and Machine Learning" by Christopher M. Bishop (Springer, 2006), accessed on 24th August 2024
2. "The Elements of Statistical Learning" by Trevor Hastie, Robert Tibshirani, and Jerome Friedman (Springer, 2009), accessed on 21th August 2024
3. "Machine Learning: A Probabilistic Perspective" by Kevin P. Murphy (MIT Press, 2012), accessed on 12th September 2024
4. "Python Machine Learning" by Sebastian Raschka and Vahid Mirjalili (Packt Publishing, 2019), accessed on 28th August 2024
5. https://developers.google.com/machine-learning/crash-course/ml-intro accessed on 28th August 2024
6. https://developer.ibm.com/learningpaths/learning-path-machine-learning-for-developers/ accessed on 29nd August 2024

XVI List of Major Equipment/Machineries with Specification:

1. Central Processing Unit (CPU) — Intel Core i7 11th Generation processor or higher.
2. Data Repositories
3. Datasets Collection
4. Good/High-end Servers to execute real world applications.
5. RAM — 8 GB minimum, 16 GB or higher is recommended.
6. Operating System — Ubuntu or Microsoft Windows 11. I recommend updating

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr M.V.Sarode	I/C HoD, Computer Engineering	Government Polytechnic, Nagpur
2	Dr. K. L. Bawankule	Lecturer, Computer Engineering	Government Polytechnic, Nagpur
3	Mr. A. A. Uike	Lecturer, Computer Engineering	Government Polytechnic, Nagpur
4	Mr.P.S.Thakare	Lecturer, Computer Engineering	Government Polytechnic, Nagpur
5	Mr. Dipak Dhote	Operations Manager,	IT-Network Infosystems Pvt LTD,
6	Dr.Rakesh Kadu	Assistant Professor, I.T.	Ramdeobaba College of Engg, and
7	Mrs.V.A.Raje	System Analyst	MSBTE,RO Nagpur

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COURSE CURRICULUM

Program	:	Diploma in CM
Course Category	:	DSE
Course Code	:	CM304H
Course Title	:	Parallel Computing

I Rationale:

This course introduces the foundations of parallelism, essential for solving complex computational problems. Students will explore core concepts, programming models, and practical applications. The curriculum emphasizes performance optimization and real-world problem-solving, preparing learners for advanced studies or careers in computational science and engineering.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Demonstrate proficiency in OpenMP Programming.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Evaluate** the role of HPC in solving complex computational problems across various domains.

CO2: **Perform** calculations involving various metrics to assess system performance.

CO3: **Evaluate** the trade-offs between different architectures based on their network properties.

CO4: **Analyze** the impact of memory architecture on the design and performance of parallel algorithms.

CO5: **Analyze** the impact of loop parallelism on performance and scalability.

CO6: **Apply** OpenMP directives and constructs to parallelize code sections.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
3	-	2	1	6	3

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70	100	40	25	10	25+	10	25	10

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
n Parallel Computing	1a	Identify the key technological advancements that enabled the growth of HPC.	1.1	Need of powerful Computers, Challenging Computations in Science, Engineering, Business and Defence, Von Neumann Architecture and Its Limitations, Evolution towards Parallelism: Highlight how these limitations have led to parallel computing architectures to improve performance	
	1b	Differentiate between parallelism and concurrency in computational contexts.	1.2	Moore's Law, History of High Performance Computing, (HPC), Definition of Parallelism, Concurrency, Flynn's Taxonomy	CO1

UNIT I: Introductior	1c	Categorize computing systems into SISD, SIMD, MISD, and MIMD with examples.	1.3	Parallelism in Modern Computer Architecture:Instruction-Level Parallelism (ILP) - introduction to pipelining and superscalar execution, Thread-Level Parallelism (TLP)- introduction to multi-core processors and how they enable concurrent execution, Data-Level Parallelism (DLP) - SIMD (Single Instruction, Multiple Data) architecture and vector processors, Control Parallelism, Data Parallelism	CO1
UNIT II: Performance Metrics	2a	Identify scenarios where CPUs are preferred over GPUs and vice versa.	2.1	Multi-core and Many-core Architectures: Multi-core Processors - how multi-core CPUs can execute multiple threads simultaneously, Many-core Processors (GPGPUs) - how GPGPUs are optimized for parallel data processing, CPU vs GPU	CO2
	2b	Solve numerical problems to compute given performance metrics.	2.2	Performance Metrics: Units of Measure in High Performance Computing (HPC) - Flops, Flop/s, Speedup, Efficiency, and Throughput, Calculations based on Speedup Factor, Amdahl's Law, Gustafson's Law, Karp-Flatt metric	
	2c	Identify the given components of the PRAM model.	2.3	PRAM Model of Parallel Computation: Definition and Basic Components	
el Computing	3a	Assess the trade-offs between given topologies in terms of cost, scalability, and performance.	3.1	Interconnection Networks: uses, media types - shared medium, switched medium, Switch Network Topologies: Direct, Indirect	

UNIT III: Interconnection Networks in Paralle	3b	Solve numerical problems to evaluate network parameters for a given parallel computing scenario.	3.2	Processor Arrays Multiprocessors and Multicomputers: Criteria to understand effectiveness in implementing efficient parallel algorithms on real architecture - (Diameter, Bisection Width of the network, Number of Edges per Node, Maximum Edge Length)	CO3
	3c	Evaluate given processor organizations in terms of scalability, fault tolerance, and communication efficiency.	3.3	Processor Organizations: Mesh Network, Binary Tree, Hypertree Network, Pyramid Network, Butterfly Network, Hypercube Networks, Shuffle Exchange Network, de Bruijn network	
UNIT IV: Memory Architectures in Parallel Computing	4a	Compare multiprocessor architectures based on performance, scalability, and complexity.	4.1	Multiprocessors - definition, uniform memory access (UMA) computer, nonuniform memory access (NUMA) computer, Centralized Multiprocessor, Asymmetrical Multicomputer, Symmetrical Multicomputer	CO4
	4b	Evaluate the trade-offs between memory architectures in parallel computing.	4.2	Memory Architectures and Their Impact on Parallelism: Shared vs. Distributed Memory: Differentiate between shared memory and distributed memory systems, describing the challenges of synchronization and communication,	
	4c	Evaluate the impact of memory bandwidth limitations on the scalability and efficiency of parallel applications.	4.3	Cache Coherence: working of cache coherence protocol (Directory-based Protocol)to maintain data consistency across cores, impact of Memory Bandwidth and Latency on performance of parallel systems.	

UNIT V: Parallel Programming in OpenMP	5a	Trace the historical development of OpenMP and its evolution.	5.1	Introduction to OpenMP: OpenMP - History and development, OpenMP for shared-memory parallelism, key features and use cases of OpenMP	CO5
	5b	Identify the key environment variables and compiler flags necessary for enabling OpenMP support during compilation.	5.2	Setting Up the Development Environment: Installing and configuring OpenMP with different compilers (e.g., GCC), Compilation and runtime environment for OpenMP programs	
	5c	Analyze the use of the #pragma omp for directive to parallelize loops in OpenMP programs.	5.3	Writing First OpenMP Program: Structure of an OpenMP program, Using #pragma omp for parallelism, Writing a simple "Hello World" OpenMP program	
UNIT VI: OpenMP Directives and Constructs	6a	Apply parallel directive to parallelize basic for-loops in OpenMP for given computational scenario.	6.1	The parallel Directive: The basic #pragma omp parallel directive, Controlling the number of threads, Parallelizing simple loops	CO6
	6b	Apply given work-sharing constructs in OpenMP to parallelize different types of tasks.	6.2	Work-sharing Constructs: #pragma omp for for loop parallelism, The sections directive for dividing work, Parallelizing matrix addition using for and sections	
	6c	Apply various synchronization techniques like to fix race conditions in given parallel code.	6.3	Synchronization and Avoiding Race Conditions: The need for synchronization, Using #pragma omp critical and #pragma omp atomic, Identifying and fixing race conditions in parallel code	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Prepare report on evolution of OpenMP and Moor's law	2#	CO1
I	2	Prepare report on Flynn's Taxonomy	2#	CO1
II	3	Prepare report on different performance metrics and PRAM modelof parallel computation	2#	CO2
II	4	Prepare report on multicore architectures and GPGPUs	2#	CO2
III	5	Prepare report on multicore architecture and NVIDIA GPU architecture	2#	CO3
III	6	Prepare report on different Processor Organizations(Mesh Network, Binary Tree, Hypertree Network, Pyramid Network)	2#	CO3
III	7	Prepare report on different Processor Organizations (Butterfly Network, Hypercube Networks, Shuffle Exchange Network, de Bruijn network)	2#	CO3
IV	8	Prepare report on UMA and NUMA	2#	CO4
IV	9	Prepare report on Asymmetrical Multicomputer and Symmetrical Multicomputer	2#	CO4
IV	10	Prepare a report on Directory-based cache coherence protocol to maintain data consistency across cores	2#	CO4
V	11	Set Up the Development Environment for writing OpenMP programs	2#	CO5
V	12	Implement "Hello World" OpenMP program	2#	CO5
VI	13	Develop OpenMP programs to demonstrate the use of #pragma omp critical and #pragma omp atomic	2#	CO6
VI	14	Develop OpenMP programs to demonstrate #pragma omp parallel directive, Controlling the number of threads and Parallelizing simple loops	2#	CO6
VI	15	Develop OpenMP programs to demonstrate Work-sharing Constructs: #pragma omp for for loop parallelism, The sections directive for dividing work, Parallelizing matrix addition using for and sections	2#	CO6

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

1. Implement and analyze matrix multiplication using OpenMP. Experiment with different scheduling strategies (static, dynamic, guided) and measure the performance metrics like speedup and efficiency.
2. Develop parallel versions of sorting algorithms such as quicksort or mergesort using OpenMP. Compare their performance with serial implementations.
3. Create a program to count the prime numbers in a given range using multiple threads. Use synchronization mechanisms to ensure correct global count.
4. Develop a program that experiences a race condition, such as updating a shared counter in parallel. Fix the issue using OpenMP synchronization techniques like #pragma omp critical and #pragma omp atomic.
5. Design a program to search for a keyword across multiple large text files in parallel using OpenMP. Analyze how thread count affects execution time.
6. Develop a program to experimentally verify Amdahl's Law by introducing sequential and parallel sections in code. Measure speedup for varying thread counts.
7. Implement a parallelized breadth-first search (BFS) or depth-first search (DFS) on a graph. Use OpenMP to divide the workload across threads.
8. Develop programs to demonstrate the use of shared, private, firstprivate, and lastprivate clauses in OpenMP. Evaluate the impact of each clause on data visibility.
9. Implement a Monte Carlo method to estimate the value of π using OpenMP. Analyze the performance improvement compared to a single-threaded implementation.
10. Develop a report and program to demonstrate the impact of memory bandwidth and cache coherence on the performance of parallel applications.

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Introduction Parallel Computing	7	C	02	04	04	10
			O	02	00	04	6
2	Performance Metrics	6	C	02	04	06	12
			O	00	04	04	8
3	Interconnection Networks in Parallel Computing	8	C	04	00	06	10
			O	02	04	00	6
4	Memory Architectures in Parallel Computing	8	C	02	04	04	10
			O	00	04	00	4
5	Parallel Programming in OpenMP	8	C	02	04	06	12
			O	00	00	06	6
6	OpenMP Directives and Constructs	8	C	02	04	10	16
			O	00	04	06	10
Total		45	C	14	20	36	70
			O	4	16	20	40

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options	
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C	O
1	1R2	2R2	4R2	5R2	6R2	1R2	3R2	5	7
2	1U4	1A4	2U4	1A4	2A4			3	5
3	5U4	3R4	4U4	3U4	2U4			3	5
4	4A4	6A4	6U4	6U4	4U4			3	5
5	3A6	5A6	5A6					2	3
6	2A6	6A6	6A6					2	3

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Writing program logic	5
2	Program execution	10
3	Error debugging	5
4	Viva Voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

S.N.	Criteria	Max. Marks
1	Writing program logic	5
2	Program execution	10
3	Error debugging	5
4	Viva Voce	5
	TOTAL	25

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	-	-	-	-	-	-
CO2	3	-	-	2	-	-	-	-	-
CO3	3	-	3	-	-	3	-	-	-
CO4	3	2	3	-	-	3	-	-	-
CO5	3	2	3	2	-	3	-	1	-
CO6	3	2	3	2	-	3	-	1	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Parallel Computers Architecture and Programming	V. Rajaraman, Murthy, Ram C. Siva, PHI Learning Private Limited, 2nd Edition, 2016	13: 978-8120352629
2	Introduction to Parallel Processing	Sasikumar M., Shikhare, Dinesh Prakash, Ravi P., PHI Learning Private Limited, 2nd Edition, 2014	13: 978-8120350311
3	Elements of Parallel Computing	V. Rajaraman, Prentice Hall India Learning Private Limited 1st Edition, 1989	13: 978-8120306387
4	Introduction to Parallel Computing	Ananth Grama, Anshul Gupta, George Karypis, Vipin Kumar, Pearson Education, 2nd Edition, 2003	13: 978-0201648652
5	Parallel Programming in C with MPI and OpenMP	Michael J. Quinn, McGraw-Hill Education, 1st Edition, 2003	13: 978-0072822564
6	Scalable Parallel Computing: Technology, Architecture, Programming	Kai Hwang, Zhiwei Xu, McGraw Hill Newyork, 1st Edition, 1997	13: 978-0070317987

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2. https://sites.google.com/view/ntucsie-pp2018/ accessed on 20th August 2024
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4. https://archive.nptel.ac.in/noc/courses/noc21/SEM1/noc21-cs39/ accessed on 20th August 2024
5. https://youtube.com/playlist?list=PLLX-Q6B8xqZ8n8bwjGdzBJ25X2utwnoEG&si=taqtnT6EkuwZpkOa accessed on 20th

XVI List of Major Equipment/Machineries with Specification:

1. Processor requirements: Intel Core i5 or AMD Ryzen 5
2. Memory Requirements: At least 4 GB of RAM.
3. Storage: A minimum of 10 GB free space to install necessary software and store projects
4. Operating System:Windows 10 or later / Linux distribution (e.g., Ubuntu 20.04 or later) / macOS (e.g., macOS 11 or later)
5. Compiler: GCC (version 4.2 or later) / Clang (version 3.8 or later) / Intel C++ Compiler (version 2017 or later)

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr. M. V. Sarode	Head of Department, Computer Engineering	Government Polytechnic, Nagpur
2	Mr. S. A. Khatri	Lecturer, Computer Engineering	Government Polytechnic, Nagpur
3	Dr. U. B. Aher	Lecturer, Computer Engineering	Government Polytechnic, Nagpur
4	Dr. K. L. Bawankule	Lecturer, Computer Engineering	Government Polytechnic, Nagpur
5	Mr. Dipak Dhote	Operations Manager	IT-Network Infosystems Pvt LTD, Nagpur
6	Dr. Rakesh Kadu	Assistant Professor, Information Technology	Ramdeobaba College of Engg, and Management, Nagpur
7	Mrs. V .A. Raje	System Analyst	MSBTE, RO, Nagpur

(Dr. M. V. Sarode)
HOD & Chairman PBOS, CM

(Dr. G. V. Gotmare)
Member Sectretary PBOS, CM

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Government of Maharashtra
GOVERNMENT POLYTECHNIC, NAGPUR
(An Autonomous Institute of Govt. of Maharashtra)
Near Mangalwari Bazar, Sadar, Nagpur-440001

COURSE CURRICULUM

Program	:	Diploma in CM
Course Category	:	SEC
Course Code	:	CM351H
Course Title	:	Web Programming using PHP

I Rationale:

n today's digital era, web applications have become integral to businesses, education, healthcare, and entertainment. PHP is one of the most widely used server-side scripting languages for web development. This course equips students with the knowledge and skills needed to design, develop, and deploy dynamic web applications, addressing the increasing demand for competent web developers in the IT industry.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Demonstrate proficiency in PHP Programming.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Develop** basic PHP scripts using variables, constants, conditional statements, and loops.

CO2: **Develop** proficiency in writing PHP scripts for server-side programming.

CO3: **Create** database-driven web applications using PHP and MySQL.

CO4: **Develop** secure web applications using PHP functions, sessions, cookies, error handling, and pagination.

CO5: **Integrate** PHP with front-end and back-end technologies.

CO6: **Design** PHP-based digital marketing applications.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
-	-	4	-	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
-	-	-	-	50	20	50+	20	-	-

VI Classroom Learning Content:

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Install and configure XAMPP/WAMP/LAMP.	2#	CO1
I	2	Embed PHP code within HTML.	2#	CO1
I	3	Develop a program to demonstrate variable declarations, constants, and data types.	2#	CO1
I	4	Develop a PHP script that checks if a number is even or odd.	2#	CO1
I	5	Create a PHP script to display the multiplication table for a given number.	2#	CO1
II	6	Capture user details such as name, email, and contact number. Process the form using PHP.	2#	CO2
II	7	Create a script that displays data entered in a form using both methods.	2#	CO2
II	8	Validate user inputs like email, phone number, and non-empty fields.	2#	CO2
II	9	Write a script to sanitize and escape special characters in form inputs.	2#	CO2
II	10	Create a form to upload an image and store it in a specified directory on the server.	2#	CO2
III	11	Write a script to establish a connection with MySQL database and display a success message.	2#	CO3
III	12	Use PHP to create a MySQL table for storing user details.	2#	CO3
III	13	Write a form to accept user details and save them into the database.	2#	CO3

III	14	Implement functionality to retrieve data from a database and display it in a tabular format.	2#	CO3
III	15	Implement functionality to update and delete records from a MySQL database.	2#	CO3
III	16	Use prepared statements to secure database queries.	2#	CO3
IV	17	Write reusable functions for tasks like finding the factorial of a number.	2#	CO4
IV	18	Build a login/logout system using PHP sessions.	2#	CO4
IV	19	Create a script to store user preferences (e.g., theme or language) in cookies.	2#	CO4
IV	20	Write a script to handle file not found and division by zero errors gracefully.	2#	CO4
IV	21	Create a paginated display of records fetched from a database.	2#	CO4
V	22	Write a PHP script to create, read, write, and delete text files.	2#	CO5
V	23	Develop a mini blogging system with options to add, edit, and delete posts.	2#	CO5
V	24	Add user registration and login functionality with encrypted passwords.	2#	CO5
V	25	Fetch and display data from an API (e.g., weather data or news).	2#	CO5
V	26	Develop a system to add items to a cart and calculate the total cost.	2#	CO5
VI	27	Use PHP to rotate or display personalized ads based on user preferences stored in cookies or sessions.	2#	CO6
VI	28	Build a system where users can subscribe to a newsletter, and send them updates regularly.	2#	CO6
VI	29	Integrate Google Analytics with a PHP-based website to track user behavior.	2#	CO6
VI	30	Add social media sharing buttons for platforms like X (formerly Twitter), Facebook, and LinkedIn to your web pages using PHP.	2#	CO6
VI	31	Deploy and Host a Digital Marketing Campaign Website: Configure a web server and deploy a PHP-based digital marketing project, including SSL setup and domain name configuration.	10	CO6

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

IX Specification Table for Classroom Learning Assessment:

X Question Paper Format for Summative Assessment (SA):

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Writing program, Logic of the program	10
2	Handling tool and Debugging ability	10
3	Execution of program, Program Output	20
4	Viva Voce	10
	TOTAL	50

XII Scheme of Self-Learning Summative Assessment (SA):

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	3	3	-	-	-	3	-
CO2	3	-	3	3	-	-	-	3	-
CO3	3	2	3	3	-	2	2	3	2
CO4	3	2	3	3	-	2	2	3	-
CO5	3	2	3	3	-	2	2	3	2
CO6	3	2	3	3	-	2	2	3	2

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Programming PHP: Creating Dynamic Web Pages	Kevin Tatroe, Peter MacIntyre, and Rasmus Lerdorf, O'Reilly Media, 4th edition, 2020	13: 978-1492054139
2	The Complete Reference PHP	Holzner,Steven, McGraw Hill Education, Third edition, 2008	13: 978-0070223622
3	Murach's PHP and MySQL	Joel Murach, Mike Murach & Associates, 3rd edition, 2018	13: 978-1890774790
4	PHP and MySQL Web Development	Luke Welling, Laura Thomson, Addison-Wesley Professional, 5th edition, 2016	13: 978-0321833891
5	Learning PHP, MySQL & JavaScript: With jQuery, CSS & HTML5	Robin Nixon, O'Reilly Media, 5th edition, 2018	13: 978-1491978917

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3. https://phptherightway.com/ , accessed on 30th December 2024
4. https://www.phptutorial.net/ , accessed on 30th December 2024
5. https://www.codecademy.com/catalog/language/php , accessed on 30th December 2024
6. https://phpbestpractices.org/ , accessed on 30th December 2024
7. https://medium.com/techlaboratory/php-programming-best-practices-and-coding-styles-e43234446fd3 , accessed on 30th December 2024
8. https://www.w3schools.in/php/tutorials/ , accessed on 30th December 2024

XVI List of Major Equipment/Machineries with Specification:

1. Processor: Intel Core i3 or equivalent
2. RAM: 4 GB (8 GB recommended for smooth multitasking)
3. Storage: 256 GB SSD or 500 GB HDD
4. Operating System: Windows 10/11, macOS, or Linux
5. Web browsers (e.g., Chrome, Firefox, Edge)
6. Local Server Environment: XAMPP/WAMP/ MAMP/LAMP/ Docker
7. Text Editor/IDE: VS Code/ PhpStorm/ Atom
8. Database Server: MySQL or MariaDB / phpMyAdmin

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4	Mr. P. S. Thakre	Lecturer, Computer Engineering	Government Polytechnic, Nagpur
5	Mr. Dipak Dhote	Operations Manager	IT-Network Infosystems Pvt LTD, Nagpur
6	Dr.Rakesh Kadu	Assistant Professor, I.T.	Ramdeobaba College of Engg, and Management, Nagpur.
7	Mrs.V.A.Raje	System Analyst	MSBTE,RO Nagpur

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Government of Maharashtra
GOVERNMENT POLYTECHNIC, NAGPUR
(An Autonomous Institute of Govt. of Maharashtra)
Near Mangalwari Bazar, Sadar, Nagpur-440001

COURSE CURRICULUM

Program	:	DIPLOMA IN AE/ME/PK/EC/MC/CM/IT/AI/MT/TX/EE
Course Category	:	INP
Course Code	:	IN301H
Course Title	:	Industrial Management

I Rationale:

Diploma level students works at middle management level in the industries.Therefore he has to be proficient in planning, organizing & coordinating various activities of industries s/ organizations or when he is required to work in different types of projects. They are also expected to deal with workforce and management problems. In the present era of competition, optimum utilization of the resources with achieving higher productivity is essential for any industry to survive. This course aims to deal effectively at superwisory level.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Apply the Knowledge of management.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Analyze** management concepts, organizational structures, functions, principles, and levels for effective decision-making.

CO2: **Analyze** financial sources, capital types, break-even point, and EOQ effectively.

CO3: **Apply** Human Resource Management functions, safety practices, supervision techniques, and industrial acts effectively.

CO4: **Determine** product costs, selling price, depreciation, and financial statements effectively.

CO5: **Apply** quality control techniques, TQM, and ISO standards to ensure quality management and improvement.

CO6: **Apply** the principle of project management, Project Planning and Scheduling.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
2	--	--	--	2	1

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70**	100	40	--	--	--	--	--	--

**Online Objective Types

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Introduction to Management	1a	Campare the concept and principles of management.administration & form of ownership.	1.1	Definitions: Management, Organization, Administration and Entrepreneurship. Forms of ownership: Proprietorship, Partnership, Joint stock company.	CO1
	1b	Select suitable forms of ownership & its limitation	1.2	Co-operative sector, Public sector, Government Undertaking, Advantages, Limitations & Application of each type, comparison between different forms.	
	1c	Compare given types of organizations.	1.3	Types of Organization: Line, Functional, line & staff organization, Advantages, limitations & Applications of each type, comparison between different types.	
	1d	Apply the principles of management and functions of management.	1.4	Functions of Management: Forecasting, Planning, Organizing, Directing, Motivating, Controlling, Coordinating, Decision making.	

	1e	Apply the level of management.	1.5	Principles of management, Levels of management and its Function.	
UNIT II: Financial Management	2a	Select suitable finance mode for a given venture.	2.1	Need of Finance and Sources of finance for enterprises - Short term,Medium term and long term sources.	CO2
	2b	Compare the share and debentures on given factors.	2.2	Shares, debentures, types of shares and Comparison between shares & debentures.	
	2c	Calculate Economic Order Quantity (E.O.Q.) based on given data.	2.3	Break Even Analysis, Importance of Break even point, E.O.Q.(Numerical on EOQ).	
	2d	Identify the types of capital use for organisation.	2.4	Types of capital: fixed and working capital, fix deposites.	
UNIT III: Human Resource Management	3a	Apply the Human Resourses Management for organisation.	3.1	Concept, aim, & objectives of Human Resource Management.	CO3
	3b	Apply HRM functions to solve workplace human resource management problems.	3.2	Functions of HRM: planning, organizing, staffing, recruitment, education & training- its need, methods of training, Motivation, controlling,compensation, Labour welfare, Industrial relations.	
	3c	Apply the safety need, causes and its prevention in organisation.	3.3	Safety Engineering: need, organization, committee, programme, instructions & training. Accidents:causes & prevention.	
	3d	Justify the given charecterstic and function of management.	3.4	Characteristics of supervisors, functions of supervisors and styles of supervision & its advantages and limitations.	
	3e	Apply the purpose of the act .	3.5	Industrial act: Need, Factory act 1948, ESI act, Workmen compensation act only	

UNIT IV: Marketing and Inventory Management	4a	Select the Market and apply the Functions,Consumer behavior.	4.1	Definition of Market, Functions of Marketing Department, Marketing strategies, Marketing environment, Consumer behavior.	CO4
	4b	Apply marketing concepts for effective sales forecasting and promotional strategies.	4.2	Market research, Market survey,marketing mix.Sales forecasting, Sales promotion, advertising, media selection.	
	4c	Apply the inventory & inventory control in industries.	4.3	Definition of inventory & inventory control.Types of inventory items in industries, ABC and VED analysis only.	
	4d	Select the Material Cost, Labour Cost and Expenses in Factory	4.4	Product cost determination, Direct Cost and Indirect Cost, Material Cost And Labour Cost, Expenses-Factory and Overheads.Determination of Selling Price of product- Profit and Loss Statement,Balance sheet description.	
	4e	Estimate depreciation.	4.5	Depreciation &, Obsolescence-Concept and Comparison. Methods of Calculating depreciation straightline, reducing balance, annuity, sinking fund & sum of the digit methods. (Simple Numerical)	
UNIT V: Total Quality Management	5a	Apply the concept of quality control and Quality Assurance	5.1	Concept and definition of Quality, Quality Control, Quality Conformance and Quality Assurance	CO5
	5b	Apply the Total quality Management.	5.2	TQM- Concept, Objectives and Process.	
	5c	Suggest the Quality control techniques.	5.3	Quality control techniques: Lean Manufacturing -JIT, 5S”, Six sigma, Kaizen.	
	5d	Compare the Quality Circle and ISO on given points..	5.4	Quality Circle and ISO 9000, ISO14000, ISO 9001: 2015, ISO 14001:2015,	
	5e	Compare ISO and TQM on given points.	5.5	Difference between ISO9000 and TQM.	

UNIT VI: Introduction to Project Management	6a	Justify the Project Management.	6.1	Concept and Definition of Project Management.	CO6
	6b	Suggest the clear project objectives and its scope.	6.2	Project Objectives and its Scope.	
	6c	Apply the project objectives and scope align with project team and stakeholders.	6.3	Defining clear project objectives and scope to align the project team and stakeholders. Managing scope creep and ensuring the project delivers as per the defined scope.	
	6d	Identify the Project Planning.	6.4	Project Planning and ensuring the project delivers as per the defined scope.	
	6e	Select the Scheduling Techniques.	6.5	Introduction to scheduling tools like Gantt charts, Critical Path Method (CPM), and Program Evaluation and Review Technique (PERT). Methods to allocate resources efficiently and track project timelines.	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)	Hours	Aligned COs

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Introduction to Management	5	C	2	4	6	12
			O	0	0	0	0
2	Financial Management	6	C	2	4	8	14
			O	0	0	0	0
3	Human Resource Management	5	C	2	4	6	12
			O	0	0	0	0
4	Marketing and inventory management	6	C	2	4	6	12
			O	0	0	0	0
5	Total Quality Management	4	C	2	4	4	10
			O	0	0	0	0
6	Introduction to Project Management	4	C	2	4	4	10
			O	0	0	0	0
Total		30	C	12	24	34	70
			O	0	0	0	0

*C - Compulsory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options	
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C	O
Q 1 to Q 35	1R2	1U2	1U2	1A2	1A2	1A2	2R2	35/35	
	2U2	2U2	2A2	2A2	2A2	2A2	3R2		
	3U2	3U2	3A2	3A2	3A2	4R2	4U2		
	4U2	4A2	4A2	4A2	5R2	5U2	5U2		
	5A2	5A2	6R2	6U2	6U2	6A2	6A2		

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

NIL

XII Scheme of Self-Learning Summative Assessment (SA):

NIL

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	--	--	--	--	--	3	--	--	--
CO2	--	--	--	--	--	3	---	--	--
CO3	--	--	--	--	--	3	--	--	--
CO4	--	--	--	--	--	3	--	--	--
CO5	--	--	--	--	1	3	--	--	--
CO6	--	--	--	--	--	3	--	--	--

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Industrial Engineering & Management	T.R.Banga & S.C.Sharma, Khanna Publishers,Edition-25,20142	10:81-7409-078-9 13:978-81-7409-078-9
2	Industrial Management	Dr.I.K.Chopde & A.M.Sheikh, S.Chand & Co. Ltd, Delhi, 2nd Edition, 1999	10:81-219-1480-9
3	Industrial Engineering And Management	O.P.Khanna, Dhanpat Rai, New Delhi,1980	10:81-885-9777-5
4	Industrial Engineering: Organization and Management.	Tara Chand, Nem Chand, 5th,1982	10:8185240302
5	Entrepreneurial Development.	S.S. Khanna, S. Chand & Co.Ltd,Delhi,1st,1999, reprint 2006.	10: 81-219-1801-4
6	Industrial Organization and Management	Lawrence L Bethel& James L Riggs, New York, McGraw-Hill,6th,1979	10: 09-322-3849-1

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1. http://www.free-management-ebooks.com/index.htm, accessed on 18th December 2024
2. https://www.youtube.com/watch?v=3VReVbsmjKI&ab_channel=NPTEL-
3. https://www.youtube.com/watch?v=2Ie9uH9ySpo&ab_channel=Management
4. youtube.com/watch?v=9QM-3LMeBQA accessed on 18th December 2024

XVI List of Major Equipment/Machineries with Specification:

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Shri.Anil R. Umale	HOD, Mechanical Engineering Shift I	Government Polytechnic, Nagpur
2	shri.A.A.Jagdale	HOD, Mechanical Engineering Shift II	Government Polytechnic, Nagpur
3	Shri.N.J.Burbure	Lecturer in Mechanical Engineering	Government Polytechnic, Nagpur
4	Dr.Narendra Pawar	Lecturer in Mechanical Engineering	Government Polytechnic, Nagpur
5	Shri.G.H.Dahole	I/C HOD, Mechanical Engineering	Government Polytechnic, Gondia
6	Shri.G.F.Potbhare	Principal	NIT Polytechnic Nagpur
7	Shri.A.R.Shaikh	Director	A.R.Automation. Jafer Nager Nagpur

(Shri. Anil Umale)
HOD & Chairman PBOS, ME

(Dr. G. V. Gotmare)
Member Secretary PBOS, ME

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Government of Maharashtra
GOVERNMENT POLYTECHNIC, NAGPUR
(An Autonomous Institute of Govt. of Maharashtra)
Near Mangalwari Bazar, Sadar, Nagpur-440001

COURSE CURRICULUM

Program	:	Diploma in CE/ME/EE/EC/CM/IT/AE/MT/ PK/TX/TR/AI/MK
Course Category	:	VEC
Course Code	:	VE351H
Course Title	:	Indian Constitution

I Rationale:

This course aims to equip students with practical skills and knowledge necessary for promoting constitutional morality in engineering practices and in society as a whole. The focus will be on hands-on activities, real-Indian applications, and practical projects that address key areas of Indian Constitution.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Use constitutional provisions in society.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Narret** the history of Indian Constitution.

CO2: **Illustrate** the Phylosophy of Indian Constitution.

CO3: **Represent** the significance of fundamental rights and duties in day to day life.

CO4: **Demonstrate** the importance of directive principles of state policy in governance.

CO5: **Illustrate** the functioning of constitutional institutions like legislatice, executive, judiciary and media.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
-	-	2	-	2	1

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
-	-	-	-	25	10	25	10	-	-

VI Classroom Learning Content:

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Prepare a report on history of making of Indian constitution including montague chelmsford reform, Govt. of India Act 1919, The Southborough Committee, The Simon Commission and Neharu Constitutional committee.	2#	CO1
I	2	Prepare a report on Round Table Conferences, 1935 Act, Cripps Mission 1942, Simla Conference 1945, Cabinet mission 1946, Interim Government 1946, The Indian Independence Act of 1947.	2	CO1
I	3	Prepare a report on parts, Total Articles, Total schedules of Indian Constitution and Total ammendments till date.	2#	CO1
I	4	Summerize Dr. B. R. Ambedkar's Speech in Constitution Assembly on 25th November 1949.	2#	CO1
II	5	Recite the preamble of the Indian Constitution at the time of starting of every assembly in laboratory / class room.	2#	CO2
II	6	Prepare a report on Phylosophy of preamble of Indian Constitution.	2#	CO2
II	7	Prepare a report by reading the definition, vision and importance of Indian Constitution.	2	CO2

II	8	Summerize the Article 1 of Indian Constitution.	2#	CO2
III	9	Prepare a report by reading the Fundamental rights mentioned in Indian Constitution.	2#	CO3
III	10	Prepare a report by reading the Fundamental duties mentioned in Indian Constitution.	2#	CO3
III	11	Prepare a report by reading Legal and Constitutional rights mentioned in Indian Constitution.	2	CO3
IV	12	Illustrate the meaning, importance and significance of Directive Principles of State Policy in Indian Constitution.	2#	CO4
IV	13	Summerize various institutions of Indian Constitution.	2#	CO4
IV	14	Prepare a report on Union and state legislature; Judiciary; Election Commission of India; Human Right Commissions.	2#	CO4
V	15	Prepare a report on the pillers of Indian Constitution and Constitutional morality.	2#	CO5
V	16	Prepare a report on the procedure of ammendment in Indian Constitution.	2	CO5

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

IX Specification Table for Classroom Learning Assessment:

X Question Paper Format for Summative Assessment (SA):

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Prepare report / case study	5
2	Performance / Observation	10
3	Results and Discussions (if any)	5
4	Viva Voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	-	-	-	-	-	3	3	-	-
CO2	-	-	-	-	3	3	3	-	-
CO3	-	-	-	-	3	3	3	-	-
CO4	-	-	-	-	3	3	3	-	-
CO5	-	-	-	-	3	3	3	-	-
CO6	-	-	-	-	-	-	-	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	The Constitution of India 2024 (English Version)	Legislative Department	
2	The Constitution of India (paperback)	Delhi Book Market	
3	Bhartache Samvidhan (Marathi)	Pradeep Gaikwad	
4	The Constitution of India	Dr. B. R. Ambedkar	13: 978-8119660384
5	The Constitution of India (Coat Pocket Edition)	Gopal Sankaranarayanan Eastern Book Company	13: 9788119868438

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1. https://legislative.gov.in/constitution-of-india/ assessed on 04th Nov. 2024
2. https://www.parliament.uk/about/living-heritage/evolutionofparliament/legislativescrutiny/parliament-and-empire/collections1/collections2/1947-indian-independence-act/ assessed on 04th Nov. 2024
3. https://www.studyiq.com/articles/interim-government/?srsltid=AfmBOoqqZCzRG7mpTcaj-IDxrBQY58Hdqgyb3dcD6UTbMtumyc_L1npm assessed on 04th Nov. 2024.
4. https://www.insightsonindia.com/modern-indian-history/freedom-to-partition-1939-1947/wavell-plan-and-simla-conference-1945/ assessed on 04th Nov.
5. https://www.drishtiias.com/mains-practice-question/question-314/pnt. assessed on 04th Nov. 2024
6. https://www.britannica.com/topic/Simon-Commission assessed on 04th Nov. 2024
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8. https://www.drishtiias.com/to-the-points/paper1/government-of-india-act-1919 assessed on 04th Nov. 2024

XVI List of Major Equipment/Machineries with Specification:

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr. D. K. Parbat	Head, Civil Engineering	Government Polytechnic, Nagpur
2	Dr. G. V. Gotmare	Head, Electrical Engineering	Government Polytechnic, Nagpur
3	Dr. B. R. Ambade	Lecturer, Civil Engineering	Government Polytechnic, Nagpur
4	Er. G. B. Takey	EE, Vigilance & Quality Control	PWD, Nagpur
5	Dr. Abhay Shende	Principal	J. L. Priyadarshini College of Engg, Nagpur.
6	Dr. V. G. Kondekar	Head, Civil Engineering	Government Polytechnic, Sakoli

(Dr. D. K. Parbat)
HOD & Chairman PBOS, CE

(Dr. G. V. Gotmare)
Member Sectretary PBOS, CE

Government of Maharashtra
GOVERNMENT POLYTECHNIC, NAGPUR
(An Autonomous Institute of Govt. of Maharashtra)
Near Mangalwari Bazar, Sadar, Nagpur-440001

COURSE CURRICULUM

Program	:	Diploma in CE/ME/EE/EC/CM/IT/AE/MT/PK/TX/MK/AI
Course Category	:	INP
Course Code	:	IN351H
Course Title	:	Internship (Seminar)

I Rationale:

The internship course is a critical component of the diploma program, providing students with hands-on experience in a real-world industry setting. The internship takes place after the fourth semester during summer vacation and involves working in a small, medium, or large-scale industry related to the student's field of study. The course is designed to bridge the gap between academic learning and industrial application, allowing students to apply theoretical knowledge in a practical environment. For ease, assessment this course is devided into two semester, semimar assessment in fifth semester and report writing in sixth semester.

The seminar presentation component of the internship course enables students to develop and refine their communication skills by presenting their internship experience to peers and faculty. This part of the course focuses on the student's ability to articulate the work they performed, the skills they acquired, and the knowledge they gained during their internship. It also emphasizes the importance of clear and effective communication, which is essential in the professional world.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Bridge theoretical knowledge with practical experience in a professional environment.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Evaluate** the organization's structure, processes, safety protocols, and industry standards to determine operational effectiveness.

CO2: **Apply** industry-specific tools, technologies, and skills to perform various operations.

CO3: **Contribute** to organizational goals by handling projects/ tasks under mentor guidance, applying learned skills.

CO4: **Analyze** technical challenges, addressing industry-specific issues effectively.

CO5: **Create** a structured presentation, ensuring accuracy and clarity.

CO6: **Deliver** presentation using visual aids and effective communication.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
-	-	2	10	12	6

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
-	-	-	-	-	-	25	10	50	20

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)	Topics and Sub-topics	Aligned Cos

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Learn the organization's structure, operational workflow, safety standards, industry practices, methodologies, technologies, and workplace processes to analyze operational efficiency and compliance requirements.	30#	CO1
II	2	Undergo training on industry-specific tools, technologies, and software, while gaining hands-on experience in performing basic operations, troubleshooting, and maintenance tasks, applying relevant skills to real-world industry scenarios and challenges.	60#	CO2
III	3	Participate in daily operations under mentor guidance, handling assigned projects or tasks aligned with industry needs, applying learned skills to contribute to organizational goals and gaining practical experience in real-world scenarios.	150#	CO3

IV	4	Identify and analyze technical challenges in industry, and address industry-specific issues (if any).	60#	CO4
V	5	Prepare a PowerPoint presentation on internship learnings, create and share a structured seminar outline, review technical documents, and practice presentations with peers to ensure accuracy, relevance, and logical flow.	20#	CO5
VI	6	Design slides with visual aids, practice body language, record and refine voice modulation, participate in mock Question & Answer sessions, and deliver the final presentation incorporating feedback for clarity and engagement.	10#	CO6

Note: # Compulsory. Unit No. I to IV during summer vacation in industry and Unit No. V and VI during Fifth Sem.

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

1. During the summer vacations, after the 4th Semester, students are required to undergo internship with industry/ NGO"s/ Government organizations/ Micro/ Small/ Medium enterprises to make ready for the industry.

IX Specification Table for Classroom Learning Assessment:

X Question Paper Format for Summative Assessment (SA):

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Preperation of Presentation	10
2	Presentation Skills	10
3	Question and Answers	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

S.N.	Criteria	Max. Marks
1	Selection of industry	5
2	Work done and Feasibility of work	25
3	Daily diary and supervisor remark	10
4	Problem identification	10
	TOTAL	50

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	1	-	-	-	-	-	3	-	-
CO2	-	-	-	-	-	3	3	-	-
CO3	-	-	-	-	-	3	3	-	-
CO4	-	-	-	-	3	3	3	-	-
CO5	-	-	-	-	-	3	3	-	-
CO6	-	-	-	-	-	3	-	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Industrial Training and Education	Lokesh Choudhary, Mittal Publications, 2007	10: 8183242367 13: 9788183242363
2	Training Practice	Penny Hackett, McGraw-Hill Education, September 2003	10: 0852929803 13: 9780852929803
3	AICTE Internship Policy: Guidelines & Procedures	All India council of Technical Education New Delhi	-

XV e-References:

1. https://internship.aicte-india.org/ assessed on 23rd April 2024
2. https://www.coursera.org/articles/computer-science-internships assessed on 23rd April 2024

XVI List of Major Equipment/Machineries with Specification:

1. Desktop computers
2. Laser Printer
3. DLP

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr. R. P. Mogre	Principal	Government Polytechnic, Nagpur
2	Dr. M. V. Sarode	HoD, Computer Engineering and I/C. Trainining & Placement Officer	Government Polytechnic, Nagpur
3	Dr. G. V. Gotmare	I/C. Curricullum Development Cell	Government Polytechnic, Nagpur

(Dr. M. V. Sarode)
HOD & Chairman PBOS, CM

(Dr. G. V. Gotmare)
Member Sectretary PBOS, CM

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GE Courses

Sem: V

Government of Maharashtra
GOVERNMENT POLYTECHNIC, NAGPUR
(An Autonomous Institute of Govt. of Maharashtra)
Near Mangalwari Bazar, Sadar, Nagpur-440001

COURSE CURRICULUM

Program	:	Diploma in ME/EE/EC/IT/MT/TX/AE/PK/CM/MK/AI
Course Category	:	GE
Course Code	:	CE391H
Course Title	:	Building Services

I Rationale:

This Course is designed for other programmes Students under NEP guidelines because it is necessary for the students to understand the basic principles of building services.Building services like water supply, sanitary services, rain water harvesting, elevators and fire protection systems form an essential part of every residential and commercial building. No building can be put into effective use without these services. Also now days the eco friendly design of these systems are on demand. It is necessary for the students to understand the basic principles of building services.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Manage effectively Various building services.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Identify** various types of building services required

CO2: **Design** the various building services like water supply, Building drainage, rain water harvesting.

CO3: **Identify** types of tools and accessories required to design plumbing and sanitary services**.**

CO4: **Identify** various installation services like fire fighting extinguisher, elevators.

CO5: **Evaluate** green building criteria for sustainable building practices

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
2	-	2	-	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70**	100	40	25	10	25	10	-	-

** Online Objetive type

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Introduction to Building Services	1a	Identify given types of building services.	1.1	Definitions of building services, Objective and usesof services, Applications of services for different types building.	CO1
	1b	Select given building services for specific need.	1.2	Classification of building services, Types of services and selection of building services.	
	1c	Compare natural and mechanical ventilation on given points .	1.3	Distinguish natural and mechanical ventilation, Necessity of Ventilation, Types – Natural and Mechanical Factors to be considered in the design.	
	2a	Classify given types of systems.	2.1	Sanitary appurtenances - Classification of fixtures (ablution fixtures and Soil fixtures), bathroom accessories & fitting	

UNIT II: water & waste water	2b	Identify given type of fitting.	2.2	Building Drainage- General principles governing building drainage, Nature of drainage phenomenon, Various plumbing systems (one pipe,two pipe, single stack single tack partially ventilated and hybrid), Capacity and sizing of pipes (primary & secondary braches), Siphonic action & vent piping, Traps for appliances-Bottle trap, Nahani trap, Gulley trap, Air admittance valve, installation of pipes	CO2
	2c	Compare the various water recycling method.	2.3	Recycling of water- need & its usesses & types-storm water, Residential, Industrial & commecial, Grey water.	
	2d	Suggest the use of recycled water.	2.4	Environmental Benefits of recycled water, future of water	
	2e	Justify the concept of Zero Liquid Discharge (ZLD) in industrial plants.	2.5	Recycling of waste water need & uses ZLD – Concept of Zero Liquid Discharge for industrial plant.	
and Communication Services	3a	Identify the design considerations for pipe systems.	3.1	Introduction, Collection of runoff, pipe system, design consideration, Road surface runoff (open drain and close)	
	3b	Identify the given methods of rainwater disposal.	3.2	Disposal of rain water (surface and under ground rainharvesting) - Overview of rainwater management Importance of effective rainwater disposal Design principles for surface rainwater harvesting systemsComponents: collection surfaces, gutters, downspouts, and storage, Maintenance and cleaning of surface systems.	CO3

UNIT III: Rainwater	3c	Identify safety mechanisms commonly used in lifts.	3.3	Construction aspects of Lift, types of lifts, Overview of lift systems and theri importance in building design Basic principles of lift operation.	
	3d	Identify the essential features of a lift.	3.4	Essential features of a Lift (machine room equipment, lift well,lift pit, lift landing door,lift car), Electrical requirements, Preventive maintenance & legal formalities of elevators.	
UNIT IV: Fire Services	4a	Identify the various types of fire fighting system.	4.1	Systems of fire fighting –External (pillar and flush hydrants), Internal (residential and industrial), training topersonnel for service & maintenance and safety measures.	CO4
	4b	Identify the key provisions and updates of the latest.	4.2	Maharashtra fire Prevention and Life Safety Measures Act.	
	4c	Identify the compliance requirements for effective fire safety management.	4.3	Fire Audit -Purpose and importance of fire auditsTypes of fire audits (internal vs. external) , Fire Safety Regulations and Standards - Relevant local and national codes (e.g., NFPA, IS codes) Compliance requirements.	
ination & Ventilation	5a	Interpret the strategies to minimize noise through special treatments.	5.1	Recommendations to minimise noise, special treatments ceiling, wall, floor, sound insulation.	
	5b	Interprete the factors affecting illumination for effective lighting planning.	5.2	Recommended value of illumination, factors affecting illumination- sources of day lighting, siting of buildings, design & planning.	

UNIT V: Acoustics, Illum	5c	Evaluate the concept of green building.	5.3	Green Building- Concept, advantages & comparison of green building with normal building. Green Building Standards and Certifications LEED (Leadership in Energy and Environmental Design). Overview and certification. Acoustics and Noise, lightinging and levels, Key criteria and credits.	CO5

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Identify the various Building Services required for the given Building.	2	CO1
II	2	Perform tests to check for leaks, water pressure.	2#	CO2
II	3	Design a basic plumbing system of water supply and distribution.	2#	CO2
II	4	Design a simple water supply system for a given building.	2#	CO2
II	5	Conduct Market Survey on varous pipes,pipe fitting & trap & write a report on that.	2#	CO2
III	6	Identify proper location for Lift/Escalator/elevator in commercial Complex.	2#	CO3
III	7	Analyze the Collected samples of storm water, residential grey water samples for various parameterssuch as pH, turbidity.	2#	CO3
III	8	Identify and examine the key components of lift systems, such as the lift car, hoistway, control panel,and drive mechanisms.	2#	CO3
III	9	Prepare Lift Standars as per norms.	2#	CO3
IV	10	Perform routine checks on fire extinguishers.	2#	CO4
IV	11	Perform safety measures associated with fire fighting systems.	2#	CO4
IV	12	Identify the LEED (Leadership in Energy and Environmental Design) certification process and criteria & write a report on it .	2#	CO4
V	13	Identify various methods of minimizing noise through sound insulation treatments for ceilings, walls, and floors & write a report on it .	2	CO5
V	14	Prepare a report of various sound insulation materials available in market.	2#	CO5
V	15	Suggest Noise Control Methods for Commercials.	2#	CO5

Note # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Introduction to Building Services	2	C	02	02	02	6
			O	0	0	0	0
2	water & waste water	8	C	02	06	08	16
			O	0	0	0	0
3	Rainwater and Communication Services	8	C	02	06	10	18
			O	0	0	0	0
4	Fire Services	6	C	02	04	10	16
			O	0	0	0	0
5	Acoustics, Illumination & Ventilation	6	C	02	04	08	14
			O	0	0	0	0
Total		30	C	10	22	38	70
			O	0	0	0	0

*C - Compulsory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C
Q.1 To Q.35	1R2	1U2	1A2	2R2	2U2	2U2	2U2	35/35
	2A2	2A2	2A2	2A2	3R2	3U2	3U2	
	3U2	3A2	3A2	3A2	3A2	3A2	4R2	
	4U2	4U2	4A2	4A2	4A2	4A2	4A2	
	5R2	5U2	5U2	5A2	5A2	5A2	5A2	

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Prepare a report	5
2	Performance	10
3	Diagrams	5
4	Viva Voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	-	-	-	-	-	-
CO2	3	-	1	-	-	-	-	-	-
CO3	3	1	-	-	-	-	-	-	-
CO4	3	-	-	-	1	-	-	-	-
CO5	3	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Plumbing :Design & Practice	S.G. Deolalikar, Tata McGraW Hill Education Pvt. Ltd., 2004	10: 007462069X 13: 9780074620694
2	A Text Book on Building Services	R udaykumar, Eswar Press , 2007	
3	Building Construction: Design Aspects of Leakage and Seepage Free	Krishna Kant, Tata McGraw Hill Education Pvt. Ltd, 2001	10: 1259006069 13:9781259006067
4	National Building Code 2024	Bureau of Indian Standards	
5	Building Repair & maintainance Management	S.M.Patil, Standard Publisher,2009	13:9788175259805

XV e-References:

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2. https://youtu.be/ktrv34zW7-A?si=2qpTHjevhxyAPPvq, assessed on 30/12/2024
3. https://youtu.be/27TUmzyL9DI?si=oRhRpiFfbjkHfou0, assessed on 30/12/2024

XVI List of Major Equipment/Machineries with Specification:

1. Model of a civil engineering structure depicting various components.
2. Chart showing detailing of lift, escalator and ramp.
3. Model of a civil engineering structure depicting various components of Solar
4. Model of a civil engineering structure depicting various components of Rain

XVII List of Industry Experts and Faculties who contributed for this curriculum:

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1	Dr.D.K.Parbat	HOD in Civil Engineering	Government Polytechnic, Nagpur
2	N.K.Deshmukh	Lecturer in Civil Engineering	Government Polytechnic, Nagpur
3	Mr.V.B.Dhait	Lecturer in Civil Engineering	Government Polytechnic, Nagpur
4	Dr.V.G.Kondekar	HOD in Civil Engineering	Government Polytechnic, Sakoli
5	DR.Abhay Shende	HOD in Civil Engineering	Priyadarshni College of Engineering,Nagpur

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COURSE CURRICULUM

Program	:	Diploma in CE/EE/EC/IT/MT/PK/CM/AE/TX/AI/MK
Course Category	:	GE
Course Code	:	ME391H
Course Title	:	Heat Engine Technology

I Rationale:

This course introduces the fundamentals of heat engines, including IC and SI engines, essential across various engineering fields. Students learn to analyze engine performance, aiding in operation, selection, and maintenance of power devices. Applicable in industries like automotive, energy, and manufacturing, this multidisciplinary knowledge supports collaboration among engineers from electrical, civil, and other domains, promoting efficient, sustainable, and practical engineering solutions in real-world applications.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Work with Internal combuction and spark ignition engines.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Identify** I.C. engines and its auxiliaries.

CO2: **Identify** faults of SI Engine and its components and service the engine.

CO3: **Interpret** different system in CI Engine and its faults.

CO4: **Maintain** cooling and lubrication system of I C Engine.

CO5: **Test** the performance of I C Engine.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
2	-	2	-	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70**	100	40	25	10	25	10	-	-

** Online Objective Type

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Introduction to IC engine	1a	Classify given type of engine depending on various parameters.	1.1	Classification of I.C. engines, Different parts of I.C. engines and their functions.	CO1
	1b	Illustrate applications of given IC engines.	1.2	Applications of I. C. engine, Basic engine terminology: (Bore, stroke, TDC, BDC, Clearance volume, Swept volume, Compression ratio, Piston speed and Cut off ratio).	
	1c	Analyse given thermodynamic power cycle.	1.3	Thermodynamic Power Cycles: Working of 4 stroke engines (Otto cycle, Diesel cycle), PV and TS diagram.	
	1d	Compare applications of 2- stroke SI and CI engine.	1.4	Working of 2-stroke engine, Advantages and Application of 2-stroke SI and CI engine.	
ngine	2a	Analyze the theoretical and actual valve timing diagrams for four-stroke S.I. engines.	2.1	Working and application of Two and Four stroke S.I. engine. Theoretical and Actual Valve timing diagram for four stroke SI engines.	

UNIT II: Spark Ignition Er	2b	Illustrate the concept of Octane Number including Research Octane Number (RON) and Motor Octane Number (MON).	2.2	Combustion in SI engines, Octane Number, Research Octane Number (RON) and Motor Octane Number (MON) Concepts of pre-ignition and detonation.	CO2
	2c	Justify the requirement of different A:F mixture requirement in different condition of running of SI engine.	2.3	Carburetion: Fuel supply system, Function of carburetor, Air-Fuel mixture and fuel requirements of S. I. engines., Concept of Simple carburetor and its drawback.	
UNIT III: Compression Ignition Engine	3a	Draw actual valve timing diagram for low speed 4-stroke diesel engine.	3.1	Working and application of Four stroke C.I. engine. Theoreticall and Actual Valve timing diagram for four stroke CI engines.	CO3
	3b	Identify given fuel injection system in CI engine.	3.2	Fuel injection: Function of fuel injection system, Types of fuel injection systems, CRDI concept, Combustion in CI engines, Importance of Cetane Number.	
	3c	Justify the need of electronic injection system.	3.3	Working of Fuel injector, Fuel pump -Bosch type only, Need of electronic injection system.	
	3d	Differentiate given engines on the basis of given points.	3.4	Comparison between S.I. and C.I. engine. Comparison between two stroke and four stroke engine.	
System	4a	Illustrate the need for cooling in an I.C.engine, including effects of heat on performance.	4.1	Cooling: - Pupose of Cooling of an I. C. engine, Effects of Cooling of IC engine, Types of cooling system and their selection as per the type of engine.	

UNIT IV: Cooling and Lubrication	4b	Compare Cooling systems on various factors.	4.2	Types of Water / liquid cooling (Thermo-syphon and Forced circulation of water), Application and advantages of forced water cooling system. Comparison between water and air cooling. Different types of coolants.	CO4
	4c	Evaluate the applications of splash, pressure, and charge lubrication systems in various engine configurations in automotive engines.	4.3	Need of lubrication in an I.C. engine. Functions of lubrication system. Types of lubrication system and its application, Splash, Pressure and Charge lubrication system, Lubricant additives and their function.	
UNIT V: Testing and Emission control	5a	Calculate IP for given 4-stroke petrol engine data.	5.1	I.C. Engine testing: Need of testing, I.P, B.P, BSFC, ISFC, mean effective pressure, compression ratio. Thermal and mechanical efficiency. Morse test.	CO5
	5b	Analyze the trade-offs between engine performance and emissions control when adjusting air-fuel ratio.	5.2	Types of pollutants in exhaust emissions of petrol and diesel engines, Effects of exhaust pollutants on environment, Effect of air – fuel ratio on exhaust emission.	
	5c	Illustrate the need for continuous improvement in auto industry.	5.3	Need of pollution norms for vehicles, Bharat stage V and VI norms, Table of pollutants emitted from petrol and diesel engines, including carbon monoxide (CO), nitrogen oxides (NOx), hydrocarbons (HC), and particulate matter (PM) for LMV and HMV.	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Inspect 2- stroke engine and identify its different parts.	2#	CO1
I	2	Inspect 2-stroke S.I. engine, note down its complete specification.	2#	CO1
I	3	Inspect 4- stroke S.I. engine locate its various parts.	2#	CO1
I	4	Inspect 4- stroke C.I. engine, identify its various parts.	2#	CO1
II	5	Perform basic maintenance tasks on a S.I. engine, such as checking and changing spark plugs, air filter, oil filter and oil.	2#	CO2
II	6	Perform troubleshooting of a carburetor.	2#	CO2
II	7	Service and inspect the given carburetor.	2	CO2
II	8	Test and diagnose ignition system components, such as spark plugs and ignition coils.	2#	CO2
III	9	Troubleshoot common issues related to the operation of a four-stroke CI / SI engine and apply appropriate solutions.	2#	CO3
III	10	Identify and label different types of fuel injection systems installed on CI engines.	2	CO3
IV	11	Inspect components of different types of cooling systems to understand their construction and function.	2#	CO4
IV	12	Identify function and interconnections and also observe the distribution of lubricant to different engine components on working model.	2#	CO4
V	13	Conduct engine tests in a laboratory environment and Identify the importance of engine testing in evaluating and optimizing engine performance and efficiency.	2#	CO5
V	14	Identify types of pollutants emitted from petrol and diesel engines, including carbon monoxide (CO), nitrogen oxides (NOx), hydrocarbons (HC), and particulate matter (PM).	2	CO5
V	15	Examine the evolution of emission standards, such as Bharat Stage V and VI norms, and their role in addressing environmental challenges.	2#	CO5

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Introduction to IC engine	5	C	04	04	04	12
			O	00	00	00	0
2	Spark Ignition Engine	7	C	04	06	06	16
			O	00	00	00	0
3	Compression Ignition Engine	7	C	04	06	06	16
			O	00	00	00	0
4	Cooling and Lubrication System	5	C	02	04	06	12
			O	00	00	00	0
5	Testing and Emission control	6	C	02	04	08	14
			O	00	00	00	0
Total		30	C	16	24	30	70
			O	0	0	0	0

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options	
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C	O
Q 1 to Q 35	1R2	1R2	1U2	1U2	1A2	1A2	2R2	35/35	
	2R2	2U2	2U2	2U2	2A2	2A2	2A2		
	3R2	3R2	3U2	3U2	3U2	3A2	3A2		
	3A2	4R2	4U2	4U2	4A2	4A2	4A2		
	5R2	5U2	5U2	5A2	5A2	5A2	5A2		

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Prepare experimental set up/Draw Line diagram for experiment	5
2	Performance and measuring different parameters/Collection of Data	10
3	Calculation, Result, Drawing Graphs (if any)/Drawing different sketches	5
4	Viva Voce/Answer to simple questions and submitting report in time	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	-	-	-	-	-	-
CO2	3	-	-	3	-	-	-	-	-
CO3	3	-	-	3	-	-	-	-	-
CO4	3	-	-	3	2	-	2	-	-
CO5	3	-	-	3	2	-	2	-	-
CO6	-	-	-	-	-	-	-	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Internal Combustion Engine	R. P. Sharma, Dhanpat Rai Publication, 2010	13: 9788189928469
2	A Course in Internal Combustion Engine (SI Units)	V.M. Domkundwar, Dhanpat Rai & Co. Ltd. Publication, Fourth edition, 2014	13: 978-81-7700-116-7
3	Internal Combustion Engine	V. Ganeshan, Mcgraw Hill Education, 4th Edition, 2012	13: 9781259006197 10: 1259006190
4	Internal Combustion Engine	H. B. Keswani, Standard Book, 4th Edition, 2003	10: 81900893511
5	IC Engines Combustion and Emissions	Pundir B. P.Narosa Publishing House, New Delhi, 2010	13: 978-8184870879
6	A Textbook of Internal Combustion Engines	Rajput R.K. Laxmi Publications; Third edition, New Delhi, 2016	13: 978-8131800669

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8. https://www.araiindia.com/pdf/Indian_Emission_Regulation__Booklet.pdf

XVI List of Major Equipment/Machineries with Specification:

1. Test rig of four stroke petrol/ diesel engine.
2. Test rig on two stage reciprocating air compressor. Pressure and temperature gauges at suitable locations with manometer. Minimum ½ HP compressor
3. Working Model of fuel pump, injector & carburetor.
4. Working Model of S.I. / C.I. engine, Lubrication system and cooling system.
5. Demonstration Model & chart of cooling, lubrication & fuel supply system of I. C. engine
6. Exhaust gas analyzer 3/5 gas analyzer.
7. Single cylinder IC engine suitable for assembly/ dismantling with necessary tool set. (Engine complying latest Euro Norms)
8. Multi cylinder IC engine suitable for assembly/ dismantling with necessary tool set. (Engine complying latest Euro Norms)
9. Test rig on multi cylinder IC engine. 3/5/7 HP petrol engine with required accessories.

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Prof. A. R. Umale	HOD Mechanical Engineering (Section A)	Government Polytechnic, Nagpur
2	Prof. A. A. Jagdale	HOD Mechanical Engineering (Section B)	Government Polytechnic, Nagpur
3	Prof. N. J. Burbure	Lecturer in Mechanical Engineering	Government Polytechnic, Nagpur
4	Prof. G. H. Dahole	I/C HOD Mechanical Engineering	Government Polytechnic, Gondia
5	Prof. G. F. Potbhare	Principal	NIT Polytechnic, Nagpur
6	Prof. A. R. Sheikh	Director	A. R. Automation, Jafar Nagar, Nagpur
7	Prof. S. R. Kaduskar	Lecturer in Mechanical Engineering	Government Polytechnic, Nagpur
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COURSE CURRICULUM

Program	:	Diploma in CE/ME/EC/PK/AI/CM/IT/PK/MT/TX/AE
Course Category	:	GE
Course Code	:	EE391H
Course Title	:	Electrical Wiring and Estimation

I Rationale:

This course equips learners with essential skills in wiring and estimation of electrical installation projects. Students will understand basic concept of wiring, Layout, installation plans and calculation of material required also they are aware about current market rates. This course emphasizing hands-on experience and safety standards. It prepares future electrical technicians and supervisors for field demands, ensuring they are well-equipped to execute new installation projects effectively.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Prepare electrical estimates of electrical installations.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Identify** various wiring tools, components and safety devices while undertaking any electrical work.

CO2: **Build** Various Wiring layouts.

CO3: **Prepare** documents of Quotations, Tenders and Contract

CO4: **Estimate** the cost and material required for residential and commercial electrical installation.

CO5: **Estimate** the cost and material required for industrial electrical installation.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
2	-	2	-	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70**	100	40	25	10	25	10	-	-

**Online Objective Type

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
: Wiring tools, components and safety devices	1a	Identify the function of given electrical wiring tools.	1.1	Tools used in Electrical Wiring and its functions:Pliers and its types, Cutter, Screw driver, Tester, Test lamp, Crimping tool, Continuity tester, Electrician knife, Wire Gauge, Insulation remover.	CO1
	1b	Identify the function of given components used in electrical wiring system with their specification.	1.2	Different Components used in wiring systems and its function along with specifications: Various types of switches, Plugs, Sockets, DBs, MCBs, MCCBs, RCCBs, RCBs, Holders, Wires, Cables.	
	1c	Select the given safety accessories used in electrical wiring.	1.3	Significance of Electrical Safety, Electrical Safety Accessories such as Hand gloves, Helmet, Safety Shoes, Goggles, Rubber mats. Various types of fire extinguishing techniques.	

UNIT I	1d	Select the given type of earthing for given installation.	1.4	Earthing: Need of Earthing, Types of earthing such as Rod, Pipe and Plate. Earth resistance values for various installations as per IEEE standards. Measurement of earth resistance by Earth tester.	
UNIT II: Electrical Wiring Circuit system	2a	Identify wires based on colour codes.	2.1	Differentiation between wires and cables based on structure, Flexibility, Durability, Strength, Application and cost. Various sizes of wire and cable according to current carrying capacity. Colour coding of wire and cable in AC & DC system as per IS 732.	CO2
	2b	Identify given types of wiring system.	2.2	Different types of electrical Wiring systems - Surface conduit, concealed conduit, PVC casing capping with their application.	
	2c	Identify the given symbols used in electrical drawing.	2.3	Terminoloigy of electrical wiring drawing: Wiring Layout, Wiring Diagram, Single line diagram and Installation Plan. Different Symbols used in electrical wiring drawing.	
	2d	Implement the different wiring Layout as per the given functional requirements.	2.4	Different wiring Layout: 1. One lamp control from one place. 2. One lamp, one fan & one tube light control from switch on board. 3. Staircase Wiring Layout. 4. Go-down wiring Layout. 5. Bell Circuit. List various components and accessories used in above wiring system.	

UNIT III: Estimate, Contract, Tender and Quatation	3a	Justify the need of given type of estimates.	3.1	Need of estimation, Qualities of good estimator, Essential elements of Estimation. Meaning and purpose of- Rough Estimate, Detailed Estimate, Supplementary Estimate, Annual maintenance Estimate and Revised Estimate. Factors to be considered while preparing estimate.	CO3
	3b	Identify the role and qualities of good contractor.	3.2	Concepts of contract and their types, Contractor and their role, Qualities of good Contractor.	
	3c	Prepare the tender documents for given requirement.	3.3	Concept of Contract and their types, Tender Notice, Preparation of Tender document and method of opening of tender. Concept of Quotation and its different formats. Comparison between Tender and quotation. Comparative statement, format of comparative statement. Order format, Placing of purchasing order. Principles of execution of works, Planning, Organizing and completion of Work. Billing of Work.	
	4a	Interpret given civil engineering building drawing.	4.1	Residential Installation: Necessity and reading of Civil Engineering Building Drawing. General requirements and Inspection of Electrical installation according to IS: 732. Guidelines on design and construction of wiring installations as per part I section 9 of NEC- 2011.	

Γ IV: Residential and Commercial Installation	4b	Compare industrial and non-industrial Installation on the basis of given criteria.	4.2	Compare industrial and non-industrial Installation on the basis of purpose, load capacity, design complexity, voltage level, Safety, wiring system, Equipment & Components, Cost.	
	4c	Estimate material required for given Residential installation on the basis of given data.	4.3	Rules related to lighting load followed in electrical installation: 1. Positioning of equipment-Importance of plan and layouts. 2. Principles of circuit design in Lighting and power circuits- a) Light and fan circuit b) Power circuit. 3. Load calculation and selection of size of conductor- a) Load assessment b) Selection of size of conductor. 4. Selection of rating of main switch and protective switchgear. 5. Calculation of length of wire and other materials. 6. Calculation of labour cost. Sequence to be followed for preparing estimate.	CO4

UNIT	4d	Estimate material required for given Commercial installation.	4.4	1. Design consideration of electrical installation in commercial buildings. 2. Calculate number of luminaries according to recommended values of illumination. 3. Calculate total load, deciding number of sub-circuits, Deciding size and rating of switch board and distribution boards, deciding size of cables. Deciding size of conduits, Bus bar and bus bar chamber. 4. The Mounting arrangement of switch board & distribution board. 5. Calculation of length of wire and other materials. 6. Preparation of material schedule - Calculation of labour cost, Estimation and costing of unit.	
UNIT V: Industrial Installation	5a	Interpret the given electrical Drawing of industrial installation.	5.1	Design consideration of industrial installations. Types of Industrial Installation. General characteristics of industrial building. Selection of wiring system. Drawing of wiring diagram and single line diagram for single phase and three phase motors.	
	5b	Determine the different quantities for given industrial load.	5.2	Calculation of total load, Selection and rating of wire & cable size, main switch, fuses, distribution board, bus-bar, cable route, motor starter, earthing wire & earthing. Calculation of length of wire and other Materials. Preparation of material Schedule, Calculation of labour cost, Estimation and costing of unit.	CO5

5c	Identify the different application of IOT (Internet of things) in Building Installation	5.3	Concept of IOT in electrical installation. The application of IOT in Building Installation: 1. Smart Lighting System 2. Smart heatung , ventilation & air conditioner system. 3. Energy Management System. 4. Smart Security & Surveillance. 5. Smart Parking System.

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Use different types of wiring tools such as Combination Pliers, Nose Pliers, Cutter, Screwdriver, Continuity tester, Test Lamp, Crimping tools, Electrician tester and knife.	2#	CO1
I	2	Use different types of wiring equipment such as Switches, Sockets, Plugs, DB, MCBs, RCBs, ELCBs, Holders, Wires, and Cables.	2#	CO1
I	3	Identify the use of different electrical accessories such as Hand gloves, Helmet, Boots, Goggles, Rubber mats.	2#	CO1
II	4	Build a circuit to control one lamp from one place and test the wiring for phase control on wiring board.	2#	CO2
II	5	Build a circuit to control two lamps from two places independently on wiring board using conduit wiring.	2#	CO2
II	6	Build a circuit to control one lamp from two place using two way switches on wiring board using casing capping wiring.	2#	CO2
II	7	Build a circuit to control Bell circuit used in residential installation.	2#	CO2
II	8	Prepare a installation plan and layout diagram of one room consist of Light, ceiling fan, socket. (Assume suitable parameters)	2#	CO2
III	9	Prepare a quotation of electrical material required for wiring 1 BHK house.	2#	CO3
III	10	Prepare a contract document for the supply and installation of electrical installation of 1 BHK house.	2#	CO3
IV	11	Estimate the cost of material for a one room residential electrical installation.	2#	CO4
IV	12	Prepare the Bill of material for a small commercial installation (e.g. Book depot / Grossary shop) from installation plan. (Part - I)	2#	CO4
IV	13	Prepare the Bill of material for a small commercial installation (e.g. Book depot / Grossary shop) from installation plan. (Part - II)	2#	CO4
V	14	Prepare the estimate cost of material for a floor mill. (Part - I)	2#	CO5
V	15	Prepare the estimate cost of material for a floor mill. (Part - II)	2#	CO5

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Wiring tools, components and safety devices	4	C	04	04	02	10
			O	00	00	00	00
2	Electrical Wiring Circuit system	5	C	04	04	04	12
			O	00	00	00	00
3	Estimate, Contract, Tender and Quatation	5	C	02	06	08	16
			O	00	00	00	00
4	Residential and Commercial Installation	8	C	02	06	08	16
			O	00	00	00	00
5	Industrial Installation	8	C	02	06	08	16
			O	00	00	00	00
Total		30	C	14	26	30	70
			O	00	00	00	00

*C - Compulsory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C
Q.1 to Q.35	1R2	1R2	1U2	1U2	1A2	2R2	2R2	35/35
	2U2	2U2	2A2	2A2	3R2	3U2	3U2	
	3U2	3A2	3A2	3A2	3A2	4R2	4U2	
	4U2	4U2	4A2	4A2	4A2	4A2	5R2	
	5U2	5U2	5U2	5A2	5A2	5A2	5A2	

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Draw a circuit diagram, Equipment Selection	5
2	Performance	10
3	Calculation and Result	5
4	Viva Voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	1	-	-	1	-	-
CO2	3	-	-	-	-	-	-	-	-
CO3	3	-	-	-	-	-	-	-	-
CO4	3	2	-	-	2	-	-	-	-
CO5	3	2	-	-	2	-	-	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	A Text Book on laboratory courses in Electrical Engineering	S.G.Tarnekar and P.K.Kharbanda, S.Chand & Company Ltd., Third, 1990.	13: 978-8121901048
2	Electrical Wiring Estimating & Costing	N.Allagappan, S.Ekambarram, Tata Mc-Graw Hill Publishing Co.Ltd, First Edition, 2010	13: 978-0074624784
3	Engineering Workshop Practice on Electrical & Electronics Engineering	Ms. J. Glory Priyadharshini, Dr.K. Sheela Sobana Rani, Ms. M.Prabha Maheswari & Ms. S.Gomathy, Notion Press, 1st Edition, 2021	13: 978-1639203819
4	Electrical Design Estimating and Costing	K.B. Raina, Dr.S. K.Bhattacharya, New Age International Publisher, First, Reprint 2010	13: 978-8122403633
5	A Course in Electrical Installation Estimating and Costing	J. B. Gupta, S.K. Kataria & Sons Publisher, January 2013	13: 978-9350142790

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2. https://www.thespruce.com/electrical-wiring-1152909, assessed on 12th Aug 2024
3. https://www.vedantu.com/physics/types-of-wiring, assessed on 12th Aug 2024
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5. https://www.youtube.com/watch?v=syaGf_XUMxA, assessed on 18th Aug 2024
6. https://electricalinstallationservices.co.uk/what-is-an-electrical-installation, assessed on 24th Aug 2024
7. https://www.electrical-installation.org/enwiki/Main_Page, assessed on 31st Aug 2024
8. https://electricalindustry.ca/latest-articles/2694-iot-and-its-application-in-electrical-power-systems-part-1/

XVI List of Major Equipment/Machineries with Specification:

1. Crimping Tools: Handheld, suitable for terminal lugs, 0.5mm² to 6mm²
2. Wires and Cables: 1.5mm² to 6mm² copper conductor, PVC-insulated, 90°C-rated.
3. Digital Multimeter AC: 200mV to 750V, DC: 200mV to 1000V, Resistance Measurement: 200Ω to 20MΩ
4. Standard Wire guage Range: SWG 1 to 36
5. Pump: 1.5HP single-phase.
6. Motors: 10HP and 5HP three-phase, starter panels, and cables.
7. Megger 500V, 1000V, 0.01MΩ to 2000MΩ.
8. Earthing: GI earth rod, 1.5m.
9. Wiring Board: Plywood, predrilled for mounting components.
10. Earth Tester- Analog or digital, 0.01Ω to 2000Ω, 20V or 50V

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Mr. M. C. Musale	I/c HOD, Electrical Engg.	Government Polytechnic, Nagpur
2	Dr. P. M. Daigavane	HOD, Electrical Engg.	G. H. Raisoni College of Engg. Nagpur
3	Mrs. Divya Piparode	Sr. Engineer	Powergrid Corporation of India Ltd. Nagpur
4	Mr. M. N. Gawande	Lecturer, Electrical Engg.	Government Polytechnic, Gondia
5	Mr. B. D. Wadhai	Lecturer, Electrical Engg.	Government Polytechnic, Nagpur

(Mr. M. C. Musale)
HOD & Chairman PBOS, EE

(Dr. G. V. Gotmare)
Member Secretary PBOS, EE

Government of Maharashtra
GOVERNMENT POLYTECHNIC, NAGPUR
(An Autonomous Institute of Govt. of Maharashtra)
Near Mangalwari Bazar, Sadar, Nagpur-440001

COURSE CURRICULUM

Program	:	Diploma in CE/ME/EE/CM/IT/PK/AI/MT/MC/AE/TX
Course Category	:	GE
Course Code	:	EC391H
Course Title	:	Microcontroller and Applications

I Rationale:

Microcontrollers are essential for embedding intelligence into various devices, offering the ultimate flexibility for controlling and automating tasks. They are used in applications ranging from consumer electronics to industrial systems, enabling precise control, real-time processing, and efficient resource management. This makes them ideal for diverse uses such as home automation, medical devices, and automotive systems.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Develop microcontrollers program for various applications.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Interpret** features of various versions of 8051 microcontrollers.

CO2: **Interpret** features of advance microcontrollers.

CO3: **Design** sketch in Arduino IDE.

CO4: **Design** Arduino based applications.

CO5: **Develop** IoT based System.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
2	-	2	-	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70**	100	40	25	10	25	10	-	-

**Online Objective Type

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Introduction to Microcontrollers	1a	Identify given elements of Microcomputer.	1.1	Evolution of Microcontrollers, Block diagram of Microcomputer, elements of Microcomputer, types of buses	CO1
	1b	Identify given Architecture on given points.	1.2	Comparison of Microprocessor and Microcontrollers	
	1c	Select versions of Microcontroller for specified application.	1.3	Need of Microcontroller, Family of 8051 Microcontrollers and their specifications, Versions of Microcontroller 89C51, 89C1051, 89C2051, 89C4051	
ed System Basics and Microcontrollers	2a	Identify given Components of Embedded System.	2.1	Introduction to embedded systems, Block diagram of the components of embedded system hardware, Advantages and applications of embedded systems, Difference between Embedded Systems and General computing systems.	CO2

UNIT II: Embedd Advance M	2b	Identify Features of given Advance Microcontrollers.	2.2	Features of 89C51, PIC, AVR, ARM Microcontrollers with their applications. Comparison between 89C51, PIC, AVR and ARM	
	2c	Identify Function of given pins of ATMega328.	2.3	Features of ATMega328 Pin Diagram of ATMega328	
UNIT III: Open Source Development Board (Arduino)	3a	Identify given Components of Arduino UNO R3	3.1	Arduino : Introduction to Open Source Prototype Platform Types of Arduino Boards Features of Arduino UNO R3 Components of Arduino UNO R3 Functions of each Pin of Arduino UNO R3	CO3
	3b	Choose Arduino Variables and Structure.	3.2	Embedded C Programming: Introduction to Arduino Functions(I/O only), Variables(Constants, Data Types only) and Structure	
	3c	Suggest Arduino Sketch of Blinking Inbuild LED	3.3	Installation of Arduino IDE Sketch of Blinking Inbuild LED in Arduino IDE	
UNIT IV: Interfacing of Input and Output Devices with Arduino	4a	Choose Arduino based system with LED, Relay, Switch.	4.1	Interfacing with LED, Interfacing with Relay, Interfacing with Switch.	CO4
	4b	Choose Arduino based system with Seven Segment Display, LCD.	4.2	Interfacing with Seven Segment Display, Interfacing with LCD.	
	4c	Choose Arduino based system with 4x4 Keyboard.	4.3	Interfacing with 4x4 Keyboard.	
	4d	Choose Arduino based system with Stepper Motor.	4.4	Interfacing with Stepper Motor.	
	4e	Choose Arduino based system with IR Sensors, Buzzer.	4.5	Interfacing with IR Sensors, Interfacing with Buzzer.	

UNIT V: Introduction to Internet of Things (IoT)	5a	Interpret Features of IoT.	5.1	Introduction to IoT (Internet of Things): Features of IoT, Advantages and Disadvantages of (IoT), Embedded Devices (System) in (IoT), IoT Architecture Applications of IoT	CO5
	5b	Identify given IoT Devices.	5.2	Introduction of IoT Devices: Major IoT Boards in Market(Raspberry Pi, Arduino, ESP8266, Sense HAT 8x8 RGB LED matrix, Bluetooth Module HC-05	
	5c	Suggest IoT System for Controlling home light using WiFi Node MCU(ESP8266) and Relay module.	5.3	IoT Platforms: ThingWorx, Thingspeak, blynk, Controlling home light using WiFi Node MCU(ESP8266) and Relay module	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Interpret Blocks of 89C51 microcontroller using Datasheet.	2	CO1
II	2	Interpret Blocks of ATMega328 microcontroller using Datasheet.	2#	CO2
III	3	Interpret Blocks of Arduino UNO R3 using Datasheet.	2#	CO3
III	4	Install Arduino IDE in Windows OS.	2#	CO3
III	5	Design Arduino Sketch for Blinking Inbuild LED connected to pin 13.	2#	CO3
IV	6	Develop and execute Arduino sketch to read the status of key from port pin and turn ON/OFF a LED connected to another port of Arduino UNO R3.	2#	CO4
IV	7	Design Arduino based system to interface Seven Segment Display with Arduino UNO R3 and display the numeric value 0 to 9.	2#	CO4
IV	8	Design Arduino based system to interface LCD with Arduino UNO R3 and display the string "G. P. Nagpur".	2#	CO4
IV	9	Design Arduino based system to interface 4x4 keyboard with Arduino UNO R3 and display the key pressed.	2	CO4
IV	10	Design Arduino based system to interface stepper motor with Arduino UNO R3 and rotate it in clockwise and anti-clockwise direction.	2#	CO4
IV	11	Design Arduino based system to interface buzzer with Arduino UNO R3.	2#	CO4
IV	12	Design Arduino based system to interface IR sensor module with Arduino UNO R3 and blink led/buzzer on object detection.	2#	CO4
V	13	Interpret Blocks of Raspberry Pi 4 Model using Datasheet.	2	CO5
V	14	Interpret Blocks of Node MCU(ESP8266) using Datasheet.	2#	CO5
V	15	Develop Embedded C Program for IoT System for Controlling home light using WiFi Node MCU(ESP8266) and Relay module.	4#	CO5

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Introduction to Microcontrollers	2	C	02	04	00	6
			O	0	0	0	0
2	Embedded System Basics and Advance Microcontrollers	2	C	02	06	00	8
			O	0	0	0	0
3	Open Source Development Board (Arduino)	8	C	02	06	08	16
			O	0	0	0	0
4	Interfacing of Input and Output Devices with Arduino	12	C	06	10	08	24
			O	0	0	0	0
5	Introduction to Internet of Things (IoT)	6	C	04	06	06	16
			O	0	0	0	0
Total		30	C	16	32	22	70
			O	0	0	0	0

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C
Q 1 to Q 35	1R2	1U2	1U2	2R2	2U2	2U2	2U2	35/35
	3R2	3U2	3U2	3U2	3A2	3A2	3A2	
	3A2	4R2	4R2	4R2	4U2	4U2	4U2	
	4U2	4U2	4A2	4A2	4A2	4A2	5R2	
	5R2	5U2	5U2	5U2	5A2	5A2	5A2	

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Devlopment of Program	5
2	Performance	10
3	Execution Process and outcome	5
4	Viva Voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	-	1	-	-	-	-
CO2	3	-	-	-	1	-	-	-	-
CO3	3	-	3	3	-	3	3	-	-
CO4	3	-	3	3	-	3	3	-	-
CO5	3	-	3	3	-	3	3	-	-
CO6	-	-	-	-	-	-	-	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	The 8051 Microcontroller and Embedded Systems Using Assembly And C	Muhammad Ali Mazidi, Pearson Education, Asia 2007, second edition	10: 8131710262, 13: 9788131710265
2	Architecture, Programming and Design	Raj Kamal, Tata McGraw-Hill Education, 2nd Edition2011	13: 978-0-070-66764-8
3	Exploring Arduino: Tools and Techniques for Engineering Wizardry	Jeremy Blum, Wiley, 2013	13: 978-1-118-54936-0
4	Beginning Arduino	Michael McRobetrs, Apress, 2nd Edition 2013	13: 978-1430250166
5	Beginning Arduino Programming	Brian Evans, Apress, 1st Edition 2011	13: 978-1430237778
6	Getting Started with the Internet of Things: Connecting Sensors and Microcontrollers to the Cloud (Make: Projects)	Kindle Edition	13: 978-1449393571

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1. https://docs.arduino.cc/language-reference/#functions, accessed on 06th September2024
2. https://docs.arduino.cc/language-reference/#variables, accessed on 06th September2024
3. https://docs.arduino.cc/language-reference/#structure, accessed on 06th September2024
4. https://www.javatpoint.com/iot-internet-of-things, accessed on 06th September2024
5. https://thingspeak.com, accessed on 06th September2024
6. https://blynk.io, accessed on 06th September2024

XVI List of Major Equipment/Machineries with Specification:

1. Pentium III Desktop Computer.
2. Arduino UNO R3 Development Board.
3. Node MCU(ESP8266)
4. General Peripherals Breaddboard, LED, Key, Buzzer,LCD, 4x4 keyboard, IR sensor module, Stepper motor

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr. R. V. Yenkar	HOD, Electronics & Telecomm. Engg.	Government Polytechnic, Nagpur
2	Dr. V. H. Mankar	HOD, Electronics & Telecomm. Engg.	Government Polytechnic, Nagpur
3	Mr. S. D. Ambade	Lecturer, Electronics & Telecomm., Engg	Government Polytechnic, Nagpur
4	Ms. P. P. Rodge	Lecturer, Electronics & Telecomm., Engg	Government Polytechnic, Nagpur
5	Mr. Sandeep V. Darwhekar	Director	Beta Computronics Pvt. Ltd. Nagpur
6	Dr. V. J. Dongre	HOD, Electronics & Telecomm., Engg.	Government Polytechnic, Arvi
7	Prof. Mrs. Gazala Ali	HOD, Electronics & Telecomm., Engg.	Anjuman Polytechnic, Nagpur

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Member Secretary PBOS, EC

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COURSE CURRICULUM

Program	:	Diploma in CE/ME/EE/EC/PK/MT/AE/TX/MK
Course Category	:	GE
Course Code	:	IT391H
Course Title	:	Cyber Security and Privacy

I Rationale:

The rise in internet usage has led to an increase in cybercrimes and illegal activities online. It's crucial to understand various cybercrimes and the importance of cybersecurity to protect personal, governmental, and organizational data and systems. Additionally, understanding cyber laws is essential to address crimes in cyberspace, ensuring legal protection against online fraud, hacking, and other malicious activities. Strong cybersecurity measures and legal frameworks are key to safeguarding the digital world.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Use the techniques of cyber security.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Identify** different types of cyber organized crime

CO2: **Analyze** the planning, risk events and concept of cyber attacks

CO3: **Identify** types of Cybercrimes related with mobile and wireless Devices

CO4: **Analyze** the conceptual foundation of cyber security awareness

CO5: **Identify** importance of Cyber Laws

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
2	-	2	-	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70**	100	40	25	10	25	10	-	-

**Online Objective Type

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Introduction to Cybercrime	1a	Justify given term of cyber crime.	1.1	Cyber Crime: Definitions, An origin of the Word, cybercrime and information security	CO1
	1b	Identify criminals, with given cyber crimes.	1.2	Criminals in cybercrime, Classification of cyber-crimes; cyber defamation, internet time theft	
	1c	Identify a type of cybercrime done in given statements.	1.3	Hacking, online fraud, software piracy, password sniffing, Identity theft	
UNIT II: Planning of Cyber Attacks	2a	Justify given term.	2.1	CIA traid, Data protection, Security terminologies	CO2
	2b	Identify type of cyber-attacks in given scenario.	2.2	Attacks: passive and active attacks, Five phases of hacking:Reconnaissance, scanning, gaining - access, maintaining-access, clearing tracks	
	2c	Select from given statements, that showing cyber stalking.	2.3	cyber stalking: types of stalkers, stalking of cyber stalking, Real life incidents of cyber stalking	

UNIT III: Cybercrime: Mobile/Wireless devices	3a	Identify type/technique used for given cyber crime scenarios.	3.1	Credit card/debit card fraud in mobile and wireless computing era- types and technique of credit card fraud.	CO3
	3b	Justfy given android security.	3.2	Android security: Media player control security, networking API security for mobile devices, hardware and software security.	
	3c	Identify causes for given Cyber attack related with application and software security.	3.3	Applications and software security:Mobile viruses, Securities from mobile computing applications, hacking Bluetooth mobile devices.	
UNIT IV: Cybercrimes and need for Cyber - Security	4a	Analyze givenonline cybercrime.	4.1	Online Scams: Charity scam, lottery Scam, Fake offer/fake job scam	CO4
	4b	Analyse given type of Cyber threats.	4.2	Cyber threats: Types of Cyber threats,The legal Scenario and perspectives - Introduction, cybercrime and the legal base for cybercrime around world, Importance and need cyber laws.	
	4c	Identify given Recovery methodology.	4.3	Data privacy, Back-up and Recovery methodologies	
UNIT V: Cyber Laws and Way forward	5a	Identify importance of given feature of IT Act 2000.	5.1	Cyber laws in INDIA:IT ACT-2000, Positive aspects of IT ACT 2000, Weak areas in IT ACT 2000	CO5
	5b	Analyse Amendmends in IT ACT.	5.2	Amendments In cyber laws:changes made in IT ACT, State Government's power Impacted by amendment in IT ACT	
	5c	Identify required punishment for given Cybercrime.	5.3	Punishment: cybercrime and punishment, Information technology and students (Technology and students: An Indian scenario)	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Check the network speed of your internet connection in computer LAB.	2#	CO1
I	2	Enable and disable network also check the data acceptance in network.	2#	CO1
II	3	Tackle and handle externally delivered web-link considering cyber-attack. (http & https)	2#	CO2
II	4	Take back-up and restore data using online platform. (Google drive, etc.)	2#	CO2
II	5	Check and configure IP settings on your PC. (Manual and Automatic).	2#	CO2
III	6	Clear and delete browsing history & unnecessary cache memory on your system.	2#	CO3
III	7	Identify and Configure network settings on your mobile devices.	2	CO3
III	8	Create a standard regulated high security password for social media or any other important transactions platform.	2#	CO3
III	9	Make hardware settings to share data on another device. (e.g:-Whenever connecting a cell phone to PC)	2#	CO3
IV	10	Configure settings related with permissions for downloading foreign applications on your mobile devices.	2#	CO4
IV	11	Perform a secure file sharing between two devices.	2	CO4
IV	12	Identify and configure web application settings for safe browsing.	2#	CO4
IV	13	Identify pattern and configure File sharing using various social media platform on your mobile device	2#	CO4
IV	14	Analyse and install antivirus on your computer system	2	CO4
V	15	Identify suitable cyber law performing stealing of data using file sharing	2#	CO5

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Introduction to Cybercrime	6	C	02	04	00	6
			O	0	0	0	0
2	Planning of Cyber Attacks	6	C	02	06	00	8
			O	0	0	0	0
3	Cybercrime: Mobile/Wireless devices	6	C	02	06	08	16
			O	0	0	0	0
4	Cybercrimes and need for Cyber - Security	6	C	06	10	08	24
			O	0	0	0	0
5	Cyber Laws and Way forward	6	C	04	06	06	16
			O	0	0	0	0
Total		30	C	16	32	22	70
			O	0	0	0	0

*C - Compulsory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C
Q. 1 to Q. 35	1R2	1U2	1U2	2R2	2U2	2U2	2U2	35/35
	3R2	3U2	3U2	3U2	3A2	3A2	3A2	
	3A2	4R2	4R2	4R2	4U2	4U2	4U2	
	4U2	4U2	4A2	4A2	4A2	4A2	5R2	
	5R2	5U2	5U2	5U2	5A2	5A2	5A2	

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Drawing diagram/flowchart,	5
2	Performance	10
3	Use of techniques ,design, guidelines, principles, Process in execution	5
4	Viva Voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	3	-	-	3	-	3	-	-
CO2	3	3	-	-	3	-	3	-	-
CO3	3	3	-	-	3	-	3	-	-
CO4	3	3	-	-	3	-	3	-	-
CO5	3	-	-	-	3	-	3	-	-
CO6	3	-	-	-	-	-	-	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	"Cyber Security" - Understanding Cybercrime, Computer forensic and legal perspective	Nina Godbole, Sunil Belapure, Wiley India Pvt. Ltd Reprint,2018	13:9788126521791
2	"Cyber security Managing systems-Conducting, Testing and Investigating Intrusion"	Thomas J. Mowbray, Wiley India Pvt. Ltd Reprint,2018	10:8121924405
3	Network Security Essentials: Applications and Standards	A William Stallings, Pearson Educaiton	13:9788131716649
4	Network Security and Management	Brijendra Sing, PHI, 2nd edition	13:9788120339101

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1. https://nptel.ac.in/courses/106/106/106106144, accessed on 18/09/2024 assesed on 20 aug 2024
2. https://onlinecourses.swayam2.ac.in/cec20_cs09/preview assesed on 20 aug 2024
3. https://www.youtube.com/watch?v=chtp9UaVBMk&ab_channel=MYSWAYAM assesed on 20 aug 2024

XVI List of Major Equipment/Machineries with Specification:

1. Computer System
2. C Editor
3. linux operating system
4. Networking devices router, switch

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr. A. R.Mahajan	HOD, Information Technolgy	Government Polytechnic, Nagpur
2	Mr. Dipak Dhote	Operations Manager	IT Networkz Infosystem Pvt Ltd Nagpur
3	Dr. Rakesh Kadu	Assistant Professor	Ramdeobaba College of Engineering and Management Nagpur
4	Mrs. V. A. Raje	System Analyst	MSBTE, RO, Nagpur
5	Mr Lokesh L Bhadekar	Lecturer in Information Technolgy	Government Polytechnic, Nagpur

(Dr. A. R. Mahajan)
HOD & Chairman PBOS, IT

(Dr. G. V. Gotmare)
Member Secretary PBOS, IT

Government of Maharashtra
GOVERNMENT POLYTECHNIC, NAGPUR
(An Autonomous Institute of Govt. of Maharashtra)
Near Mangalwari Bazar, Sadar, Nagpur-440001

COURSE CURRICULUM

Program	:	Diploma CE/ME/EE/EC/PK/IT/CM/MK/AI/AE/TR/TX
Course Category	:	GE
Course Code	:	MT391H
Course Title	:	Heat Treatment

I Rationale:

Heat treatment is crucial in metallurgical engineering for enhancing material properties such as strength, hardness, and toughness. It allows precise control over microstructures, tailoring materials to specific industrial needs. Understanding heat treatment equips students with essential problem-solving skills, ensuring quality control and effective failure analysis. This knowledge is vital for various industries, including automotive, aerospace, and construction, opening diverse career opportunities. Integrating heat treatment into the diploma curriculum ensures students are well-prepared for the challenges and demands of the metallurgical engineering field.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Carry out different heat treatment processes on steel to obtain desired properties.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Interpret** Fe-Fe3C diagram.

CO2: **Use** TTT Diagrams for different heat treatments.

CO3: **Find** Hardenability of steel using different methods.

CO4: **Recommend** proper heat treatment process to steels for given applications.

CO5: **Select** proper case hardening method for given applications.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
2	-	2	-	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70**	100	40	25	10	25	10	-	-

**Online Objective Type

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Iron- Carbon Equilibrium Diagram	1a	Identify reactions in Fe-Fe3C Diagram.	1.1	Allotropic transformation of iron, Reactions in Iron- Carbon diagram, various phases in Fe-Fe3C diagram.	CO1
	1b	Choose critical temperatures from Fe-F3C diagram.	1.2	Critical temperatures in Iron-carbon diagram.	
	1c	Classify steel and cast iron based on iron carbon diagram.	1.3	Classifications of plain carbon steel and cast irons with reference to iron carbon diagram.	
	1d	Identify microstructures of different steels and cast irons.	1.4	Microstructure and properties of plain carbon steels and cast iron with reference to iron carbon diagram.	
II: Principles of Heat Treatment	2a	Analyse heat treatment parameters.	2.1	Role and importance of heat treatment in the industry, safety preacutions in heat treatment shop. heat treatment parameters. Heat treatment cycles.	CO2
	2b	Compare different transformation mechanism based on different points.	2.2	Austenitization: mechanism of formation of Austenite, Pearlitic and Martensitic Transformation.	

UNIT I	2c	Use TTT Diagram for heat treatment.	2.3	T.T.T. diagram, construction of T.T.T. diagram from transformation curves, applications of TT Diagram	
UNIT III: Hardenability of steel	3a	Compare hardness with Hardenability based on given points	3.1	Hardenability - Concept of hardenabilty, factors affecting Hardenability. Hardness vs Hardenability.	CO3
	3b	Compare various Hardenability methods based on given points.	3.2	Determination of Hardenability of steel by Grossman method, Jominy end quench test.	
	3c	Select proper quenchants for given heat treatment.	3.3	Quenchant- Severity of quenchant, types and characteristics quenching mediums.	
UNIT IV: Heat treatment Processes	4a	Find heating temperature for various heat treatment processes.	4.1	Heating of steel- Heating time and temperature.	CO4
	4b	Compare different annealing processes on given points.	4.2	Annealing treatments : Purpose of Annealing, full annealing, partial annealing, diffusion annealing, isothermal annealing.Spheroidizing of steel.	
	4c	Identify normalised structure.	4.3	Normalizing – purposes, microstructural changes and its applications.	
	4d	Find hardening temperature for given steel.	4.4	Hardening: - Purpose of hardening selection of hardening temp. - Methods of quenching,Tempering - purpose of tempering - stages in tempering.	
V: Surface Hardening	5a	Compare different case hardeninmg methods.	5.1	Case hardening of steel - carburizing. Nitriding.	CO5
	5b	Select proper case hardening method.	5.2	Surface hardening of steel: Induction hardening - principle, equipments and steels used,Flame hardening- principle, equipments and steels used.	

UNIT	5c	Suggest remedies for different heat treatment defects.	5.3	General Heat Treatment defects, causes and remedies.

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Perform assignments based on Fe- Fe3c diagram.	2#	CO1
I	2	Carry microstructure analysis of steels and cast irons using Fe-Fe3C diagram.	2#	CO1
I	3	Carry microstructure analysis of steels and cast irons using Fe-Fe3C diagram. (Part II)	2	CO1
III	4	Determine hardenability of steel by Jominy End Quenched test.(Part II)	2#	CO3
III	5	Determine hardenability of steel by Jominy End Quenched test.(Part II)	2#	CO3
IV	6	Perform Annealing on steel. (Part I)	2#	CO4
IV	7	Perform Annealing on steel. (Part II)	2#	CO4
IV	8	Perform Normalizing on steel. (Part I)	2#	CO4
IV	9	Perform Normalizing on steel. (Part II)	2#	CO4
IV	10	Perform Hardening on steel with varying hardening temperatures to analyze effect of temperatures on hardness. (Part I)	2#	CO4
IV	11	Perform Hardening on steel with varying hardening temperatures to analyze effect of temperatures on hardness. (Part II)	2#	CO4
IV	12	Perform tempering on hardened steel at different temperatures. (Part I)	2#	CO4
IV	13	Perform tempering on hardened steel at different temperatures. (Part II)	2	CO4
V	14	Perform any one surface treatment process (carburizing, flame hardening) of steel. (Part I)	2#	CO5
V	15	Perform any one surface treatment process (carburizing, flame hardening) of steel. (Part II)	2	CO5

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Iron- Carbon Equilibrium Diagram	2	C	02	04	04	10
			O	0	0	0	0
2	Principles of Heat Treatment	2	C	02	04	06	12
			O	0	0	0	0
3	Hardenability of steel	8	C	02	04	08	14
			O	0	0	0	0
4	Heat treatment Processes	12	C	06	08	08	22
			O	0	0	0	0
5	Surface Hardening	6	C	02	04	06	12
			O	0	0	0	0
6			C				
			O				
Total		30	C	14	24	32	70
			O	0	0	0	0

*C - Compulsory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C
1	1R2	1U2	1U2	2R2	2U2	2U2	2U2	35/35
2	3R2	3U2	3U2	3U2	3A2	3A2	3A2	
3	3A2	4R2	4R2	4R2	4U2	4U2	4U2	
4	4U2	4U2	4A2	4A2	4A2	4A2	5R2	
5	5R2	5U2	5U2	5U2	5A2	5A2	5A2	
6								

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Performance /report writing/submission	15
2	Vivo vice	10
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	-	-	-	3	-	-
CO2	3	-	-	-	3	-	3	-	-
CO3	3	2	2	2	3	-	3	-	-
CO4	3	-	-	-	3	-	3	-	-
CO5	3	2	2	2	3	-	3	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Introduction to Physical Metallurgy	Sidney H. Avner, McGraw-Hill International Edition, 2nd Edition, 1964	13:81-20300716-X
2	Material science & Metallurgy for engineers	V.D.Kodgire, S.V.Kodgire, Everest Publishing House, first Edition ,2011	10:8186314008 13:9788186314005
3	Physical Metallurgy for Engineers	Donald S. Clark , W.R. Varney, Van Nostrand Reinhold Company; 2nd Revised Edition, December 1962	10: 0442015704 13: 978-0442015701
4	Engineering Physical Metallurgy	Y. Lakhtin , CBS Publisher, 1st Edition, 2005	13:9788123906027 10:8123906021
5	Heat Treatment: Principles and Techniques	T.V.Rajan, C.P.Sharma, Ashok Kumar Sharma, Prentice Hall Of India. 2nd Edition 1994	13:978-81-203-4095-4

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2. https://www.youtube.com/watch?v=3_BH6HqpPtk , assessed on 16th March 2024
3. https://www.youtube.com/watch?v=eHFI-xuZIiQ, assessed 16 March 2024
4. http://www.engmatl.com/index.php?start=6, assessed on 16 March 2024
5. http://downloadingisnotsin.net/material-science-and-metallurgy-by-kodgire-pdf-free-download/, assessed on 22 March 2024

XVI List of Major Equipment/Machineries with Specification:

1. Standard Fe-Fe3C equilibrium diagram
2. Muffle furnace- max temperature 10000c
3. Grinder- double ended
4. Polishing machine
5. Image analyzer
6. Microscope- magnification 100X
7. Emery papers
8. Flame hardening set up
9. Safety equipments and accessories
10. Hardness tester- Rockwell c scale

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Shri.K.L. Meshram	HOD, Metallurgical Engineering	Government Polytechnic, Nagpur
2	Miss.V.C. Humney	Lecturer Metallurgical Engineering	Government Polytechnic, Nagpur
3	Shri. Y.Y. Mahajan	Assist. Professor , Metallurgy & Material	VNIT , Nagpur

(Mr. K. L. Meshram)
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COURSE CURRICULUM

Program	:	Diploma in CE/ME/EE/EC/IT/MT/PK/CM/AE/AI/MK
Course Category	:	GE
Course Code	:	TX391H
Course Title	:	Garment and Fashion Technology

I Rationale:

This courseis designed for the students of other than Textile Deprtment. The Garment and Fashion Technology course equips students with the skills to design, produce and innovate garments using cutting edge technologies. Students master pattern making garment construction, textile science and fashion entrepreneurship. This fusion of creativity, technical expertise, and industry awareness prepares students for careers in fashion design, product development, and apparel manufacturing, driving innovation, sustainability, and excellence in the global fashion industry.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Manage fashion trends and apply on garments.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Suggest** the theories of fashion.

CO2: **Identify** the factors for clothing selection.

CO3: **Draft** a pattern for a garment.

CO4: **Use** cutting machine to cut the fabric.

CO5: **Use** sewing machine to stitch garment.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
2	-	2	-	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70**	100	40	25	10	25	10	-	-

**Online Objective Type

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Introduction to Fashion	1a	Select the given fashion terminologies.	1.1	Objective of Fashion. Basic fashion terminologies- Types of Fashion-Classic: Fad, Couture, Haute Couture, Label, Ensemble, Silhouette, Off-the-Rack	CO1
	1b	Identify the factors for given clothing selection	1.2	Fashion StyLe -Casual, Office Wear, Sports Wear, Classic, Exotic, Street, Vintage. Factors affecting textiles and clothing selection. Fashion cycle-Stages of fashion	
UNIT II: Fashion Design- Elements and Principles	2a	Apply elements of fashion design to make given garment.	2.1	Elements of Fashion Design - Line, Form, Shape, Texture and Colour.	CO2
	2b	Select the given principless of fashion.	2.2	Principles of fashion design- Balance, Proportion, Emphasis or Centre of Attraction, Rhythm, Harmony or Unity	

UNIT III: Garment - Marker planning and Pattern drafting	3a	Identify process flow chart for given Garment manufacturing	3.1	Importance of Garment industry. Process flow chart of Garment manufacturing. Principle of Garment Pattern drafting. Rules of Garment Pattern grading	CO3
	3b	Identify the pattern for given garment construction.	3.2	Draw Eight head theory, Planning, drawing and reproducing the marker. Marker planning, Methods of marker planning and Efficiency of marker plan.	
UNIT IV: Spreading and Cutting	4a	Classify the given fabric spreading methods.	4.1	Nature of fabric packages. Objective of spreading, Requirements of Fabric spreading process and methods of spreading	CO4
	4b	Use the given cutting devices.	4.2	Objectives of cutting process. Methods of cutting Manual and computerized. Types of cutting devices Straight knife, Round knie and Band knif.	
UNIT V: Sewing Machines	5a	Identify the given type of seam.	5.1	Objectives of sewing.Types of seams-Class 1: superimposed seam, Class 2: lapped seam, Class 3: bound seam, Class 4: flat seam.	CO5
	5b	Compare the given stitches on the given parameters.	5.2	Stitch types-Class 100 chainstitches, Class 200 hand stitches, Class 300 lockstitches and Class 400 multi-thread chain stitches	
	5c	Use sewing machine to stitch given garment.	5.3	Functions of sewing machine, Types of sewing machine, Parts of sewing machine and feed mechanism of sewing machine.	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Draw and describe the different terminolgies of fashion.	02#	CO1
I	2	Draw and describe the different terminologies of fashion.	02#	CO1
I	3	Sketch any two styles of fashion.	02#	CO1
II	4	Sketch the different elements of fashion.	02#	CO2
II	5	Sketch the different principles of fashion design.	02#	CO2
III	6	Draw the flow chart of garment Industry.	02#	CO3
III	7	Draw pattern grading of any garment.	2	CO3
III	8	Use proper marker planning to improve efficiency of marker	2	CO3
IV	9	Use manual spreading technique to spread the fabric roll.	02#	CO4
IV	10	Use straight knife to cut the marked parts of garments.	02#	CO4
IV	11	Use round knife to cut the marked parts of garments.	2	CO4
V	12	Draw different types of seams and also practice on fabric.	02#	CO5
V	13	Draw different types of stitches and also practice on fabric.	02#	CO5
V	14	Use sewing machine to make to stitch the garment.	02#	CO5
V	15	Prepare any microproject based on garment and fashion designing.(Part I)	02#	CO5
V	16	Prepare any microproject based on garment and fashion designing.(Part II)	02#	CO5

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Introduction to Fashion	4	C	2	4	4	10
			O	0	0	0	0
2	Fashion Design- Elements and Principles	8	C	4	6	8	18
			O	0	0	0	0
3	Garment- Marker planning and pattern drafting	4	C	2	4	4	10
			O	0	0	0	0
4	Spreading and Cutting	6	C	2	6	6	14
			O	0	0	0	0
5	Sewing Machines	8	C	4	6	8	18
			O	0	0	0	0
Total		30	C	14	26	30	70
			O	0	0	0	0

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options	
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C	O
Q.1 TO Q.35	1R2	1U2	1U2	1A2	1A2	2R2	2R2	35/35	
	2U2	2U2	2U2	2A2	2A2	2A2	2A2		
	3R2	3U2	3U2	3A2	3A2	4R2	4U2		
	4U2	4U2	4A2	4A2	4A2	5R2	5R2		
	5U2	5U2	5U2	5A2	5A2	5A2	5A2		

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Draw neat sketches and working procedure.	10
2	Identify the functions of important parts.	5
3	Calculation	5
4	Viva Voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	-	-	-	3	-	-
CO2	3	-	-	-	-	-	3	-	-
CO3	3	-	-	-	-	-	3	-	-
CO4	3	-	-	2	-	-	3	-	-
CO5	3	-	-	2	-	-	3	-	-
CO6	3	-	-	2	-	-	3	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Handbook of Garment Manufacturing Technology	Eiri Board, Engineers India Research Instt, 2003	10: 8189765027
2	Garment Manufacturing: Processes, Practices and Technology	Prasanta Sarkar, Online Clothing Study, 2015	13: 9789383701759
3	Garment Manufacturing Technology	D Nayak and R Padhye, Woodhead Publishing, 2015	13: 978-1-78242-232-7
4	The Technology of Clothing Manufacture	Carr and Latham, Blackwell Science Ltd. Second Edition, 1994	10: 6-632-03748-2
5	Apparel Manufacturing Technology	T Karthik, T.Ganeshanan, CRC press -2017	13: 978-1-4987-6375-2
6	The Complete Book of Fashion History	Jana Sedlackova,Walter foster Jr	13: 9781633221833
7	Fashion Design: The Complete Guide	John Hopkins,Ava Pub Sa; 2nd edition	13: 978-1350116573

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2. www.onlineclothingstudy.com/2013/05/what-is-marker-marker-making-marker.html assessed on 25th may 2024.
3. https://garmentsmerchandising.com/key-purposes-of-fabric-spreading/assessed on 25th may 2024.
4. http://www.fibre2fashion.com/industry-article/free-apparel-industry-article/4assessed on 25th may 2024.
5. textileflowchart.com/2014/12/flow-chart-of-garment-manufacturing-technology.html 4assessed on 25th may 2024.

XVI List of Major Equipment/Machineries with Specification:

1. Spreading table
2. Scissor
3. Staright knife
4. Sewing machine
5. Corel Draw and Adobe Photoshop Software

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr C.P.Kapse	I/C HOD Textile Manufacture	Government Polytechnic, Nagpur
2	Dr S.G.Gaikwad	Selection Grade Lecturer, Textile Manufacture	Government Polytechnic, Nagpur
3	Prof L.S.Chakraborty	Lecturer, Textile Manufacture	Government Polytechnic, Nagpur
4	Mr Laxminarayan Kaushik	Director	LLP Professionals, Nagpur
5	Prof. Harshal Ramteke	HOD Textile Technology	SASMIRA, Mumbai
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COURSE CURRICULUM

Program	:	Diploma in AE
Course Category	:	GE
Course Code	:	AE391H
Course Title	:	Four Wheeler Technology

I Rationale:

This course is designed for the students who are studying diploma other than Automobile Engineering. This course equips students with a solid foundation in understanding the transformative impact of technology on the automotive sector. This course provides an overview of the four wheeler technology. By exploring recent trends, technological innovations, and emission regulations, students gain a holistic perspective essential for pursuing careers in automotive engineering and related fields. Key technologies covered include Automobile body technology, advancement in IC engines, Electric Vehicles (EVs), HVAC systems, Electronic Stability Control (ESC), Advanced safety and comfort systems along with On Board Diagnosis (OBD).

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Apply the Knowledge of advanced technology in four wheelers.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Identify** the Vehicle bodies and select relevant body materials for better performance.

CO2: **Select** suitable advanced engine technology as per the requirements.

CO3: **Select** suitable HVAC systems keeping in mind the environmental and ethical aspects.

CO4: **Identify** the advanced accessories regarding passenger safety and comfort in the given vehicles.

CO5: **Diagnose** problems related with automotive systems and subsystems with the help of OBD.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
2	-	2	-	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70**	100	40	25	10	25	10	-	-

** Online Objective Type

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Automobile Body Engineering	1a	Identify the body type of given vehicles.	1.1	Introduction to automobile bodies. Definition of body, terminology of a body, specifications of various vehicle body and comparison. Types of bodies and body construction.	CO1
	1b	Suggest the suitable materials for given parts of vehicular body.	1.2	Automobile body materials, fabrication and accidental repairs. Body Accessories and its functions.	
	1c	Justify, the effect of given parameters on performance of vehicle.	1.3	Streamlining shape of a vehicle body and its effects. Resistance faced by the vehicle Air resistance, rolling resistance, gradient resistance and Tractive resistance. Traction and Tractive efforts. Pitching, Bouncing, Rolling, Sway and Yaw.	
	1d	Justify the Protective and anticorrosive treatments of given vehicle with suitable reasons.	1.4	Protective and anticorrosive treatments, painting and repainting procedure.	

UNIT II: Advances in Automobile Engines and Electric Vehicles	2a	Compare MPFI engines with conventional engines on the basis of given parameters.	2.1	MPFI Engines: Drawbacks of Carbureted (SI) engines. Throttle body injection (TBI) and Port fuel injection (PFI) systems. Sensors and Actuators of MPFI engine.	CO2
	2b	Identify the components of given fuel injection system and write their functions.	2.2	CRDI Engines: Features of CRDI Engines, Major Components. Block diagram of CRDI. CRDI System operation and advantages.	
	2c	Justify the effect of given technology on the milage and performance of the engines.	2.3	Variable Geometric Turbocharger (VGT). Variable Valve timing mechanism (VVT). Gasoline Direct Injection (GDI) and Stratified - charge injection.	
	2d	Compare given emission control technology on the basis of given criteria.	2.4	Emission control: Exhaust - Gas recirculation (EGR)- EGR valve and control system. Positive crankcase ventilation (PCV) system. Evaporation emission control system.	
	2e	Compare given types of batteries used in EVs based on given points.	2.5	Electric Vehicles (EVs): Introduction to electric vehicles system, propulsion systems and charging infrastructure. Layout of Electric vehicles. Battery: Types of battery (Lithium ion battery, Battery Characteristics, Battery Management System (BSM)- operation Electric Motor: Types, components, functions and applications.	
Air Conditioning	3a	Justify the environmental and safety aspects of using HVAC system.	3.1	Environmental and safety aspects in car HVAC system. Fundamentals of Refrigeration and air conditioning. Description of vapour compression cycle.	

UNIT III: Car Heating, Ventilation and A (HVAC)	3b	Identify the components of given HVAC systems.	3.2	Components of Car Air Conditioning system. Layout and operation of HVAC. Heating and Ventilation system.	CO3
	3c	Compare the given properties for a given refrigerants.	3.3	Human comfort conditions. Type of refrigerants used in car air conditioning and their properties.	
	3d	Describe thecontrol of temperature and humidity inside the vehicles with justification.	3.4	Refrigerant Charging process for car AC system. Temperature control system, humidity control systems.	
UNIT IV: Advanced Automotive Accessories and Safety Devices	4a	Justify the purpose of given advanced automotive asseccories.	4.1	Purpose and Operation of advanced accessories: Keyless entry system, Common anti-theft system, Automatic door lock system. Park assists system.	CO4
	4b	Distinguish between given navigation systems.	4.2	Automatic headlight dimming. Automatic on/off headlight with time delay. Navigation systems: GPS, GPRS.	
	4c	Compare between different antidazzle devices on the basis of given points.	4.3	Construction and working of Sealed beam headlight. Control of headlight beam, headlight dazzle, Antidazzle devices.	
	4d	Compare between different safety devices on the basis of given points.	4.4	Safety devices – Air Bags, Seat Belt, Central locking, Collapsible steering, ABS and Electronic stability control systems.	
nponents and Systems	5a	Interpret the results of given type of sensor tests.	5.1	Construction, working and Testing of following sensors: Oxygen sensor, Engine coolant sensor, Intake air temperature sensor, Throttle position sensor, Manifold absolute pressure sensor. Vehicle Speed sensor, Mass airflow sensor, Knock sensor, crank shaft position sensor.	

UNIT V: Diagnosis of Automobile Cor	5b	Interpret the results of given type of actuator tests.	5.2	Types of Actuators and functions of actuators. Construction, working and Testing of following actuators: Electronic fuel Injector testing (Sound test, Ohmmeter test only).	CO5
	5c	Interpret 5-digit Diagnostic Trouble Codes (DTCs) as per SAE J2012 standards.	5.3	Onboard diagnosis (OBD): Purpose of onboard diagnostic second generation, Flash codes of Malfunction indicator light, OBD II Concept, SAE J2012 standards Diagnostic Trouble Code (DTC):-5 digits only.	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Identify the types of body and Materials used in body for a given vehicles.	2#	CO1
I	2	Identify the various suspension irregularities in the given vehicles. Suggest suitable remedies for them.	2#	CO1
II	3	Identify the components of MPFI engines and write their applications.	2#	CO2
II	4	Identify the components of CRDI engines and write their applications.	2	CO2
II	5	Identify the aggregates of EV, Draw layout of EV chassis, Record benefits of EV chassis as compared to chassis with I.C. engine.	2#	CO2
II	6	Perform multimter test on EV Components and interpret the results.	2#	CO2
III	7	Identify the components of HVAC systems. Draw the layout of HVAC system through observations.	2#	CO3
III	8	Measure the various temperatures of Car HVAC system and interpret the results.	2#	CO3
IV	9	Identify the various advanced accessories in the given vehicles and demonstrate their working.	2#	CO4
IV	10	Perform the operation of headlights and other accessories system for a given vehicle.	2#	CO4
IV	11	Identify the various safety devices used in given vehicles. Observe their working and correlate their applications.	2#	CO4
V	12	Identify the given sensors and actuators and write their applications.	2	CO5
V	13	Perform the multimeter test on given sensors and interpret the results.	2#	CO5
V	14	Perform the multimeter test on given actuators and interpret the results.	2#	CO5

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Automobile Body Engineering	6	C	04	06	04	14
			O	00	00	00	00
2	Advances in Automobile Engines and Electric Vehicles	6	C	02	08	04	14
			O	00	00	00	00
3	Car Heating, Ventilation and Air Conditioning (HVAC)	6	C	02	04	08	14
			O	00	00	00	00
4	Advanced Automotive Accessories and Safety Devices	6	C	04	04	06	14
			O	00	00	00	00
5	Diagnosis of Automobile Components and Systems	6	C	02	06	06	14
			O	00	00	00	00
Total		30	C	14	28	28	70
			O	00	00	00	00

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C/O
Q1 to Q35	1R2	1R2	1U2	1U2	1U2	1A2	1A2	35/35
	2R2	2U2	2U2	2U2	2U2	2A2	2A2	
	3R2	3U2	3U2	3A2	3A2	3A2	3A2	
	4R2	4R2	4U2	4U2	4A2	4A2	4A2	
	5R2	5U2	5U2	5U2	5A2	5A2	5A2	

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Selection of tools and equipment's.	5
2	Stepwise Procedure and Performance.	10
3	Conclusion and Result.	5
4	Viva Voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	3	-	-	3	-	-
CO2	3	-	-	3	2	-	3	-	-
CO3	3	-	-	3	-	-	3	-	-
CO4	3	-	-	3	2	-	3	-	-
CO5	3	-	-	3	-	-	3	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Automotive Technology: A System Approach	Jack Erjavec, Robert Scharff, Delmar Publisher Inc., Second Edition	13: 9780827367241
2	Motor Automotive Technology	Anthony Schwaller, Delmar Publisher Inc., Second Edition, 1993	13: 978-0827351004
3	Automobile Mechanics	Donald L Anglin, William H Crouse, Tata McGraw – Hill, Tenth Edition, 2006	13: 9780028009438
4	Automotive Electricity, Electronics and Computer Controls	Barry Hollenbeck, Delmar Publishers, First Edition, 1998	13: 978-0827365667
5	Automotive Electrical Equipment	P. L. Kohli, Tata McGraw-Hill, 2006	10: 0074602160
6	Automobile Engineering Vol.II	R K Mohanty, Standard Book House, 2006	10: 81-900893-5-9
7	Automobile Engineering Vol.II	Dr. Kirpal Singh, Standard Publication,	13: 9788180141775

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XVI List of Major Equipment/Machineries with Specification:

1. Two / Three types of Automobile Bodies.
2. MPFI Engines and CRDI engines.
3. Electric Vehicles components.
4. Electric Vehicle chassis or operational cut section of EV. Any make and model.
5. Working model of automotive car air conditioning system (HVAC).
6. Working model of Ignition system and Ignition coil tester.
7. Battery hydrometer, Battery load tester.
8. Digital Multimeters and Clamp type ammetesr.
9. Scan tool and accessories
10. Multiport fuel Injection Engine with sensors, actuators, ECM and all advanced accessories.

XVII List of Industry Experts and Faculties who contributed for this curriculum:

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1	Dr. G. K. Awari	HoD, Autombile Engineering	Government Polytechnic, Nagpur
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4	Prof. J M Syed	Lecturer in Automobile Engineering	Government Polytechnic, Nagpur
5	Mr. Promod Nichat	Rtd. Asst. General Manager	Ashok Layland, Chennai
6	Dr. Suhas Kongre	Sr. Lecturer in Mechanical Engineering	ASTS Polytechnic, Wardha
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COURSE CURRICULUM

Program	:	Diploma in CE/ME/EE/EC/IT/MT/TX/AE/CM/MK/AI
Course Category	:	GE
Course Code	:	PK391H
Course Title	:	Injection Moulding & Blow Moulding

I Rationale:

This course introduces the fundamentals of injection and extrusion blow moulding with emphasis on packaging applications. It aims to provide cross-disciplinary knowledge to students from various engineering backgrounds. The course covers basic machine operations, mould design, materials, and product applications. Learners will understand the relevance of these processes in packaging and general manufacturing. It enhances technical awareness and supports skill development in polymer-based production methods.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Apply injection and extrusion blow moulding processes for manufacturing packaging components using appropriate materials, machinery, and quality control practices.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Identify** and handle the feeding, motor, and drive systems of an injection moulding machine.

CO2: **Demonstrate** the barrel heating zones, clamping mechanism, and simulate the injection cycle.

CO3: **Observe** the cooling and ejection system and inspect injection moulded parts for defects.

CO4: **Identify** components of an extrusion blow moulding machine and simulate parison formation.

CO5: **Examine** blow mould cavities and demonstrate cooling and trimming procedures using samples. Evaluate blow moulded products for defects and differentiate design features based on application.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
2	-	2	-	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70**	100	40	25	10	25	10	-	-

** Online Objective Type

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Fundamentals of Injection Moulding	1a	Justify the importance of injection molding in packaging.	1.1	Introduction and outline of the injection molding process.	CO1
	1b	Illustrate the principle of injection molding for packaging use.	1.2	Principle of injection molding and packaging-specific applications.	
	1c	Differentiate types of injection molding machines by design and application.	1.3	Types and constructional features of injection molding machines.	
	1d	Describe with justification the roles of main machine parts.	1.4	Main parts of the injection molding machine and their roles.	
	1e	Compare screw and plunger feed systems.	1.5	Barrel construction and material feed mechanisms (screw, plunger types).	

UNIT II: Mould Design and Injection Moulding Operation	2a	Illustrate core and cavity construction in mold design.	2.1	Mould design basics, core and cavity construction.	CO2
	2b	Differentiate runner systems and gate types with justification.	2.2	Runner system, mold venting, and gate types.	
	2c	Justify factors affecting shrinkage in molded parts.	2.3	Shrinkages in molded parts and factors affecting it	
	2d	Compare mold heating and cooling systems for performance.	2.4	Mould heating and cooling systems – types and functions.	
	2e	Illustrate ejection systems and their impact on cycle time.	2.5	Part ejection systems and cycle time optimization.	
UNIT III: Process Control, Applications & Defects in Injection Moulding	3a	Illustrate the full injection molding cycle with control points.	3.1	Complete process cycle and operation control.	CO3
	3b	Justify common packaging uses of injection molding.	3.2	Applications in packaging – caps, closures, containers, etc.	
	3c	Compare molding materials based on properties and use.	3.3	Types of materials used for packaging injection molding.	
	3d	Identify and justify causes of common molding defects.	3.4	Common injection molding defects (e.g., sink marks, short shot, flash)	
	3e	Justify corrective actions for injection molding issues.	3.5	Troubleshooting and corrective measures in molding.	
UNIT IV: Basics of Extrusion Blow Moulding	4a	Justify the role of blow molding in packaging.	4.1	Introduction to blow molding and packaging relevance.	CO4
	4b	Differentiate blow molding types by principle and use.	4.2	Principle and classification (extrusion blow, injection blow, stretch blow)	
	4c	Illustrate extrusion blow molding machine construction.	4.3	Construction and working of extrusion blow molding machine.	
	4d	Justify parison formation and extrusion head design.	4.4	Parison formation and extrusion head design.	
	4e	Compare materials used in blow molded packaging.	4.5	Material selection for extrusion blow molded packaging.	

UNIT V: Blow Moulding Operations	5a	Illustrate key features of blow mold design.	5.1	Blow mold design: cavity, neck finish, and parting lines, Clamping unit, inflation system, and cooling cycle.	CO5
	5b	Justify blow molding steps and wall thickness control.	5.2	Deflashing and trimming methods, Wall thickness control methods (parison programming), Process cycle – step-by-step working of extrusion blow molding.	
	5c	Illustrate applications and trends in blow molded packaging.	5.3	Packaging applications – bottles, jars, containers. Types of blow molded products and market trends.	
	5d	Identify and justify causes of blow molding defects.	5.4	Common defects – uneven wall thickness, flash, air entrapment.	
	5e	Justify quality control and innovations in blow molding.	5.5	Quality control in blow molded packaging. Innovations – multilayer blow molding, in-mold labeling, sustainability aspects.	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Operate and Examine the Material Feeding System of an Injection Moulding Machine: Operate hopper and feeding zones. Identify granule flow, feeding mechanisms, and control settings.	2#	CO1
I	2	Identify and Analyze the Motor and Drive System Functionality: Trace electric/hydraulic drives. Observe screw rotation and injection control in operation.	2#	CO1
I	3	Observe and Record the Temperature Control Across Barrel Heating Zones: Inspect barrel sections. Measure set vs. actual temperatures and note heater arrangements.	2#	CO1
II	4	Demonstrate the Mould Clamping and Die Movement Process: Activate the clamping system. Observe toggle/hydraulic locking and safety interlocks.	2#	CO2
II	5	Perform Observation of Injection and Product Formation Cycle: Track plasticization, injection, mold filling, and part formation. Record parameters.	2	CO2
III	6	Monitor Cooling System Performance During the Moulding Cycle: Identify cooling channel layout. Measure cycle cooling time and coolant temperature.	2	CO3
III	7	Observe and Interpret the Ejection Mechanism Used for Part Removal: Inspect ejector pins, sleeves, or air systems. Monitor timing, part release, and safety.	2#	CO3
IV	8	Identify and Sketch Key Units of an Extrusion Blow Moulding Machine: Inspect and draw layout including extruder, die head, mold clamp and blowing station.	2#	CO4
IV	9	Monitor and Describe Parison Formation and Thickness Profile: Observe parison drop. Measure variation and note influence of temperature or flow.	2#	CO4
IV	10	Disassemble and Examine a Blow Mould for Neck and Cavity Design: Handle mould halves. Measure cavity shape and neck finish dimensions.	2#	CO4

IV	11	Operate and Study the Air Blowing and Cooling Cycle: Run or simulate blowing. Record pressure, cycle timing, and cooling phase.	2#	CO4
V	12	Observe and Record Trimming and Deflashing Operations: Handle post-processed parts. Identify flash areas, trimming tools, and defects.	2#	CO5
V	13	Inspect and Categorize Defects in Blow Moulded Products: Study defect samples. Classify based on appearance and identify probable causes.	2#	CO5
V	14	Collect and Compare Blow Moulded Packaging Applications: Gather different products. Identify materials used and packaging functions.	2#	CO5
V	15	Examine and Compare Mono-layer and Multi-layer Blow Bottles: Dissect and analyze sample bottles. Identify barrier layers and their functions.	2	CO5

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Fundamentals of Injection Moulding	6	C	02	06	04	12
			O	00	00	00	00
2	Mould Design and Injection Moulding Operation	6	C	02	06	04	12
			O	00	00	00	00
3	Process Control, Applications & Defects in Injection Moulding	6	C	02	06	04	12
			O	00	00	00	00
4	Basics of Extrusion Blow Moulding	6	C	06	08	04	18
			O	00	00	00	00
5	Blow Moulding Operations	6	C	04	06	06	16
			O	00	00	00	00
Total		30	C	16	32	22	70
			O	00	00	00	00

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C
Q.1 to Q.35	1R2	1U2	1U2	1U2	1A2	1A2	2R2	35/35
	2U2	2U2	2U2	2A2	2A2	3R2	3U2	
	3U2	3U2	3A2	3A2	4R2	4R2	4R2	
	4U2	4U2	4U2	4U2	4A2	4A2	5R2	
	5R2	5U2	5U2	5U2	5A2	5A2	5A2	

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Attendance & Punctuality	5
2	Regular Lab Performance	5
3	Record/Journal Submission (Quality of work / Neatness)	5
4	Viva Voce (During Sessions)	5
5	Internal Practical Test (Mock)	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	-	-	-	2	-	-
CO2	3	-	-	1	-	-	2	-	-
CO3	3	-	-	-	-	-	-	-	-
CO4	3	-	-	-	-	-	-	-	-
CO5	3	-	-	1	-	-	2	-	-
CO6									

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Handbook of Plastic Processes	Charles A. Harper, John Wiley & Sons, Inc., 1E, 2006.	13:978-0-471-662556 10: 0-471-66255-0
2	Plastics in packaging	A.S. Athaley, Tata McGraw-Hill,1E, 1992.	10: 0-07-460014-7
3	Rigid and Semirigid: Plastic Containers	J. H. Boriston, Longman Group Limited, 1E, 1994.	10: 0-582-01491-3
4	Handbook of package engineering	Joseph F. Hanlon , Robert J. Kelsey, Hallie Forcinio, CRC Press, Taylor & Francis Group, Third Edition, 1998.	13:978-1566763066 10: 1566763061
5	Advances in Plastic Packaging Technology	John Briston, Pira International, 1E, 1993	13: 9780902799967 10: 0902799967

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2 https://geminigroup.net/wp-content/uploads/2018/12/Plastic-Extrusion-Design-Guide.pdf, Assessed on 18/10/2024
3 https://www.dynisco.com/userfiles/files/Introduction_To_Extrusion.pdf, Assessed on 18/10/2024
4 https://personal.egr.uri.edu/vms/ISE%20240/Polymer_processing_VMS08.pdf, Assessed on 18/10/2024
5 https://crescent.education/wp-content/uploads/2019/02/MODULE-I-Injection-Molding-Process.pdf, Assessed on 18/10/2024

XVI List of Major Equipment/Machineries with Specification:

1. Injection molding machine.
2. Extrusion blow molding machine.

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Mr. Syed Imran Ahmed K.	I/c. Head of Packaging Technology.	Government Polytechnic, Nagpur.
2	Mr. Subhash N. Madhugiri	Head of Department, Packaging Technology (Rtd.)	Government Polytechnic, Nagpur.
3	Mr. Rajesh S. Raool	Lecturer in Packaging Technology (Rtd.)	Government Polytechnic, Nagpur.
4	Mr. Milind S. Deshpande	Lecturer in Mechanical Engineering.	Government Polytechnic, Arvi.
5	Mr. Prasad Balan Iyer	Director	SIES School of Packaging, Navi Mumbai – 400 705.
6	Mr. Uday D. Raut	Managing Director	B.R. Plastic Industries, MIDC, Nasik.
7	Mr. Ali Mohd Zeeshan MSM	Assistant Professor	Anjuman College of Engineering and Technology, Nagpur

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COURSE CURRICULUM

Program	:	Diploma in CE/ME/EE/EC/MC/MT/PK/TX/AE
Course Category	:	GE
Course Code	:	CM391H
Course Title	:	Digital Marketing

I Rationale:

Digital marketing offers unparalleled opportunities for businesses to grow and succeed in the modern marketplace. Its ability to reach a wide audience, cost-effectiveness, and the potential for high engagement and measurable results make it an indispensable tool for any business looking to thrive in the digital age.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Use ethical and legal standards in computer engineering for digital marketing

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Explore** scope & necessity of digital marketing for various applications.

CO2: **Interpret** role of segmentation, Targeting and Positioning (STP) in digital marketing.

CO3: **Use** of Search Engine Optimization (SEO) for carrying out digital marketing.

CO4: **Analyze** Search engine marketing in context of digital marketing.

CO5: **Design** digital media campaign using appropriate mix of Face book and Twitter.

CO6: **Use** Web Analytic tool for different application.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
2	-	2	-	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70**	100	40	25	10	25	10	-	-

** Online Objective Type

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Introduction to Digital Marketing	1a	Identify the given marketing.	1.1	Evaluation of digital marketing: from traditional to modern marketing, premise of traditional marketing, Factors Impacting the Shift from Traditional to Modern Marketing, Advent of Modern Marketing Techniques	CO1
	1b	Select appropriate type of E-concept.	1.2	Growth of 'E' Concepts: from E-Business to Advanced E-Commerce, Understanding E-Models, difference between E-Business & E-commerce.	
	1c	Choose proper type of marketing strategy forthe given scenario.	1.3	Digital Marketing: an Introduction, Emergence of Digital Marketing as a Tool, Pull and Push Marketing, digital Marketing Applications and Benefits.	
	2a	Justify the need of segmentation	2.1	Segmentation: Concept , need and benefits of segmentation.	

UNIT II:Digital Marketing techniques	2b	Classify the given types of segmentation on the given criteria	2.2	Criteria for segmenting digital Audience-geographic, demographic, psychographic behavioral segmentation.	CO2
	2c	Choose the given marketing strategy based on condition	2.3	Targeting definition, Various target marketing strategies: mass marketing, segment marketing, niche marketing, micro marketing ,local marketing.	
	2d	Choose the use of Positioning in marketing context .	2.4	Positioning: definition of positioning in marketing, Types of positioning in marketing: pricing, quality, differentiation, convenience, customer service, user group.	
	2e	Identify the benefits of positioning.	2.5	Benefits of positioning in marketing: Create a strong competitive position, improve sales, define a target market, make more effective decisions, and connect to customer need.	
UNIT III: Search Engine Optimization (SEO)	3a	Select given terms related to SEO.	3.1	Introduction to SEO concept and role in digital marketing Understanding search engine optimization , common SEO techniques , content creation as SEO technique, SEO as marketing strategy	CO3
	3b	Select the given suitable method for given web page analysis in SEO.	3.2	Understanding search engine: search engine working, interaction of people with search engine,search engine marketing: keyword analysis,site popularity,web analytic & HTML tools, sponsored results.	
	3c	Choose proper tags in Search Engine Design in given example.	3.3	Search engine site design & development: indexablecontent, title tags, meta tags, link structure, Nofollow links, keyword usage, URL structure	

UNIT IV: Search Engine Marketing (SEM)	4a	Identify given terminologies in Social Media Marketing for given problem statement	4.1	Search Engine Marketing: concept of search engine marketing, terminology associated to SEM, Pay per click(PPC), Cost per click(CPC),Search engine result Page(SERP), Cost per mile(CPM), Landing page, SEO Vs PPC, Pay per click	CO4
	4b	Choose the given type of advertising tool for given product	4.2	Search engine advertising: Google Adwords, Bing Ads, Google search, google partners, google display network, campaign subtypes, specialized compaign subtypes: dynamic search ads, mobile apps, remarketing, engagement	
	4c	Select the steps for creating given adword account.	4.3	Google Adwords account setting: account access, linked accounts, notification setting, preferences Google AdWord account structure: Account, campaign ,Ad group	
	4d	Choose the use of given tool based on the problem statement.	4.4	Google Analytic: concept of Google Analytic, need of Google Analytic, how to set up a free Googleaccount,	
UNIT V: Social Media Marketing (SMM)	5a	Identify the difference for given social media websites on the given points.	5.1	Introduction to Social Media marketing, types of social media websites, mobile social media	CO5
	5b	Select steps for creating given page	5.2	Facebook : creating a facebook page, creating a facebook group	
	5c	Choose the proper terms used in twitter advertising .	5.3	Twitter Advertising: Use hashtags, retweet ,follow and get followed, Linkedln	
	5d	Choose the concept of Blogging for given senario.	5.4	Blogging: Types of blogs, blogging platforms, blogging recommendations, advertising on facebook, advertising on youtube	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
II	1	Prepare a report of a sample website with strategic flow for e-commerce/publication etc. with the use of: HTML,CSS,Javascript	02#	CO2
II	2	Apply role of STP for marketing of any product and prepare a detail report on it.	02#	CO2
III	3	Create account on Google Analytics or any other analytics tool	02#	CO3
III	4	Create the tracking id for web site and track links using Google Analytics tool	02#	CO3
III	6	Analyze web site traffic and leads using Analytics tool	02#	CO3
III	7	Prepare report on Search Engine Optimization(SEO) using Digital Marketing Platform	02#	CO3
IV	8	Demonstrate and install any Google Analytics plug-in for the website	02#	CO4
V	9	Use marketing features of any social media websites (eg. Facebook, Instagram .etc)	02#	CO5
V	10	Implement following using Google Analytics: Content Marketing and Website content optimization.	02#	CO5
V	11	Generate different type of reports through Google Analytic	02#	CO5
V	12	Analyze data using Google Analytics	02#	CO5

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Introduction to Digital Marketing	6	C	04	06	04	14
			O	00	00	00	0
2	Digital Marketing techniques	6	C	02	06	06	14
			O	00	00	00	0
3	Search Engine Optimization (SEO)	6	C	04	04	06	14
			O	00	00	00	0
4	Search Engine Marketing (SEM)	6	C	02	06	06	14
			O	00	00	00	0
5	Social Media Marketing (SMM)	6	C	02	06	06	14
			O	00	00	00	0
Total		30	C	14	28	28	70
			O	0	0	0	0

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options	
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C	O
1	1R2	1R2	1U2	1U2	1U2	1A2	1A2	Q1 to Q35	
2	2R2	2U2	2U2	2U2	2A2	2A2	2A2		
3	3R2	3R2	3U2	3U2	3A2	3A2	3A2		
4	4R2	4U2	4U2	4U2	4A2	4A2	4A2		
5	5R2	5U2	5U2	5U2	5A2	5A2	5A2		

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Study of web pages and web site.	5
2	Installing and setting up a tool for web site	10
3	Interpretation of reports, result and conclusion	5
4	Viva Voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	-	-	-	3	-	-
CO2	3	-	-	-	-	-	-	-	-
CO3	3	-	-	2	2	-	3	3	-
CO4	3	-	-	2	-	2	3	3	-
CO5	3	-	1	-	2	2	3	3	-
CO6	3	-	-	-	-	-	3		-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Fundamentals of Digital Marketing	Puneet Singh Bhatiya, Pearson publication	978-93-325-8737-3
2	Digital Marketing All in One for Dummies	Ryan Deiss	978-1-119-56023-4
3	Internet Marketing Pearson Education	Dave Chaffey,Kevin Johnston, Richard Mayer	978-81-31725191
4	Social Media Marketing All in One for Dummies	Jan Zimmerman and Deboarh	978-1-119-69687-2

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2. https://www.emarketinginstitute.org/free-ebooks/#google_vignette accessed on 13 July 2024
3. https://firstsiteguide.com/google-analytics-for-wordpress/ accessed on 13 July 2024
4. https://www.mageplaza.com/blog/positioning-in-marketing.html accessed on 13 July 2024

XVI List of Major Equipment/Machineries with Specification:

1. Computer system with all necessary peripherals and internet connectivity.
2. Web browser
3. Any Web Server(Tomcat)
4. Google Analytics

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr.M.V.Sarode	HOD,Computer Engineering	Government Polytechnic, Nagpur
2	Mrs.D.S.Nalinde	Lecturer in CM	Government Polytechnic, Nagpur
3	Mr.P.S.Thakre	Lecturer in CM	Government Polytechnic, Nagpur
4	Dr.U.B.Aher	Lecturer in CM	Government Polytechnic, Nagpur
5	Dr.Rakesh Kadu	Assistant Professor, I.T	Ramdeobaba College of Engg, and Management, Nagpur
6	Mr.Dipak Dhote	Operations Manager,	IT-Network Infosystems Pvt LTD,Nagpur
7	Mrs.V.A.Raje	System Analyst	MSBTE ,RO,Nagpur

(Dr. M. V. Sarode)
HOD & Chairman PBOS, CM

(Dr. G. V. Gotmare)
Member Sectretary PBOS, CM

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COURSE CURRICULUM

Program	:	Diploma in CE/ME/EE/EC/CM/IT/PK/AI/MT/AE/TX
Course Category	:	GE
Course Code	:	MK391H
Course Title	:	Automotive Mechatronics

I Rationale:

This Generic Elective course is designed to introduce students from other branches to modern vehicle automation and electronic control systems. It covers fundamentals such as ECUs, sensors, actuators, transmission control, vehicle diagnostics, and emerging technologies like Drive-by-Wire and wireless communication protocols. The course enhances understanding of smart automotive systems, encouraging interdisciplinary learning and innovation in automation, essential for adapting to the evolving automotive industry and smart mobility solutions.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Apply knowledge of electronic control systems to analyze modern vehicle automation and diagnostic technologies.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Identify** potential areas and recent technology of vehicular communication system.

CO2: **Classify** various types of sensors and actuators for automotive industry.

CO3: **Select** requirment of vehicular networking.

CO4: **Select** suitable various electronics accessories.

CO5: **Classify** the various type of electronically operated system.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
2	-	2	-	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70**	100	40	25	10	25	10	-	-

**Online Objective Type

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Vehicular Applications	1a	Select the given electronic system for vehicular for specific application.	1.1	Electronic control unit (ECUs), ECU for fuel injector system.	CO1
	1b	Identify the given types of electronics control unit.	1.2	Engine system self – Diagnostics (On-Board Diagnostic) and EOBD.	
UNIT II: Sensors and Actuators	2a	Select the given types of sensors and actuator used in automotive industry.	2.1	Different types of Sensor and Actuator, example of various types of sensors.	CO2
	2b	Identify the given actuators used in industry.	2.2	Actuators: producing movement and other functions, Examples of different types of actuators, Electronics Control Unit (ECU) /actuator control signals.	

UNIT III: Driveline Infrotronic	3a	Select the given electronic system for driveline for specific application.	3.1	Selection of electronic system for driveline for specific application.	CO3
	3b	Identify the given types of transmission control systems.	3.2	Transmission control as a black box, Sensors and actuators used in transmission systems, Clutch electronic control.	
	3c	Select give types of hybrid vehicle.	3.3	Light hybrid power train, Technology: starter and generator. Electronic differential and four-wheel drive control.	
UNIT IV: Vehicle Networks and Data Exchange	4a	Select the various mode of vehicular communications.	4.1	Potential Wireless, Technologie ZigBee, UWB (ultra wideband), Bluetooth Wireless USB (Universal Serial Port) Wireless CAN.	CO4
UNIT V: Drive by wire System	5a	Identify the various component used in the drive by wire systems.	5.1	Introduction: Drive by Wire Systems, Current State of the art Advantages of drive by wire system.	CO5
	5b	Comapre given types of throttle wire systems.	5.2	Throttle By Wire Systems. Brake by wire system, electro-hyudraulic (EH). Electromechanical (EMg), Steer by wire system and safety monitoring/	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Identify the variuos components of Electronics Control Unit (ECU)	2#	CO1
II	2	Identify colour coading of wires used for sensor connection.	2#	CO2
II	3	Identify various types of sensor used in automation industry.	2#	CO1
II	4	Identify colour coading of wires used for actuator connection.	2#	CO2
II	5	Identify various types of actuators used in automation industry.	2#	CO2
III	6	Prepare report on infotraonic vehicular system by visiting mechatronics industry. (Part I)	2#	CO3
III	7	Prepare report on infotraonic vehicular system by visiting mechatronics industry. (Part II)	2#	CO3
III	8	Prepare report on infotraonic vehicular system by visiting mechatronics industry. (Part III)	2	CO3
IV	9	Prepare report on application and use of various networking technologies and its interfacing with vehicle by visit. (Part I)	2#	CO4
IV	10	Prepare report on application and use of various networking technologies and its interfacing with vehicle by visit. (Part II)	2#	CO4
IV	11	Prepare report on application and use of various networking technologies and its interfacing with vehicle by visit. (Part III)	2	CO4
V	12	Identify various types of electronics cluches.	2#	CO5
V	13	Identify various types of electromechanical, Electo-hydraulic, electromagnetic cluches.	2#	CO5
V	14	Assemble and disassemble elecromechanical clutch.	2#	CO5
V	15	Assemble and disassemble electromagnetic clutch.	2	CO5

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Vehicular Applications	6	C	04	04	04	12
			O	00	00	00	0
2	Sensors and Actuators	6	C	04	02	08	14
			O	00	00	00	0
3	Driveline Infrotronic	6	C	04	04	08	16
			O	00	00	00	0
4	Vehicle Networks and Data Exchange	6	C	02	06	06	14
			O	00	00	00	0
5	Drive by wire System	6	C	04	06	04	14
			O	00	00	00	0
Total		30	C	18	22	30	70
			O	0	0	0	0

*C - Compulsory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C
Q. 1 to Q. 35	1R2	1R2	1U2	1U2	1A2	1A2	2R2	35/35
	2R2	2U2	2A2	2A2	2A2	2A2	3R2	
	3R2	3U2	3U2	3A2	3A2	3A2	3A2	
	4R2	4U2	4U2	4U2	4A2	4A2	4A2	
	5R2	5R2	5U2	5U2	5U2	5A2	5A2	

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	System diagram, selection of equipment	5
2	Performance	10
3	Identification of compenets	5
4	Viva Voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	3	-	-	-	-	-
CO2	3	-	-	3	-	-	-	-	-
CO3	3	-	-	3	-	-	-	-	-
CO4	3	-	-	3	-	-	-	-	-
CO5	3	-	-	3	-	-	-	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Automobile Electrical and Electronics Systems	Tom Denton, Routledge, 5th edition, 2017	13: 978-0415725774
2	Automobile Electronics	Eric Chowanietz, Butterworth-Heinemann Ltd, 1995	13: 978-0750618786
3	Automotive Informatics and Communicative Systems: Principles in Vehicular Networks and Data Exchange	Huaqun Guo, Information Science Reference, 2009	13: 9781605663388
4	Intelligent Vehicle Technology and Trends	Richard Bishop, Artech House, Boston, 2005	13: 978-1630812737

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2. http://nptel.ac.in/downloads/108105063/, accessed on 4th July, 2024
3. https://www.industrialautomation.us/ access on 24 April 2024
4. https://www.plantautomation-technology.com/ access on 23 April 2024
5. https://www.linak.com/ access on 22 April 2024
6. https://www.kathirsudhirautomation.com/ access on 22 April 2024
7. https://www.timotion.com/ access on 23 April 2024

XVI List of Major Equipment/Machineries with Specification:

1. Automated Guided vehicle
2. Automation load trasfer, wire guided.
3. Data capturing machine-plant code/option charactor recognition.
4. Demo kit of sensors, Electrical and pneumatic Actuators.
5. Diffrent types of Cluches

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr. G.K. Awari	HOD, Mechatronics Engineering	Government Polytechnic, Nagpur
2	Ms. K. P. Thaware	Lecturer in Mechatronics Engg.	Government Polytechnic, Nagpur
3	Dr. Hemant B. Warkad	Junior Work Manager	OFA, Yatra India Ltd. Nagpur
4	Dr. Sachin M. Kale	Sr. Lecturer Electronics Telecomm.Engg.	Government Polytechnic, Nagpur
5	Prof.Vikash V. Mankar	I/C HOD Electronics Telecomm.	Priyadarshni Polytechnic, Nagpur
6	Mr.Kisanlal B. Badole	Design Engineer	Business Ready Solutions, Nagpur

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COURSE CURRICULUM

Program	:	DIPLOMA IN CE/ME/EE/EC/AE/MT/PK/TX/MK
Course Category	:	GE
Course Code	:	AI391H
Course Title	:	Machine Learning

I Rationale:

Machine Learning is a field within Artificial Intelligence in Computer Science that focuses on developing algorithms that mimic human learning processes. By leveraging statistical techniques, these algorithms are trained to make predictions based on data, enhancing the accuracy of software applications without requiring explicit programming for each task. Machine learning is a crucial skill in Data Science, enabling data scientists to harness historical data to predict outcomes. These predictions provide valuable insights that help businesses make informed decisions.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Comprehend the knowledge of the foundational concepts of AI.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Identify** uses and applications of machine learning in real life.

CO2: **Implement** preprocessing steps on data to make it ready for analysis.

CO3: **Apply** classification algorithms and regression algorithms for predictive analysis

CO4: **Implement** clustering algorithms on data models and build them.

CO5: **Use** the concepts of ML in IoT.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
2	-	2	-	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70**	100	40	25	10	25	10	-	-

**Online Objective Type

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Introduction to Machine Learning	1a	Compare the given types of machine learning on given points.	1.1	Introduction to Machine Learning. Overview and History.	CO1
	1b	Compare the various types of Ml based on the given points.	1.2	Types of Machine Learning: Supervised, Unsupervised, Reinforcement Learning.	
	1c	Compare Training and Testing on the basis of given points.	1.3	Features, Labels, Training, Testing.Applications of ML.	
a and Datasets	2a	Distinguish between the various types of data based on given points.	2.1	Understanding Datasets: Types of Data, Cleaning Data, Handling Missing Values.	CO2
	2b	Select a suitable model for the given data with justification.	2.2	Feature Scaling and Normalization.	

UNIT II: Dat	2c	Analyse the process of feature extraction and engineering on the given data.	2.3	Encoding Categorical Data.	
	2d	Identify the criteria on which data splitting is based.	2.4	Splitting Data into Training and Testing Sets.	
UNIT III: Supervised Learning	3a	Choose supervised learning model for the given situation with justification.	3.1	Introduction to Supervised Learning.	CO3
	3b	Compare given regression algorithms on the basis of given points.	3.2	Regression Algorithms: Linear Regression, Polynomial Regression.	
	3c	Select a suitable algorithm for classifying the given data.	3.3	Classification Algorithms: K-Nearest Neighbors (KNN).	
UNIT IV: Unsupervised Learning	4a	Analyse unsupervised learning concept by considering the given real life situation.	4.1	Introduction to Unsupervised Learning.	CO4
	4b	Compare given types of learning based on the given criteria.	4.2	Clustering Algorithms: K-Means, Hierarchical Clustering.	
UNIT V: Role of ML in IoT	5a	State the applications of IoT.	5.1	Internet of Things, It's applications	CO5
	5b	Distinguish between the various activities carried out in ML and IoT on the basis of given points.	5.2	Working of IoT and ML.	
	5c	Select type of algorithm for the given situation.	5.3	Role of Machine Learning for IoT. Data Analysis Automation by Machine Learning, The Predictive Power of Machine Learning.	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Use Python Basic Libraries such as Statistics, Math, Numpy and Scipy a) Usage of methods such as floor(), ceil(), sqrt(), isqrt(), gcd() etc.b) Usage of attributes of array such as ndim, shape, size, methods such as sum(), mean(), sort(), sin() etc. c) Usage of methods such as det(), eig() etc. d) Consider a list datatype (1D) then reshape it into 2D, 3D matrix using numpy e) Generate random matrices using numpy f) Find the determinant of a matrix using scipy. Find eigenvalue and eigenvector of a matrix using scipy	2#	CO1
II	2	Develop basic Python scripts, understanding data types, loops, functions, and libraries like NumPy, Pandas, and Matplotlib.	2#	CO2
II	3	Implement the following actions of Creating and Loading different types of datasets in Python using the required libraries. a) Creation using panda b) Loading CSV dataset files using Pandas c) Loading datasets using sklearn	2#	CO2
II	4	Develop a python program to compute Mean, Median, Mode, Variance, Standard Deviation using Datasets	2#	CO2
II	5	Execute various data pre-processing techniques for a given dataset. Develop a python program to compute a) Reshaping the data, b) Filtering the data,c) Merging the data, d) Handling the missing values in datasets , e) Feature Normalization: Min-max normalization	2#	CO2
III	6	Implement simple linear regression, train the model, and evaluate using Mean Squared Error (MSE).	2#	CO3
III	7	Implement the Multiple Regression for iris dataset.	2#	CO3
III	8	Implement KNN Classification model for a given dataset. Vary the number of k values and compare the results.	2#	CO3
IV	9	Develop a python program to implement K-Means clustering Algorithm. Vary the number of k values and compare the results.	2#	CO4

V	10	Implement a IoT based ML model using libraries like TensorFlow or Keras, understanding layers, activation functions, and backpropagation.	2#	CO5
V	11	Develop a mini project using IoT and ML for the medical application	2#	CO5
V	12	Execute the following - Choose a dataset, define a problem statement, apply machine learning algorithms, evaluate the models, and present findings.	2#	CO5
V	13	Implement an End-to-end machine learning project including data collection, preprocessing, model building, evaluation, and deployment.	2	CO5
V	14	Develop a mini project using IoT and ML for the commercial l application	2	CO5
V	15	Develop a mini project using IoT and ML for the Library application	2	CO5

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Introduction to Machine Learning	2	C	02	04	00	6
			O	0	0	0	0
2	Data and Datasets	6	C	02	06	00	8
			O	0	0	0	0
3	Supervised Learning	8	C	02	06	08	16
			O	0	0	0	0
4	Unsupervised Learning	8	C	06	10	08	24
			O	0	0	0	0
5	: Role of ML in IoT	6	C	04	06	06	16
			O	0	0	0	0
6			C				
			O				
Total		30	C	16	32	22	70
			O	0	0	0	0

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C
Q 1 to Q 35	1R2	1U2	1U2	2R2	2U2	2U2	2U2	35/35
	3R2	3U2	3U2	3U2	3A2	3A2	3A2	
	3A2	4R2	4R2	4R2	4U2	4U2	4U2	
	4U2	4U2	4A2	4A2	4A2	4A2	5R2	
	5R2	5U2	5U2	5U2	5A2	5A2	5A2	

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Writing Program (Execution)	5
2	Performance	10
3	Viva Voce	10
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	3	3	3	-	3	-	-
CO2	3	-	3	3	3	-	3	-	-
CO3	3	-	3	3	3	-	3	-	-
CO4	3	-	3	3	3	-	3	-	-
CO5	3	-	3	3	3	-	3	-	-
CO6	3	-	3	3	3	-	3	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Machine Learning	SaikatDutt ,Subramanian Chandramouli, Amit Kumar Das, Pearson Education India, 2018	13:978-9353066697
2	Machine Learning for absolute begineers	Oliver Theobald , Scatterplot Press; 3rd edition , 2020	13:979-8558098426
3	Machine Learning	Tom M Mitchell, McGraw Hill, First edition, 1997	13:978-0070428072

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3. https://www.youtube.com/results?search_query=artificial+intelligence, accessed on 29th July 2024
4. https://www.youtube.com/watch?v=s-s9ilkMVj8, accessed on 29thJuly 2024
5. https://www.javatpoint.com/subsets-of-ai, accessed on 29th July 2024
6. https://www.youtube.com/watch?v=s-s9ilkMVj8, accessed on 29th July 2024

XVI List of Major Equipment/Machineries with Specification:

1. Computer system with latest configuration.
2. Software: opensource framework, AItools (ScikitLearn,TensorFlow,Auto ML,H2O,google ML kit)

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr. A. R. Mahajan	HOD, Information Technology	Government Polytechnic, Nagpur
2	Dr.Paresh R. Kamble	Machine Learning specialist	OZ SportZ, Nagpur, HQ-Reykjavik, Iceland
3	Dr. Vijaya Balpande	Associate Professor	Ramdeobaba College of Priyadarshini College of Engg., Nagpur
4	Mrs. Shifa Azharuddin	Lecturer in IT	Government Polytechnic, Nagpur
5	Dr. S. S. Gharde	Lecturer in IT	Government Polytechnic, Nagpur

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(Dr. G. V. Gotmare)
Member Secretary PBOS, AI

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Government of Maharashtra
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(An Autonomous Institute of Govt. of Maharashtra)
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COURSE CURRICULUM

Program	:	Diploma in CE/ME/EE/EC/IT/CM/PK/MT/AE/AI/MK/TX
Course Category	:	GE
Course Code	:	TR391H
Course Title	:	Tourism Resources of India

I Rationale:

This multidisciplinary course introduces students to India's adventure tourism potential, popular destinations, and activities. It promotes awareness of sustainability, safety, and environmental responsibility. Aligned with NEP 2020, the course develops transferable skills like strategic thinking, and risk assessment. It is relevant for students across disciplines such as environmental studies, sports, and highlights challenges and strategies in adventure tourism development.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Plan and conduct safe, equipment-based adventure tourism activities.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Identify** tourism resources in India.

CO2: **Select** suitable topography and equipment for land based adventure tourism.

CO3: **Select** suitable equipment for water based adventure tourism cosidering physical fitness and safety measures required.

CO4: **Select** suitable equipment for air based adventure tourism cosidering physical fitness and safety measures required.

CO5: **Identify** various Artificial Advature activities.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
2	-	2	-	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70**	100	40	25	10	25	10	25	10

**Online Objective Type

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Introduction	1a	Classify to various tourism resources in India.	1.1	Indroduction to various tourism resources: Natural resources, Cultural resources.	CO1
	1b	Identify given Natural resources in India.	1.2	Natural resources: National park, Beaches, GHill stations, Water fall, Mountains	
	1c	Identify given cultural resources in India.	1.3	Cultural Resources: Historical Monuments, Temples and Pligimage sites, Festivals and Celebrations.	
UNIT II: Land Based Activities	2a	Identify major land-based adventure activities and their suitable destinations in India.	2.1	Mountaineering, Trekking, Rock Climbing, Skiing. Preferable destinations for adventure activities in India.	CO2
	2b	Identify essential equipment for land based adventure activities and relate them to tourist fitness requirements.	2.2	Necessary equipment for adventure activities. Energy level and physical fitness of Tourist.	
	2c	Apply appropriate safety measures and assess dos and don’ts in land-based adventure activities.	2.3	Dos and don’ts for tourists while undergoing adventure activities. Safety measures for land-based adventure sports.	

UNIT III: Water Based Activities	3a	Identify major water-based adventure activities and their suitable destinations in India.	3.1	Rafting, Kayaking, Canoeing, Yachting, Water Scooter, Hovercraft, Surfing, Scuba diving. Water Resources of India – Rivers, Seas and Lakes. Preferable destinations for adventure activities in India.	CO3
	3b	Identify essential equipment for water-based adventure activities and relate them to tourist fitness requirements.	3.2	Necessary equipment for Water Based adventure Activities. Energy level and physical fitness of Tourist.	
	3c	Apply appropriate safety measures and assess dos and don’ts in water-based adventure activities.	3.3	Dos and don’ts for tourists while undergoing Water Based adventure activities. Safety measures for water based adventure sports.	
UNIT IV: Air Based Activities	4a	Identify major air-based adventure activities and their suitable destinations in India.	4.1	Hang gliding, Hot Ballooning, Para Jumping, Parasailing, Sky diving. Preferable destinations for air based adventure activities in India.	CO4
	4b	Identify essential equipment for air-based adventure activities and relate them to tourist fitness requirements.	4.2	Necessary equipment for air based adventure activities. Energy level and physical fitness of Tourist.	
	4c	Apply appropriate safety measures and assess dos and don’ts in air-based adventure activities.	4.3	Dos and don’ts for tourists while undergoing adventure activities. Safety Measures for Air Based activities.	
UNIT V: Artificial Advature Tourism	5a	Identify various Artificial Advature activities.	5.1	Theme parks, Escape rooms, indoor climbing, Ziplining, Virtual reality experiences.	CO5
	5b	Locate Artificial Advature activities in India on map.	5.2	Locations of Artificial Advature activities in India.	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Collect data and visuals from secondary sources (books, tourism websites, brochures) related to tourism resources in India.	2#	CO1
I	2	Identify and locate tourism resources in India on a map.	2#	CO1
II	3	Practice High hill trekking destinations. (Part I)	2#	CO2
II	4	Practice High hill trekking destinations. (Part II)	2#	CO2
II	5	Practice Rock Climbing.	2#	CO2
III	6	Prepare an observation based key learning points in Kayaking/Water Scooter.	2#	CO3
III	7	Prepare a Presentation on water based adventure sports activities.	2	CO3
III	8	Identify various equipments used in on water based adventure activities.	2#	CO3
IV	9	Follow the expert instructions of Parasailing/Hang gliding expert.	2#	CO4
IV	10	Identify various equipments used in on air based adventure activities.	2#	CO4
IV	11	Perform air based advanture activities by following safety measures.	2#	CO4
V	12	Prepare a report on artificial advanture activity you have experienced.	2#	CO5
V	13	Prepare a brouchure using self-photographed pictures and related information of the artificial advanture activities.	2#	CO5
V	14	Design an advertisement/promotional campaign for any one theme Park..	2	CO5
I to V	15	Prepare an adventure tourism package.	2	CO2 to CO5

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Introduction	4	C	02	04	04	10
			O	0	0	0	0
2	Land Based Activities	6	C	04	06	06	16
			O	0	0	0	0
3	Water Based Activities	6	C	04	06	06	16
			O	0	0	0	0
4	Air Based Activities	6	C	02	08	06	16
			O	0	0	0	0
5	Artificial Advature Tourism	8	C	02	04	06	12
			O	0	0	0	0
Total		30	C	14	28	28	70
			O	0	0	0	0

*C - Compulsory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options	
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C	O
Q1 to Q 35	1R2	1U2	1U2	1A2	1A2	2R2	2R2	35/35	
	2U2	2U2	2U2	2A2	2A2	2A2	3R2		
	3R2	3U2	3U2	3U2	3A2	3A2	3A2		
	4R2	4U2	4U2	4U2	4U2	4A2	4A2		
	4A2	5R2	5U2	5U2	5A2	5A2	5A2		

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Performance	10
2	Overall Presentation of given assignment	10
3	Viva Voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	-	3	-	3	-	-
CO2	3	-	-	-	3	-	3	-	-
CO3	3	-	-	-	3	-	3	-	-
CO4	3	-	-	-	3	-	3	-	-
CO5	3	-	-	-	3	-	3	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Tourism Resources in India	Dr. V.K. Rastogi, Laxmi Publications Pvt. Ltd., 2022	13: 978-9395172073
2	Adventure Tourism	R. Buckley, CABI, 2006	10: 1845931238, 13: 978184593123
3	Adventure Tourism: The New Frontier	Rakesh Kumar Sah, Random Publications, July 2014	10: 9351113256 13:978-9351113256
4	Tourism Resources in India (Part-I) [Education, Travel & Business]	Dr. Tuhin Mukherjee, Manorama Publishers; First Edition, 2025	13: 978-9394441866
5	Tourism Products of India: A National Perspective	Robinet Jacob, Abhijeet Publications; 1st Edition, 2012	13: 978-9381136621

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3. https://tourism.gov.in/sites/default/files/2020-02/1527867024_gallery_image.pdf accessed on 16th Dec 2024

XVI List of Major Equipment/Machineries with Specification:

1. NIL

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr.P. P. Virkhare	HOD, Travel and Tourism Department.	Government Polytechnic, Nagpur.
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3	Dr Aarti Meshram	I/C Principal	GIHMCT, Nagpur.
4	Miss Erika Kar	Director	Pegasus Institute, Nagpur.
5	Mr Adityashekhar Gupta	Director	Horizon Safaris, Nagpur.
6	Dr Arvind Upasani	Visiting Lecturer	RSTM Nagpur University.

(Dr. P. P. Virkhare)
HOD & Chairman PBOS, TR

(Dr. G. V. Gotmare)
Member Secretary PBOS, TR

Semester VI

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GOVERNMENT POLYTECHNIC, NAGPUR
(An Autonomous Institute of Govt. of Maharashtra)
Near Mangalwari Bazar, Sadar, Nagpur-440001

COURSE CURRICULUM

Program	:	Diploma in CM
Course Category	:	DSC
Course Code	:	CM305H
Course Title	:	Software Testing

I Rationale:

This course equips diploma-level engineering students with a comprehensive foundation in software testing, emphasizing core principles and industry-relevant methodologies. Students will gain practical experience with automated testing frameworks, focusing on functional, regression, GUI, and data-driven testing techniques. Upon completion, students will possess the technical expertise to rigorously assess and validate software systems, preparing them for professional roles in software development and quality assurance.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Ensure software quality through testing.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Apply** testing principles and process to test and manage software quality.

CO2: **Utilize** different types of Testing Techniques to test Software

CO3: **Design** test cases for different testing levels.

CO4: **Execute** Test case and Plan to mitigate software risks.

CO5: **Build** Defect Report of any web application under Test.

CO6: **Automate** software testing using appropriate tools.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
3	-	2	1	6	3

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70	100	40	25	10	25+	10	25	10

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Basics of Software Testing	1a	Evaluate the Quality of software on the basis of Software Quality attributes.	1.1	Software quality ,Software Quality Assurance and Quality Control , Software Quality Attributes , Precision and Accuracy.	CO1
	1b	Apply testing principles in given software testing.	1.2	Define Testing, Its Objective and need, Infamous Software Error Case Studies, Role of testing ,Testing Principles, Attributes of Good Tester.	
	1c	Illustrate terminology with respect to given problems in software application.	1.3	Terminology: Bugs,Error,Defect,Fault,Failure ,Testing, Debugging v/s Testing.	
	1d	Identify Entry and Exit Criteria for testing of given software	1.4	Entry and Exit Criteria for Testing.	
	1e	Apply V & V Model and project staff in relation to quality assurance for software development	1.5	The Software Development Process, Product Components, Software Project Staff, Cost of testing, Verification and validation.	

UNIT II: Types of Testing	2a	Use Static and Dynamic testing techniques for given software specification and application scenario.	2.1	Black-Box and white-box Testing, Static and Dynamic Testing, Static Black Box Testing: Testing The Specification , Static White Box Testing: Examining Design and Code.	CO2
	2b	Apply high-level Techniques used for reviewing a given product specification.	2.2	Performing a High Level Review of the Specification, Low Level Specification Test Techniques.	
	2c	Apply Various White box testing Techniques to test given specified web application	2.3	White Box Test Techniques: Static Testing –Review, Walkthrough, Inspection, Structural Testing –Code Functional, Code Coverage, Code Complexity –Cyclomatic Complexity.	
	2d	Evaluate valid invalid inputs for given system using given testing techniques.	2.4	Black Box Test Techniques: Requirement Testing, Positive & Negative Testing, Boundary Value Analysis, Equivalence Partitioning, Decision Tables,User Documentation Testing, Graph Based Testing. AND Other Black Box Test Techniques.	
	2e	Design test cases for given type of error.	2.5	Test-to-pass and Test-to-fail ,Generic Code Review Checklist-Data Reference Errors, Data Declaration,Errors,Computation Errors, Comparison Errors, Control Flow Errors, Subroutine Error, I/O Errors.	
g & Writing Test Cases	3a	Apply Testing Levels for given web based application.	3.1	Levels of Testing: Unit Testing- Drivers, Stubs Integration Testing- Top down and Bottom Up Testing, Bi-Directional Integration Testing. Testing on web application- Performance Testing, Load Testing, Stress Testing, Security Testing Acceptance Testing –Alpha Testing, Beta Testing.	

UNIT III: Levels of Testin	3b	Asses software testing for given special Tests.	3.2	Regression Testing ,Smoke and Sanity Testing ,Usability, Compatibility Testing.	CO3
	3c	Design Test Cases for given Test Scenario's.	3.3	Test Case, Test Case Specification, Best Practice for writing good Test Cases, Difference between Test Case and Test Scenario.	
	3d	Generate Test Report of executed test cases for given applications.	3.4	Preparing test scenarios and Test Data, Writing test cases - User Interface, Functional & Security Test Cases.	
UNIT IV: Applying Testing Skills	4a	Prepare Test Plan for given software under test.	4.1	Test Planning, Test Planning V/s Test Execution, Scope Management, Test Approach, Setting Up criteria for testing, Identify Responsibility, Staffing & Training, Resource Requirements ,Test Deliverables, Testing Tasks.	CO4
	4b	Apply configuration testing principles to identify and verify software configurations.	4.2	Overview of Configuration Testing, Approaching the Task.	
	4c	Apply compatibility testing techniques to assess the interoperability of given software.	4.3	Compatibility Testing Overview, Platform and Application Versions, Standards and Guidelines, Data Sharing Compatibility.	
	4d	Apply basic white-box and black-box techniques to test given web application.	4.4	User Interface Testing, Making a Good UI, Testing for the Disabled.	
	4e	Prepare Test Cases for testing techniques for given software senario.	4.5	Web Testing Checklists-Functionality Testing, Usability testing,Interface testing, Compatibility testing, Gray-Box Testing, Performance testing, Security testing.	
ement	5a	Evaluate Cost and economy aspects related to Testing.	5.1	Cost of Testing,Testing and Risk.	

UNIT V: Defect Manag	5b	Compare given test strategies on given point.	5.2	Test Strategies, Preventive versus Reactive Approach,Analytical versus. Heuristic ApproachTesting Metrics	CO5
	5c	Classify Defects on the basis of estimated Impact.	5.3	Defect Classification, Defect Management & Prevention, Defect Life Cycle.	
	5d	Build Defect Report on any given application.	5.4	Defect Report Template ,Defect Logging and Tracking.	
UNIT VI: Automated Testing & Testing Tools	6a	Apply automated testing to leverage its benefits and manual testing for disadvantages.	6.1	Manual Testing, Limitations of Manual Testing ,Automated Testing & its Benefits, Test Tools, Random Testing, Realities of Using Test Tools and Automation ,when not to automate.	CO6
	6b	Select Automation Testing Tools to test given application and generate script.	6.2	Selection of Best Tool, Types of Test Tools ,advantage and disadvantage of using Test Tools, Test Automation, Testing Using Automated Tools.	
	6c	Build Automated Test Scripts for given application.	6.3	Test Script, Difference Between Test Case And Test Script, ways to create a test script, Run the Test Script.	
	6d	Select testing tools based on given type of AIML software	6.4	Introduction to AIML-based testing tools: Applitools, Testim, Sauce Labs.	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Develop program in C/C++ to find the roots of a quadratic equation and perform Boundary Value Analysis (BVA).	2#	CO1
II	2	Test a developed program in C/C++ to find the area of a circle, triangle, square and rectangle and perform Equivalence Class testing.	2#	CO1
II	3	Develop a C program to Find the Largest Number Among Three Number sand Test the same using basis path testing also find it's Cyclomatic Complexity by all the three methods.	2#	CO2
III	4	Design Test Cases for Calculator software.	2#	CO3
III	5	Design Test Cases for Purchase Order Management Specification.	2	CO3
III	6	Test a website using automation tool Selenium and Prepare Test Report of executed Test Cases.	2#	CO5
III	7	Test to Perform load and performance testing of web application with Load Testing Tool -JMeter (Apache JMeter).	2#	CO3
IV	8	Use test management tool (e.g. Test Director) to test web application.	2#	CO4
IV	9	Use Bug Tracking Tool (e.g. Bugzilla,Bugit, etc) for test software.	2	CO4
IV	10	Design test cases to test 1) If….else 2) For …Loop 3)Do…Until 4) Switch Case	2#	CO4
IV	11	Design Test cases for IRCTC website registration form and run.	2#	CO4
V	12	Build defect report for testing of any website.(e.g. IRCTC,College website)	2#	CO5
V	13	Automate testing of Calculator software using Autoit tool.	2#	CO6
VI	14	Automate testing of Notepad software using Autoit V3 tool and prepare	2#	CO6
VI	15	Test any AIML application using anyone Testing tool (Applitools, Testim, Sauce Labs).	2#	CO6
VI	16	Develop any web application and apply following. a) Design and apply test cases on above application to test to Pass and Test to Fail and, b) Prepare Defect report and summary report.	2#	CO4

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

1. Prepare Defect report of college management system
2. Automate installation of music software.
3. Design Test cases for College website
4. Prepare test plan for mini project assigned.
5. Apply boundary value analysis on Insurance policy software application and prepare report.
6. Automate testing of software using selenium and prepare defect report.
7. Automate testing installation software using AutoIT and prepare report.
8. Design Test Plan and generate test case for mini project with defect report

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Basics of Software Testing	6	C	02	04	00	6
			O	02	00	00	2
2	Types of Testing	10	C	04	04	12	20
			O	02	04	08	14
3	Levels of Testing & Writing Test Cases	7	C	02	04	06	12
			O	00	00	06	6
4	Applying Testing Skills	8	C	02	00	12	14
			O	00	04	06	10
5	Defect Management	8	C	02	04	06	12
			O	04	00	00	4
6	Automated Testing & Testing Tools	6	C	02	04	00	6
			O	00	04	00	4
Total		45	C	14	20	36	70
			O	8	12	20	40

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options	
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C	O
1	1R2	3R2	4R2	5R2	6R2	1R2	2R2	5	7
2	2R4	2U4	2A4	4R4	6U4			3	5
3	3U4	5U4	2A4	2U4	2A4			3	5
4	1U4	6U4	2A4	4U4	2A4			3	5
5	3A6	4A6	3A6					2	3
6	4A6	5A6	4A6					2	3

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Selection of proper Automation tool	5
2	Generating Test Scenario, Test Cases	5
3	Performance	10
4	Viva Voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

S.N.	Criteria	Max. Marks
1	Selection of Topic	5
2	Content of Report/Assignment	10
3	Submission of Report	5
4	Viva Voce	5
	TOTAL	25

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	2	-	-	-	1	3	-	-	1
CO2	2	-	-	-	-	-	-	-	-
CO3	2	-	2	3	-	3	-	1	1
CO4	-	-	2	3	-	3	-	-	-
CO5	-	-	2	3	-	3	-	-	-
CO6	-	-	-	3	-	3	1	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Software Testing	Pearson Education India, Second Edition	13: 9788177580310
2	Software Testing Foundations	Andreas Spillner, Tilo Linz, Hans Schaefer, Spillner, Linz, Schaefer, 4th Edition, 2014	13: 978-1937538422
3	Foundations Of Software Testing	AdityaMathur,2nd Edition, 2014 Addison-Wesley Professional	13:9780134195728

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3. https://www.tutorialspoint.com/software_testing/index.htm accessed on 5th July 2024
4. https://artoftesting.com/software-testing-tutorial accessed on 5th July 2024
5. https://www.qed42.com/insights/a-complete-guide-to-testing-ai-and-ml-applications 8th Aug 2024

XVI List of Major Equipment/Machineries with Specification:

1. Computer System with Latest Configuration
2. Softwares Selenium 4 /QTP4.53,3.,Autoit Toolv3.2.12.1,4.Bugzila,JMeter

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr.M.V.Sarode	HOD, Computer Engineering	Government Polytechnic, Nagpur
2	Mr P S Thakre	Lecturer in Computer Engineering	Government Polytechnic, Nagpur
3	Mrs D S Nalinde	Lecturer in Computer Engineering	Government Polytechnic, Nagpur
4	Mr. Dipak Dhote	Operations Manager,	IT-Network Pvt. Ltd. Nagpur
5	Dr. Rakesh Kadu	Associate Professor, I.T.	RCOEM, Nagpur
6	Mrs.V.A.Raje	System Analyst	MSBTE, RO, Nagpur

(Dr. M. V. Sarode)
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Member Sectretary PBOS, CM

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Government of Maharashtra
GOVERNMENT POLYTECHNIC, NAGPUR
(An Autonomous Institute of Govt. of Maharashtra)
Near Mangalwari Bazar, Sadar, Nagpur-440001

COURSE CURRICULUM

Program	:	Diploma in CM
Course Category	:	DSC
Course Code	:	CM306H
Course Title	:	Mobile Application Development

I Rationale:

Android stands out as the predominant operating system globally for mobile platforms, boosting a staggering user base exceeding 2.8 billion individuals. Mobile Application Development course encompasses the comprehensive process of conceiving, constructing, and executing software applications tailored for mobile platforms. Upon completion of this course, diploma students will acquire the skills necessary to proficiently design, develop, and deploy fundamental applications tailored specifically for Android mobile devices.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Develop Mobile Applications for various platforms.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Analyze** the current landscape of Android mobile platforms.

CO2: **Install** and Configure Android Application Development Environment.

CO3: **Utilize** Android Application Components to Handle User Interface.

CO4: **Design** rich graphical user interface using user interface controls.

CO5: **Develop** Android Application using database.

CO6: **Deploy** Package of developed Android applications on platform.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
3	-	2	1	6	3

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70	100	40	25	10	25+	10	25	10

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Introduction to Android and its Architecture	1a	Analyse Android versions according to specified features.	1.1	Introduction to Android: History,Versions,Open Handset Alliance.	CO1
	1b	Evaluate distinctive traits of the provided Mobile Platform.	1.2	Characteristics of Androids,other Mobile platforms in Market.	
	1c	Assess roles and functionalities of specified Android Architecture components.	1.3	Android Architecture and its Components: Applications, Application Framework,Libraries,Android runtime, Linux Kernel.	
	1d	Compare given IDE on the basis of given features.	1.4	Features of Android Application Integrated Development Environment (IDE): Android Studio,Eclipse, Visual Studio with Xamarin, NetBeans.	
oid Development onments	2a	Compare Java SDK and Android SDK on the basis of given features.	2.1	Types of Software development kit(SDK):Java SDK,Android SDK.	CO2
	2b	Apply steps for installation of given IDE.	2.2	Steps for Installing of Android SDK tools and Android Studio.	

UNIT II: Andr Envir	2c	Use given ADT plugins for designing given User interface	2.3	Introduction to Android Development Tools(ADT) plugin and Eclipse.	
	2d	Compare DVM and JVM based on given points.	2.4	Android runtime: Dalvik Virtual, Machine(DVM) and Java Virtual machine (JVM).	
UNIT III: Introduction to Android Application Components	3a	Utilize Activities and Services as components to handle given user interfaces, ensuring seamless navigation and interaction.	3.1	Concept of Activities and Services.	CO3
	3b	Use given components to handle communication and data.	3.2	Concept ofBroadcastReceiver:SMStelephony,Email,Content Provider Methods:Insert,delete, update.	
	3c	Apply given Fragment to given activity.	3.3	Introduction to Fragment, Fragment Life Cycle, Types of Fragments: Single Frame, List fragment.	
	3d	Use method for given intent and layout for nevigation activity between given	3.4	Introduction to Layouts, Intents, Resources, Manifest.	
UNIT IV: Android User Interface	4a	Select suitable type of Layout for Graphical User Interface (GUI) designing.	4.1	Introduction to View, View Group. Types of Layouts: Linear, Relative, Table, Absolute, Frame, List view, Grid View.	CO4
	4b	Select suitable type of Layout for given Graphical User Interface (GUI) designing.	4.2	Layout Attribute,Tab Layout.	
	4c	Use given Controls and Widgets to design GUI for given application scenario.	4.3	UI Controls and Widgets:-Text View, Edit Text, AutoComplete Text View, Button, Image Button, Toggle Button,date Time picker,Auto complete Text view.	

	4d	Choose relevant Controls for given GUI design.	4.4	Checkbox, Radio Button,Progress Bar,Date and Time Picker.	
UNIT V: Android Activity, Intents, Services and Database	5a	Use given Call back activity methods for android application.	5.1	Concept of Activity:-Activity Life , Cycle, Call backs of Activity Class	CO5
	5b	Use given intent action data methods for android application.	5.2	Intent, Intent filter, Action and Data methods	
	5c	Create given service using method for given application.	5.3	Introduction to Services: -Features of service, Service Life Cycle, Service Creation Methods.	
	5d	Use database package for handling given SQLite database.	5.4	Concept of SQLite database: Database package, creation, Insertion and fetching with cursor methods.	
UNIT VI: Multimedia, Security and Deployment	6a	Utilize given multimedia for development of given android application.	6.1	Introduction to Multimedia in android:Graphics,Sensor,Audio capture,Mediaplayer,Recording ,Videoview,Camera,Bluetooth, Media,player,Animation.	CO6
	6b	Use given location based service for given application.	6.2	Location Based Services:Android google MAP,Search Location,Current Location implementation,MAP display,Navigation Getting location with data.	
	6c	Apply custom permission using security model of Android for given application.	6.3	Android webservice,Ads,Android scocial,Introduction to Android Security,Model,Custom Permissions.	
	6d	Use steps to publish and deployment App in Google Play store.	6.4	Application Deployment: Android Development Life Cycle, Google Play Registration, Signing application.	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Search and analyze various Mobile platforms with Android.	2#	CO1
II	2	Install and configure Java Development Kit with Eclipse.	2#	CO2
II	3	Install and Configure Android Studio and Android SDK.	2#	CO2
III	4	Develop a program to display Hello World on screen.	2#	CO3
III	5	Develop a program to implement various Layouts.	2	CO3
III	6	Develop a program to implement Content Provider and broadcast receiver.	2#	CO3
III	7	Develop a Program to send and Receive SMS and email.	2#	CO3
IV	8	Develop a program to implement Text View and Edit Text.	2#	CO4
IV	9	Develop a program to demonstrate use of Auto Complete Text View.	2	CO4
IV	10	Develop a program to implement UI with Button Image Button, toggle button and progress Bar.	2#	CO4
IV	11	Design a Rich User interface with program for Login form using UI controls.	2#	CO4
V	12	Develop a Program to create activity using intent.	2#	CO5
V	13	Develop a Program to perform various operations of data with SQLite database.	2#	CO5
VI	14	Develop a program to implement Animation and Media Player.	2#	CO6
VI	15	Interface Bluetooth connection and Camera with android application.	2#	CO6
VI	16	Deploy map based appliaction developed in Android.	2#	CO6

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

1. Prepare a poster of Anrdroid Architecture and componets.
2. Prepare Report on Android versions available in Market.
3. Prepare Report on Comparison of various Mobile Plateforms in Market.
4. Develop simple app and Prepare report.
5. Prepare Survey report on various App developed for Agriculture domain.
6. Prepare Survey report on various App developed for Finance and Banking domain.
7. Setup Flatter and Flask for App development using Python and Prepare report.
8. Prepare report on comparison of Android and iOS apps available in store.

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Introduction to Android and its Architecture	6	C	02	04	00	6
			O	02	00	00	2
2	Android Development Environments	6	C	02	04	06	12
			O	02	04	00	6
3	Introduction to Android Application Components	8	C	02	04	06	12
			O	00	00	08	8
4	Android User Interface	8	C	02	00	12	14
			O	00	04	06	10
5	Android Activity, Intents, Services and Database	10	C	02	04	12	18
			O	00	04	06	10
6	Multimedia, Security and Deployment	7	C	04	04	00	8
			O	04	00	00	4
Total		45	C	14	20	36	70
			O	8	12	20	40

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options	
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C	O
1	1R2	2R2	3R2	4R2	5R2	1R2	2R2	5	7
2	6R4	1U4	2U4	6R4	4U4			3	5
3	3U4	5U4	4A4	2U4	3A4			3	5
4	6U4	4A4	4A4	4U4	3A4			3	5
5	2A6	5A6	4A6					2	3
6	3A6	5A6	5A6					2	3

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Selection of proper tool,execution	5
2	Correctness of Logic	5
3	Debugging Ability and Appropriateness of output displayed	10
4	Viva Voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

S.N.	Criteria	Max. Marks
1	Selection of Topic	5
2	Content of Report/Assignment	10
3	Submission of Report	5
4	Viva Voce	5
	TOTAL	25

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	-	1	-	--	-	3	-	-	-
CO2	3	-	-	3	1	3	-	-	-
CO3	3	-	2	3	-	3	-	2	2
CO4	3		2	3	-	3	-	2	2
CO5	3	-	2	3	-	3	1	2	2
CO6	-	--	-	3	-	3	1	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Android	Dikshit Prasnna Kumar, Vikash publication,2014	13:9789325977884
2	Android Application Development	Rick Rogers, John Lombardo,O'Reilly, First edition,2009 e-book	13:978-0-596-52147-9
3	Android Programming for Beginners	Horten,John packet publication Edition , 2015	13:978-1-78588-326-2

XV e-References:

1. https://www.tutorialspoint.com/android/index.htm accessed on 5th May 2024
2. https://www.javatpoint.com/android-tutorial accessed on 5th June 2024
3. https://developer.android.com/ accessed on 5th July 2024

XVI List of Major Equipment/Machineries with Specification:

1. Computer system with latest configuration
2. Android Studio/SDK , Eclipse ,Database Tool like SQLite

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr.M.V.Sarode	HOD, Computer Engineering	Government Polytechnic, Nagpur
2	Mr P S Thakre	Lecturer in Computer Engineering	Government Polytechnic, Nagpur
3	Dr K L Bawankude	Lecturer in Computer Engineering	Government Polytechnic, Nagpur
4	Mr A A Uike	Lecturer in Computer Engineering	Government Polytechnic, Nagpur
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(An Autonomous Institute of Govt. of Maharashtra)
Near Mangalwari Bazar, Sadar, Nagpur-440001

COURSE CURRICULUM

Program	:	Diploma in CM
Course Category	:	DSC
Course Code	:	CM307H
Course Title	:	Information & Cyber Security

I Rationale:

The study of Information and Cyber Security is crucial due to the increasing prevalence and complexity of cyber threats. It is essential for protecting sensitive data, ensuring compliance with legal and regulatory standards, and safeguarding both individual and organizational assets from breaches and attacks. As digital systems become more integral to personal and business operations, expertise in cyber security helps maintain operational continuity, secure innovations, and address the critical shortage of skilled professionals in this field.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Implement data security measures and encryption techniques.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Analyze** risks and attacks in IT environment.

CO2: **Use** Access control techniques for information security.

CO3: **Apply** Cryptographic techniques for data security.

CO4: **Analyze** Threats and Attacks in cyber security.

CO5: **Identify** and analyze challenges of digital forensics.

CO6: **Inspect** applicable Sections of IT act for Cybercrime scenario.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
3	-	2	1	6	3

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70	100	40	25	10	25+	10	25	10

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Introduction to Information Security	1a	Classify information on the basis of given criteria.	1.1	Information, information classification by criteria, Need of Information.	CO1
	1b	Apply a confidentiality mechanism to protect given data in a given system	1.2	Principles of Information security: Confidentiality Integrity,Availability, Accountability	
	1c	Analyze the risk in given problem of system.	1.3	Risk analysis: Threat, Viruses, Vulnerability, Risk and Counter Measure.	
	1d	Identify the type of attack in a given web application.	1.4	Types of attack: Active and passive attack, Denial of service, DDOS, backdoors and trapdoors, sniffing, spoofing, Man in the Middle, Encryption attack. Other Security Principles: Non-repudiation, Authentication, Authorization, and Accountability.	
ation and	2a	Apply authentication technique in a given social networking site	2.1	Authentication and Identification: User name and Password, Piggybacking, Shoulder surfing, Dumpster diving.	

UNIT II: User Authentica Access control	2b	Apply given biometric system to design given system for a restricted access area.	2.2	Biometrics: Finger Print, Hand print, Retina, Voice, Keystroke and signature patterns.	CO2
	2c	Compare Access Control Models for given access role based on given properties.	2.3	Access control Models: Discretionary Access Control (DAC), Role Based Access Control (RBAC), and Mandatory Access Control (MAC).	
UNIT III: Introduction to Cryptography	3a	Apply given cryptography method to solve the problem.	3.1	Terminologies: Plain text, Cipher text, Cryptography, Cryptanalysis, Cryptology, Encryption, Decryption.	CO3
	3b	Apply substitution technique to given problem.	3.2	Substitution techniques: Caesar cipher, Modified Caesar cipher, Transposition techniques.	
	3c	Use DES and AES algorithm for encryption for given plaintext.	3.3	Symmetric Cryptography: DES(Data Encryption Standard) and AES(Advanced Encryption Standard algorithm	
	3d	Compare the given Asymmetric algorithms based on given criterias.	3.4	Asymmetric Cryptography: RSA and ECC	
	3e	Convert the given plain text into cypher text using Hash Functions.	3.5	Hash Function and message Integrity:MD5,SHA-, SHA-25	
n to Cyber Security	4a	Relate the concepts of confidentiality, integrity, and availability (CIA triad) to the given design.	4.1	Introduction: Cyber security Fundamentals.	
	4b	Identify types of attack in given system.	4.2	Types of Cyber Attacks: Web based attack, System based attack, Volume based attack	

UNIT IV: Introductio	4c	Apply given cyber crime detection technique to identify counterfeit digital certificates in a given scenario.	4.3	Cyber Crime: Cyber stalking ,Forgery and counterfeiting, Cyber squatting, AI and Machine Learning in Cyber Crime and Forensics, Big Data and Cloud Forensics	CO4
	4d	Identify case studies of given cyber threats.	4.4	Cyber threats: Cyber warfare,Cyber terrorism,Cyber Espionage.	
UNIT V: Cyber Crime and Cyber Forensics	5a	Identify cyber- crime type in given example.	5.1	Cybercrime: Wireless and mobile devices, Proliferation of mobile and wireless devices, Credit card Fraud in Mobile devices.	CO5
	5b	Compare various attacks mobile.	5.2	Attacks on Mobile devices	
	5c	Identify the challenges in Computer Forensics based on given problem.	5.3	Cyber Forensics: Historical Background, Digital forensics science, Digital Forensics Lifecycle, Forensic Analysis of email. Challenges of computer forensics.	
UNIT VI: Cyber Space and Laws	6a	Identify names of cyberspace for social media.	6.1	Introduction to Cyber space, Indian Cyberspace.	CO6
	6b	Illustrate need of Cyber Law in given situation.	6.2	Cyber Law, Cyber Security Policy	
	6c	Identify the IT Act section applied to given Crime situation	6.3	Sections of IT act 2000 and Amendment Act 2008.	
	6d	Compare Block chain technology with other security based on given criterias.	6.4	Introduction to Block chain.	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Use tools or simulations to demonstrate different attacks (e.g., DoS attacks, sniffing, spoofing).	2#	CO1
II	2	Use password managers to assess the strength and generate secure passwords.	2#	CO2
II	3	Identify and prevent physical security vulnerabilities.	2#	CO2
II	4	Evaluate the accuracy and reliability of fingerprint and handprint recognition systems.	2#	CO2
II	5	Configure a system with MAC policies (e.g., labeling and classification of data).	2#	CO2
III	6	Implement the Caesar cipher algorithm	2#	CO3
III	7	Develop an algorithm to encrypt and decrypt messages using transposition techniques.	2#	CO3
III	8	Apply the DES encryption algorithm to encrypt and decrypt message.	2#	CO3
IV	9	Demonstrate use of SQL Injection to retrieve sensitive information from a database.	2#	CO4
IV	10	Perform a brute force attack on a local machine using tools like Hydra.	2#	CO4
IV	11	Simulate a Denial of Service (DoS) attack on a web server using hping3 or LOIC (Low Orbit Ion Cannon).	2	CO4
IV	12	Simulate a phishing email attack by crafting a fake email and sending it to a controlled environment.	2	CO4
V	13	Perform a vulnerability scan on a mobile device using tools like OWASP ZAP or Mobile Security Framework (MobSF).	2#	CO5
V	14	Create a simple mobile app and implement weak encryption on payment data. Then simulate an attack that intercepts payment information.	2	CO5
VI	15	Simulate a basic blockchain using a set of paper-based transactions. Each student adds a block to the chain by recording transactions, creating a ledger.	2#	CO6

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

1. Research top vulnerabilities listed in OWASP and explain how they can be exploited in IT environments.
2. Create a sample risk assessment matrix for an IT company.
3. Research various MFA methods and write a report on the pros and cons of each method.
4. Prepare a report that explains the strengths and weaknesses of symmetric and asymmetric encryption in practical scenarios.
5. Analyze real-life cases of phishing attacks and discuss the impact and prevention methods.
6. Research notable DDoS attacks (e.g., GitHub, Dyn) and create a report outlining the attack method and countermeasures used.
7. Research a famous cybercrime case where digital evidence played a critical role and describe how the evidence was collected and used in court.
8. Perform a case study on mobile forensics tools (e.g., Cellebrite) and how they are used to analyze mobile devices in criminal investigations.
9. Prepare a report on different categories of cyber threats and attacks, including phishing, ransomware, SQL injection, and advanced persistent threats (APT).
10. Prepare a report on cyber kill chain and how attackers move through different phases, from reconnaissance to exfiltration.
11. Set up a simple RBAC model using cloud infrastructure (AWS IAM or Google Cloud IAM) or a Linux-based system.
12. Use Python or a cryptography tool (e.g., OpenSSL) to encrypt and decrypt a file using both symmetric and asymmetric techniques.
13. Investigate a recent major cyberattack (e.g., SolarWinds breach or WannaCry attack) and write a case study explaining the threat actor's tactics and techniques.
14. Prepare a report on digital forensics lifecycle, focusing on evidence collection and preservation in mobile devices.
15. Analyze a case study involving mobile forensics (e.g., retrieving data from an Android or iOS device) and summarize the key findings and tools used.

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Introduction to Information Security	2	C	02	00	00	2
			O	02	00	00	2
2	User Authentication and Access control	5	C	04	04	04	12
			O	00	04	00	4
3	Introduction to Cryptography	8	C	02	04	04	10
			O	02	00	04	6
4	Introduction to Cyber Security	14	C	02	04	12	18
			O	04	04	04	12
5	Cyber Crime and Cyber Forensics	8	C	02	04	10	16
			O	00	04	06	10
6	Cyber Space and Laws	8	C	02	04	06	12
			O	00	00	06	6
Total		45	C	14	20	36	70
			O	8	12	20	40

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options	
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C	O
1	1R2	3R2	4R2	5R2	6R2	1R2	3R2	5	7
2	2R4	2U4	4U4	2U4	4R4			3	5
3	3A4	3U4	2A4	4U4	3A4			3	5
4	5U4	5A4	6U6	5U4	4A4			3	5
5	4A6	5A6	6A6					2	3
6	4A6	6A6	5A6					2	3

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Installation/configuration of software	5
2	Correctness of Executing various commands	5
3	Writing and executing programs to get desired output	10
4	Viva Voce & Submit journal report in time	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

S.N.	Criteria	Max. Marks
1	Installation/configuration of software	5
2	Correctness of Executing various commands	5
3	Writing and executing programs to get desired output	10
4	Viva Voce & Submit journal report in time	5
	TOTAL	25

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	3	-	-	2	-	-
CO2	3	-	-	3	-	-	-	-	-
CO3	3	-	3	3	-	-	-	-	-
CO4	3	-	3	3	-	-	2	2	-
CO5	3	-	3	3	-	1	2	2	-
CO6	3	-	3	3	-	1	2	2	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Cryptography and Network Security	Willium Stalling,Pearson,Sixth Edition, 2014	978-93-325-1877-3
2	Computer Security	Dieter Gollman,Wiley Publication	978-0-470-74115-3
3	Cyber Laws and IT protection	978-81-203-4570-6	978-81-203-4570-6

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1. https://www.tutorialspoint.com/information_security_cyber_law/index.htm accessed on 20th Aug 2024
2. https://www.tutorialspoint.com/computer_security/index.htm accessed on 21st Aug 2024
3. https://www/IT Act 2000 accessed on 25th Aug 2024
4. https://www/IT Amendment Act 2008 accessed on 25th Aug 2024

XVI List of Major Equipment/Machineries with Specification:

1. Computer system (Any computer system with basic configuration)
2. Linux or alike operating system such as Ubuntu, CentOS or any other.

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr M. V. Sarode	HoD, Computerl Engineering	Government Polytechnic, Nagpur
2	Dr. U. B. Aher	Lecturer in CM	Course Expert G.P.Nagpur
3	Dr. K. L. Bawankule	Lecturer in CM	Course Reviewer G.P.Nagpur
4	Mr. A. A. Ukey	Lecturer in CM	Course Reviewer G.P.Nagpur
5	Mr.Dipak Dhote	Operations Manager,	IT-Network Infosystems
6	Dr.Rakesh Kadu	Assistant Professor, I.T.	Ramdeobaba College of
7	Mrs.V.A.Raje	System Analyst	MSBTE,RO Nagpur

(Dr. M V Sarode)
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(An Autonomous Institute of Govt. of Maharashtra)
Near Mangalwari Bazar, Sadar, Nagpur-440001

COURSE CURRICULUM

Program	:	Diploma in CM
Course Category	:	DSE
Course Code	:	CM308H
Course Title	:	Internet of Things

I Rationale:

The Internet of Things (IoT) has significantly accelerated the advancement of Industry 4.0 by fostering automation and minimizing the need for human intervention. IoT refers to the interconnected network of physical objects or "things" equipped with sensors, software, and other technologies. These devices collect data from their surroundings and transmit it to cloud-based systems, where IoT applications can be efficiently monitored and controlled. By leveraging IoT, innovative and practical solutions are developed to address real-world challenges, making processes smarter, more efficient, and highly adaptive to dynamic environments.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Develop IoT applications and devices.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Use** general concepts of Internet of Things (IoT).

CO2: **Analyze** IoT gateways and microcantrollers.

CO3: **Apply** sensors and communication protocols to design efficient IoT systems.

CO4: **Develop** IoT applications using the required softrware stack.

CO5: **Integrate** IoT services with cloud computing for scalable data storage , processing and real-time analytics.

CO6: **Design** 3D applications using the fundamentals of 3D printing technology.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
3	-	2	1	6	3

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70	100	40	25	10	25+	10	25	10

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
Fundamental Building Blocks of Internet of Things	1a	Comprehend the importance of IoT in day to day technological landscape.	1.1	Basics of IoT. Definition and Scope of IoT, Evolution of IoT: Definition and Scope of IoT, Evolution of IoT, Applications of IoT in Various Domains (Healthcare, Smart Cities, Agriculture, Industry, etc.)	CO1
	1b	Propose an IoT-based solution to enhance real-time tracking, inventory management, and route optimization for given IoT application	1.2	Impact of IoT on world: Economic and Industrial Transformation through IoT, IoT for Smart Cities and Sustainable Development, Societal and Ethical Implications of IoT.	
	1c	Identify the necessary sensors, actuators, and network components required for implementation of given application.	1.3	Fundamental Building Blocks of IoT applications: IoT Architecture and Components, IoT Communication and Networking Protocols, IoT Data Processing and Application Development.	

UNIT I:	1d	Develop insight of IoT applied in real-world senarios, focusing on the components, technologies and benefits of a given use case.	1.4	Use cases: 5 steps of application building, Fundamental building blocks of the use case, Circuit Designer, Block programmer.	
UNIT II: IoT Gateways and Microcontroller & Microprocessor	2a	Choose an appropriate IoT gateway tol handle communication, protocol conversion, and data security in	2.1	Know your IoT Gateway: Introduction to IoT Gateways, IoT Gateway Communication and Protocols, IoT Gateway Deployment and Management.	CO2
	2b	Develop given IoT applications by leveraging the architecture and capabilities of Arduino microcontrollers.	2.2	Microcontrollers- Arduino/ ESP32: Architecture and Features of Arduino & ESP32, Programming and Interfacing with Sensors & Actuators, IoT Connectivity and Cloud Integration.	
	2c	Develop given IoT application using Raspberry Pi, to solve given challenges.	2.3	Microprocessor- Rasberry Pi 4B: Architecture and Features of Raspberry Pi 4B,Interfacing Sensors and Actuators with Raspberry Pi 4B, IoT Implementation Using Raspberry Pi 4B.	
UNIT III: Sensors and Communication Protocols in IoT	3a	Iintegrate appropriate sensors for given IoT applications.	3.1	Working principles of Sensors: Types of Sensors and Their Operating Principles, Sensor Data Acquisition and Signal Processing, Integration of Sensors in IoT Systems.	CO3
	3b	Apply the operating principles of given sensors to detect and measure given physical properties in IoT applications.	3.2	Sensors Calibration: Principles of Sensor Calibration, Methods and Techniques for Sensor Calibration, Practical Implementation of Sensor Calibration in IoT Systems.	
	3c	Identify the protocol suited for given application.	3.3	IoT Communication Protocols- Bloetooth, WiFi, SPI, USB,UART, I2C	

UNIT IV: Software stack for IoT Application	4a	Apply circuit design software to create, simulate, and analyze electronic circuits for given IoT applications.	4.1	Circuit designer overview: Fundamentals of Circuit Design for IoT Devices, Interfacing Sensors and Actuators in IoT Circuit Design	CO4
	4b	Develop block programming to connect an IoT device to an IoT cloud platform using given protocol.	4.2	Block programming: Introduction to Block-Based Programming for IoT, Building IoT Applications with Block Programming, Integrating Block Programming with IoT Platforms	
	4c	Apply an Integrated Development Environment (IDE) for Python to efficiently develop, code, and debug given IoT projects.	4.3	Python direct IDE: Introduction to Python IDEs for IoT Development, Interfacing IoT Devices using Python IDE, Developing and Deploying IoT Applications with Python.	
	4d	Develop Python programming to create given IoT applications.	4.4	Introduction to Python: Python Basics for IoT Development, Interfacing Python with IoT Devices, Data Handling and Visualization in IoT.	
	4e	Design given system using block-based Python to meet given criterian.	4.5	Learn Python using Blocks: Introduction to Block-Based Coding for Python, Building IoT Applications with Block-Based Python, Real-World IoT Projects with Block-Based Python.	
	5a	Design given architecture for the system, identifying key components and the communication protocols required.	5.1	Ublocking the power of IoT: IoT Architectures and Communication Protocols, IoT Data Management and Analytics, Security, Privacy, and Ethical Considerations in IoT.	

UNIT V: IoT services and Cloud Computing	5b	Identify security mechanisms used to implement secure communication between the mobile browser and the IoT gateway.	5.2	Mobile browser to IoT Gateway Communication: Protocols and Standards for Mobile Browser to IoT Gateway Communication: OAuth, TLS, API keys. Security Considerations in Mobile Browser to IoT Gateway Communication, Implementation and Optimization Techniques for Efficient Communication	CO5
	5c	Apply the concept of cloud services to given IoT applications.	5.3	Cloud connectivity for IoT application: Cloud Communication Protocols for IoT Connectivity, Security and Privacy in IoT Cloud Connectivity, Cloud-based Data Processing and Optimization for IoT.	
	5d	Create and manage an Amazon Web Services (AWS) account.	5.4	AWS account creation: Setting Up an AWS Account for IoT Development, AWS Services and Console Navigation for IoT, Security and Compliance Considerations in AWS Account Setup	
	5e	Apply strategies for managing and optimizing AWS costs effectively to ensure efficient use of cloud resources for given IoT applications.	5.5	AWS cost management: AWS Pricing Models and Cost Optimization for IoT Workloads, AWS Cost Monitoring and Budgeting for IoT Deployments, Cost Optimization Strategies for Large-Scale IoT Applications	
ion to 3D printing	6a	Apply principles of 3D printing for given application.	6.1	Basic principle of 3D printing , steps in 3D printing process.	
	6b	Use 3D printer components for printing given IoT-related projects.	6.2	3D printer components and their calibration: Overview of 3D Printer Components and Their Functions, Calibration Techniques for 3D Printer Accuracy and Precision.	

UNIT VI: Introducti	6c	Apply given slicer settings for effective 3D printing.	6.3	Common basic slicer settings (layer height, fill density, supports, platform adhesion-skirt, brim, raft, shell thickness)	CO6
	6d	Design given post-processing techniques essential for refining IoT data.	6.4	Post processing techniques, need of post-processing, steps in post processing	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Connect the IR sensor and Servo motor to the IoT Gateway.	2#	CO1
II	2	Build the IoT Home security solution using digital lock.	2#	CO1
II	3	Build the IoT Home security solution using IR, camera and buzzer.	2#	CO2
II	4	Develop an application for Energy saving solution with smart lighting.	2	CO2
III	5	Demonstrate a timer based smart Irrigation Solution.	2#	CO3
III	6	Build the IoT based water quality testing Solution.	2#	CO3
IV	7	Construct IoT application in weather forecasting.	2	CO4
IV	8	Build IoT solution for Rain sensing Automatic Roof.	2#	CO4
V	9	Create IoT application for Air quality Monitoring.	2	CO4
V	10	Develop a smart city parking management system.	2#	CO5
V	11	Create a Smart Stress Monitoring Solution using GSR sensor.	2#	CO5
V	12	Create IoT solution.Connect the sensor to the IoT Gateways as per application requirement. Verify the notification sent to the mobile device on execution of program.	2#	CO5
VI	13	Calibrate the 3d printer bed level for optimal first layer adhesion and print quality.	2#	CO6
VI	14	Use slicing software to adjust infill density, pattern and object orientation.	2#	CO6
VI	15	Use appropriate tools to remove support material , enhance surface texure and improve accuracy of printed object.	2#	CO6

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

1. Develop a concept map that connects the definition of IoT with components like sensors, actuators, and connectivity protocols.
2. Create a Venn diagram comparing the characteristics, advantages, and disadvantages of IoT in diff. sectors (e.g., smart cities/industrial IoT).
3. Use free or trial versions of IoT platforms like ThingSpeak or IBM Watson IoT to understand how physical and logical designs are implemented.
4. Use network simulation tools like Cisco Packet Tracer or IoTIFY to model IoT communication networks and understand how data flows.
5. Create a small IoT project using platforms like Arduino or Raspberry Pi, such as a temperature sensor that sends data to the cloud.
6. Build simple sensor circuits using Arduino or Raspberry Pi for different sensor types (e.g., measuring light intensity, soil moisture, temperature).
7. Use a microcontroller to collect data from different sensors and log it to a cloud service (e.g., Google Sheets, ThingSpeak).
8. Build projects that use actuators like servos and stepper motors (e.g., a robotic arm, motorized door) using Arduino or Raspberry Pi.
9. Create a comparison table between microcontrollers (e.g., Arduino, ESP32, STM32) and microprocessors (e.g., Raspberry Pi, Intel Edison).
10. Set up a Real-Time Operating System (RTOS) like FreeRTOS on a microcontroller (e.g., ESP32).
11. Use tools like Lucidchart or Draw.io to create and annotate these diagrams, including how each layer handles data flow and communication.
12. Use a network simulation tool like Mininet to simulate an SDN-enabled network. Set up basic rules to control IoT traffic.
13. Simulate an IoT communication setup using protocols like MQTT or CoAP. Use platforms to send/receive messages between IoT devices.
14. Use interactive tools or websites like Tinkercad to virtually explore the pin configuration and experiment with digital and analog I/O pins.
15. Prepare any microproject based on curriculum contents.

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Fundamental Building Blocks of Internet of Things	5	C	02	04	00	6
			O	02	00	00	2
2	IoT Gateways and Microcontroller & Microprocessor	8	C	04	04	06	14
			O	04	04	00	8
3	Sensors and Communication Protocols in IoT	8	C	02	04	06	12
			O	00	04	04	8
4	Software stack for IoT Application	8	C	02	04	08	14
			O	02	00	06	8
5	IoT services and Cloud Computing	8	C	02	04	10	16
			O	00	04	04	8
6	Introduction to 3D printing	8	C	02	00	06	8
			O	00	00	06	6
Total		45	C	14	20	36	70
			O	8	12	20	40

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options	
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C	O
1	1R2	3R2	4R2	5R2	6R2	1R2	4R2	5	7
2	2R4	1U4	2U4	2R4	2U4			3	5
3	3U4	4U4	4A4	3U4	5U4			3	5
4	4A4	5U4	5A6	3A4	5A4			3	5
5	2A6	3A6	4A6					2	3
6	5A6	6A6	6A6					2	3

*T- Unit/Topic Number L- Level of Question M- Marks
*R – Remember U – Understand A – Analyze / Apply
*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Correctness of Logic of program	10
2	Debugging ability	5
3	Quality of input and output displayed (messaging and formatting)	5
4	Viva Voce & Submit journal report in time	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

S.N.	Criteria	Max. Marks
1	Selection of Topic	5
2	Correctness of Executing various commands	5
3	Writing and executing programs to get desired output	10
4	Viva Voce & Submit journal report in time	5
	TOTAL	25

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific Outcomes	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	3	-	-	3	3	-
CO2	3	-	-	3	-	-	3	3	3
CO3	3	2	3	3	3	3	3	3	3
CO4	3	2	3	3	3	3	3	3	3
CO5	3	2	3	3	3	3	3	3	3
CO6	3	-	3	3	3	3	3	3	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	IoT Fundamentals : Networking Technologies, Protocols and Use Cases fot Internet of Things.	David Hanes, Gonzalo Salguoiro, Patrik Grossetti, Cisco Press, Indianapolis, IN 46240 USA	13: 978-1-58714-456-1
2	Raspberry Pi Cookbook: Software and Hardware Problems and Solutions	Siemen Monk, O'Reilly, Third Edition	13: 978-9352139262
3	Sensors, Actuators, and their Interfaces: A multidisciplinary introduction (Materials, Circuits and Devices)	N. Ida, Scitech Pub Inc, 2013	13: 9781613530061, 10: 1613530064
4	A Hands-On Course in Sensors Using the Arduino and Raspberry Pi	Ziemann, Volker, CRC Press, 1st Edition, 2018	13: 9781351188296
5	Internet of Things – A Hands on Approach	Arshdeep Bahga and Vijay Madisetti, Orient Blackswan Private Limited - New Delhi; First Edition, 2015	13: 9788173719547

XV e-References:

1. https://www.youtube.com/watch?v=qQTQcN44UWg&list=PL0s3O6GgLL5cteXH7CJK7kc2Ar5wR7M81&index=8 accessed on 30th August 2024.
2. https://www.youtube.com/channel/UCApuVcyFBwHlAadRsnTmv9w/videos accessed on 27th Nov 2024.
3. https://github.com/microsoft/IoT-For-Beginners accessed on 17th December 2024.
4. https://www.tinkercad.com/learn/Circuits?collectionID=O0K87SQLIW5N4P2 accessed on 17th December 2024.

XVI List of Major Equipment/Machineries with Specification:

1. Aurdino Board/ Rasberry pi (Any computer system with basic configuration)
2. Various sensors actuators.

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr M. V. Sarode	HoD, Computer Engineering	Government Polytechnic, Nagpur
2	Dr. U. B. Aher	Lecturer in Computer Engineering	Government Polytechnic, Nagpur
3	Dr. K. L. Bawankule	Lecturer in Computer Engineering	Government Polytechnic, Nagpur
4	Mr. A. A. Ukey	Lecturer in Computer Engineering	Government Polytechnic, Nagpur
5	Mr.Dipak Dhote	Operations Manager	IT-Network Infosystems Pvt LTD, Nagpur
6	Dr.Rakesh Kadu	Assistant Professor, I.T.	Ramdeobaba College of Engg, and Management, Nagpur
7	Mrs.V.A.Raje	System Analyst	MSBTE,RO Nagpur

(Dr. M V Sarode)
HOD & Chairman PBOS, CM

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COURSE CURRICULUM

Program	:	Diploma in CM
Course Category	:	DSE
Course Code	:	CM309H
Course Title	:	Cloud Computing

I Rationale:

Cloud computing is a global phenomenon, with organizations worldwide leveraging Cloud services to drive innovation and scalability. By acquiring proficiency in cloud technologies through a recognized course, individuals unlock a plethora of global job opportunities. Completing a cloud computing course not only enhances your existing skill set but also demonstrates your commitment to staying abreast of industry trends. This, in turn, paves the way for career advancement opportunities, including promotions, salary increments, and leadership roles within IT departments. This course provides an introductory exploration of cloud computing with an emphasis on fundamental architecture concepts and basic development practices. Students will learn about cloud service models, architectural principles, and gain handson experience in developing and deploying cloud-native applications.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Work with cloud computing technologies

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Deploy** the given cloud computing models.

CO2: **Create** virtual machines for cloud deployement.

CO3: **Accesses** different types of cloud storage and apply backup for recovery.

CO4: **Use** secure cloud resources in the cloud computing models.

CO5: **Apply** firewalls for securing the cloud models.

CO6: **Monitor** cloud resources for optimize its performance.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
3	-	2	1	6	3

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
30	70	100	40	25	10	25+	10	25	10

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Introduction to Cloud Computing.	1a	Differentiate the given Cloud Service Models.	1.1	Definition and characteristics of Cloud Computing (On-demand, Scalability, Elasticity), IaaS (Infrastructure as a Service), PaaS (Platform as a Service), SaaS (Software as a Service)	CO1
	1b	Deploy the given Cloud Models.	1.2	Types of Cloud models : Public Cloud, Private Cloud, Hybrid Cloud. Overview of Major Providers (AWS, Azure, Google Cloud Platform), Basic Features and Services Offered	
II: Cloud Infrastructure.	2a	Create Virtual environment for the cloud models.	2.1	Concept of virtual machines and hypervisors	CO2
	2b	Create Virtual Machines of the Cloud models.	2.2	Deploying and managing VMs	
	2c	Implement Load Balancing in the given standard Cloud models.	2.3	Basics of scalability in cloud environments	

UNIT	2d	Scale the given standard Cloud models.	2.4	Horizontal vs. Vertical Scaling High Availability and Fault Tolerance	
UNIT III: Cloud Storage.	3a	Differentiate the given types of Cloud Storage in the given Cloud models.	3.1	Object Storage (e.g., AWS S3, Google Cloud Storage), Block Storage (e.g., AWS EBS, Azure Disk)	CO3
	3b	Retrive the given Data from the given Cloud models.	3.2	Uploading and retrieving data in Cloud Computing	
	3c	Implement Backup and Disaster Recovery to given Cloud model.	3.3	Importance of backups and cloud-native disaster recovery solutions.	
UNIT IV: Cloud Networking	4a	Deploy Virtual Networks in givenCloud (VPCs) network.	4.1	Virtual Private Clouds (VPCs), Subnets, and IP address management	CO4
	4b	Identify the Security Groups and Firewalls for the given cloud models.	4.2	Basics of cloud security rules Rule 1, 2, 3, 4 and 5	
	4c	Use the Connecting Resources from the given Cloud models.	4.3	Using gateways and VPN connections to link resources	
	4d	Deploy Cloud Security in the given Cloud models.	4.4	Shared responsibility model in cloud security	
UNIT V: Cloud Security and Identity Management	5a	Apply Cloud Security to the given Cloud models.	5.1	Shared responsibility model in cloud security	CO5
	5b	Identify the Identity and Access Management (IAM) tools for the given Cloud models.	5.2	Creating roles, policies, and user management	
	5c	Apply Data Encryption and Security Best Practices in the given Cloud models.	5.3	Encrypting data at rest and in transit	
and Cost	6a	Evaluate the Cloud Resource Monitoring in the given Cloud models.	6.1	Monitoring tools (eg. CloudWatch, Azure Monitor)	

UNIT VI: Monitoring a Management	6b	Interpret Cloud Billing and Cost Management in the given Cloud models.	6.2	Basic cost management principles and tracking resource usage	CO6
	6c	Implement Performance Optimization of the the given Cloud models.	6.3	Optimizing cloud applications for cost efficiency	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Create a free-tier account on a cloud platform (e.g., AWS, Azure, Google Cloud)	2#	CO1
I	2	Deploy a simple virtual machine (VM) on a cloud platform.	2#	CO1
II	3	Deploy a virtual machine and configure auto-scaling.	2#	CO2
II	4	Implement load balancing for a simple web application.	2#	CO2
II	5	Ceate a Virtual Private Cloud (VPC) or Virtual Network (VNet) and configure subnets.	2#	CO2
III	6	Create a cloud storage bucket and upload files.	2#	CO3
III	7	Apply automatic data backup and recovery and configure these in the cloud network.	2#	CO3
III	8	Create a simple storage bucket in AWS S3 or Azure Blob Storage.	2	CO3
IV	9	Create and configure a VPC with subnets and security groups.	2#	CO4
IV	10	Create a firewall rules to control access to cloud instances.	2#	CO4
V	11	Create IAM roles and configure policies for different users.	2#	CO5
V	12	Implement encryption for cloud storage and manage access controls.	2#	CO5
V	13	Use a cloud-based key management service (KMS) to encrypt data at rest.	2#	CO5
VI	14	Evaluate the resource monitoring for cloud instances from the given Cloud Models.	2#	CO6
VI	15	Create budget alerts to track cloud spending in the given Cloud Models.	2	CO6

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

1. Deploy a basic cloud-based application (like a simple web server) on AWS, Azure, or GCP, explaining how the cloud infrastructure supports scalability, reliability, and cost efficiency.
2. Implement a basic cloud application that can scale vertically or horizontally based on traffic demands. Document how cloud computing enables dynamic scalability.
3. Deploy a cloud-based application using Platform as a Service (PaaS) (e.g., Google App Engine, Azure App Services) and compare it to deploying an IaaS-based solution (e.g., AWS EC2, Azure Virtual Machines).
4. Implement a solution where you combine IaaS and PaaS. For example, deploy a virtual machine on AWS and use AWS Elastic Beanstalk for hosting the application. Provide an explanation of why both services are used together.
5. Design and document the architecture for a Hybrid Cloud environment where you use both on-premise resources and public cloud services.
6. Deploy an On-Premises to Cloud Hybrid solution using AWS Direct Connect or Azure ExpressRoute, and integrate a cloud application with an on-premises database.
7. Implement a Multi-cloud architecture using AWS and Azure for different application components (e.g., running front-end on AWS and back-end services on Azure). Explain the reason behind this choice.
8. Deploy AWS IAM roles and Azure Active Directory for managing access to cloud resources. Implement encryption for all sensitive data at rest and in transit.
9. Deploy a virtual machine in AWS EC2 or Azure VM, configure it to host a basic web application, and secure it using firewalls and security groups.
10. Implement auto-scaling for your virtual machine deployment using AWS Auto Scaling or Azure Scale Sets. Configure load balancing to manage fluctuating traffic.
11. Deploy the same application (e.g., a simple web app) on multiple cloud platforms (AWS, GCP, Azure) and compare the ease of use, pricing, and performance.
12. Implement a cloud migration strategy that involves identifying the right cloud provider for a specific workload, migrating an existing application to the selected provider, and testing the results.

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Introduction to Cloud Computing.	5	C	02	04	00	6
			O	00	04	00	4
2	Cloud Infrastructure.	10	C	04	04	12	20
			O	02	00	10	12
3	Cloud Storage.	7	C	02	00	04	06
			O	02	00	00	02
4	Cloud Networking	10	C	02	04	12	18
			O	00	00	10	10
5	Cloud Security and Identity Management	8	C	02	04	08	14
			O	04	04	00	8
6	Monitoring and Cost Management	5	C	02	04	00	6
			O	00	04	00	4
Total		45	C	14	20	36	70
			O	8	12	20	40

*C - Compusory O - Optional

*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

Q. No.	Bit 1	Bit 2	Bit 3	Bit 4	Bit 5	Bit 6	Bit 7	Options	
	TLM	TLM	TLM	TLM	TLM	TLM	TLM	C	O
1	1R2	3R2	4R2	5R2	6R2	2R2	3R2	5	7
2	2U4	1U4	5A4	5R4	6U4			3	5
3	5U4	6U4	2R4	1U4	5U4			3	5
4	4U4	3A4	5A4	4A4	2A4			3	5
5	2A6	4A6	4A6					2	3
6	4A6	2A6	2A6					2	3

*T- Unit/Topic Number L- Level of Question M- Marks

*R – Remember U – Understand A – Analyze / Apply

*1R2 means Unit Number No- 1, Level of Question –Remember, Marks – 2 Marks

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Creating Cloud Infrastructure	5
2	Accesing Cloud Security	10
3	Managing Cloud Infrastructure	5
4	Viva Voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

S.N.	Criteria	Max. Marks
1	Perfect selection of the cloud service providers	5
2	Access to cloud storage service providers	5
3	Creation of own cloud private cloud	5
4	Report Writing	10
	TOTAL	25

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	-	-	-	-	-	-
CO2	3	-	-	3	-	-	-	-	-
CO3	3	-	-	3	-	-	-	-	-
CO4	3	-	-	3	2	-	2	-	-
CO5	3	-	-	3	2	-	2	-	-
CO6	3	-	-	-	2	-	2	1	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Cloud Computing: Concepts, Technology & Architecture	by Thomas Erl, Ricardo Puttini, and Zaigham Mahmood, Service Tech Press, Third, 2018	13: 978-0-13-338752-0 10: 0-13-338752-6
2	Architecting the Cloud	Michael J. Kavis, Wiley CIO 2017	13: 9781118826461
3	Cloud Computing: Theory and Practice	Dan C. Marinescu,Morgan Kaufmann Publishers Inc.340 Pine Street, Sixth FloorSan Francisco CAUnited States, 2014	13: 978-0-12-812810-7
4	The Art of Scalability: Scalable Web Architecture, Processes, and Organizations	Martin L. Abbott, Michael T. Fisher, Addison-Wesley Professional, 2012	13: 978-0137030422
5	Cloud Networking: Understanding Cloud-based Data Center Networks	Gary Lee, Morgan Kaufmann Publishers Inc.340 Pine Street, Sixth FloorSan FranciscoCAUnited States, 2014	13:978-0-12-800728-0

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1. https://azure.microsoft.com/en-in/resources/cloud-computing-dictionary/what-is-cloud-computing#Benefits accessed on 26th August 2024
2. https://www.dataversity.net/brief-history-cloud-computing accessed on 28th September 2024
3. https://www.dialogic.com/~/media/products/docs/whitepapers/12023-cloud-computing-wp.pdf accessed on 28th June 2024
4. https://cognitiveclass.ai/courses/introduction-to-cloud accessed on 26th August 2024
5. https://www.ibm.com/topics/cloud-computing accessed on 28th August 2024
6. https://www.dialogic.com/~/media/products/docs/whitepapers/12023-cloud-computing-wp.pdf accessed on 24th June 2024

XVI List of Major Equipment/Machineries with Specification:

1. Routers
2. Firewalls
3. Load balancers
4. Storage arrays
5. Backup devices
6. Servers

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr. M. V. Sarode	HoD, Computer engineering	Government Polytechnic, Nagpur
2	Dr. K. L. Bawankule	Lecturer, Computer engineering.	Government Polytechnic, Nagpur
3	Mr. P. S. Thakre	Lecturer, Computer engineering.	Government Polytechnic, Nagpur
4	Dr. Rakesh Kadu	Assistant Professor, IT	Ramdeobaba College of Engineering Nagpur
5	Mr. Dipak Dhote	Operation Manager	IT-Network Infosystem Pvt Ltd.
6	Mrs. V. A. Raje	System Analyst	MSBTE, RO, Nagpur

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(An Autonomous Institute of Govt. of Maharashtra)
Near Mangalwari Bazar, Sadar, Nagpur-440001

COURSE CURRICULUM

Program	:	Diploma in CM
Course Category	:	SEC
Course Code	:	CM352H
Course Title	:	Capstone Project

I Rationale:

The Capstone Project curriculum bridges academic theory with practical application, offering diploma engineering students real-world experience in project planning, execution, and analysis. By engaging in teamwork and problem-solving, students apply technical knowledge, innovate solutions, and develop essential skills in technical communication through detailed report writing. Professional presentation practice builds confidence and clarity, preparing students to effectively convey and defend their work. This curriculum fosters adaptability, critical thinking, and self-directed learning, equipping students with the competencies necessary for success in engineering roles within industry or further academic study.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Demonstrate leadership qualities in project management

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Develop** a feasible project proposal addressing relevant engineering problem(s).

CO2: **Plan** and organize project activities, including timeline, resource allocation, and budgeting.

CO3: **Compile** a literature review and methodology relevant to the project.

CO4: **Execute** project tasks systematically to achieve desired engineering outcomes.

CO5: **Test,** troubleshoot, and refine project components to ensure accuracy of results.

CO6: **Prepare** and present project report, effectively communicating goals, methodology, and results.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
-	-	4	-	4	2

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
-	-	-	-	50	20	50+	20	-	-

VI Classroom Learning Content:

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
Unit I: Proposal	1	Form project teams of four to five students, as per the guidelines of your program.	2#	CO1
	2	Conduct initial survey to identify a relevant engineering problem and define the problem scope, objectives, and key challenges.	2#	CO1
	3	Hold team brainstorming sessions to explore potential approaches and solutions and evaluate each approach's feasibility and effectiveness in addressing the problem.	2#	CO1
	4	Analyse project requirements: materials, technology, cost, time, and human resources and identify potential risks and develop mitigation strategies.	2#	CO1
	5	Present the preliminary proposal to the project guide and revise the proposal based on feedback, refine the problem statement and solution approach (if required).	2#	CO1
	6	Prepare a formal proposal document in prescribed format and submit it for approval by the mentor (project guide).	2#	CO1

Unit II: Planning	7	Create a Gantt chart or project schedule outlining major tasks, milestones, and deadlines and set target dates for each phase, considering project scope.	2#	CO2
	8	Identify the necessary tools, equipment, materials, and software for project completion and assign team members to tasks based on skill sets and project needs.	2#	CO2
	9	Calculate costs for materials, equipment rentals, software licenses, and miscellaneous expenses and set a budget for each phase of the project to ensure cost-effective planning.	2#	CO2
	10	Estimate the required hours for each team member based on project needs and timelines and monitor resource usage throughout the project to stay within budget and schedule.	2#	CO2
Unit III: Liturature Survey	11	Search for academic papers, industry reports, and case studies related to the project topic and analyse collected resources and summarize findings, noting insights that inform project design.	2#	CO3
	12	Evaluate existing research to identify areas that lack sufficient study or solutions and define how the project will address these gaps and contribute new insights.	2#	CO3
	13	Choose appropriate methods for data collection, experimentation, or analysis to achieve project objectives and justify the chosen methodology based on similar studies and project requirements.	2#	CO3
	14	Compile a written review summarizing relevant literature, key insights, and the project's methodological approach and submit the literature review and methodology for mentor feedback and revision.	2#	CO3
Project Work	15	Divide the project into specific, manageable tasks aligned with the project plan and assign each task to team members according to skill and expertise.	2#	CO4
	16	Begin hands-on work, such as prototyping, coding, or constructing components, according to the project methodology and ensure all steps align with technical requirements and desired outcomes.	2#	CO4
	17	Continue project task.	2#	CO4
	18	Continue project task.	2#	CO4
	19	Continue project task.	2#	CO4
	20	Continue project task.	2#	CO4

UNIT IV:	21	Continue project task.	2#	CO4
	22	Continue project task.	2#	CO4
	23	Regularly review each task's progress to ensure alignment with specifications and quality standards and use checklists or logs to document completion and quality of each task.	2#	CO4
	24	Record steps taken, materials used, results, and any challenges faced in a project log and ensure all documentation is clear for future reference or report preparation.	2#	CO4
UNIT V: Testing	25	Perform functionality tests on individual components or subsystems to identify any issues and compare test results against expected outcomes to assess accuracy.	2#	CO5
	26	Apply systematic troubleshooting techniques to isolate the root causes of errors (if any) and modify component settings, recalibrate, or replace parts if needed to resolve issues.	2#	CO5
	27	Prepare detailed records of testing procedures, troubleshooting steps, and final adjustments and include annotated test results to support final project reporting.	2#	CO5
UNIT VI: Report Writing	28	Document project goals, methodology, findings, analysis, and conclusions in a structured report format which includes following. •Title Page which includes: Project Title, Purpose of submission, Institute logo, Students Name, Guide Name, Program, and Institute Name •Certificates: Student declaration, Certificate from guide •Acknowledgement •Table of contents •List of Tables •List of Figures •List of abbreviations and acronyms (if any) •Text 1.Introduction, objectives 2.Literature Survey 3.Methodology/Materials/Methods/Estimate. 4.Results 5.Summary/Conclusion. 6.References	2#	CO6
	29	Submit the project report to the project guide and revise the report based on feedback. Perform plagiarism check from any free internet site and submit report of plagiarism check to the guide.	2#	CO6

	30	Submit prited copies of project repiort to the guide as per policy of program.	2#	CO6

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

IX Specification Table for Classroom Learning Assessment:

X Question Paper Format for Summative Assessment (SA):

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Selection of topic, project proposal, planning, and organizing	10
2	Compilation of Literature Review and Methodology	5
3	Execution of project work and testing	25
4	Report writing and viva voce	10
	TOTAL	50

XII Scheme of Self-Learning Summative Assessment (SA):

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	-	-	-	-	-	3	3	-	-
CO2	-	-	-	-	-	3	3	-	2
CO3	-	-	-	-	-	3	3	-	2
CO4	2	2	2	2	2	3	3	2	-
CO5	2	2	2	2	2	3	3	2	-
CO6	-	-	-	-	2	3	3	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Computer-Based Construction Project Management	Tarek Hegazy, Pearson Education, Limited, 1 st Edition, 2013	10: 1292027126
2	Successful Project Management: A Step-byStep Approach with Practical Examples	Milton D. Rosenau, Gregory D. Githens, John Wiley & Sons, Inc, 4th Edition, 2013	13: 9780471680321

XV e-References:

1. http://people.csail.mit.edu/billf/publications/How_To_Do_Research.pdf accessed on 24th Nov 2024
2. http://people.csail.mit.edu/billf/publications/How_To_Do_Research.pdf accessed on 24th Nov 2024

XVI List of Major Equipment/Machineries with Specification:

1. Equipment as per project requirement.

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr.M.V.Sarode	HOD, ComputerEngineering	Government Polytechnic, Nagpur
2	Mrs.D.S.Nalinde	Lecturer in Computer Engineering	Government Polytechnic, Nagpur
3	Dr.U.B.Aher	Lecturer in Computer Engineering	Government Polytechnic, Nagpur
4	Dr.Rakesh Kadu	Assistant Professor, I.T	Ramdeobaba College of Engg, and Management, Nagpur
5	Mr.Dipak Dhote	Operations Manager,	IT-Network Infosystems Pvt LTD,Nagpur
6	Mrs.V.A.Raje	System Analyst	MSBTE ,RO,Nagpur

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COURSE CURRICULUM

Program	:	Diploma in CE/ME/EE/EC/CM/IT/AE/MT/PK/TX/MK/AI
Course Category	:	INP
Course Code	:	IN352H
Course Title	:	Internship (Report Writing)

I Rationale:

The internship course is a critical component of the diploma program, providing students with hands-on experience in a real-world industry setting. The internship takes place after the fourth semester during summer vacation and involves working in a small, medium, or large-scale industry related to the student's field of study. The course is designed to bridge the gap between academic learning and industrial application, allowing students to apply theoretical knowledge in a practical environment. For ease, assessment this course is devided into two semester, semimar assessment in fifth semester and report writing in sixth semester.

The report writing component of the internship course is designed to enhance students' technical writing skills. This part of the course requires students to document their internship experience in a comprehensive report, demonstrating their ability to organize and present technical information clearly and accurately. The report serves as a formal record of the student's industrial experience and is an essential skill for any engineering professional.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Bridge theoretical knowledge with practical experience in a professional environment.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Evaluate** the organization's structure, processes, safety protocols, and industry standards to determine operational effectiveness.

CO2: **Apply** industry-specific tools, technologies, and skills to perform various operations.

CO3: **Contribute** to organizational goals by handling projects/ tasks under mentor guidance, applying learned skills.

CO4: **Analyze** technical challenges, addressing industry-specific issues effectively.

CO5: **Prepare** a internship report, ensuring accuracy and clarity.

CO6: **Submit** internship report in prescribed format.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
-	-	2	10	12	6

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
-	-	-	-	-	-	25	10	50	20

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)	Topics and Sub-topics	Aligned Cos

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Learn the organization's structure, operational workflow, safety standards, industry practices, methodologies, technologies, and workplace processes to analyze operational efficiency and compliance requirements.	30#	CO1
II	2	Undergo training on industry-specific tools, technologies, and software, while gaining hands-on experience in performing basic operations, troubleshooting, and maintenance tasks, applying relevant skills to real-world industry scenarios and challenges.	60#	CO2
III	3	Participate in daily operations under mentor guidance, handling assigned projects or tasks aligned with industry needs, applying learned skills to contribute to organizational goals and gaining practical experience in real-world scenarios.	150#	CO3

IV	4	Identify and analyze technical challenges in industry, and address industry-specific issues (if any).	60#	CO4
V	5	Prepare a comprehensive internship report that effectively documents work experiences, technical tasks, and key achievements throughout the internship. Ensure the accuracy of the content by cross-referencing with project details. Organize the report clearly, following industry standards.	20#	CO5
VI	6	Submit the internship report following the prescribed format, ensuring all required sections are included, such as introduction, methodology, project details, analysis, conclusions, and recommendations, while adhering to formatting and submission guidelines.	10#	CO6

Note: # Compulsory. Unit No. I to IV during summer vacation in industry and Unit No. V and VI during Sixth Sem.

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

1. During the summer vacations, after the 4th Semester, students are required to undergo internship with industry/ NGO"s/ Government organizations/ Micro/ Small/ Medium enterprises to make ready for the industry.

IX Specification Table for Classroom Learning Assessment:

X Question Paper Format for Summative Assessment (SA):

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Accuracy, relevance of content	10
2	Organization and Structure	5
3	Technical Writing	5
4	Presentation and Formatting	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

S.N.	Criteria	Max. Marks
1	Selection of industry	5
2	Work done and Feasibility of work	25
3	Daily diary and supervisor remark	10
4	Problem identification	10
	TOTAL	50

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	1	-	-	-	-	3	3	-	-
CO2	-	-	-	-	-	3	3	-	-
CO3	-	-	-	-	-	3	3	-	-
CO4	-	-	-	-	3	3	3	-	-
CO5	-	-	-	-	-	3	3	-	-
CO6	-	-	-	-	-	3	-	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Industrial Training and Education	Lokesh Choudhary, Mittal Publications, 2007	10: 8183242367 13: 9788183242363
2	Training Practice	Penny Hackett, McGraw-Hill Education, September 2003	10: 0852929803 13: 9780852929803
3	AICTE Internship Policy: Guidelines & Procedures	All India council of Technical Education New Delhi	-

XV e-References:

1. https://internship.aicte-india.org/ assessed on 23rd April 2024
2. https://www.coursera.org/articles/computer-science-internships assessed on 23rd April 2024

XVI List of Major Equipment/Machineries with Specification:

1. Desktop computers
2. Laser Printer
3. DLP

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr. R. P. Mogre	Principal	Government Polytechnic, Nagpur
2	Dr. M. V. Sarode	HoD, Computer Engineering and I/C Trainining & Placement Officer	Government Polytechnic, Nagpur
3	Dr. G. V. Gotmare	I/C Curricullum Development Cell	Government Polytechnic, Nagpur

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COURSE CURRICULUM

Program	:	Diploma in CE/ME/EE/EC/PK/MT/IT/AE/CM/TR/TX/MK/AI
Course Category	:	VEC
Course Code	:	VE352H
Course Title	:	Indian Knowledge System

I Rationale:

This course on "Indian Knowledge System" for diploma students is designed as per the requirements of the National Education Policy (NEP) 2020. It aims to provide a comprehensive understanding of India's rich heritage in knowledge, covering areas like philosophy, mathematics, science, engineering, town planning, and Vastu-sastra. By exploring these diverse fields, students will gain insights into the holistic and unique approaches that shaped Indian civilization. The course bridges ancient wisdom with modern technological practices, fostering an appreciation for India's significant contributions to global knowledge.

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Exhibit a comprehensive grasp of Indian knowledge systems, applying their principles across various domains of technology and philosophy.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Exhibit** comprehension of Indian knowledge systems' significance, evolution, and unique holistic approaches.

CO2: **Explore** philosophical principles of Vedic and Non-Vedic schools, emphasizing their significance and unique approaches.

CO3: **Analyze** the Indian numeral system, measurement units, and Bhaskaracarya's contributions to the decimal system.

CO4: **Apply** ancient Indian mathematical methods and principles, emphasizing contributions and practical problem-solving techniques.

CO5: **Analyze** India's science, engineering, and metalworking heritage, emphasizing technological advancements and artistic craftsmanship.

CO6: **Analyze** ancient town planning and architecture while exploring the key principles of Vastu-sastra.

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
-	-	2	-	2	1

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
-	-	-	-	25	10	25	10	-	-

VI Classroom Learning Content:

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)		Hours	Aligned COs
I	1	Organize a report showcasing ancient Indian knowledge's significance in mathematics, astronomy, medicine, architecture, and global influence.	2#	CO1
I	2	Categorize education features and institutes during Vedic, medieval, and colonial periods, emphasizing methodologies, curricula, and societal impact.	2#	CO1
I	3	Compile a report on Indian knowledge's uniqueness, including holistic approaches, sustainability, ethics, and integration of science and spirituality.	2#	CO1
II	4	Analyze the salient features of philosophical systems belonging to the Vedic school, emphasizing their principles and contributions.	2#	CO2
II	5	Examine the salient features of philosophical systems belonging to the Non-Vedic school, highlighting their distinctive approaches and significance.	2#	CO2
III	6	Investigate the Indian Numeral System and traditional units of measurement, emphasizing their historical development and applications.	2#	CO3

III	7	Explore Bhaskaracarya's Lilavati, focusing on the decimal system and the concept of place value.	2#	CO3
III	8	Compile a report on ancient Indian mathematicians and their significant contributions to mathematics and related fields.	2	CO3
IV	9	Apply Aryabhata's method to find the square root of numbers and verify the results.	2#	CO4
IV	10	Use the Bhakshali method to calculate square roots and verify accuracy through practical examples.	2#	CO4
IV	11	Construct a five-letter binary word table using Pingala's Prastara and explain its systematic arrangement.	2	CO4
V	12	Investigate the science, engineering, and technology heritage of ancient and medieval India, highlighting key achievements.	2#	CO5
V	13	Examine ancient practices in metalworking, metal arts, and idol making, focusing on techniques and innovations.	2#	CO5
VI	14	Analyze the historical development of town planning and architecture in ancient India, highlighting key principles.	2#	CO6
VI	15	Explore the basic limbs of Vastu-sastra, focusing on its foundational concepts and applications.	2#	CO6

Note: # Compulsory

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

IX Specification Table for Classroom Learning Assessment:

X Question Paper Format for Summative Assessment (SA):

XI Scheme of Laboratory Formative Assessment (FA):

S.N.	Criteria	Max. Marks
1	Performance	10
2	Report Writing	10
3	Viva Voce	5
	TOTAL	25

XII Scheme of Self-Learning Summative Assessment (SA):

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	-	-	-	3	-	-
CO2	3	-	-	-	-	-	3	-	-
CO3	3	-	-	-	-	-	3	-	-
CO4	3	-	-	-	-	-	3	-	-
CO5	3	-	-	-	-	-	3	-	-
CO6	3	-	-	-	-	-	3	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	Introduction to Indian Knowledge System	Dr. Rohidas Nitonde, Notion Press, 2024	!3: 979-889544408-5
2	Introduction to Indian Knowledge System Concept and Applications	B. Mahadevan, Vinayak Rajat Bhat, Narendra Pavana R.N., PHI Learning Private Limited, Delhi, 20124	13: 978-93-91818-20-3

XV e-References:

1. https://onlinecourses.swayam2.ac.in/ntr24_ed78/preview accessed on 15th December, 2024
2. https://www.bing.com/videos/search?q=NPTEL+swayam+indian+knowledge+system&qpvt=nptel+swayam+indian+knowledge+system&FORM=VDRE
3. https://www.bing.com/videos/riverview/relatedvideo?q=NPTEL+swayam+indian+knowledge+system&qpvt=NPTEL+swayam+indian+knowledge+system&vie

XVI List of Major Equipment/Machineries with Specification:

1. Computer System Latest Version

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr. R.P. Mogre	Principal	Government Polytechnic, Nagpur
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3	Dr. P. P. Virkhare	HOD, Travel and Tourism	Government Polytechnic, Nagpur
4	Dr. G. V. Gotmare	I/C, Curriculum Development Cell	Government Polytechnic, Nagpur

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COURSE CURRICULUM

Program	:	Diploma in CE/ME/EE/EC/IT/MT/TX/AE/PK/CM/MK/AI
Course Category	:	INP
Course Code	:	IN353H
Course Title	:	Entrepreneurship and Startup

I Rationale:

Engineering curriculum is a dynamic process. It continuosly evolves itself reflecting the needs and aspiration of learners. In recent times, our society is influenced by knowledge creation and techological advancements. Competencies affecting Innovation and creativity have become important in all walks of life, including business context. This makes entrepreneurship education even more important for enhancing quality of life. Entrepreneurship plays an influential role in the economic growth and development of the country. As the world economy is changing so is the dynamism of the business world. The aim of this course is to inculcate the spirit of Entrepreneurship among the students. The idea of this course is to create "Job providers rather than job seekers."

II Industry Identified Competency:

The Student will be able to do in Industry at entry level:

Inculate entrepreneur inclination among students.

III Course Outcomes (COs):

After completing this course students will be able to:

CO1: **Develop** entrepreneur mindset among engineering students.

CO2: **Develop** entrepreneural traits for self employment and startup.

CO3: **Establish** problem solving technique to the challenges.

CO4: **Inculcate** characteristic for inovation and developing research mindset.

CO5: **Identify** the need of break even analysis for startups.

CO6: **Explore** business law and trade rules for startup units

IV Learning Scheme:

Classroom Learning (CL)	Tutorial Learning (TL)	Laboratory Learning (LL)	Self-Study Learning (SL)	Notional Learning Hours (NLH)	Credits
1	-	-	1	2	1

V Assessment Scheme:

Classroom Learning				Tutorial/Laboratory Learning				Self-Study Learning	
FA	SA	Total		FA		SA		SA	
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min
-	-	-	-	-	-	-	-	100	40

VI Classroom Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Cognitive Domain)		Topics and Sub-topics		Aligned Cos
UNIT I: Introduction	1a	Develop Entrepreneur mindset among students.	1.1	Concept of entrepreneurship - definition of entrepreneurship by many researcher	CO1
	1b	Examine the process of entrepreneurship	1.2	Function of entrepreneur, Entrepreneurship as a carreer, Need of entrepreneurship in economic, Current scenerio of entrepreneur activity in India.	
UNIT II: An Entrepreneur Journey	2a	Identify the types of entrepreneurs	2.1	Entrepreneur- Types of entrepreneur, Motivation to become an entrepreneur, competencies of an entrepreneur	CO2
	2b	Develop given entrepreneurship traits.	2.2	Entrepreneural skills- Innovative idea generation	
UNIT III: Innovative Entrepreneurship	3a	Establish problem solving technique to given challanges.	3.1	Role of entrepreneurs - problem solvers, Innovations and startups, improve GDP of nation, Working with NGO	CO3

UNIT IV: Marketing	4a	Inculcate given innovation and market research among students.	4.1	Concept of market - elements of market enviornment, micro & macro level of marketing for innovative product	CO4
	4b	Identify given micro and macro market enviornment.	4.2	Conncept of marketing mix and its advantages of innovative product.	
UNIT V: Business Finance	5a	Suggest the sources of finance for given starup.	5.1	Sources of Finance - Advanatage and disadvantages, costing of the product	CO5
	5b	Identify the need of break even analysis for startup and innovative product	5.2	Costing - types of costing, cost of componant and operational cost. Break even analysis of product develop in startup	
UNIT VI: Resources of startup & Managemet	6a	Formulate a comprehensive business setup plan by integrating infrastructure, manpower, machinery placement, and trial production processes.	6.1	Sources to set up business startup- land, power and infrastucture. Organising business setup from placement of manpower, placement of machineries and trial production for the new startup product.	CO6
	6b	Explore basic business law and trade rule for given startup.	6.2	Laws related to business and starup- Trade rule & policy of Government of India	
	6c	Prepare detailed project report	6.3	Various government schemes implemented by MSME, KVIC, DIC, and DST. Write-up for detailed project report for PMEGP, CMEGP.	

VII Laboratory Learning Content:

Unit No	Specific Learning Outcomes (SLO) (In Psychomotor Domain)	Hours	Aligned COs

VIII Self-Study Learning (SLO in Cognitive/Psychomotor/Affective Domain)

1. Prepare a deailed project report (DPR) for any one project on any business/ start-up as you desire. Perform following activities: Market reasearch of the product, Identify demand and supply for the product, Identify area to launch the product, prepare the chart for financing the project, Interact with the bankers for financing the project, Visit to MIDC for land allocation, Prepare the Diagonstic Study Report (DSR), Interact with local government agencies like MSEDCL, Udhyog Registration, and NOC from Polution Board (if required), Collect DPR format from local DIC Centre and submit the complete report for evaluation.

IX Specification Table for Classroom Learning Assessment:

Unit No.	Units	Classroom Learning Hours	C/O	Levels from Cognition Process Dimension			Total Marks
				R	U	A	
1	Entrepreneurship Concept & Importance	3	C	0	0	0	0
			O	0	0	0	0
2	An Entrepreneur journey	2	C	0	0	0	0
			O	0	0	0	0
3	Entrepreneurship as innovation and startup	3	C	0	0	0	0
			O	0	0	0	0
4	Marketing of Innovative & startup product	2	C	0	0	0	0
			O	0	0	0	0
5	Business finance for startup	2	C	0	0	0	0
			O	0	0	0	0
6	Resources of startup & Managemet	3	C	0	0	0	0
			O	0	0	0	0
Total		15	C	0	0	0	0
			O	0	0	0	0

*C - Compusory O - Optional
*R – Remember U – Understand A – Analyze / Apply

X Question Paper Format for Summative Assessment (SA):

-----NA-----

XI Scheme of Laboratory Formative Assessment (FA):

XII Scheme of Self-Learning Summative Assessment (SA):

S.N.	Criteria	Max. Marks
1	Collection of data	20
2	Visit to Market Research	20
3	Survey report	10
4	Report writing/Viva-Voce	50
	TOTAL	100

XIII COs-POs/PSOs Mapping Matrix:

Course Outcomes	Program Outcomes							Program Specific	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	3	-	-	-	3	3	-	-	-
CO2	3	-	-	-	3	3	-	-	-
CO3	3	-	-	-	3	3	-	-	-
CO4	3	-	-	-	3	3	-	-	-
CO5	3	-	-	-	3	3	-	-	-
CO6	3	-	-	-	3	3	1	-	-

XIV Textbooks, BIS Codes References:

S.N.	Title	Author, Publisher, Edition and Year of Publication	ISBN Number
1	An Investigation of Entrepreneurial Inclination Among Engineering Students	C. P. Kapse, M. K. Das, Serial Publication, New Delhi	13: 978-8193342046
2	Entrepreneurship	Rajiv Roy, Oxford University Press, 2011	13: 978-0198072638
3	Entrepreneurship Development	Ulhas Chandra Das, Centre for Distance & Online Education Utkal University, Bhubaneswar.	-
4	Financial Management	I. M. Pandey, Vikas Publishing House Pvt. Ltd., 2004	10: 81-259-0638-X
5	Principles and Practice of Management	R. S. Gupta, B. D. Sharma, N. S. Bhalla, Kalyani Publishers, 2011	13: 978-81-272-7076-6

XV e-References:

1. https://ediindia.org/research-publication/faculty-publications/ assessed on 21st December 2024

XVI List of Major Equipment/Machineries with Specification:

1. NIL

XVII List of Industry Experts and Faculties who contributed for this curriculum:

S.N.	Name	Designation	Institute / Industry
1	Dr. C. P. Kapse	I/C HOD, Textile Manufacture	Government Polytechnic, Nagpur
2	Dr. S. G. Gaikwad	Selection Grade Lecturer, Textile Manufacture	Government Polytechnic, Nagpur
3	Prof L.S.Chakraborty	Lecturer, Textile Manufacture	Government Polytechnic, Nagpur
4	Prof Harshal Ramteke	HOD Textile Technology	SASMIRA, Mumbai
5	Mr Laxminarayan Kaushik	Director	LLP Professional, Nagpur
6	Dr Ganesh Kakad	HOD Textile Engineering	JDIT, Yavatmal
7	Prof S. S. Lawand	Selection Grade Lecturer, Textile Manufacture	Government Polytechnic, Nagpur

(Dr C. P. Kapse)
HOD & Chairman PBOS, TX

(Dr. G. V. Gotmare)
Member Sectretary PBOS, TX

Appendix II

Guidelines

Guidelines

for

Integrated Personality Development Courses (VE151H & VE152H)

1. For registration, use IPDC Campus course registration platform.
2. Use following links for registrations: (Use ipdc-campus-course-portal-user-manual for reference)
   i) IPDC Coordinators and Faculty Members Login Portal
   https://campus.ipdc.org/portal/Home/LoginForUsers/
   ii) IPDC Coordinator registration:
   https://campus.ipdc.org/portal/Home/coordinatorRegistration/
   iii) IPDC Faculty Members Registration
   https://campus.ipdc.org/portal/Home/facultyRegistration/
   iv) IPDC Students Registration
   https://campus.ipdc.org/portal/Home/studentRegistration/

3. IPDC Campus Course desktop application will be used to deliver lecture content to IPDC students into the physical classroom. Lecture content will have introductory films, lecture videos, student interactions, and workbook activities.
4. Role of IPDC Coordinators:
   i) Register yourself as an IPDC Coordinator, ask IPDC Administrator for approval.
   ii) Make sure that faculty members under your institution must register themselves.
   iii) Approve faculty members registered under you, by login portal via your profile.
5. Role of IPDC Faculty Members:
   i) Register yourself as an IPDC Faculty Member, ask your IPDC Coordinator for approval.
   ii) Make sure that your respective students must register themselves.
   iii) Enter the particular semester duration (only once) and approve students registered under you, by login portal via your profile.
   iv) Download desktop application from login portal via your profile login and install it to the computer system from which you want to conduct the multimedia lectures.
   v) Login to the desktop application by your profile, download the lectures and start conducting IPDC lectures.
6. Lectures will take place in the department classrooms and will be hosted by an integrated personality development course (IPDC) trained Faculty.
7. The Teaching resources will be provided by Swaminarayan Aksharpith on IPDC portal.
8. Each lecture has four components as shown below:
   i) **Introductory Film:** Each lecture begins with a short film that introduces the topic through modern production. The original content displays relatable scenarios and visuals that captivate the students' attention and stimulates their curiosity to learn more.

ii) **Lecture Video:** Students watch a lecture video presented by a dynamic speaker. The lecture reinforces the significance and necessity of fundamental principles and skills. The experience of the speaker, eloquence of presentation, and use of interactive visuals collectively create a profound impact on each student's mind and heart.

iii) **Student Interaction:** Student interaction sessions promote stimulating discussion and conversation and help create safe spaces for the healthy exchange of ideas. Thus, each session provides a forum in which students can openly express their emotions and thoughts.

iv) **Workbook Activities:** Workbooks assist students to begin implementing the values taught in the lecture into their personal lives. Reliable research, priceless experience, practical scenarios, and reflective questions are innovatively depicted, motivating students to contemplate and think creatively.

9. The assessments should include continuous assessment of 25 marks as mentioned in curriculum and based on the internal examination based on the question-bank with answers from each subject of IPDC provided by IPDC team.

Guidelines

for

Basic Internship Course (IN251H)

Duration of Summer Internship after Second Semester: **1st June to 30th June.**

Duration of Internship in Second Semester for DSY Student: **Part-time within Sem.**

Introduction:

The Basic Internship course provides diploma students in engineering with a four-week summer vacation internship opportunity after the second semester. The internship encompasses various inter/intra-institutional activities aimed at skill development, innovation, and professional growth. Students engage in practical experiences within institutional settings and are evaluated based on their daily activities documented in a diary.

As mentioned in program structure of third semester of NEP aligned 2023 Curriculum "Basic Internship" full time four week (120 Notional Hours) is mandatory for first year admitted students in the year 2023 and part-time (120 Notional Hours) during third semester for direct second year admitted students.

Internship activities:

During Internship students are required to be involved in:

1. Inter/ Intra Institutional Activities viz; Training with higher Institutions; Soft skill training organized by Training and Placement Cell of the respective institutions; (In case of Government Polytechnic, Nagpur by Continuing Education Department (CED).
2. Contribution at incubation/ innovation /entrepreneurship cell of the institute.
3. Participation conferences/ workshops/ competitions etc.
4. Learning at Departmental Lab/ Tinkering Lab/ Institutional workshop.
5. Working for consultancy/ research project within the institutes and Participation in all the activities of Institute's Innovation Council for eg: IPR workshop/Leadership Talks/ Idea/ Design/ Innovation/ Business Completion/ Technical Expos etc.
6. In case student want to pursue their family business, and don't want to undergo internship, a declaration by a parent may be submitted directly to the Head of the Department.

Documentation:

1. The Head of the Department should prepare a list of students indicating their consent for participation in the internship, along with the details of the internship location.
2. Every student is required to prepare a daily diary containing documentary proofs of the activities done by him during internship.

3. The report writing, preparation of presentation and the evaluation of these activities will be done by faculty mentor during third semester.
4. Students should use daily diary prepared by curriculum development cell.

Guidelines

for

Internship Course (IN351H and IN352H)

Duration of summer Internship after Fourth Semester: **1st June to 15th August.**

Introduction:
As mentioned in program structure of fourth and sixth semester of NEP aligned 2023 Curriculum a full time twelve week (360 Notional Hours) is mandatory for the students.
The internship course is a critical component of the diploma program, providing students with hands-on experience in a real-world industry setting. The internship takes place after the fourth semester during summer vacation and involves working in a small, medium, or large-scale industry related to the student's field of study. The course is designed to bridge the gap between academic learning and industrial application, allowing students to apply theoretical knowledge in a practical environment.
For ease, assessment of this course is divided into two semesters, seminar assessment in fifth semester (IN351H- Internship (Seminar)) and report writing (IN352H- Internship (Report Writing)) in sixth semester.

Internship activities:
During the summer vacations, after the 4th Semester, students are required to undergo internship with industry/ NGO"s/ Government organizations/ Micro/ Small/ Medium enterprises to make ready for the industry.

Documentation:
1. The Head of the Department should issue the letter to the industry in prescribed format framed by TPO.
2. The Head of the Department should prepare a list of students indicating their consent for participation in the internship, along with the details of the internship location.
3. Every student is required to prepare a daily diary containing documentary proofs of the activities done by him during internship.
4. The report writing, preparation of presentation and the evaluation of these activities will be done by faculty mentor during fifth and sixth semester as mentioned in curriculum.
5. Students should use daily diary prepared by curriculum development cell.

Guidelines

for

Generic Elective Courses

Introduction:

As third semester curriculum and program structure of NEP aligned 2023 curriculum were approved in 46th Board of studies meeting held on 20th June 2024. However, it is suggested by Hon. Chairman of BOS that the allotment of generic electives course should be as per "Inter-Se-Merit" of students rather than "first cum first serve" basis.

Decision as per Institute Level Committee Meeting held on 1st July, 2024.

i) Awareness workshop will be arranged by HOD of program related to Generic Elective Courses in offline or online mode for the students of III semester before registration.

ii) Sealing of Generic Elective seats is as per intake capacity of program plus 20% (for EWS/TFWS/DSY students).

iii) Quota of Generic Elective courses will be allotted by ILC. Refer annexure-I for program-wise quota for Generic Elective Course.

iv) Allot Generic Elective Course as per departmental "Inter-Se-Merit" by taking preferences for all Twelve programs other than own program. (For Computer Engineering, Information Technology and AIML for remaining Ten Programs)

v) Final registration of Generic Elective course of all students will be done by registration in-charge after allotting the GE course as per above procedure.

Timetable slots of Generic Elective Courses.

All program should keep reserved following slots for Generic Elective Course.

Day	Time	Remarks
Thursday	3.45 to 5.45 PM (last two periods)	Practical for first Batch
Friday	10.00 to 11.00 AM (First Period)	Theory Period- 1
Friday	3.45 to 5.45 PM (last two periods)	Practical for Second Batch
Saturday (working)	10.00 to 12.00 Noon (Second Period)	Theory Period- 2
Saturday (working)	1.00 PM to 5 PM	Practical for Third Batch

Use "Zero Period" between 9.00 AM to 10 AM for timetable to adjust department timetable, if required.

Annexure-I

Abstract of Generic Elective Quota

S.N.	Name of Program	Quota/Seats													
		CE	ME	EE	EC	IT	MT	TX	AE	PK	CO	MK	AIML	TX	Total
1	Civil Engineering	00	30	15	38	15	10	8	15	8	15	8	8	8	178
2	Mechanical Engineering	30	00	12	30	12	8	6	12	6	12	6	6	6	146
3	Electrical Engineering	15	12	-	15	6	4	3	6	3	6	3	3	3	79
4	Electronics & Telecommunication Engineering	38	30	15	-	15	10	8	15	8	15	8	8	8	178
5	Information Technology	15	12	6	15	-	4	3	6	3	-	3	-	3	70
6	Metallurgical Engineering	8	6	3	8	3	-	2	3	2	3	2	2	2	44
7	Textile Manufacture	8	6	3	8	3	1	-	3	1	3	1	1	1	39
8	Automobile Engineering	15	12	6	15	6	4	3	-	3	6	3	3	3	79
9	Packaging Technology	8	6	3	8	3	1	1	3	-	3	1	1	1	39
10	Computer Engineering	15	12	6	15	-	4	3	6	3	-	3	-	3	70
11	Mechatronics	8	6	3	8	3	1	1	3	1	3	-	1	1	39
12	Artificial Intelligence and Machine Learning	8	6	3	8	-	2	2	3	2	-	2	-	2	38
		168	138	75	168	66	49	40	75	40	66	40	33	41	

List of Generic Elective Courses (Multidisciplinary) for Civil Engineering Program Students and Quota for Registration

SN	Name of Program	Intake	Quota/Seats	Third Semester	Fourth Semester	Fifth Semester
1	Mechanical Engineering	120	30	ME291H: Elements of Mechanical Engineering	ME292H: Workshop Technology	ME391H: Heat Engine Technology
2	Electrical Engineering	60	15	EE291H: Electrical Generation, Transmission and Distribution	EE292H: Electrical Machines	EE391H: Electrical Wiring and Estimation
3	Electronics & Telecommunication Engineering	150	38	EC291H: Analog and Digital Electronics	EC292H: Principles of Communication Engineering	EC391H: Microcontroller and Applications
4	Information Technology	60	15	IT291H: Applied Multimedia Techniques	IT292H: Web Designing	IT391H: Cyber Security and Privacy
5	Metallurgical Engineering	36	10	MT291H: Foundry Technology	MT292H: Testing of Materials	MT391H: Heat Treatment
6	Textile Manufacture	30	8	TX291H: General Textile Technology	TX292H: Dyeing and Printing	TX391H: Garment and fashion Technology
7	Automobile Engineering	60	15	AE291H: Basics of Automobile	AE292H: Two-Wheeler Technology	AE391H: Four-Wheeler Technology
8	Packaging Technology	30	8	PK291H: Basics of Packaging Technology	PK292H: Folding Carton & Corrugated Box Manufacturing	PK391H: Injection & Extrusion Blow Molding in Packaging
9	Computer Engineering	60	15	CM291H: Open-Source Technologies	CM292H: Web Development	CM391H: Digital Marketing
10	Mechatronics	30	8	MK291H: Basic Mechatronics	MK292H: Computer Aided Design	MK391H: Automotive Mechatronics
11	Artificial Intelligence and Machine Learning	30	8	AI291H: Python Programming	AI292H: Basics of Artificial Intelligence	AI391H: Machine Learning
12	Travel and Tourism	30	8	TR291H- Agro & Rural Tourism	TR292H- Wildlife Tourist Guide/ Naturalist	TR391H- Tourism Resources of India
		Total	**178**			

List of Generic Elective Courses (Multidisciplinary) for Mechanical Engineering Program Students and Quota for Registration

SN	Name of Program	Intake	Quota/Seats	Third Semester	Fourth Semester	Fifth Semester
1	Civil Engineering	150	30	CE291H: Civil Engineering Practice	CE292H: Basic Surveying	CE391H: Building Services
2	Electrical Engineering	60	12	EE291H: Electrical Generation, Transmission and Distribution	EE292H: Electrical Machines	EE391H: Electrical Wiring and Estimation
3	Electronics & Telecommunication Engineering	150	30	EC291H: Analog and Digital Electronics	EC292H: Principles of Communication Engineering	EC391H: Microcontroller and Applications
4	Information Technology	60	12	IT291H: Applied Multimedia Techniques	IT292H: Web Designing	IT391H: Cyber Security and Privacy
5	Metallurgical Engineering	36	8	MT291H: Foundry Technology	MT292H: Testing of Materials	MT391H: Heat Treatment
6	Textile Manufacture	30	6	TX291H: General Textile Technology	TX292H: Dyeing and Printing	TX391H: Garment and fashion Technology
7	Automobile Engineering	60	12	AE291H: Basics of Automobile	AE292H: Two-Wheeler Technology	AE391H: Four-Wheeler Technology
8	Packaging Technology	30	6	PK291H: Basics of Packaging Technology	PK292H: Folding Carton & Corrugated Box Manufacturing	PK391H: Injection & Extrusion Blow Molding in Packaging
9	Computer Engineering	60	12	CM291H: Open-Source Technologies	CM292H: Web Development	CM391H: Digital Marketing
10	Mechatronics	30	6	MK291H: Basic Mechatronics	MK292H: Computer Aided Design	MK391H: Automotive Mechatronics
11	Artificial Intelligence and Machine Learning	30	6	AI291H: Python Programming	AI292H: Basics of Artificial Intelligence	AI391H: Machine Learning
12	Travel and Tourism	30	6	TR291H- Agro & Rural Tourism	TR292H- Wildlife Tourist Guide/ Naturalist	TR391H- Tourism Resources of India
		Total	**146**			

List of Generic Elective Courses (Multidisciplinary) for Electrical Engineering Program Students and Quota for Registration

SN	Name of Program	Intake	Quota/Seats	Third Semester	Fourth Semester	Fifth Semester
1	Civil Engineering	150	15	CE291H: Civil Engineering Practice	CE292H: Basic Surveying	CE391H: Building Services
2	Mechanical Engineering	120	12	ME291H: Elements of Mechanical Engineering	ME292H: Workshop Technology	ME391H: Heat Engine Technology
3	Electronics & Telecommunication Engineering	150	15	EC291H: Analog and Digital Electronics	EC292H: Principles of Communication Engineering	EC391H: Microcontroller and Applications
4	Information Technology	60	6	IT291H: Applied Multimedia Techniques	IT292H: Web Designing	IT391H: Cyber Security and Privacy
5	Metallurgical Engineering	36	4	MT291H: Foundry Technology	MT292H: Testing of Materials	MT391H: Heat Treatment
6	Textile Manufacture	30	3	TX291H: General Textile Technology	TX292H: Dyeing and Printing	TX391H: Garment and fashion Technology
7	Automobile Engineering	60	6	AE291H: Basics of Automobile	AE292H: Two-Wheeler Technology	AE391H: Four-Wheeler Technology
8	Packaging Technology	30	3	PK291H: Basics of Packaging Technology	PK292H: Folding Carton & Corrugated Box Manufacturing	PK391H: Injection & Extrusion Blow Molding in Packaging
9	Computer Engineering	60	6	CM291H: Open-Source Technologies	CM292H: Web Development	CM391H: Digital Marketing
10	Mechatronics	30	3	MK291H: Basic Mechatronics	MK292H: Computer Aided Design	MK391H: Automotive Mechatronics
11	Artificial Intelligence and Machine Learning	30	3	AI291H: Python Programming	AI292H: Basics of Artificial Intelligence	AI391H: Machine Learning
12	Travel and Tourism	30	3	TR291H- Agro & Rural Tourism	TR292H- Wildlife Tourist Guide/ Naturalist	TR391H- Tourism Resources of India
		Total	**79**			

List of Generic Elective Courses (Multidisciplinary) for Electronics & Telecommunication Engineering Program Students and Quota for Registration

SN	Name of Program	Intake	Quota/Seats	Third Semester	Fourth Semester	Fifth Semester
1	Civil Engineering	150	38	CE291H: Civil Engineering Practice	CE292H: Basic Surveying	CE391H: Building Services
2	Mechanical Engineering	120	30	ME291H: Elements of Mechanical Engineering	ME292H: Workshop Technology	ME391H: Heat Engine Technology
3	Electrical Engineering	60	15	EE291H: Electrical Generation, Transmission and Distribution	EE292H: Electrical Machines	EE391H: Electrical Wiring and Estimation
4	Information Technology	60	15	IT291H: Applied Multimedia Techniques	IT292H: Web Designing	IT391H: Cyber Security and Privacy
5	Metallurgical Engineering	36	10	MT291H: Foundry Technology	MT292H: Testing of Materials	MT391H: Heat Treatment
6	Textile Manufacture	30	8	TX291H: General Textile Technology	TX292H: Dyeing and Printing	TX391H: Garment and fashion Technology
7	Automobile Engineering	60	15	AE291H: Basics of Automobile	AE292H: Two-Wheeler Technology	AE391H: Four-Wheeler Technology
8	Packaging Technology	30	8	PK291H: Basics of Packaging Technology	PK292H: Folding Carton & Corrugated Box Manufacturing	PK391H: Injection & Extrusion Blow Molding in Packaging
9	Computer Engineering	60	15	CM291H: Open-Source Technologies	CM292H: Web Development	CM391H: Digital Marketing
10	Mechatronics	30	8	MK291H: Basic Mechatronics	MK292H: Computer Aided Design	MK391H: Automotive Mechatronics
11	Artificial Intelligence and Machine Learning	30	8	AI291H: Python Programming	AI292H: Basics of Artificial Intelligence	AI391H: Machine Learning
12	Travel and Tourism	30	8	TR291H- Agro & Rural Tourism	TR292H- Wildlife Tourist Guide/ Naturalist	TR391H- Tourism Resources of India
		Total	**178**			

List of Generic Elective Courses (Multidisciplinary) for Information Technology Program Students and Quota for Registration

SN	Name of Program	Intake	Quota/Seats	Third Semester	Fourth Semester	Fifth Semester
1	Civil Engineering	150	15	CE291H: Civil Engineering Practice	CE292H: Basic Surveying	CE391H: Building Services
2	Mechanical Engineering	120	12	ME291H: Elements of Mechanical Engineering	ME292H: Workshop Technology	ME391H: Heat Engine Technology
3	Electrical Engineering	60	6	EE291H: Electrical Generation, Transmission and Distribution	EE292H: Electrical Machines	EE391H: Electrical Wiring and Estimation
4	Electronics & Telecommunication Engineering	150	15	EC291H: Analog and Digital Electronics	EC292H: Principles of Communication Engineering	EC391H: Microcontroller and Applications
5	Metallurgical Engineering	36	4	MT291H: Foundry Technology	MT292H: Testing of Materials	MT391H: Heat Treatment
6	Textile Manufacture	30	3	TX291H: General Textile Technology	TX292H: Dyeing and Printing	TX391H: Garment and fashion Technology
7	Automobile Engineering	60	6	AE291H: Basics of Automobile	AE292H: Two-Wheeler Technology	AE391H: Four-Wheeler Technology
8	Packaging Technology	30	3	PK291H: Basics of Packaging Technology	PK292H: Folding Carton & Corrugated Box Manufacturing	PK391H: Injection & Extrusion Blow Molding in Packaging
9	Mechatronics	30	3	MK291H: Basic Mechatronics	MK292H: Computer Aided Design	MK391H: Automotive Mechatronics
10	Travel and Tourism	30	3	TR291H- Agro & Rural Tourism	TR292H- Wildlife Tourist Guide/ Naturalist	TR391H- Tourism Resources of India
		Total	**70**			

List of Generic Elective Courses (Multidisciplinary) for Computer Engineering Program Students and Quota for Registration

SN	Name of Program	Intake	Quota/Seats	Third Semester	Fourth Semester	Fifth Semester
1	Civil Engineering	150	15	CE291H: Civil Engineering Practice	CE292H: Basic Surveying	CE391H: Building Services
2	Mechanical Engineering	120	12	ME291H: Elements of Mechanical Engineering	ME292H: Workshop Technology	ME391H: Heat Engine Technology
3	Electrical Engineering	60	6	EE291H: Electrical Generation, Transmission and Distribution	EE292H: Electrical Machines	EE391H: Electrical Wiring and Estimation
4	Electronics & Telecommunication Engineering	150	15	EC291H: Analog and Digital Electronics	EC292H: Principles of Communication Engineering	EC391H: Microcontroller and Applications
5	Metallurgical Engineering	36	4	MT291H: Foundry Technology	MT292H: Testing of Materials	MT391H: Heat Treatment
6	Textile Manufacture	30	3	TX291H: General Textile Technology	TX292H: Dyeing and Printing	TX391H: Garment and fashion Technology
7	Automobile Engineering	60	6	AE291H: Basics of Automobile	AE292H: Two-Wheeler Technology	AE391H: Four-Wheeler Technology
8	Packaging Technology	30	3	PK291H: Basics of Packaging Technology	PK292H: Folding Carton & Corrugated Box Manufacturing	PK391H: Injection & Extrusion Blow Molding in Packaging
9	Mechatronics	30	3	MK291H: Basic Mechatronics	MK292H: Computer Aided Design	MK391H: Automotive Mechatronics
10	Travel and Tourism	30	3	TR291H- Agro & Rural Tourism	TR292H- Wildlife Tourist Guide/ Naturalist	TR391H- Tourism Resources of India
		Total	**70**			

List of Generic Elective Courses (Multidisciplinary) for AIML Students and Quota for Registration

SN	Name of Program	Intake	Quota/Seats	Third Semester	Fourth Semester	Fifth Semester
1	Civil Engineering	150	8	CE291H: Civil Engineering Practice	CE292H: Basic Surveying	CE391H: Building Services
2	Mechanical Engineering	120	6	ME291H: Elements of Mechanical Engineering	ME292H: Workshop Technology	ME391H: Heat Engine Technology
3	Electrical Engineering	60	3	EE291H: Electrical Generation, Transmission and Distribution	EE292H: Electrical Machines	EE391H: Electrical Wiring and Estimation
4	Electronics & Telecommunication Engineering	150	8	EC291H: Analog and Digital Electronics	EC292H: Principles of Communication Engineering	EC391H: Microcontroller and Applications
5	Metallurgical Engineering	36	2	MT291H: Foundry Technology	MT292H: Testing of Materials	MT391H: Heat Treatment
6	Textile Manufacture	30	2	TX291H: General Textile Technology	TX292H: Dyeing and Printing	TX391H: Garment and fashion Technology
7	Automobile Engineering	60	3	AE291H: Basics of Automobile	AE292H: Two-Wheeler Technology	AE391H: Four-Wheeler Technology
8	Packaging Technology	30	2	PK291H: Basics of Packaging Technology	PK292H: Folding Carton & Corrugated Box Manufacturing	PK391H: Injection & Extrusion Blow Molding in Packaging
9	Mechatronics	30	2	MK291H: Basic Mechatronics	MK292H: Computer Aided Design	MK391H: Automotive Mechatronics
10	Travel and Tourism	30	2	TR291H- Agro & Rural Tourism	TR292H- Wildlife Tourist Guide/ Naturalist	TR391H- Tourism Resources of India
		Total	**38**			

List of Generic Elective Courses (Multidisciplinary) for Automobile Engineering Program Students and Quota for Registration

SN	Name of Program	Intake	Quota/Seats	Third Semester	Fourth Semester	Fifth Semester
1	Civil Engineering	150	15	CE291H: Civil Engineering Practice	CE292H: Basic Surveying	CE391H: Building Services
2	Mechanical Engineering	120	12	ME291H: Elements of Mechanical Engineering	ME292H: Workshop Technology	ME391H: Heat Engine Technology
3	Electrical Engineering	60	6	EE291H: Electrical Generation, Transmission and Distribution	EE292H: Electrical Machines	EE391H: Electrical Wiring and Estimation
4	Electronics & Telecommunication Engineering	150	15	EC291H: Analog and Digital Electronics	EC292H: Principles of Communication Engineering	EC391H: Microcontroller and Applications
5	Information Technology	60	6	IT291H: Applied Multimedia Techniques	IT292H: Web Designing	IT391H: Cyber Security and Privacy
6	Metallurgical Engineering	36	4	MT291H: Foundry Technology	MT292H: Testing of Materials	MT391H: Heat Treatment
7	Textile Manufacture	30	3	TX291H: General Textile Technology	TX292H: Dyeing and Printing	TX391H: Garment and fashion Technology
8	Packaging Technology	30	3	PK291H: Basics of Packaging Technology	PK292H: Folding Carton & Corrugated Box Manufacturing	PK391H: Injection & Extrusion Blow Molding in Packaging
9	Computer Engineering	60	6	CM291H: Open-Source Technologies	CM292H: Web Development	CM391H: Digital Marketing
10	Mechatronics	30	3	MK291H: Basic Mechatronics	MK292H: Computer Aided Design	MK391H: Automotive Mechatronics
11	Artificial Intelligence and Machine Learning	30	3	AI291H: Python Programming	AI292H: Basics of Artificial Intelligence	AI391H: Machine Learning
12	Travel and Tourism	30	3	TR291H- Agro & Rural Tourism	TR292H- Wildlife Tourist Guide/ Naturalist	TR391H- Tourism Resources of India
		Total	**79**			

List of Generic Elective Courses (Multidisciplinary) for Metallurgical Engineering Program Students and Quota for Registration

SN	Name of Program	Intake	Quota/Seats	Third Semester	Fourth Semester	Fifth Semester
1	Civil Engineering	150	8	CE291H: Civil Engineering Practice	CE292H: Basic Surveying	CE391H: Building Services
2	Mechanical Engineering	120	6	ME291H: Elements of Mechanical Engineering	ME292H: Workshop Technology	ME391H: Heat Engine Technology
3	Electrical Engineering	60	3	EE291H: Electrical Generation, Transmission and Distribution	EE292H: Electrical Machines	EE391H: Electrical Wiring and Estimation
4	Electronics & Telecommunication Engineering	150	8	EC291H: Analog and Digital Electronics	EC292H: Principles of Communication Engineering	EC391H: Microcontroller and Applications
5	Information Technology	60	3	IT291H: Applied Multimedia Techniques	IT292H: Web Designing	IT391H: Cyber Security and Privacy
6	Textile Manufacture	30	2	TX291H: General Textile Technology	TX292H: Dyeing and Printing	TX391H: Garment and fashion Technology
7	Automobile Engineering	60	3	AE291H: Basics of Automobile	AE292H: Two-Wheeler Technology	AE391H: Four-Wheeler Technology
8	Packaging Technology	30	2	PK291H: Basics of Packaging Technology	PK292H: Folding Carton & Corrugated Box Manufacturing	PK391H: Injection & Extrusion Blow Molding in Packaging
9	Computer Engineering	60	3	CM291H: Open-Source Technologies	CM292H: Web Development	CM391H: Digital Marketing
10	Mechatronics	30	2	MK291H: Basic Mechatronics	MK292H: Computer Aided Design	MK391H: Automotive Mechatronics
11	Artificial Intelligence and Machine Learning	30	2	AI291H: Python Programming	AI292H: Basics of Artificial Intelligence	AI391H: Machine Learning
12	Travel and Tourism	30	2	TR291H- Agro & Rural Tourism	TR292H- Wildlife Tourist Guide/ Naturalist	TR391H- Tourism Resources of India
		Total	**44**			

List of Generic Elective Courses (Multidisciplinary) for Textile Manufacture Program Students and Quota for Registration

SN	Name of Program	Intake	Quota/Seats	Third Semester	Fourth Semester	Fifth Semester
1	Civil Engineering	150	8	CE291H: Civil Engineering Practice	CE292H: Basic Surveying	CE391H: Building Services
2	Mechanical Engineering	120	6	ME291H: Elements of Mechanical Engineering	ME292H: Workshop Technology	ME391H: Heat Engine Technology
3	Electrical Engineering	60	3	EE291H: Electrical Generation, Transmission and Distribution	EE292H: Electrical Machines	EE391H: Electrical Wiring and Estimation
4	Electronics & Telecommunication Engineering	150	8	EC291H: Analog and Digital Electronics	EC292H: Principles of Communication Engineering	EC391H: Microcontroller and Applications
5	Information Technology	60	3	IT291H: Applied Multimedia Techniques	IT292H: Web Designing	IT391H: Cyber Security and Privacy
6	Metallurgical Engineering	36	1	MT291H: Foundry Technology	MT292H: Testing of Materials	MT391H: Heat Treatment
7	Automobile Engineering	60	3	AE291H: Basics of Automobile	AE292H: Two-Wheeler Technology	AE391H: Four-Wheeler Technology
8	Packaging Technology	30	1	PK291H: Basics of Packaging Technology	PK292H: Folding Carton & Corrugated Box Manufacturing	PK391H: Injection & Extrusion Blow Molding in Packaging
9	Computer Engineering	60	3	CM291H: Open-Source Technologies	CM292H: Web Development	CM391H: Digital Marketing
10	Mechatronics	30	1	MK291H: Basic Mechatronics	MK292H: Computer Aided Design	MK391H: Automotive Mechatronics
11	Artificial Intelligence and Machine Learning	30	1	AI291H: Python Programming	AI292H: Basics of Artificial Intelligence	AI391H: Machine Learning
12	Travel and Tourism	30	1	TR291H- Agro & Rural Tourism	TR292H- Wildlife Tourist Guide/ Naturalist	TR391H- Tourism Resources of India
		Total	**39**			

List of Generic Elective Courses (Multidisciplinary) for Packaging Technology Program Students and Quota for Registration

SN	Name of Program	Intake	Quota/Seats	Third Semester	Fourth Semester	Fifth Semester
1	Civil Engineering	150	8	CE291H: Civil Engineering Practice	CE292H: Basic Surveying	CE391H: Building Services
2	Mechanical Engineering	120	6	ME291H: Elements of Mechanical Engineering	ME292H: Workshop Technology	ME391H: Heat Engine Technology
3	Electrical Engineering	60	3	EE291H: Electrical Generation, Transmission and Distribution	EE292H: Electrical Machines	EE391H: Electrical Wiring and Estimation
4	Electronics & Telecommunication Engineering	150	8	EC291H: Analog and Digital Electronics	EC292H: Principles of Communication Engineering	EC391H: Microcontroller and Applications
5	Information Technology	60	3	IT291H: Applied Multimedia Techniques	IT292H: Web Designing	IT391H: Cyber Security and Privacy
6	Metallurgical Engineering	36	1	MT291H: Foundry Technology	MT292H: Testing of Materials	MT391H: Heat Treatment
7	Automobile Engineering	60	3	AE291H: Basics of Automobile	AE292H: Two-Wheeler Technology	AE391H: Four-Wheeler Technology
8	Textile Manufacture	30	1	TX291H: General Textile Technology	TX292H: Dyeing and Printing	TX391H: Garment and fashion Technology
9	Computer Engineering	60	3	CM291H: Open-Source Technologies	CM292H: Web Development	CM391H: Digital Marketing
10	Mechatronics	30	1	MK291H: Basic Mechatronics	MK292H: Computer Aided Design	MK391H: Automotive Mechatronics
11	Artificial Intelligence and Machine Learning	30	1	AI291H: Python Programming	AI292H: Basics of Artificial Intelligence	AI391H: Machine Learning
12	Travel and Tourism	30	1	TR291H- Agro & Rural Tourism	TR292H- Wildlife Tourist Guide/ Naturalist	TR391H- Tourism Resources of India
		Total	**39**			

List of Generic Elective Courses (Multidisciplinary) for Mechatronics Program Students and Quota for Registration

SN	Name of Program	Intake	Quota/Seats	Third Semester	Fourth Semester	Fifth Semester
1	Civil Engineering	150	8	CE291H: Civil Engineering Practice	CE292H: Basic Surveying	CE391H: Building Services
2	Mechanical Engineering	120	6	ME291H: Elements of Mechanical Engineering	ME292H: Workshop Technology	ME391H: Heat Engine Technology
3	Electrical Engineering	60	3	EE291H: Electrical Generation, Transmission and Distribution	EE292H: Electrical Machines	EE391H: Electrical Wiring and Estimation
4	Electronics & Telecommunication Engineering	150	8	EC291H: Analog and Digital Electronics	EC292H: Principles of Communication Engineering	EC391H: Microcontroller and Applications
5	Information Technology	60	3	IT291H: Applied Multimedia Techniques	IT292H: Web Designing	IT391H: Cyber Security and Privacy
6	Metallurgical Engineering	36	1	MT291H: Foundry Technology	MT292H: Testing of Materials	MT391H: Heat Treatment
7	Automobile Engineering	60	3	AE291H: Basics of Automobile	AE292H: Two-Wheeler Technology	AE391H: Four-Wheeler Technology
8	Textile Manufacture	30	1	TX291H: General Textile Technology	TX292H: Dyeing and Printing	TX391H: Garment and fashion Technology
9	Computer Engineering	60	3	CM291H: Open-Source Technologies	CM292H: Web Development	CM391H: Digital Marketing
10	Packaging Technology	30	1	PK291H: Basics of Packaging Technology	PK292H: Folding Carton & Corrugated Box Manufacturing	PK391H: Injection & Extrusion Blow Molding in Packaging
11	Artificial Intelligence and Machine Learning	30	1	AI291H: Python Programming	AI292H: Basics of Artificial Intelligence	AI391H: Machine Learning
12	Travel and Tourism	30	1	TR291H- Agro & Rural Tourism	TR292H- Wildlife Tourist Guide/ Naturalist	TR391H- Tourism Resources of India
		Total	**39**			