VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI

Scheme of Teaching and Examinations 2021
of
B.E. in Electrical and Electronic Engineering

Outcome Based Education(OBE) and Choice Based Credit System (CBCS)

(Effective from the academic year 2021 - 22)

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
B.E. in Electrical and Electronic Engineering
Scheme of Teaching and Examinations2021
Outcome Based Education(OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2021 - 22)

III SEMESTER

Sl No	Course and Course Code	Course Title	Teaching Department (TD) and Question Paper Setting Board (PSB)	Teaching Hours /Week				Examination				Credits
				Theory Lecture	Tutorial	Practical/ Drawing	Self -Study	Duration in hours	CIE Marks	SEE Marks	Total Marks	
				L	T	P	S					
1	BSC 21MAT31	Transform Calculus, Fourier Series and Numerical Technics	Maths	2	2	0		03	50	50	100	3
2	IPCC 21EE32	Analog Electronic Circuits and Op - Amps	TD: PSB	3	0	2		03	50	50	100	4
3	IPCC 21EE33	Electric Circuit Analysis	TD: PSB	3	0	2		03	50	50	100	4
4	PCC 21EE34	Transformers and Generators	TD: PSB	2	2	0		03	50	50	100	3
5	PCC 21EEL35	Electrical Machines Laboratory - I	TD: PSB	0	0	2		03	50	50	100	1
6	UHV 21UH36/49	Social Connect and Responsibility	Any Department	0	2	0		01	50	50	100	1
7	HSMC 21KSK37/47	Samskrutika Kannada	TD and PSB: HSMC	0	2	0		01	50	50	100	1
	HSMC 21KBK37/47	Balake Kannada										
	OR											
	HSMC 21CIP37/47	Constitution of India and Professional Ethics										
8	AEC 21EE38X	Ability Enhancement Course - III	TD: Concerned department PSB: Concerned Board	If offered as theory course: 0	2	0		01	50	50	100	1
				If offered as lab. course: 0	0	2		02				
								Total	**400**	**400**	**800**	**18**

9	**Scheduled activities for III to VIII semesters**	NMDC 21NS83	National Service Scheme (NSS)	NSS	All students have to register for any one of the course namely National Service Scheme, Physical Education (PE) (Sports and Athletics), and Yoga with the concerned coordinator of the course during the first week of III semester. The activities shall be carried out from III semester to VIII semester. SEE in the above courses shall be conducted during VIII semester examinations and the accumulated CIE marks shall be added to the SEE marks. Successful completion of the registered course is mandatory for the award of the degree. The events shall be appropriately scheduled by the colleges and the same shall be reflected in the calendar prepared for the NSS, PE and Yoga activities.
		NMDC 21PE83	Physical Education (PE)(Sports and Athletics)	PE	
		NMDC 21YO83	Yoga	Yoga	

Course prescribed to lateral entry Diploma holders admitted to III semester B.E./B.Tech programs

1	NCMC 21MATDIP31	Additional Mathematics - I	Maths	02	02	--	--	---	100	---	100	0

Note: BSC: Basic Science Course, **IPCC:** Integrated Professional Core Course, **PCC:** Professional Core Course, **INT** –Internship, **HSMC:** Humanity and Social Science & Management Courses, **AEC**–Ability Enhancement Courses. **UHV:** Universal Human Value Course.
L –Lecture, **T –** Tutorial, P- Practical/ Drawing, **S –** Self Study Component, **CIE:** Continuous Internal Evaluation, **SEE:** Semester End Examination.
TD- Teaching Department, **PSB**: Paper Setting department

21KSK37/47 Samskrutika Kannada is for students who speak, read and write Kannada and **21KBK37/47** Balake Kannada is for non-Kannada speaking, reading, and writing students.

Integrated Professional Core Course (IPCC): Refers to Professional Theory Core Course Integrated with Practicals of the same course. Credit for IPCC can be 04 and its Teaching–Learning hours (L : T : P) can be considered as (3 : 0 : 2) or (2 : 2 : 2). The theory part of the IPCC shall be evaluated both by CIE and SEE. The practical part shall be evaluated by only CIE (no SEE). However, questions from the practical part of IPCC shall be included in the SEE question paper. For more details, the regulation governing the Degree of Bachelor of Engineering /Technology (BE/B.Tech.) 2021-22 may be referred.

21INT49 Inter/Intra Institutional Internship: All the students admitted to engineering programs under the lateral entry category shall have to undergo a mandatory 21INT49 Inter/Intra Institutional Internship of 03 weeks during the intervening period of III and IV semesters. The internship shall be slated for CIE only and will not have SEE. The letter grade earned through CIE shall be included in the IV semester grade card. The internship shall be considered as a head of passing and shall be considered for vertical progression and for the award of degree. Those, who do not take up / complete the internship shall be declared fail and shall have to complete subsequently after satisfying the internship requirements. The faculty coordinator or mentor shall monitor the students' internship progress and interact with them for the successful completion of the internship.

Non–credit mandatory courses (NCMC):

(A) Additional Mathematics I and II:

(1) These courses are prescribed for III and IV semesters respectively to lateral entry Diploma holders admitted to III semester of B.E./B.Tech., programs. They shall attend the classes during the respective semesters to complete all the formalities of the course and appear for the Continuous Internal Evaluation (CIE). In case, any student fails to register for the said course/fails to secure the minimum 40 % of the prescribed CIE marks, he/she shall be deemed to have secured an F grade. In such a case, the student has to fulfill the course requirements during subsequent semester/s to earn the qualifying CIE marks. These courses are slated for CIE only and has no SEE.

(2) Additional Mathematics I and II shall not be considered for vertical progression as well as for the calculation of SGPA and CGPA, but completion of the courses shall be mandatory for the award of degree.

(3) Successful completion of the courses Additional Mathematics I and II shall be indicated as satisfactory in the grade card. Non-completion of the courses Additional Mathematics I and II shall be indicated as Unsatisfactory.

(B) National Service Scheme/Physical Education (Sport and Athletics)/ Yoga:

(1) Securing 40 % or more in CIE,35 % or more marks in SEE and 40 % or more in the sum total of CIE + SEE leads to successful completion of the registered course.

(2) In case, students fail to secure 35 % marks in SEE, they has to appear for SEE during the subsequent examinations conducted by the University.

(3) In case, any student fails to register for NSS, PE or Yoga/fails to secure the minimum 40 % of the prescribed CIE marks, he/she shall be deemed to have not completed the requirements of the course. In such a case, the student has to fulfill the course requirements during subsequent semester/s to earn the qualifying CIE marks.

(4) Successful completion of the course shall be indicated as satisfactory in the grade card. Non-completion of the course shall be indicated as Unsatisfactory.

(5) These courses shall not be considered for vertical progression as well as for the calculation of SGPA and CGPA, but completion of the courses shall be mandatory for the award of degree.

Ability Enhancement Course – III			
21EEL381	Scilab for Transformers and Generators	21EEL383	555 IC Laboratory
21EEL382	Circuit laboratory using Pspice	21EEL384	Scilab for Mathematics

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IV SEMESTER

Sl. No	Course and Course Code	Course Title	Teaching Department (TD) and Question Paper Setting Board	Teaching Hours /Week				Examination				Credits
				Theory Lecture	Tutorial	Practical/ Drawing	Self -Study	Duration in hours	CIE Marks	SEE Marks	Total Marks	
				L	T	P	S					
1	BSC 21MAT41	Complex Analysis, Probability and Statistical Methods	Maths	2	2	0		03	50	50	100	3
2	IPCC 21EE42	Digital System Design	EE	3	0	2		03	50	50	100	4
3	IPCC 21EE43	Microcontroller	EE	3	0	2		03	50	50	100	4
4	PCC 21EE44	Electric Motors	EE	2	2	0		03	50	50	100	3
5	AEC 21BE45	Biology for Engineers	BT, CHE, PHY	2	0	0		02	50	50	100	2
6	PCC 21EEL46	Electrical Machines Laboratory - II	EE	0	0	2		03	50	50	100	1
7	HSMC 21KSK37/47	Samskrutika Kannada	HSMC	0	2	0		01	50	50	100	1
	HSMC 21KBK37/47	Balake Kannada										
	OR											
	HSMC 21CIP37/47	Constitution of India & Professional Ethics										
8	AEC 21EE48X	Ability Enhancement Course- IV	TD and PSB: Concerned department	If offered as theory Course: 0	2	0		01	50	50	100	1
				If offered as lab. course: 0	0	2		02				
9	UHV 21UH36/49	Universal Human Values	Any Department	0	2	0		01	50	50	100	1
10	INT 21INT49	Inter/Intra Institutional Internship	Evaluation By the appropriate authorities	Completed during the intervening period of II and III semesters by students admitted to first year of BE./B.Tech and during the intervening period of III and IV semesters by Lateral entry students admitted to III semester.				--	100	--	100	2
								Total	**550**	**450**	**1000**	**22**

Course prescribed to lateral entry Diploma holders admitted to III semester of Engineering programs

1	NCMC 21MATDIP41	Additional Mathematics - II	Maths	02	02	--	--	--	100	--	100	0

Note: BSC: Basic Science Course, IPCC: Integrated Professional Core Course, PCC: Professional Core Course, AEC –Ability Enhancement Courses, HSMC: Humanity and Social Science and Management Courses, UHV- Universal Human Value Courses.
L –Lecture, T – Tutorial, P- Practical/ Drawing, S – Self Study Component, CIE: Continuous Internal Evaluation, SEE: Semester End Examination.

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Integrated Professional Core Course (IPCC): Refers to Professional Theory Core Course Integrated with Practicals of the same course. Credit for IPCC can be 04 and its Teaching – Learning hours (L : T : P) can be considered as (3 : 0 : 2) or (2 : 2 : 2). The theory part of the IPCC shall be evaluated both by CIE and SEE. The practical part shall be evaluated by only CIE (no SEE). However, questions from practical part of IPCC shall be included in the SEE question paper.For more details the regulation governing the Degree of Bachelor of Engineering /Technology (BE/B.Tech.) 2021-22 may be referred.

Non – credit mandatory course (NCMC):

Additional Mathematics - II:

(1) Lateral entry Diploma holders admitted to III semester of B.E./B.Tech., shall attend the classes during the IV semester to complete all the formalities of the course and appear for the Continuous Internal Evaluation (CIE). In case, any student fails to register for the said course/fails to secure the minimum 40 % of the prescribed CIE marks, he/she shall be deemed to have secured an F grade. In such a case, the student has to fulfill the course requirements during subsequent semester/s to earn the qualifying CIE marks. These courses are slated for CIE only and has no SEE.

(2) Additional Mathematics I and II shall not be considered for vertical progression as well as for the calculation of SGPA and CGPA, but completion of the courses shall be mandatory for the award of degree.

(3) Successful completion of the course Additional Mathematics II shall be indicated as satisfactory in the grade card. Non-completion of the courses Additional Mathematics II shall be indicated as Unsatisfactory.

Ability Enhancement Course - IV

21EEP481	Microcontroller Based Projects	21EEL483	Scilab for Electrical and Electronic Measurements
21EEL482	Scilab for Electric Motors	21EEL484	Simulation of Op-Amp Circuits

Internship of 04 weeks during the intervening period of IV and V semesters; 21INT68 Innovation/ Entrepreneurship/ Societal Internship.

(1) All the students shall have to undergo a mandatory internship of 04 weeks during the intervening period of IV and V semesters. The internship shall be slated for CIE only and will not have SEE. The letter grade earned through CIE shall be included in the VI semester grade card.The internship shall be considered as a head of passing and shall be considered for vertical progression and for the award of degree. Those, who do not take up / complete the internship shall be considered under F(fail) grade and shall have to complete subsequently after satisfying the internship requirements.

(2) Innovation/ Entrepreneurship Internship shall be carried out at industry, State and Central Government /Non-government organizations (NGOs), micro, small and medium enterprise (MSME), Innovation centers or Incubation centers, etc. Innovation need not be a single major breakthrough, it can also be a series of small or incremental changes. Innovation of any kind can also happen outside of the business world.

Entrepreneurship internships offers a chance to gain hands on experience in the world of entrepreneurship and helps to learn what it takes to run a small entrepreneurial business by performing intern duties with an established company. This experience can then be applied to future business endeavours. Start-ups and small companies are a preferred place to learn the business tactics for future entrepreneurs as learning how a small business operates will serve the intern well when he/she manages his/her own company. Entrepreneurship acts as a catalyst to open the minds to creativity and innovation. Entrepreneurship internship can be from several sectors, including technology, small and medium-sized sectors, and service sector.

(3) Societal or social internship.

Urbanization is increasing on a global scale; and yet, half the world's population still resides in rural areas and is devoid of many things that urban population enjoy. Rural internship, is a work-based activity in which students will have a chance to solve/reduce the problems of the rural place for better living.

As proposed under the AICTE rural internship programme, activities under Societal or social internship, particularly in rural areas, shall be considered for 40 points under AICTE activity point programme.

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V SEMESTER

Sl. No	Course and Course Code	Course Title	Teaching Department (TD) and Question Paper Setting Board (PSB)	Teaching Hours /Week				Examination				Credits
				Theory Lecture	Tutorial	Practical/ Drawing	Self -Study	Duration in hours	CIE Marks	SEE Marks	Total Marks	
				L	T	P	S					
1	PCC 21EE51	Transmission and Distribution	EE	2	2	0		03	50	50	100	3
2	IPCC 21EE52	Control Systems	EE	3	0	2		03	50	50	100	4
3	PCC 21EE53	Power System Analysis - 1	EE	2	2	0		03	50	50	100	3
4	PCC 21EE54	Power Electronics	EE	2	2	0		03	50	50	100	3
5	PCC 21EEL55	Power Electronics Laboratory	EE	0	0	2		03	50	50	100	1
6	AEC 21RMI56	Research Methodology & Intellectual Property Rights	TD: Any Department PSB: As identified by University	1	2	0		02	50	50	100	2
7	HSMC 21CIV57	Environmental Studies	TD: Civil/ Environmental /Chemistry/ Biotech. PSB: Civil Engg	0	2	0		1	50	50	100	1
8	AEC 21EE58X	Ability Enhancement Course-V	Concerned Board	If offered as theory courses: 0	2	0		01	50	50	100	1
				If offered as lab. courses: 0	0	2		02				
								Total	**400**	**400**	**800**	**18**

Ability Enhancement Course - V

21EEL581	Scilab for Analysis of Power Systems	21EEP583	Energy Audit project
21EEL582	Scilab for Power Electronics	21EEP584	Renewable Energy Project

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L –Lecture, T – Tutorial, P- Practical/ Drawing, S – Self Study Component, CIE: Continuous Internal Evaluation, SEE: Semester End Examination.

Integrated Professional Core Course (IPCC): refers to Professional Theory Core Course Integrated with Practical of the same course. Credit for IPCC can be 04 and its Teaching – Learning hours (L : T : P) can be considered as (3 : 0 : 2) or (2 : 2 : 2). Theory part of the IPCC shall be evaluated both by CIE and SEE. The practical part shall be evaluated by CIE only and there shall be no SEE. For more details the regulation governing the Degree of Bachelor of Engineering /Technology (BE/B.Tech.) 2021-22 may be referred.

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VI SEMESTER

Sl. No	Course and Course Code	Course Title	Teaching Department (TD) and Question Paper Setting Board (QPSB)	Teaching Hours /Week				Examination				Credits
				Theory Lecture	Tutorial	Practical/ Drawing	Self -Study	Duration in hours	CIE Marks	SEE Marks	Total Marks	
				L	T	P	S					
1	HSMC 21EE61	Management and Entrepreneurship	HSME/EE	3	0	0		03	50	50	100	3
2	IPCC 21EE62	Power System Analysis - 2	EE	3	0	2		03	50	50	100	4
3	PCC 21EE63	Signals and Digital Signal Processing	EE	2	2	0		03	50	50	100	3
4	PEC 21EE64x	Professional Elective Course-I	EE	3	0	0		03	50	50	100	3
5	OEC 21EE65x	Open Elective Course-I	Concerned Department	3	0	0		03	50	50	100	3
6	PCC 21EEL66	Digital Signal Processing Laboratory	EE	0	0	2		03	50	50	100	1
7	MP 21EEMP67	Mini Project	EE	Two contact hours /week for interaction between the faculty and students.				--	100	--	100	2
8	INT 21INT68	Innovation/Entrepreneurship /Societal Internship	Completed during the intervening period of IV and V semesters.					--	100	--	100	3
								Total	**500**	**300**	**800**	**22**

Professional Elective - I

21EE641	Sensors and Transducers	21EE643	Electrical Machine Design
21EE642	Electromagnetic Field Theory	21EE644	Electrical Engineering Materials

Open Electives – I offered by the Department of Electrical and Electronics Engineering to other Department students

21EE651	Utilization of Electrical Power	21EE653	Industrial Servo Control Systems
21EE652	Renewable Energy Resources	21EE654	Advanced Control Systems

Note: HSMC: Humanity and Social Science & Management Courses, **IPCC:** Integrated Professional Core Course, **PCC:** Professional Core Course, **PEC:** Professional Elective Courses, O**EC**–Open Elective Course, **MP** –Mini Project, INT –Internship.
L –Lecture, T – Tutorial, P - Practical / Drawing, S – Self Study Component, CIE: Continuous Internal Evaluation, SEE: Semester End Examination.

Integrated Professional Core Course (IPCC): Refers to Professional Theory Core Course Integrated with Practical of the same course. Credit for IPCC can be 04 and its Teaching – Learning hours (L : T : P) can be considered as (3 : 0 : 2) or (2 : 2 : 2). The theory part of the IPCC shall be evaluated both by CIE and SEE. The practical part shall be evaluated by CIE only and there shall be no SEE. For more details, the regulation governing the Degree of Bachelor of Engineering /Technology (BE/B.Tech) 2021-22 may be referred.

Professional Elective Courses(PEC):
A professional elective (PEC) course is intended to enhance the depth and breadth of educational experience in the Engineering and Technology curriculum. Multidisciplinary courses that are added supplement the latest trend and advanced technology in the selected stream of engineering. Each group will provide an option to select one course. The minimum students' strength for offering professional electives is 10. However, this conditional shall not be applicable to cases where the admission to the programme is less than 10.

Open Elective Courses:
Students belonging to a particular stream of Engineering and Technology are not entitled for the open electives offered by their parent Department. However, they can opt an elective offered by other Departments, provided they satisfy the prerequisite condition if any. Registration to open electives shall be documented under the guidance of the Program Coordinator/ Advisor/Mentor.
Selection of an open elective shall not be allowed if,

(i) The candidate has studied the same course during the previous semesters of the program.
(ii) The syllabus content of open electives is similar to that of the Departmental core courses or professional electives.
(iii) A similar course, under any category, is prescribed in the higher semesters of the program.

In case, any college is desirous of offering a course (not included in the Open Elective List of the University) from streams such as Law, Business (MBA), Medicine, Arts, Commerce, etc., can seek permission, at least one month before the commencement of the semester, from the University by submitting a copy of the syllabus along with the details of expertise available to teach the same in the college.

The minimum students' strength for offering open electives is 10. However, this conditional shall not be applicable to cases where the admission to the programme is less than 10.

Mini-project work: Mini Project is a laboratory-oriented course which will provide a platform to students to enhance their practical knowledge and skills by the development of small systems/applications.

Based on the ability/abilities of the student/s and recommendations of the mentor, a single discipline or a multidisciplinary Mini- project can be assigned to an individual student or to a group having not more than 4 students.

CIE procedure for Mini-project:

(i) Single discipline: The CIE marks shall be awarded by a committee consisting of the Head of the concerned Department and two faculty members of the Department, one of them being the Guide. The CIE marks awarded for the Mini-project work shall be based on the evaluation of project report, project presentation skill, and question and answer session in the ratio of 50:25:25. The marks awarded for the project report shall be the same for all the batch mates.

(ii) Interdisciplinary: Continuous Internal Evaluation shall be group-wise at the college level with the participation of all the guides of the project.

The CIE marks awarded for the Mini-project, shall be based on the evaluation of project report, project presentation skill, and question and answer session in the ratio 50:25:25. The marks awarded for the project report shall be the same for all the batch mates.

No SEE component for Mini-Project.

VII semester Classwork and Research Internship /Industry Internship (21INT82)

Swapping Facility

Institutions can swap VII and VIII Semester Scheme of Teaching and Examinations to accommodate research internship/ industry internship after the VI semester**.**

(2) Credits earned for the courses of VII and VIII Semester Scheme of Teaching and Examinations shall be counted against the corresponding semesters whether VII or VIII semester is completed during the beginning of IV year or later part of IV year of the program.

Elucidation:

At the beginning of IV year of the programme i.e., after VI semester, VII semester classwork and VIII semester Research Internship /Industrial Internship shall be permitted to be operated simultaneously by the University so that students have ample opportunity for internship. In other words, a good percentage of the class shall attend VII semester classwork and similar percentage of others shall attend to Research Internship or Industrial Internship.

Research/Industrial Internship shall be carried out at an Industry, NGO, MSME, Innovation centre, Incubation centre, Start-up, Centers of Excellence (CoE), Study Centre established in the parent institute and /or at reputed research organizations / institutes. The intership can also be rural internship.

The mandatory Research internship /Industry internship is for 24 weeks. The internship shall be considered as a head of passing and shall be considered for the award of degree. Those, who do not take up/complete the internship shall be declared fail and shall have to complete during the subsequent University examination after satisfying the internship requirements.

INT21INT82 Research Internship/ Industry Internship/Rural Internship

Research internship: A research internship is intended to offer the flavour of current research going on in the research field. It helps students get familiarized with the field and imparts the skill required for carrying out research.

Industry internship: Is an extended period of work experience undertaken by students to supplement their degree for professional development. It also helps them learn to overcome unexpected obstacles and successfully navigate organizations, perspectives, and cultures. Dealing with contingencies helps students recognize, appreciate, and adapt to organizational realities by tempering their knowledge with practical constraints.

Rural internship: A long-term goal, as proposed under the AICTE rural internship programme, shall be counted as rural internship activity.

The student can take up Interdisciplinary Research Internship or Industry Internship.

The faculty coordinator or mentor has to monitor the students' internship progress and interact with them to guide for the successful completion of the internship.

The students are permitted to carry out the internship anywhere in India or abroad. University shall not bear any expenses incurred in respect of internship.

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Swappable VII and VIII SEMESTER

VII SEMESTER

Sl. No	Course and Course Code	Course Title	Teaching Department (TD) and Question Paper Setting Board (QPSB)	Teaching Hours /Week				Examination				Credits
				Theory Lecture	Tutorial	Practical/ Drawing	Self -Study	Duration in hours	CIE Marks	SEE Marks	Total Marks	
				L	T	P	S					
1	PCC 21EE71	High Voltage and Power System Protection	EE	2	0	2		3	50	50	100	3
2	PCC 21EE72	Power System Operation and Control	EE	1	2	0		3	50	50	100	2
3	PEC 21EE72X	Professional elective Course-II	EE	3	0	0		3	50	50	100	3
4	PEC 21EE73X	Professional elective Course-III	EE	3	0	0		3	50	50	100	3
5	OEC 21EE74X	Open elective Course-II	Concerned Department	3	0	0		3	50	50	100	3
6	Project 21EEP75	Project work	EE	Two contact hours /week for interaction between the faculty and students.				3	100	100	200	10
								Total	**350**	**350**	**700**	**24**

VIII SEMESTER

Sl. No	Course and Course Code		Course Title	Teaching Department	Teaching Hours /Week				Examination				Credits
					Theory Lecture	Tutorial	Practical/ Drawing	Self -Study	Duration in hours	CIE Marks	SEE Marks	Total Marks	
					L	T	P	S					
1	Seminar 21EE81		Technical Seminar	EE	One contact hour /week for interaction between the faculty and students.				--	100	--	100	01
2	INT 21INT82		Research Internship/ Industry Internship	EE	Two contact hours /week for interaction between the faculty and students.				03 (Batch wise)	100	100	200	15
3	NCMC	21NS83	National Service Scheme (NSS)	NSS	Completed during the intervening period of III semester to VIII semester.				--	50	50	100	0
		21PE83	Physical Education (PE) (Sports and Athletics)	PE									
		21YO83	Yoga	Yoga									
									Total	**250**	**150**	**400**	**16**

Professional Elective - II

21EE721	Power System Planning	21EE724	Electric Vehicle Technologies
21EE722	Smart Grid	21EE725	PLC and SCADA
21EE723	ANN for Power Systems Applications		

Professional Elective - III

21EE731	Computer Aided Electrical Drawing	21EE734	Industrial Drives and Applications
21EE732	Micro- and Nano-Scale Sensors and Transducers	21EE735	FACTS and HVDC
21EE733	Big Data Analytics in Power Systems		

Open Electives - II offered by the Department of Electrical and Electronics Engineering to other Department students			
21EE741	Carbon Capture and Storage	21EE744	Electrical Power Quality
21EE742	Electric Vehicles	21EE745	Energy Conservation and Audit
21EE743	Disasters Management		

Note: PCC: Professional Core Course, **PEC:** Professional Elective Courses, **OEC**–Open Elective Course, **AEC** –Ability Enhancement Courses.

L –Lecture, T – Tutorial, P- Practical / Drawing, S – Self Study Component, CIE: Continuous Internal Evaluation, SEE: Semester End Examination.

Note: VII and VIII semesters of IV year of the programme

(1) Institutions can swap VII and VIII Semester Scheme of Teaching and Examinations to accommodate research internship/ industry internship after the VI semester**.**

(2) Credits earned for the courses of VII and VIII Semester Scheme of Teaching and Examinations shall be counted against the corresponding semesters whether VII or VIII semester is completed during the beginning of IV year or later part of IV year of the programme.

PROJECT WORK (21EEP75): The objective of the Project work is

(i) To encourage independent learning and the innovative attitude of the students.
(ii) To develop interactive attitude, communication skills, organization, time management, and presentation skills.
(iii) To impart flexibility and adaptability.
(iv) To inspire team working.
(v) To expand intellectual capacity, credibility, judgment and intuition.
(vi) To adhere to punctuality, setting and meeting deadlines.
(vii) To instill responsibilities to oneself and others.
(viii) To train students to present the topic of project work in a seminar without any fear, face the audience confidently, enhance communication skills, involve in group discussion to present and exchange ideas.

CIE procedure for Project Work:

(1) Single discipline: The CIE marks shall be awarded by a committee consisting of the Head of the concerned Department and two senior faculty members of the Department, one of whom shall be the Guide.

The CIE marks awarded for the project work, shall be based on the evaluation of project work Report, project presentation skill, and question and answer session in the ratio 50:25:25. The marks awarded for the project report shall be the same for all the batch mates.

(2) Interdisciplinary: Continuous Internal Evaluation shall be group-wise at the college level with the participation of all guides of the college. Participation of external guide/s, if any, is desirable. The CIE marks awarded for the project work, shall be based on the evaluation of project work Report, project presentation skill, and question and answer session in the ratio 50:25:25. The marks awarded for the project report shall be the same for all the batch mates.

SEE procedure for Project Work: SEE for project work will be conducted by the two examiners appointed by the University. The SEE marks awarded for the project work, shall be based on the evaluation of project work Report, project presentation skill, and question and answer session in the ratio 50:25:25.

TECHNICAL SEMINAR (21EES81): The objective of the seminar is to inculcate self-learning, present the seminar topic confidently, enhance communication skill, involve in group discussion for exchange of ideas. Each student, under the guidance of a Faculty, shall choose, preferably, a recent topic of his/her interest relevant to the programme of Specialization.

(i) Carry out literature survey, systematically organize the content.
(ii) Prepare the report with own sentences, avoiding a cut and paste act.
(iii) Type the matter to acquaint with the use of Micro-soft equation and drawing tools or any such facilities.
(iv) Present the seminar topic orally and/or through PowerPoint slides.
(v) Answer the queries and involve in debate/discussion.
(**vi)** Submit a typed report with a list of references.

The participants shall take part in the discussion to foster a friendly and stimulating environment in which the students are motivated to reach high standards and become self-confident.

Evaluation Procedure:

The CIE marks for the seminar shall be awarded (based on the relevance of the topic, presentation skill, participation in the question and answer session, and quality of report) by the committee constituted for the purpose by the Head of the Department. The committee shall consist of three teachers from the department with the senior-most acting as the Chairman.

Marks distribution for CIE of the course:

Seminar Report:50 marks
Presentation skill:25 marks
Question and Answer: 25 marks.■ No SEE component for Technical Seminar

Non – credit mandatory courses (NCMC):

National Service Scheme/Physical Education (Sport and Athletics)/ Yoga:

(1) Securing 40 % or more in CIE,35 % or more marks in SEE and 40 % or more in the sum total of CIE + SEE leads to successful completion of the registered course.

(2) In case, students fail to secure 35 % marks in SEE, they has to appear for SEE during the subsequent examinations conducted by the University.

(3) In case, any student fails to register for NSS, PE or Yoga/fails to secure the minimum 40 % of the prescribed CIE marks, he/she shall be deemed to have not completed the requirements of the course. In such a case, the student has to fulfill the course requirements during subsequently to earn the qualifying CIE marks subject to the maximum programme period.

(4) Successful completion of the course shall be indicated as satisfactory in the grade card. Non-completion of the course shall be indicated as Unsatisfactory.

(5) These course shall not be considered for vertical progression as well as for the calculation of SGPA and CGPA, but completion of the courses shall be mandatory for the award of degree.

Transform Calculus, Fourier Series And Numerical Techniques			
Course Code	**21MAT31**	CIE Marks	50
Teaching Hours/Week (L:T:P:S)	2:2:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives: The goal of the course 21MAT31 Transform Calculus, Fourier series and Numerical techniques is

- To have an insight into solving ordinary differential equations by using Laplace transform techniques
- Learn to use the Fourier series to represent periodical physical phenomena in engineering analysis.
- To enable the students to study Fourier Transforms and concepts of infinite Fourier Sine and Cosine transforms and to learn the method of solving difference equations by the z-transform method.
- To develop proficiency in solving ordinary and partial differential equations arising in engineering applications, using numerical methods.

Teaching-Learning Process (General Instructions):

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. In addition to the traditional lecture method, different types of innovative teaching methods may be adopted so that the delivered lessons shall develop students' theoretical and applied mathematical skills.
2. State the need for Mathematics with Engineering Studies and Provide real-life examples.
3. Support and guide the students for self–study.
4. You will also be responsible for assigning homework, grading assignments and quizzes, and documenting students' progress.
5. Encourage the students for group learning to improve their creative and analytical skills.
6. Show short related video lectures in the following ways:
   - As an introduction to new topics (pre-lecture activity).
   - As a revision of topics (post-lecture activity).
   - As additional examples (post-lecture activity).
   - As an additional material of challenging topics (pre-and post-lecture activity).
   - As a model solution for some exercises (post-lecture activity).

Module-1 : Laplace Transform

Definition and Laplace transforms of elementary functions (statements only). Problems on Laplace's Transform of $e^{at}f(t)$, $t^n f(t)$, $\frac{f(t)}{t}$. Laplace transforms of Periodic functions (statement only) and unit-step function – problems.

Inverse Laplace transforms definition and problems, Convolution theorem to find the inverse Laplace transforms (without Proof) problems. Laplace transforms of derivatives, solution of differential equations.

Self-study: Solution of simultaneous first-order differential equations.

(RBT Levels: L1, L2 and L3)

Teaching-Learning Process	Chalk and talk method / PowerPoint Presentation

Module-2: Fourier Series	
Introduction to infinite series, convergence and divergence. Periodic functions, Dirichlet's condition. Fourier series of periodic functions with period 2π and arbitrary period. Half range Fourier series. Practical harmonic analysis. **Self-study:** Convergence of series by D'Alembert's Ratio test and, Cauchy's root test. **(RBT Levels: L1, L2 and L3)**	
Teaching-Learning Process	Chalk and talk method / PowerPoint Presentation
Module-3: Infinite Fourier Transforms and Z-Transforms	
Infinite Fourier transforms definition, Fourier sine and cosine transforms. Inverse Fourier transforms, Inverse Fourier cosine and sine transforms. Problems. Difference equations, z-transform-definition, Standard z-transforms, Damping and shifting rules, Problems. Inverse z-transform and applications to solve difference equations. **Self Study**: Initial value and final value theorems, problems. **(RBT Levels: L1, L2 and L3)**	
Teaching-Learning Process	Chalk and talk method / PowerPoint Presentation
Module-4: Numerical Solution of Partial Differential Equations	
Classifications of second-order partial differential equations, finite difference approximations to derivatives, Solution of Laplace's equation using standard five-point formula. Solution of heat equation by Schmidt explicit formula and Crank- Nicholson method, Solution of the Wave equation. Problems. **Self Study**: Solution of Poisson equations using standard five-point formula. **(RBT Levels: L1, L2 and L3)**	
Teaching-Learning Process	Chalk and talk method / PowerPoint Presentation
Module-5: Numerical Solution of Second-Order ODEs and Calculus of Variations	
Second-order differential equations - Runge-Kutta method and Milne's predictor and corrector method. (No derivations of formulae). Calculus of Variations: Functionals, Euler's equation, Problems on extremals of functional. Geodesics on a plane, Variational problems. **Self Study:** Hanging chain problem **(RBT Levels: L1, L2 and L3)**	
Course outcomes: After successfully completing the course, the students will be able : ➢ To solve ordinary differential equations using Laplace transform. ➢ Demonstrate the Fourier series to study the behaviour of periodic functions and their applications in system communications, digital signal processing and field theory. ➢ To use Fourier transforms to analyze problems involving continuous-time signals and to apply Z-Transform techniques to solve difference equations ➢ To solve mathematical models represented by initial or boundary value problems involving partial differential equations ➢ Determine the extremals of functionals using calculus of variations and solve problems arising in dynamics of rigid bodies and vibrational analysis.	
Assessment Details (both CIE and SEE) The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together	

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

First test at the end of 5th week of the semester

Second test at the end of the 10th week of the semester

Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

First assignment at the end of 4th week of the semester

Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

The question paper will have ten questions. Each question is set for 20 marks.

There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Textbooks:

1. **B. S. Grewal**: "Higher Engineering Mathematics", Khanna publishers, 44th Ed.2018
2. **E. Kreyszig**: "Advanced Engineering Mathematics", John Wiley & Sons, 10th Ed. (Reprint), 2016.

Reference Books

1. **V. Ramana:** "Higher Engineering Mathematics" McGraw-Hill Education, 11th Ed.
2. **Srimanta Pal & Subodh C. Bhunia:** "Engineering Mathematics" Oxford University Press, 3rd Reprint, 2016.
3. **N.P Bali and Manish Goyal**: "A textbook of Engineering Mathematics" Laxmi Publications, Latest edition.
4. **C. Ray Wylie, Louis C. Barrett:** "Advanced Engineering Mathematics" McGraw – Hill Book Co.Newyork, Latest ed.
5. **Gupta C.B, Sing S.R and Mukesh Kumar:** "Engineering Mathematic for Semester I and II", Mc- Graw Hill Education(India) Pvt. Ltd 2015.
6. **H.K.Dass and Er. Rajnish Verma:** "Higher Engineering Mathematics" S.Chand Publication (2014).
7. **James Stewart: "**Calculus" Cengage publications, 7th edition, 4th Reprint 2019.

Web links and Video Lectures (e-Resources):

- http://.ac.in/courses.php?disciplineID=111
- http://www.class-central.com/subject/math(MOOCs)
- http://academicearth.org/
- http://www.bookstreet.in.
- VTU e-Shikshana Program
- VTU EDUSAT Program

Activity-Based Learning (Suggested Activities in Class)/ Practical Based learning

- Quizzes
- Assignments
- Seminars

Analog Electronic Circuits and Op - Amps			
IPCC Course Code	**21EE32**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 12 Lab slots	Total Marks	100
Credits	04	Exam Hours	03

Course objectives:

- Provide the knowledge for the analysis of diode and transistor circuits.
- Develop skills to design the electronic circuits using transistors and Op-amps.
- To understand the concept and various types of converters.

Teaching-Learning Process (General Instructions)

These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

MODULE-1

Diode Circuits: Diode characteristics, Diode clipping, and clamping circuits.
Transistor at Low Frequencies: Operating point, voltage divider bias circuit, stability factor, BJT transistor modelling- emitter follower, analysis using h – parameter model.

Teaching-Learning Process	Chalk and Board, Power Point Presentation, You Tube Videos.

MODULE-2

Multistage Amplifiers: Transistor Amplifiers, Cascade and cascode connections, Darlington circuits, analysis and design.
Feedback Amplifiers: Feedback concept, different types, practical feedback circuits, analysis and design of feedback circuits.

Teaching-Learning Process	Chalk and Board, Power Point Presentation, You Tube Videos.

MODULE-3

Power Amplifiers: Classification, analysis and design of Class A – Directly Coupled and Transformer Coupled, Class B- Complementry Symmetry and Push Pull, Class C and Class AB.
FETs: Construction, working and characteristics of JFETs and MOSFETs.

Teaching-Learning Process	Chalk and Board, Power Point Presentation, You Tube Videos.

MODULE-4

Op-Amp Applications: A.C. amplifier, summing, scaling & averaging amplifier, inverting and non-inverting configuration, Instrumentation amplifier.
Active Filters: First & Second order high pass & low pass Butterworth filters. Band pass filters, all pass filters.
DC Voltage Regulators: Voltage regulator basics, voltage follower regulator, adjustable output regulator, LM317 & LM337 Integrated circuits regulators.

Teaching-Learning Process	Chalk and Board, Power Point Presentation, You Tube Videos.

MODULE 5

OP –Amp Signal Generators: Integrator and Differentiator circuits, Triangular / rectangular wave generator, phase shift oscillator, saw tooth generator.

OP –Amp Comparators and Converters: Basic comparator, zero crossing detector, inverting & non-inverting Schmitt trigger circuit, voltage to current converter with grounded load, current to voltage converter and basics of voltage to frequency and frequency to voltage converters.

Teaching-Learning Process	Chalk and Board, Power Point Presentation, You Tube Videos.

Sl. NO	**Experiments**
1	Experiments on clippers and clampers.
2	Static Transistor characteristics for CE, CB and CC modes and determination of h parameters.
3	Frequency response of single stage BJT and FET RC coupled amplifier and determination of half - power points, bandwidth, input and output impedances.
4	Design and testing of BJT -RC phase shift oscillator for given frequency of oscillation.
5	Determination of gain, input and output impedance of BJT Darlington emitter follower with and without bootstrapping.
6	Design and verify a precision full wave rectifier. Determine the performance parameters.
7	Design and realize to analyse the frequency response of an op – amp amplifier under inverting and non - inverting configuration for a given gain.
8	Design and verify the output waveform of an op – amp RC phase shift oscillator for a desired frequency.
9	Design and realize Schmitt trigger circuit using an op – amp for desired upper trip point (UTP) and lower trip point (LTP).
10	Verify the operation of an op – amp as (a) voltage comparator circuit and (b) zero crossing detector.
11	Design and verify the operation of op – amp as an (a) adder (b) subtractor (c) integrator and (d) differentiator.
12	Design and realize an op – amp based first order Butterworth (a) low pass (b) high pass and (c) band pass filters for a given cut off frequency/frequencies to verify the frequency response characteristic.

Course outcomes (Course Skill Set):

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

- Obtain the output characteristics of clipper and clamper circuits.
- Design and compare biasing circuits for transistor amplifiers & explain the transistor switching.
- Explain the concept of feedback, its types and design of feedback circuits
- Design and analyse the power amplifier circuits and oscillators for different frequencies.
- Design and analysis of FET and MOSFET amplifiers.
- Demonstrate the application of Op-amps.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

CIE for the theory component of IPCC

Two Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Scaled-down marks of two tests and two assignments added will be CIE marks for the theory component of IPCC for **30 marks**.

CIE for the practical component of IPCC

- On completion of every experiment/program in the laboratory, the students shall be evaluated and marks shall be awarded on the same day. The**15 marks** are for conducting the experiment and preparation of the laboratory record, the other **05 marks shall be for the test** conducted at the end of the semester.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to 15 marks.
- The laboratory test **(duration 03 hours)** at the end of the 15th week of the semester /after completion of all the experiments (whichever is early) shall be conducted for 50 marks and scaled down to 05 marks**.**

Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **20 marks**.

SEE for IPCC

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (duration 03 hours)

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
- The students have to answer 5 full questions, selecting one full question from each module.

The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper shall include questions from the practical component).

- The minimum marks to be secured in CIE to appear for SEE shall be the 12 (40% of maximum marks-30) in the theory component and 08 (40% of maximum marks -20) in the practical component. The laboratory component of the IPCC shall be for CIE only. However, in SEE, the questions from the laboratory component shall be included**.** The maximum of 04/05 questions to be set from the practical component of IPCC, the total marks of all questions should not be more than the 20 marks.
- SEE will be conducted for 100 marks and students shall secure 35% of the maximum marks to qualify in the SEE. Marks secured will be scaled down to 50.

Suggested Learning Resources:

(1)Electronic Devices and Circuit Theory, Robert L Boylestad Louis Nashelsky, Pearson,11th Edition, 2015.
(2) Electronic Devices and Circuits, David A Bell, Oxford University Press,5th Edition, 2008.
(3) Op-Amps and Linear Integrated Circuits, Ramakant A Gayakwad, Pearson, 4thEdition 2015.
(4) Operational Amplifiers and Linear ICs, David A. Bell, Oxford, 3rd Edition 2011.

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Activity Based Learning, Quizzes, Seminars.

Electric Circuit Analysis			
IPCC Course Code	**21EE33**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 10 Lab slots	Total Marks	100
Credits		Exam Hours	

Course objectives:

- To familiarize the basic laws, source transformations, theorems and the methods of analyzing electrical circuits.
- To explain the use of network theorems and the concept of resonance.
- To familiarize the analysis of three-phase circuits, two port networks and networks with non-sinusoidal inputs.
- To explain the importance of initial conditions, their evaluation and transient analysis of R-L and R-C circuits.
- To impart basic knowledge on network analysis using Laplace transforms.

Teaching-Learning Process (General Instructions)

These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

MODULE-1

Basic Concepts: Active and passive elements, Concept of ideal and practical sources. Source transformation and Source shifting, Concept of Super-Mesh and Super node analysis. Analysis of networks by (i) Network reduction method including star – delta transformation, (ii) Mesh and Node voltage methods for ac and DC circuits with independent and dependent sources. Duality.

Teaching-Learning Process	Chalk and Board, Problem based learning.

MODULE-2

Network Theorems: Super Position theorem, Reciprocity theorem, Thevenin's theorem, Norton's theorem, Maximum power transfer theorem and Millman's theorem. Analysis of networks, with and without dependent ac and DC sources.

Teaching-Learning Process	Chalk and Board, Problem based learning.

MODULE-3

Resonant Circuits: Analysis of simple series RLC and parallel RLC circuits under resonances. Problems on Resonant frequency, Bandwidth and Quality factor at resonance

Transient Analysis: Transient analysis of RL and RC circuits under DC excitations: Behavior of circuit elements under switching action, Evaluation of initial conditions.

Teaching-Learning Process	Chalk and Board, Problem based learning.

MODULE-4

Laplace Transformation: Laplace transformation (LT), LT of Impulse, Step, Ramp, Sinusoidal signals and shifted functions. Waveform synthesis. Initial and Final value theorems.

Teaching-Learning Process	Chalk and Board, Problem based learning.

MODULE 5

Unbalanced Three Phase Systems: Analysis of three phase systems, calculation of real and reactive Powers by direct application of mesh and nodal analysis.

Two Port networks: Definition, Open circuit impedance, Short circuit admittance and Transmission parameters and their evaluation for simple circuits, relationships between parameter sets.

Teaching-Learning Process	Chalk and Board, Problem based learning.

Practice (Laboratory) Part

Sl. NO	**Experiments (to be carried out using discrete components)**
1	Loading effect of different voltmeters on an electric circuit.
2	Voltage Dividers with Loads
3	Measurement AC and DC quantities (voltage, frequency, current) using oscilloscope.
4	Determination of resonant frequency, bandwidth, and Q of a series circuit.
5	Determination of resonant frequency, bandwidth, and Q of a parallel circuit.
6	Verification of Thevenin's theorem.
7	Verification of Norton's theorem.
8	Verification of Superposition theorem.
9	Power factor correction.
10	Measurement of time constant of an RC circuit.

Course outcomes (Course Skill Set):

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

- Understand the basic concepts, basic laws and methods of analysis of DC and AC networks and reduce the complexity of network using source shifting, source transformation and network reduction using transformations.
- Solve complex electric circuits using network theorems.
- Discuss resonance in series and parallel circuits and also the importance of initial conditions and their evaluation.
- Synthesize typical waveforms using Laplace transformation.
- Solve unbalanced three phase systems and also evaluate the performance of two port networks.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

CIE for the theory component of IPCC

Two Tests each of **20 Marks (duration 01 hour**)

First test at the end of 5th week of the semester

Second test at the end of the 10th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Scaled-down marks of two tests and two assignments added will be CIE marks for the theory component of IPCC for **30 marks**.

CIE for the practical component of IPCC

- On completion of every experiment/program in the laboratory, the students shall be evaluated and marks shall be awarded on the same day. The**15 marks** are for conducting the experiment and preparation of the laboratory record, the other **05 marks shall be for the test** conducted at the end of the semester.

- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to 15 marks.
- The laboratory test **(duration 03 hours)** at the end of the 15th week of the semester /after completion of all the experiments (whichever is early) shall be conducted for 50 marks and scaled down to 05 marks**.**

Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **20 marks**.

SEE for IPCC

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (duration 03 hours)

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
- The students have to answer 5 full questions, selecting one full question from each module.

The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper shall include questions from the practical component).

- The minimum marks to be secured in CIE to appear for SEE shall be the 12 (40% of maximum marks-30) in the theory component and 08 (40% of maximum marks -20) in the practical component. The laboratory component of the IPCC shall be for CIE only. However, in SEE, the questions from the laboratory component shall be included**.** The maximum of 04/05 questions to be set from the practical component of IPCC, the total marks of all questions should not be more than the 20 marks.
- SEE will be conducted for 100 marks and students shall secure 35% of the maximum marks to qualify in the SEE. Marks secured will be scaled down to 50.

Suggested Learning Resources:

(1)Engineering Circuit Analysis, William H Hayt et al, Mc Graw Hill,8th Edition,2014.

(2)Network Analysis, M.E. Vanvalkenburg, Pearson, 3rd Edition,2014.

(3)Fundamentals of Electric Circuits, Charles K Alexander Matthew N O Sadiku, Mc Graw Hill, 5th Edition, 2013.

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Activity Based Learning, Quizzes, Seminars.

Transformers and Generators			
Course Code	**21EE34**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2:2:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

- To understand the concepts of transformers and their analysis.
- To suggest a suitable three phase transformer connection for a particular operation.
- To understand the concepts of generator and to evaluate their performance.
- To explain the requirement for the parallel operation of transformers and synchronous generators.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Single phase Transformers: Operation of practical transformer under no-load and on-load with phasor diagrams. Open circuit and Short circuit tests, calculation of equivalent circuit parameters and predetermination of efficiency-commercial and all-day efficiency. Voltage regulation and its significance.

Three-phase Transformers: Introduction, Constructional features of three-phase transformers. Choice between single unit three-phase transformer and a bank of three single-phase transformers. Transformer connection for three phase operation– star/star, delta/delta, star/delta, zigzag/star and V/V, comparative features. Phase conversion-Scott connection for three-phase to two-phase conversion. Labeling of three-phase transformer terminals, vector groups.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-2

Tests, Parallel Operation of Transformer& Auto Transformer: Polarity test, Sumpner's test, separation of hysteresis and eddy current losses

Parallel Operation of Transformers: Necessity of Parallel operation, conditions for parallel operation– Single phase and three phase. Load sharing in case of similar and dissimilar transformers.

Auto transformers and Tap changing transformers: Introduction to autotransformer-copper economy, equivalent circuit, no load and on load tap changing transformers.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-3

Three-Winding Transformers & Cooling of Transformers: Three-winding transformers. Cooling of transformers.

Direct current Generator: Armature reaction, Commutation and associated problems,

Synchronous Generators: Armature windings, winding factors, e.m.f equation. Harmonics–causes, reduction and elimination. Armature reaction, Synchronous reactance, Equivalent circuit.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-4	
Synchronous Generators Analysis: Alternator on load. Excitation control for constant terminal voltage. Voltage regulation. Open circuit and short circuit characteristics, Assessment of reactance-short circuit ratio, synchronous reactance, Voltage regulation by EMF, MMF and ZPF methods.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.
Module-5	
Synchronous Generators (Salient Pole): Effects of saliency, two-reaction theory, Parallel operation of generators and load sharing. Methods of Synchronization, Synchronizing power, Determination of X_d & X_q – slip test **Performance of Synchronous Generators:** Power angle characteristic (salient and non salient pole), power angle diagram, reluctance power, Capability curve for large turbo generators. Hunting and damper windings.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Course outcome (Course Skill Set)

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

- Understand the construction and operation of 1-phase, 3-Phase transformers, and Autotransformer.
- Analyze the performance of transformers by polarity test, Sumpner's Test, phase conversion, 3-phase connection, and parallel operation.
- Understand the construction and working of AC and DC Generators.
- Analyze the performance of the AC Generators on infinite bus and parallel operation.
- Determine the regulation of AC Generator by Slip test, EMF, MMF, and ZPF Methods.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester
- Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

- At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

Textbooks

(1) Electric Machines, D. P. Kothari, et al, 4th Edition, 2011.

(2) Principals of Electrical Machines, V.K Mehta, Rohit Mehta, S Chand, 2nd edition, 2009

Reference Books

(1)Electric Machines, MulukuntlaS.Sarma,at el, Cengage, 1st Edition, 2009.

(2)Electrical Machines, Drives and Power systems, Theodore Wildi, Pearson, 6th Edition, 2014.

(3)Electric Machines, Ashfaq Hussain, Dhanpat Rai & Co, 2nd Edition, 2013.

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Activity Based Learning, Quizzes, Seminars.

Electrical Machines Laboratory - 1			
Course Code	**21EEL35**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Credits	01	Exam Hours	03

Course objectives:

- Conducting of different tests on transformers and synchronous machines and evaluation of their performance.
- Verify the parallel operation of two single phase transformers.
- Study the connection of single phase transformers for three phase operation and phase conversion.
- Study of synchronous generator connected to infinite bus.

Sl. NO	Experiments
1	Open Circuit and Short circuit tests on single phase step up or step down transformer and pre-determination of (i) Efficiency and regulation (ii) Calculation of parameters of equivalent circuit.
2	Sumpner's test on similar transformers and determination of combined and individual transformer efficiency.
3	Parallel operation of two dissimilar single-phase transformers of different kVA and determination of load
4	Polarity test and connection of 3 single-phase transformers in star – delta and determination of efficiency and regulation under balanced resistive load.
5	Comparison of performance of 3 single-phase transformers in delta – delta and V – V (open delta) connection under load.
6	Scott connection with balanced and unbalanced loads.
7	Separation of hysteresis and eddy current losses in single phase transformer.
8	Voltage regulation of an alternator by EMF and MMF methods.
9	Voltage regulation of an alternator by ZPF method.
10	Power angle curve of synchronous generator or Direct load test on three phase synchronous generator to determine efficiency and regulation
11	Slip test – Measurement of direct and quadrature axis reactance and predetermination of regulation of salient pole synchronous machines.
12	Performance of synchronous generator connected to infinite bus, under constant power and variable excitation & vice - versa.

Course outcomes (Course Skill Set):

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

- Evaluate the performance of transformers from the test data obtained.
- Connect and operate two single phase transformers of different KVA rating in parallel.
- Connect single phase transformers for three phase operation and phase conversion.
- Compute the voltage regulation of synchronous generator using the test data obtained in the laboratory.
- Evaluate the performance of synchronous generators from the test data and assess the performance of synchronous generator connected to infinite bus.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination(SEE).

Continuous Internal Evaluation (CIE):

CIE marks for the practical course is **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling

the laboratory session and is made known to students at the beginning of the practical session.

- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled downed to 30 marks (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8th week of the semester and the second test shall be conducted after the 14th week of the semester.
- In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book
- The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

SEE marks for the practical course is 50 Marks.

SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University

All laboratory experiments are to be included for practical examination.

(Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.

Students can pick one question (experiment) from the questions lot prepared by the internal /external examiners jointly.

Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in - 60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

Change of experiment is allowed only once and 15% Marks allotted to the procedure part to be made zero.

The duration of SEE is 03 hours

Rubrics suggested in Annexure-II of Regulation book

Scilab for Transformers & Generators			
Course Code	**21EEL381**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Credits	01	Exam Hours	02

Course objectives:

(1) Along with prescribed hours of teaching –learning process, provide opportunity to perform the experiments/programmes at their own time, at their own pace, at any place as per their convenience and repeat any number of times to understand the concept.

(2) Provide unhindered access to perform whenever the students wish.

(3) Vary different parameters to study the behaviour of the circuit without the risk of damaging equipment/device or injuring themselves.

Sl. NO	Experiments
1	Open Circuit and Short circuit tests on single phase step up or step down transformer and predetermination of (i) Efficiency and regulation (ii) Calculation of parameters of equivalent circuit.
2	Sumpner's test on similar transformers and determination of combined and individual transformer efficiency.
3	Parallel operation of two dissimilar single-phase transformers of different kVA and determination of load sharing and analytical verification given the Short circuit test data.
4	Separation of hysteresis and eddy current losses in single phase transformer.
5	Voltage regulation of an alternator by EMF and MMF methods.
6	Voltage regulation of an alternator by ZPF method.
7	Power angle curve of synchronous generator.
8	Slip test – Measurement of direct and quadrature axis reactance and predetermination of regulation of salient pole synchronous machines.

Course outcomes (Course Skill Set):

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

- Analyse in an intelligent manner, think better, and perform better.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination(SEE).

Continuous Internal Evaluation (CIE):

CIE marks for the practical course is **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled downed to 30 marks (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8th week of the semester and the second test shall be conducted after the 14th week of the semester.

- In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book
- The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

SEE marks for the practical course is 50 Marks.

SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University

All laboratory experiments are to be included for practical examination.

(Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.

Students can pick one question (experiment) from the questions lot prepared by the internal /external examiners jointly.

Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in - 60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

Change of experiment is allowed only once and 15% Marks allotted to the procedure part to be made zero.

The duration of SEE is 03 hours

Rubrics suggested in Annexure-II of Regulation book.

Circuit Laboratory using Pspice			
Course Code	**21EEL382**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Credits	01	Exam Hours	02

Course objectives:

(1) Along with prescribed hours of teaching –learning process, provide opportunity to perform the experiments/programmes at their own time, at their own pace, at any place as per their convenience and repeat any number of times to understand the concept.

(2) Provide unhindered access to perform whenever the students wish.

(3) Vary different parameters to study the behaviour of the circuit without the risk of damaging equipment/ device or injuring themselves.

Sl. NO	Experiments
1	Simulate Series RL & RC circuit and observe phase difference between waveforms of voltage and current.
2	Simulation and verification of Kirchhoff's Current Law & Kirchhoff's Voltage Law.
3	Simulation of Mesh analysis for a given circuit.
4	Simulation of Nodal analysis for a given circuit.
5	Determination of Z & Y parameters of a given two-port network.
6	Simulate and verify Super Positions theorem.
7	Simulation and verification Reciprocity theorem.
8	Simulation and verification Thevenin's and Norton's theorem.
9	Simulation and verification Maximum Power Transfer theorem.
10	Simulation and verification Millman's theorem.
11	Simulation of Series and Parallel Resonance circuit.

Course outcomes (Course Skill Set):

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

- Analyse in an intelligent manner, think better, and perform better.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination(SEE).

Continuous Internal Evaluation (CIE):

CIE marks for the practical course is **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled downed to 30 marks (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8th week of the semester and the second test shall be conducted after the 14th week of the semester.
- In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.

- The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book
- The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

SEE marks for the practical course is 50 Marks.

SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University

All laboratory experiments are to be included for practical examination.

(Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.

Students can pick one question (experiment) from the questions lot prepared by the internal /external examiners jointly.

Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in - 60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

Change of experiment is allowed only once and 15% Marks allotted to the procedure part to be made zero.

The duration of SEE is 03 hours

Rubrics suggested in Annexure-II of Regulation book.

555 IC Laboratory			
Course Code	**21EEL383**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Credits	01	Exam Hours	02

Course objectives:

(1) Along with prescribed hours of teaching –learning process, provide opportunity to perform the experiments/programmes at their own time, at their own pace, at any place as per their convenience and repeat any number of times to understand the concept.

(2) Provide unhindered access to perform whenever the students wish.

(3) Vary different parameters to study the behaviour of the circuit without the risk of damaging equipment/device or injuring themselves.

Sl. NO	Experiments
1	Construct Astable Multivibrator circuit using IC-555 Timer.
2	Construct Mono-stable Multivibrator circuit using IC-555 Timer.
3	Construct and test Sequential timer using IC-555.
4	Generate Pulse Width Modulator (PWM) signal using IC-555 Timer.
5	Construct Burglar Alarm circuit using IC-555 Timer.
6	Construct and generate Frequency Shift Keying (FSK) signal using IC-555 Timer.
7	Construct and test Running LED circuit using IC-555 Timer.
8	Construct water level indicator using IC-555 Timer.
9	Construct continuity tester using IC-555 Timer.

Course outcomes (Course Skill Set):

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

- Analyse in an intelligent manner, think better, and perform better.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination(SEE).

Continuous Internal Evaluation (CIE):

CIE marks for the practical course is **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled downed to 30 marks (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8th week of the semester and the second test shall be conducted after the 14th week of the semester.
- In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.

- The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book
- The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

SEE marks for the practical course is 50 Marks.

SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University

All laboratory experiments are to be included for practical examination.

(Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.

Students can pick one question (experiment) from the questions lot prepared by the internal /external examiners jointly.

Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in - 60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

Change of experiment is allowed only once and 15% Marks allotted to the procedure part to be made zero.

The duration of SEE is 03 hours

Rubrics suggested in Annexure-II of Regulation book.

Scilab for Mathematics			
Course Code	**21EEL384**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Credits	01	Exam Hours	02

Course objectives:

(1) Along with prescribed hours of teaching –learning process, provide opportunity to perform the experiments/programmes at their own time, at their own pace, at any place as per their convenience and repeat any number of times to understand the concept.

(2) Provide unhindered access to perform whenever the students wish.

(3) Vary different parameters to study the behaviour of the circuit without the risk of damaging equipment/device or injuring themselves.

Sl. NO	Experiments
1	Find full range trigonometric Fourier series of some simple functions with period 2π.
2	Find the Laplace transform of Periodic functions.
3	Find the Laplace transform of unit step functions.
4	Solving ordinary differential equation by modified Euler's method.
5	Solving ordinary differential equation by Runge-Kutta method of 4th order.
6	Find the root of equations by Newton Raphson Method.
7	Find the Z transform of a function.
8	Find the Rank of a matrix.
9	Find the Eigen values & Eigen vectors.
10	Solving equation using matrices.
11	Determinant of matrix
12	Find the addition and product of matrix.
13	Find the inverse of matrix.

Course outcomes (Course Skill Set):

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

- Analyse in an intelligent manner, think better, and perform better.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination(SEE).

Continuous Internal Evaluation (CIE):

CIE marks for the practical course is **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled downed to 30 marks (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8th week of the semester and the second test shall be conducted after the 14th week of the semester.
- In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book
- The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

SEE marks for the practical course is 50 Marks.

SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University

All laboratory experiments are to be included for practical examination.

(Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.

Students can pick one question (experiment) from the questions lot prepared by the internal /external examiners jointly.

Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

Change of experiment is allowed only once and 15% Marks allotted to the procedure part to be made zero.

The duration of SEE is 03 hours

Rubrics suggested in Annexure-II of Regulation book.

B.E MATHS SYLLABUS (for CH, CV, EEE, EIE, NANO)
Choice Based Credit System (CBCS) and Outcome-Based Education (OBE)
(Effective from the academic year 2022-2023)
SEMESTER – IV

Complex Analysis, Probability and Statistical Methods

Course Code	21MAT41	CIE Marks	50
Teaching Hours/Week (L: T:P)	2:2:0:0	SEE Marks	50
Total Number of Contact Hours	40	Total Marks	100
Credits	03	Exam Hours	3

Course Objectives: This course(21MAT41) will enable students to:

1. Provide insight into applications of complex variables, conformal mapping arising in potential theory, quantum mechanics, heat conduction and field theory.
2. Special functionsfamiliarize the Power series solution required to analyse the Engineering Problems.
3. To have insight into Statistical methods, Correlation and regression analysis.
4. To develop probability distribution of discrete and continuous random variables, Joint probability distribution occurs in digital signal processing, design engineering and microwave engineering.

Teaching-Learning Process (General Instructions):

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

7. In addition to the traditional lecture method, different types of innovative teaching methods may be adopted so that the delivered lessons shall develop students' theoretical and applied mathematical skills.
8. State the need for Mathematics with Engineering Studies and Provide real-life examples.
9. Support and guide the students for self–study.
10. You will also be responsible for assigning homework, grading assignments and quizzes, and documenting students' progress.
11. Encouragethestudentsforgrouplearningtoimprovetheircreativeandanalyticalskills.
12. Show short related video lectures in the following ways:
    - As an introduction to new topics (pre-lecture activity).
    - As a revision of topics (post-lecture activity).
    - As additional examples (post-lecture activity).
    - As an additional material of challenging topics (pre-andpost-lectureactivity).
    - As a model solution for some exercises (post-lecture activity).

Module – 1

Complex Analysis: Review of a function of a complex variable, limits, continuity and differentiability. Analytic functions: Cauchy-Riemann equations in cartesian and polar forms and consequences. Construction of analytic functions by Milne-Thomson method, Problems.

Complex integration: Line integral of a complex function, Cauchy's theorem and Cauchy's integral formula and problems.

Self-Study: Conformal transformations: Discussion of transformations: $w = z^2$, $w = e^z$, $w = z + 1/z$ $(z \neq 0)$. Bilinear transformations- Problems.

(RBT Levels: L1, L2 and L3)

Pedagogy	Chalk and Board, Problem based learning

Module – 2

Special functions: Series solution of Bessel's differential equation leading to $J_n(x)$ Bessel's function of the first kind, Properties, Orthogonality of Bessel's functions. Series solution of Legendre's differential equation

leading to $P_n(x)$-Legendre polynomials. Rodrigue's formula (without proof), problems.
Self-Study: Recurrence Relations.
(RBT Levels: L1, L2 and L3)

Pedagogy	Chalk and Board, Problem based learning

Module – 3

Statistical Methods: Correlation and regression-Karl Pearson's coefficient of correlation and rank correlation, problems. Regression analysis, lines of regression, problems.
Curve Fitting: Curve fitting by the method of least squares, fitting the curves of the forms $y = ax + b$, $y = ax^b$ and $y = ax^2 + bx +$ c.
Self-study: Angle between two regression lines, problems.
(RBT Levels: L1, L2 and L3)

Pedagogy	Chalk and Board, Problem based learning.

Module – 4

Probability Distributions: Review of basic probability theory. Random variables (discrete and continuous),probability mass and density functions. Mathematical expectation, mean and variance. Binomial, Poisson and normal distributions- problems (derivations for mean and standard deviation for Binomial and Poisson distributions only)-Illustrative examples.
Self-study: Exponential distribution.
(RBT Levels: L1, L2 and L3)

Pedagogy	Chalk and Board, Problem based learning

Module – 5

Joint probability distribution: Joint Probability distribution for two discrete random variables, expectation, covariance and correlation.
Sampling Theory: Introduction to sampling distributions, standard error, Type-I and Type-II errors. Test ofhypothesis for means, student's t-distribution, Chi-square distribution as a test of goodness of fit.
Self-Study: Point estimation and interval estimation.
(RBT Levels: L1, L2 and L3)

Pedagogy	Chalk and Board, Problem based learning

Course Outcomes

Course Outcomes: At the end of the courses, the students will be able to:

1. Use the concepts of an analytic function and complex potentials to solve the problems arising in electromagnetic field theory. Utilize conformal transformation and complex integral arising in aerofoil theory, fluid flow visualization and image processing.
2. Obtain Series Solutions of Ordinary Differential Equation.
3. Make use of the correlation and regression analysis to fit a suitable mathematical model for the statistical data.
4. Apply discrete and continuous probability distributions in analysing the probability models arising in the engineering field.
5. Construct joint probability distributions and demonstrate the validity of testing the hypothesis.

ASSESSMENT PATTERN (BOTH CIE AND SIE)

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

The question paper will have ten questions. Each question is set for 20 marks.

There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Textbooks:

1. Higher Engineering Mathematics, B. S. Grewal Khanna Publishers 44th Edition, 2017.
2. Advanced Engineering Mathematics, E. Kreyszig: John Wiley & Sons, 10th Ed.(Reprint), 2016.

References:

1. Advanced Engineering Mathematics C. Ray Wylie, Louis C.Barrett McGraw-Hill 6th Edition 1995.
2. Higher Engineering Mathematics B. V. Ramana McGraw-Hill 11th Edition,2010.
3. A Text-Book of Engineering Mathematics N. P. Bali and Manish Goyal Laxmi Publications 2014.
4. Advanced Engineering Mathematics Chandrika Prasad and Reena Garg Khanna Publishing, 2018.

Web links and Video Lectures (e-Resources):

http://nptel.ac.in/courses.php?disciplineID=111
http://www.class-central.com/subject/math(MOOCs)
http://academicearth.org/
http://www.bookstreet.in.
VTU EDUSAT PROGRAMME – 20
VTU e-ShikshanaProgram

Activity-Based Learning (Suggested Activities in Class)/ Practical Based learning

- Quizzes
- Assignments
- Seminars

Digital System Design			
IPCC Course Code	**21EE42**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 8 Lab slots	Total Marks	100
Credits	04	Exam Hours	03

Course objectives:

(1) Illustrate simplification of Algebraic equations using Karnaugh Maps and Quine- McClusky Techniques.
(2) Design combinational logic circuits.
(3) Design Decoders, Encoders, Digital Multiplexer, Adders, Subtractors and Binary Comparators
(4) Describe Latches and Flip-flops, Registers and Counters.
(5) Analyze Mealy and Moore Models.
(6)Develop state diagrams, Synchronous Sequential Circuits and to understand the basics of various memories

Teaching-Learning Process (General Instructions)

These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

MODULE-1

Principles of Combinational Logic: Definition of combinational logic, canonical forms, Generation of switching equations from truth tables, Karnaugh maps-3,4,5 variables, Incompletely specified functions (Don't care terms) Simplifying Max term equations, Quine-McCluskey minimization technique, Quine-McCluskey using don't care terms, Reduced prime implicants Tables.

Teaching-Learning Process	Chalk and Board, Problem based learning.

MODULE-2

Analysis and Design of Combinational logic: General approach to combinational logic design, Decoders, BCD decoders, Encoders, digital multiplexers, Using multiplexers as Boolean function generators, Adders and subtractors, Cascading full adders, Look ahead carry, Binary comparators.

Teaching-Learning Process	Chalk and Board, Problem based learning.

MODULE-3

Flip-Flops: Basic Bistable elements, Latches, Timing considerations, The master-slave flip-flops (pulse-triggered flip-flops): SR flip-flops, JK flip-flops, Edge triggered flip- flops, Characteristic equations.

Teaching-Learning Process	Chalk and Board, Problem based learning.

MODULE-4

Flip-Flops Applications: Registers, binary ripple counters, synchronous binary counters, Counters based on shift registers, Design of a synchronous counter, Design of a synchronous mod-n counter using clocked T, JK, D and SR flip-flops.

Teaching-Learning Process	Chalk and Board, Problem based learning.

MODULE 5

Sequential Circuit Design: Mealy and Moore models, State machine notation, Synchronous Sequential circuit analysis, Construction of state diagrams, counter design.
Memories: Read only and Read/Write Memories, Programmable ROM, EPROM, Flash memory.

Teaching-Learning Process	Chalk and Board, Problem based learning.

Practice (Laboratory) Part

Sl. NO	Experiments
1	Simplification, realization of Boolean expressions using logic gates/Universal gates.
2	Realization of Half/Full adder and Half/Full Subtractors using logic gates.
3	Realization of parallel adder/Subtractors using 7483 chip- BCD to Excess-3 code conversion and Vice - Versa.
4	Realization of Binary to Gray code conversion and vice versa.
5	Design and testing Ring counter/Johnson counter.
6	Design and testing of Sequence generator.
7	Realization of 3 bit counters as a sequential circuit and MOD – N counter design using 7476, 7490, 74192.
8	Verifying its logic operation and obtaining its truth table of flip –flops: RS and JK.

Course outcomes (Course Skill Set):
At the end of the course the student will be able to:
(1)Develop simplified switching equation using Karnaugh Maps and QuineMcClusky techniques.
(2)Design Multiplexer, Encoder, Decoder, Adder, Subtractors and Comparator as digital combinational control circuits.
(3)Design flip flops, counters, shift registers as sequential control circuits.
(4)Develop Mealy/Moore Models and state diagrams for the given clocked sequential circuits.
(5)Explain the functioning of Read only and Read/Write Memories, Programmable ROM, EPROM and Flash memory.
(6)Realize Boolean expressions, adders and subtractors using gates.
(7)Design and test Ring counter/Johnson counter, Sequence generator and 3 bit counters.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

CIE for the theory component of IPCC

Two Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Scaled-down marks of two tests and two assignments added will be CIE marks for the theory component of IPCC for **30 marks**.

CIE for the practical component of IPCC

- On completion of every experiment/program in the laboratory, the students shall be evaluated and marks shall be awarded on the same day. The**15 marks** are for conducting the experiment and preparation of the laboratory record, the other **05 marks shall be for the test** conducted at the end of the semester.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to 15 marks.
- The laboratory test **(duration 03 hours)** at the end of the 15th week of the semester /after completion of all the experiments (whichever is early) shall be conducted for 50 marks and scaled down to 05 marks**.**

Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **20 marks**.

SEE for IPCC

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (duration 03 hours)

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
- The students have to answer 5 full questions, selecting one full question from each module.

The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper shall include questions from the practical component).

- The minimum marks to be secured in CIE to appear for SEE shall be the 12 (40% of maximum marks-30) in the theory component and 08 (40% of maximum marks -20) in the practical component. The laboratory component of the IPCC shall be for CIE only. However, in SEE, the questions from the laboratory component shall be included**.** The maximum of 04/05 questions to be set from the practical component of IPCC, the total marks of all questions should not be more than the 20 marks.
- SEE will be conducted for 100 marks and students shall secure 35% of the maximum marks to qualify in the SEE. Marks secured will be scaled down to 50.

Suggested Learning Resources:

(1) Digital Logic Applications and Design, John M Yarbrough, Thomson Learning, 2001.
(2) Digital Principles and Design, Donald D. Givone, McGraw Hill,2002.
(3) Digital Design, Morris Mano, Prentice Hall of India, Third Edition.
(4) Fundamentals of logic design, Charles H Roth, Jr, Cengage Learning. Fifth Edition.

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Activity Based Learning, Quizzes, Seminars.

Microcontroller			
IPCC Course Code	**21EE43**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 13Lab slots	Total Marks	100
Credits	04	Exam Hours	03

Course objectives:

(1)To explain the internal organization and working of Computers, microcontrollers and embedded processors.
(2)Compare and contrast the various members of the 8051 family.
(3)To explain the registers of the 8051 microcontroller, manipulation of data using registers and MOV instructions.
(4)To explain in detail the execution of 8051 Assembly language instructions and data types
(5)To explain loop, conditional and unconditional jump and call, handling and manipulation of I/O instructions.
(6)To explain different addressing modes of 8051, arithmetic, logic instructions, and programs.
(7)To explain develop 8051C programs for time delay, I/O operations, I/O bit manipulation, logic.
(8)To explain writing assembly language programs for data transfer, arithmetic, Boolean and logical instructions.
(9)To explain writing assembly language programs for code conversions.
(10)To explain writing assembly language programs using subroutines for generation of delays, counters, configuration of SFRs for serial communication and timers.
(11)To perform interfacing of stepper motor and DC motor for controlling the speed.
(12)To explain generation of different waveforms using DAC interface.

Teaching-Learning Process (General Instructions)

These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

MODULE-1

8051 Microcontroller Basics: Inside the Computer, Microcontrollers and Embedded Processors, Block Diagram of 8051, PSW and Flag Bits, 8051 Register Banks and Stack, Internal Memory Organization of 8051, IO Port Usage in 8051, Types of Special Function Registers and their uses in 8051, Pins of 8051. Memory Address Decoding, 8031/51 Interfacing With External ROM And RAM.8051 Addressing Modes.

Teaching-Learning Process	Chalk and Board, Problem based learning.

MODULE-2

Assembly Programming and Instruction of 8051: Introduction to 8051 assembly programming, Assembling and running an 8051 program, Data types and Assembler directives Arithmetic, logic instructions and programs, Jump, loop and call instructions, IO port programming.

Teaching-Learning Process	Chalk and Board, Problem based learning.

MODULE-3

8051 Programming in C: Data types and time delay in 8051C, IO programming in 8051C, Logic operations in 8051 C, Data conversion program in 8051 C, Accessing code ROM space in 8051C, Data serialization using 8051C **8051 Timer Programming in Assembly and C:** Programming 8051 timers, Counter programming, Programming timers 0 and 1 in 8051 C.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.
MODULE-4	
8051 Serial Port Programming in Assembly and C: Basics of serial communication, 8051 connection to RS232, 8051 serial port programming in assembly, serial port programming in 8051 C. **8051 Interrupt Programming in Assembly and C:** 8051 interrupts, Programming timer, external hardware, serial communication interrupt, Interrupt priority in 8051/52, Interrupt programming in C.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.
MODULE 5	
Interfacing: LCD interfacing, Keyboard interfacing. **ADC, DAC and Sensor Interfacing:** ADC 0808 interfacing to 8051, Serial ADC Max1112 ADC interfacing to 8051, DAC interfacing, Sensor interfacing and signal conditioning. **Motor Control: Relay, PWM, DC and Stepper Motor:** Relays and opt isolators, stepper motor interfacing, DC motor interfacing and PWM. **8051 Interfacing with 8255:** Programming the 8255, 8255 interfacing, C programming for 8255.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.
Practice (Laboratory) Part	
Sl. NO	**Experiments (to be carried out using discrete components)**
Note: For the experiments 1 to 6, 8051 assembly programming is to be used.	
1	Data transfer – Program for block data movement, sorting, exchanging, finding largest element in an array.
2	Arithmetic instructions: Addition, subtraction, multiplication and division. Square and cube.
3	Counters
4	Boolean and logical instructions (bit manipulation).
5	Conditional call and return instructions.
6	Code conversion programs – BCD to ASCII, ASCII to BCD, ASCII to decimal, Decimal to
7	Programs to generate delay, Programs using serial port and on-chip timer/counters.
Note: Single chip solution for interfacing 8051 is to be with C Programs for the following experiments.	
8	Stepper motor interface.
9	DC motor interface for direction and speed control using PWM.
10	Alphanumerical LCD panel interface.
11	Generate different waveforms: Sine, Square, Triangular, Ramp using DAC interface.
12	External ADC and Temperature control interface.
13	Elevator interface.

Course outcomes (Course Skill Set):

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

(1)Outline the 8051 architecture, registers, internal memory organization, addressing modes.

(2)Discuss 8051 addressing modes, instruction set of 8051, accessing data and I/O port programming.

(3)Develop 8051C programs for time delay, I/O operations, I/O bit manipulation, logic and arithmetic operations, data conversion and timer/counter programming.

(4)Summarize the basics of serial communication and interrupts, also develop 8051 programs for serial data communication and interrupt programming.

(5)Program 8051to work with external devices for ADC, DAC, Stepper motor control, DC motor control.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

CIE for the theory component of IPCC

Two Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Scaled-down marks of two tests and two assignments added will be CIE marks for the theory component of IPCC for **30 marks**.

CIE for the practical component of IPCC

- On completion of every experiment/program in the laboratory, the students shall be evaluated and marks shall be awarded on the same day. The**15 marks** are for conducting the experiment and preparation of the laboratory record, the other **05 marks shall be for the test** conducted at the end of the semester.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to 15 marks.
- The laboratory test **(duration 03 hours)** at the end of the 15th week of the semester /after completion of all the experiments (whichever is early) shall be conducted for 50 marks and scaled down to 05 marks**.**

Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **20 marks**.

SEE for IPCC

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (duration 03 hours)

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
- The students have to answer 5 full questions, selecting one full question from each module.

The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper shall include questions from the practical component).

- The minimum marks to be secured in CIE to appear for SEE shall be the 12 (40% of maximum marks-30) in the theory component and 08 (40% of maximum marks -20) in the practical component. The laboratory component of the IPCC shall be for CIE only. However, in SEE, the questions from the laboratory component shall be included**.** The maximum of 04/05 questions to be set from the practical component of IPCC, the total marks of all questions should not be more than the 20 marks.
- SEE will be conducted for 100 marks and students shall secure 35% of the maximum marks to qualify in the SEE. Marks secured will be scaled down to 50.

Suggested Learning Resources:

(1)The 8051 Microcontroller and Embedded Systems Using Assembly and C, Muhammad Ali Mazadi, Pearson, 2nd Edition, 2008.

(2)The 8051 Microcontroller, Kenneth Ayala, Cengage, 3rd Edition, 2005.

(3) Microcontrollers: Architecture, Programming, Interfacing and System Design, Raj Kamal, Pearson, 1st Edition, 2012.

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Activity and Practical Based learning, Quizzes.

Electric Motors			
Course Code	**21EE44**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2:2:0	SEE Marks	50
Total Hours of Pedagogy	40 Hours	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

(1)To study the constructional features of Motors and select a suitable drive for specific application.
(2)To study the constructional features of Three Phase and Single phase induction Motors.
(3)To study different test to be conducted for the assessment of the performance characteristics of motors.
(4)To study the speed control of motor by a different methods.
(5)Explain the construction and operation of Synchronous motor and special motors.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

DC Motors: Classification, Back emf, Torque equation, and significance of back emf, Characteristics of shunt, series & compound motors. Speed control of shunt, series and compound motors. Application of motors. DC motor starters – 3 point and 4 point.

Losses and Efficiency- Losses in DC motors, power flow diagram, efficiency, condition for maximum efficiency

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-2

Testing of DC Motors: Direct & indirect methods of testing of DC motors-Brake test, Swinburne's test, Retardation test, Hopkinson's test, Field's test, merits and demerits of tests.

Three Phase Induction Motors: Review of concept and generation of rotating magnetic field, Principle of operation, construction, classification and types; squirrel-cage, slip-ring (No question shall be set from the review portion). Slip, Torque equation, torque-slip characteristic covering motoring, generating and braking regions of operation, Maximum torque, significance of slip.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-3

Performance of Three-Phase Induction Motor: Phasor diagram of induction motor on no-load and on load, equivalent circuit, losses, efficiency, No-load and blocked rotor tests. Performance of the motor from the circle diagram and equivalent circuit. Cogging and crawling. High torque rotors-double cage and deep rotor bars. Equivalent circuit and performance evaluation of double cage induction motor.
Induction motor working as induction generator.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-4	
Starting and Speed Control of Three-Phase Induction Motors: Need for starter. Direct on line, Star-Delta, and autotransformer starting. Rotor resistance starting. Speed control by voltage, frequency, and rotor resistance methods **Single-Phase Induction Motor:** Double revolving field theory and principle of operation. Construction and operation of split-phase, capacitor start, capacitor run, and shaded pole motors. Comparison of single phase motors and applications.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.
Module-5	
Synchronous Motor: Principle of operation, phasor diagrams, torque and torque angle, Blondel diagram, effect of change in load, effect of change in excitation, V and inverted V curves. Synchronous condenser, hunting and damping. Methods of starting synchronous motors. **Other Motors:** Construction and operation of Universal motor, AC servomotor, Linear induction motor, and stepper motors.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Course outcome (Course Skill Set)

(1)At the end of the course the student will be able to:

(2)Explain the construction, operation and classification of DC Motor, AC motor and special purpose motors.

(3)Describe the performance characteristics and applications of Electric motors.

(4)Demonstrate and explain the methods of testing of DC machines and determine losses and efficiency.

(5)Control the speed of DC motor and induction motor.

(6)Explain the starting methods, equivalent circuit and phasor diagrams, torque angle, effect of change in excitation and change in load, hunting and damping of synchronous motors.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module

Suggested Learning Resources:

(1) Electric Machines, D. P. Kothari, I. J. Nagrath, McGraw Hill, 4th edition, 2011.
(2)Theory of Alternating Current Machines, Alexander Langsdorf, McGraw Hill, 2nd Edition, 2001.
(3) Electric Machines, Ashfaq Hussain, Dhanpat Rai & Co, 2nd Edition, 2013.

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Activity and Practical Based learning, Quizzes.

Electrical Machines Laboratory - 2			
Course Code	**21EEL46**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2	SEE Marks	50
Credits	01	Exam Hours	03

Course objectives:

(1)To perform tests on DC machines to determine their characteristics.
(2)To control the speed of DC motor.
(3)To conduct test for pre-determination of the performance characteristics of DC machines
(4)To conduct load test on single phase and three phase induction motor.
(5)To conduct test on induction motor to determine the performance characteristics.
(6)To conduct test on synchronous motor to draw the performance curves.

Sl. NO	Experiments
1	Load test on DC shunt motor to draw speed–torque and horse power–efficiency characteristics.
2	Field Test on DC series machines.
3	Speed control of DC shunt motor by armature and field control.
4	Swin burne's Test on DC motor.
5	Retardation test on DC shunt motor.
6	Regenerative test on DC shunt machines.
7	Load test on three phase induction motor.
8	No-load and Blocked rotor test on three phase induction motor to draw (i) equivalent circuit and (ii) circle diagram. Determination of performance parameters at different load conditions.
9	Load test on induction generator.
10	Load test on single phase induction motor to draw output versus torque, current, power and efficiency characteristics.
11	Conduct suitable tests to draw thee equivalent circuit of single phase induction motor and determine performance parameters.
12	Conduct an experiment to draw v and Inverted curves of synchronous motor at no load and load conditions.

Course outcomes (Course Skill Set):

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

(1)Test DC machines to determine their characteristics and also to control the speed of DC motor.
(2)Pre-determine the performance characteristics of DC machines by conducting suitable tests.
(3)Perform load test on single phase and three phase induction motor to assess its performance.
(4)Conduct test on induction motor to pre-determine the performance characteristics.
(5)Conduct test on synchronous motor to draw the performance curves

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination(SEE).

Continuous Internal Evaluation (CIE):

CIE marks for the practical course is **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.

- Total marks scored by the students are scaled downed to 30 marks (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8th week of the semester and the second test shall be conducted after the 14th week of the semester.
- In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book
- The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

SEE marks for the practical course is 50 Marks.

SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University

All laboratory experiments are to be included for practical examination.

(Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.

Students can pick one question (experiment) from the questions lot prepared by the internal /external examiners jointly.

Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in - 60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

Change of experiment is allowed only once and 15% Marks allotted to the procedure part to be made zero.

The duration of SEE is 03 hours

Rubrics suggested in Annexure-II of Regulation book

Microcontroller Based Projects			
Course Code	**21EEP481**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Credits	01	Exam Hours	02

Course objectives:

(1)Along with prescribed hours of teaching –learning process, provide opportunity to perform the experiments/programmes at their own time, at their own pace, at any place as per their convenience and repeat any number of times to understand the concept.

(2) Provide unhindered access to perform whenever the students wish.

(3) Vary different parameters to study the behaviour of the circuit without the risk of damaging equipment/ device or injuring themselves.

Students can select appropriate projects with the approval of the guide. The projects be application oriented and can be considering any of the following or any other.

- Hex Up /down counter using 7 Segment Display.
- Automatic Temperature Controller using ADC.
- Simple Signal Generator to generate square, triangular and Sine signals of different frequency and amplitude.
- Moving message display on LCD.
- Speed Control of DC motor and displaying duty cycle on LCD.
- Five way traffic light controller. Interface stepper motor and control its speed and direction.
- Automatic control of Elevator, etc.

Course outcomes (Course Skill Set):

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

- Analyse in a systematic way, think better, and perform better.

Based on the ability/abilities of the student/s and recommendations of the mentor, a single discipline or a multidisciplinary project under ability enhancement can be assigned to an individual student or to a group having not more than 4 students.

Assessment Details (both CIE and SEE)

CIE procedure for project ability enhancement course:

(i) Single discipline: The CIE marks shall be awarded by a committee consisting of the Head of the concerned Department and two senior faculty members of the Department, one of whom shall be the Guide.

The CIE marks awarded for the project work, shall be based on the evaluation of project report, project presentation skill and question and answer session in the ratio 50:25:25.The marks awarded for the project report shall be the same for all the batch mates.

(ii) Interdisciplinary: Continuous Internal Evaluation shall be group wise at the college level with the participation of all the guides of the college.

The CIE marks awarded for the project, shall be based on the evaluation of project report, project presentation skill and question and answer session in the ratio 50:25:25.The marks awarded for the project report shall be the same for all the batch mates.

SEE for project:

(i) Single discipline: Contribution to the Mini-project and the performance of each group member shall be assessed individually in the semester end examination (SEE) conducted at the department.

(ii) Interdisciplinary: Contribution to the Mini-project and the performance of each group member shall be assessed individually in semester end examination (SEE) conducted separately at the departments to which the student/s belong to.

The SEE marks awarded for the project, shall be based on the evaluation of project report, project presentation skill and question and answer session in the ratio 50:25:25.The marks awarded for the project report shall be the same for all the batch mates.

Scilab for Electric Motors			
Course Code	**21EEL482**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Credits	01	Exam Hours	02

Course objectives:

(1)Along with prescribed hours of teaching –learning process, provide opportunity to perform the experiments/programmes at their own time, at their own pace, at any place as per their convenience and repeat any number of times to understand the concept.

(2) Provide unhindered access to perform whenever the students wish.

(3) Vary different parameters to study the behaviour of the circuit without the risk of damaging equipment/ device or injuring themselves.

Sl. NO	Experiments
1	Load test on dc shunt motor to draw speed – torque and horse power – efficiency characteristics
2	Field Test on dc series machines.
3	Speed control of dc shunt motor by armature and field control.
4	4 Swinburne's Test on dc motor.
5	Regenerative test on dc shunt machines.
6	No load and Blocked rotor test on three phase induction motor to draw (i) equivalent circuit and (ii) circle diagram. Determination of performance parameters at different load conditions from (i) and (ii).
7	Load test on three phase induction motor.
8	Load test on single phase induction motor to draw output versus torque, current, power and efficiency characteristics.

Course outcomes (Course Skill Set):

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

- Analyse in a systematic way, think better, and perform better.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination(SEE).

Continuous Internal Evaluation (CIE):

CIE marks for the practical course is **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled downed to 30 marks (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8th week of the semester and the second test shall be conducted after the 14th week of the semester.
- In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.

- The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book
- The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

SEE marks for the practical course is 50 Marks.

SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University

All laboratory experiments are to be included for practical examination.

(Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.

Students can pick one question (experiment) from the questions lot prepared by the internal /external examiners jointly.

Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in - 60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

Change of experiment is allowed only once and 15% Marks allotted to the procedure part to be made zero.

The duration of SEE is 03 hours

Rubrics suggested in Annexure-II of Regulation book.

Scilab for Electrical and Electronic Measurements			
Course Code	**21EEL483**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Credits	01	Exam Hours	02

Course objectives:

(1)Along with prescribed hours of teaching –learning process, provide opportunity to perform the experiments/programmes at their own time, at their own pace, at any place as per their convenience and repeat any number of times to understand the concept.

(2) Provide unhindered access to perform whenever the students wish.

(3) Vary different parameters to study the behaviour of the circuit without the risk of damaging equipment/ device or injuring themselves.

Sl. NO	Experiments
1	Design and Analysis of measurement of Resistance using Wheatstone and Kelvins double bridge.
2	Design and Analysis of measurement of Inductance using Schering and De-Sauty's Bridges.
3	Design and Analysis of measurement of Inductance using Maxwells and Anderson Bridges.
4	Design and Analysis of measurement of Frequency in Single and Three Phase Circuits.
5	Design and Analysis of measurement of Real Power, Reactive and Power Factor in Three Phase Circuits.
6	Design and Analysis of measurement of Energy in Three Phase Circuits.
7	Design and Analysis of measurement of Flux and Flux density.
8	Testing and Analysis of Current Transformer using Silsbees Deflection Method.
9	Testing and Analysis of Voltage Transformer using Silsbees Deflection Method.
10	Design and Analysis of True RMS Reading Volt Meters.
11	Design and Analysis of Integrating and Successive approximation type Digital Volt Meters.
12	Design and Analysis of Q Meter.

Course outcomes (Course Skill Set):

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

- Analyse in a systematic way, think better, and perform better.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination(SEE).

Continuous Internal Evaluation (CIE):

CIE marks for the practical course is **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled downed to 30 marks (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.

- Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8th week of the semester and the second test shall be conducted after the 14th week of the semester.
- In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book
- The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

SEE marks for the practical course is 50 Marks.

SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University

All laboratory experiments are to be included for practical examination.

(Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.

Students can pick one question (experiment) from the questions lot prepared by the internal /external examiners jointly.

Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in - 60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

Change of experiment is allowed only once and 15% Marks allotted to the procedure part to be made zero.

The duration of SEE is 03 hours

Rubrics suggested in Annexure-II of Regulation book.

Simulation of Op-Amp Circuits			
AEC Course Code	**21EEL484**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Credits	01	Exam Hours	02

Course objectives:

(1)Along with prescribed hours of teaching –learning process, provide opportunity to perform the experiments/programmes at their own time, at their own pace, at any place as per their convenience and repeat any number of times to understand the concept.

(2) Provide unhindered access to perform whenever the students wish.

(3) Vary different parameters to study the behaviour of the circuit without the risk of damaging equipment/device or injuring themselves.

Sl. NO	Experiments
1	Design and Analysis of (i) Voltage Follower (ii) Inverting & Non – Inverting Amplifier.
2	Design and Analysis of full wave rectifier and determine its performance parameters.
3	Design and Analysis of frequency response of an Operational Amplifier under inverting and non - inverting configuration for a given gain.
4	Design and Analysis of Operational Amplifier based RC Phase Shift Oscillator.
5	Design and Analysis of an Operational Amplifier based Wein Bridge Oscillator.
6	Design and Analysis of Operational Amplifier based Schmitt Trigger.
7	Design and Analysis of Operational Amplifier based (i) Voltage Comparator circuit and (ii) Zero Crossing Detector.
8	Design and Analysis of Op-Amp based (i) Adder (ii) Subtractor (iii) Integrator and (iv) Differentiator.
9	Design and Analysis of Frequency Response Characteristics Op-Amp based First Order Butterworth (i) Low Pass, (ii) High Pass Filters.
10	Design and Analysis of Frequency Response Characteristics Op-Amp based First Order Butterworth (i) Band Pass, (ii) Band Rejection Filters.
11	Design and Analysis of Op-Amp based Function Generator to generate Sine, Square and Triangular Signals of desired frequency.
12	Design and Analysis of Op-Amp based R – 2R ladder Digital to Analog Converter.
13	Design and Analysis of Op-Amp based two bit flash Analog to Digital Converter.
14	Design and Analysis of Three Op-Amp Instrumentation Amplifier.

Course outcomes (Course Skill Set):

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

- Analyse in a systematic way, think better, and perform better.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination(SEE).

Continuous Internal Evaluation (CIE):

CIE marks for the practical course is **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.

- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled downed to 30 marks (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8th week of the semester and the second test shall be conducted after the 14th week of the semester.
- In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book
- The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

SEE marks for the practical course is 50 Marks.

SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University

All laboratory experiments are to be included for practical examination.

(Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.

Students can pick one question (experiment) from the questions lot prepared by the internal /external examiners jointly.

Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in - 60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

Change of experiment is allowed only once and 15% Marks allotted to the procedure part to be made zero.

The duration of SEE is 03 hours

Rubrics suggested in Annexure-II of Regulation book.

Transmission and Distribution			
Course Code	**21EE51**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2:2:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:
(1)To understand the concepts of various methods of generation of power.
(2)To understand the importance of HVAC, EHVAC, UHVAC and HVDC transmission.
(3)To design insulators for a given voltage level.
(4)To calculate the parameters of the transmission line for different configurations and assess the performance of the line.
(5)To study underground cables for power transmission and evaluate different types of distribution systems.

Teaching-Learning Process (General Instructions)
These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Introduction to Power System: Structure of electric power system: generation, transmission and distribution. Advantages of higher voltage transmission: HVAC, EHVAC, UHVAC and HVDC. Interconnection. Feeders, distributors and service mains.

Overhead Transmission Lines: A brief introduction to types of supporting structures and line conductors- Conventional conductors; Aluminium Conductor steel reinforced (ACSR), All – aluminium alloy conductor (AAAC) and All –aluminium conductor (AAC). High temperature conductors; Thermal resistant aluminium alloy (ATI),Super thermal resistant aluminium alloy (ZTAI), Gap type thermal resistant aluminium alloy conductor steel reinforced (GTACSR), Gap type super thermal resistant aluminium alloy conductor steel reinforced (GZTACSR). Bundle conductor and its advantages. Importance of sag, Sag calculation – supports at same and different levels, effect of wind and ice. Line vibration and vibration dampers. Overhead line protection against lightening; ground wires.

Overhead Line Insulators: A brief introduction to types of insulators, material used- porcelain, toughened glass and polymer (composite). Potential distribution over a string of suspension insulators. String efficiency, Methods of increasing string efficiency. Arcing horns.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-2

Line Parameters: Introduction to line parameters- resistance, inductance and capacitance. Calculation of inductance of single phase and three phase lines with equilateral spacing, unsymmetrical spacing, double circuit and transposed lines. Inductance of composite – conductors, geometric mean radius (GMR) and geometric mean distance (GMD). Advantages of single circuit and double circuit lines.). Calculation of capacitance of single phase and three phase lines with equilateral spacing, unsymmetrical spacing, double circuit and transposed lines. Capacitance of composite – conductor, geometric mean radius (GMR) and geometric mean distance (GMD). Advantages of single circuit and double circuit lines.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-3	
Performance of Transmission Lines: Classification of lines – short, medium and long. Current and voltage relations, line regulation and Ferranti effect in short length lines, medium length lines considering Nominal T and nominal circuits, and long lines considering hyperbolic form equations. Equivalent circuit of a long line. ABCD constants in all cases.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.
Module-4	
Corona: Phenomena, disruptive and visual critical voltages, corona loss. Advantages and disadvantages of corona. Methods of reducing corona. **Underground Cable:** Types of cables, constructional features, insulation resistance, thermal rating, charging current, grading of cables – capacitance and inter-sheath. Dielectric loss. Comparison between ac and DC cables. Limitations of cables. Specification of power cables.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.
Module-5	
Distribution: Primary AC distribution systems – Radial feeders, parallel feeders, loop feeders and interconnected network system. Secondary AC distribution systems – Three phase 4 wire system and single phase 2 wire distribution, AC distributors with concentrated loads. Effect of disconnection of neutral in a 3 phase four wire system. **Reliability and Quality of Distribution System:** Introduction, definition of reliability, failure, probability concepts, limitation of distribution systems, power quality, Reliability aids.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Course outcome (Course Skill Set)

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

(1)Explain transmission and distribution scheme, identify the importance of different transmission systems and types of insulators.

(2)Analyze and compute the parameters of the transmission line for different configurations.

(3)Assess the performance of overhead lines.

(4)Interpret corona, explain the use of underground cables.

(5)Classify different types of distribution systems; examine its quality & reliability.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester
- Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

- At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

Textbooks

1. A Course in Electrical Power, Soni Gupta and Bhatnaghar, DhanpatRai.
2. Principles of Power System, V.K. Mehta, Rohit Mehta S. Chand 1st Edition 2013.

Reference Books

1. Power System Analysis and Design, J. Duncan Gloverat el, Cengage Learning, 4th Edition 2008.
2. Electrical power Generation, Transmission Distribution, S.N. Singh PHI, 2nd Edition, 2009.
3. Electrical Power S.L.Uppal Khanna Publication.
4. Electrical power systems, C. L. Wadhwa, New Age, 5th Edition.
5. Electrical power systems, AshfaqHussain, CBS Publication.
6. Electric Power Distribution, A.S. Pabla, McGraw-Hill, 6th Edition,2012.

Note: For High temperature conductors refer www.jpowers.co.jp/english/product/pdf/gap_c1.pdf and Power.

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Activity Based Learning, Quizzes, Seminars.

Control Systems			
IPCC Course Code	**21EE52**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 11 Lab slots	Total Marks	100
Credits	04	Exam Hours	03

Course objectives:

(1) To analyze and model electrical and mechanical system using analogous systems.
(2) To formulate transfer functions using block diagram and signal flow graphs.
(3) To analyze the stability of control system, ability to determine transient and steady state time response.
(4) To illustrate the performance of a given system in time and frequency domains, stability analysis using Root locus and Bode plots.
(5) To discuss stability analysis using Nyquist plots, Design controller and compensator for a given specification.
(6)To utilize software package and discrete components in assessing the time and frequency domain response of a given second order system.
(7)To design, analyze and simulate Lead, Lag and Lag – Lead compensators for given specifications.
(8)To determine the performance characteristics of AC and DC servomotors and synchro-transmitter receiver pair used in control systems.
(9)To simulate the DC position and feedback control system to study the effect of P, PI, PD and PID controller and Lead compensator on the step response of the system.
(10) To develop a script files to plot Root locus, Bode plot and Nyquist plot to study the stability of a system using software package.

Teaching-Learning Process (General Instructions)

These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

MODULE-1

Introduction to Control Systems: Introduction, classification of control systems.
Mathematical models of physical systems: Modelling of mechanical system elements, electrical systems, Analogous systems, Transfer function, Single input single output systems, Procedure for deriving transfer functions, servomotors, synchros, gear trains.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

MODULE-2

Block Diagram: Block diagram of a closed loop system, procedure for drawing block diagram and block diagram reduction to find transfer function.
Signal Flow Graphs: Construction of signal flow graphs, basic properties of signal flow graph, signal flow graph algebra, construction of signal flow graph for control systems.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

MODULE-3

Time Domain Analysis: Standard test signals, time response of first order systems, time response of second order systems, steady state errors and error constants. **Routh Stability Criterion:** BIBO stability, Necessary conditions for stability, Routh stability criterion, difficulties in formulation of Routh table, application of Routh stability criterion to linear feedback systems, relative stability analysis.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.
MODULE-4	
Root locus Technique: Introduction, root locus concepts, construction of root loci, rules for the construction of root locus. **Frequency Response Analysis:** Co-relation between time and frequency response – 2nd order systems only. **Bode Plots:** Basic factors G(jw)/H(jw), General procedure for constructing bode plots, computation of gain margin and phase margin.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.
MODULE-5	
Nyquist plot: Principle of argument, Nyquist stability criterion, assessment of relative stability using Nyquist criterion. **Design of Control Systems:** Introduction, Design with the PD Controller, Design with the PI Controller, Design with the PID Controller, Design with Phase-Lead Controller, Design with Phase - Lag Controller, Design with Lead-Lag Controller.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Sl. NO	**Experiments**
1	Experiment to draw the speed torque characteristics of (i) AC servo motor (ii) DC servo motor.
2	Experiment to draw synchro pair characteristics.
3	Experiment to determine frequency response of a second order system.
4	(a) To design a passive RC lead compensating network for the given specifications, viz, the maximum phase lead and the frequency at which it occurs and to obtain the frequency response.
5	(a) To design a passive RC lag compensating network for the given specifications, viz, the maximum phase lag and the frequency at which it occurs and to obtain the frequency response. (b) To determine experimentally the transfer function of the lag compensating network.
6	Experiment to draw the frequency response characteristics of the lag – lead compensator network and determination of its transfer function.
7	To study a second order system and verify the effect of (a) P, (b) PI, (c) PD and (d) PID controller on the step response.
8	(a)To simulate a typical second order system and determine step response and evaluate time response specifications. (b)To evaluate the effect of adding poles and zeros on time response of second order system. (c)To evaluate the effect of pole location on stability.
9	(a) To simulate a D.C. Position control system and obtain its step response. (b)To verify the effect of input waveform, loop gain and system type on steady state errors. (c) To perform trade-off study for lead compensator. (d) To design PI controller and study its effect on steady state error.
10	(a) To examine the relationship between open-loop frequency response and stability, open-loop frequency and closed loop transient response. (b) To study the effect of open loop gain on transient response of closed loop system using root locus.
11	(a) To study the effect of open loop poles and zeros on root locus contour. (b) Comparative study of Bode, Nyquist and root locus with respect to stability.

Note:
1. Perform experiments 1 and 2 using suitable components/equipment.
2. Perform experiments 3,4,5,6 and 7 using suitable components/equipment and verify the results using standard simulation package.
3. Perform simulation only of experiments 8,9,10 and 11using standard package.

Course outcomes (Course Skill Set):
At the end of the course the student will be able to:
(1) Analyze and model electrical and mechanical system using analogous.
(2)Formulate transfer functions using block diagram and signal flow graphs.
(3) Analyze the stability of control system, ability to determine transient and steady state time response.
(4)Illustrate the performance of a given system in time and frequency domains, stability analysis using Root locus and Bode plots.
(5)Discuss stability analysis using Nyquist plots, Design controller and compensator for a given specification.
(6)Utilize software package and discrete components in assessing the time and frequency domain response of a given second order system.
(7)Design, analyze and simulate Lead, Lag and Lag – Lead compensators for given specifications.
(8)Determine the performance characteristics of ac and DC servomotors and synchro-transmitter receiver pair used in control systems.
(9)Simulate the DC position and feedback control system to study the effect of P, PI, PD and PID controller and Lead compensator on the step response of the system.
(10) Develop a script files to plot Root locus, Bode plot and Nyquist plot to study the stability of a system using software package.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

CIE for the theory component of IPCC

Two Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Scaled-down marks of two tests and two assignments added will be CIE marks for the theory component of IPCC for **30 marks**.

CIE for the practical component of IPCC

- On completion of every experiment/program in the laboratory, the students shall be evaluated and marks shall be awarded on the same day. The**15 marks** are for conducting the experiment and preparation of the laboratory record, the other **05 marks shall be for the test** conducted at the end of the semester.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to 15 marks.
- The laboratory test **(duration 03 hours)** at the end of the 15th week of the semester /after completion of all the experiments (whichever is early) shall be conducted for 50 marks and scaled down to 05 marks**.**

Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **20 marks**.

SEE for IPCC

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (duration 03 hours)

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
- The students have to answer 5 full questions, selecting one full question from each module.

The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper shall include questions from the practical component).

- The minimum marks to be secured in CIE to appear for SEE shall be the 12 (40% of maximum marks-30) in the theory component and 08 (40% of maximum marks -20) in the practical component. The laboratory component of the IPCC shall be for CIE only. However, in SEE, the questions from the laboratory component shall be included**.** The maximum of 04/05 questions to be set from the practical component of IPCC, the total marks of all questions should not be more than the 20 marks.
- SEE will be conducted for 100 marks and students shall secure 35% of the maximum marks to qualify in the SEE. Marks secured will be scaled down to 50.

Suggested Learning Resources:

1. Control Systems, Anand Kumar, PHI, 2ndEdition, 2014.
2. Automatic Control Systems, Farid Golnaraghi, Benjamin C. Kuo, Wiley, 9th, Edition, 2010.
3. Control System Engineering, Norman S. Nise, Wiley, 4th Edition, 2004.
4. Modern Control Systems, Richard C Dorf et al, Pearson, 11th Edition, 2008.
5. Control Systems, Principles and Design, M. Gopal, McGawHill 4th Edition, 2012.
6. Control Systems Engineering, S. Salivahanan et al, Pearson, 1st Edition, 2015.

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Activity Based Learning, Quizzes, Seminars.

Power System Analysis - 1			
Course Code	**21EE53**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2:2:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

(1)To introduce the per unit system and explain its advantages and computation.
(2)To explain the concept of one line diagram and its implementation in problems.
(3)To explain the necessity and conduction of short circuit analysis.
(4)To explain analysis of three phase symmetrical faults on synchronous machine and simple power systems.
(5)To discuss selection of circuit breaker.
(6)To explain symmetrical components, their advantages and the calculation of symmetrical components of voltages and currents in un-balanced three phase circuits.
(7)To explain the concept of sequence impedance and its analysis in three phase unbalanced circuits.
(8)To explain the concept of sequence networks and sequence impedances of an unloaded synchronous generator, transformers and transmission lines.
(9)To explain the analysis of synchronous machine and simple power systems for different unsymmetrical faults using symmetrical components.
(10)To discuss the dynamics of synchronous machine and derive the power angle equation for a synchronous machine.
(11) Discuss stability and types of stability for a power system and the equal area criterion for the evaluation of stability of a simple system.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Representation of Power System Components: Introduction, Single-phase Representation of Balanced Three Phase Networks, One-Line Diagram and Impedance or Reactance Diagram, Per Unit (PU) System, Steady State Model of Synchronous Machine, Power Transformer, Transmission of Electrical Power, Representation of Loads.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-2

Symmetrical Fault Analysis: Introduction, Transient on a Transmission Line, Short Circuit of a Synchronous Machine(On No Load), Short Circuit of a Loaded Synchronous Machine, Illustrative simple examples on power systems. Selection of Circuit Breakers.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-3

Symmetrical Components: Introduction, Symmetrical Component Transformation, Phase Shift in Star-Delta Transformers, Sequence Impedances of Transmission Lines, Sequence Impedances and Sequence Network of Power System, Sequence Impedances and Networks of Synchronous Machine, Sequence Impedances of Transmission Lines, Sequence Impedances and Networks of Transformers, Construction of Sequence Networks of a Power System.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.
Module-4	
Unsymmetrical Fault Analysis: Introduction, Symmetrical Component Analysis of Unsymmetrical Faults, Single Line-To-Ground (LG) Fault, Line-To-Line (LL) Fault, Double Line-To-Ground (LLG) Fault, Open Conductor Faults.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.
Module-5	
Power System Stability: Introduction, Dynamics of a Synchronous Machine, Review of Power AngleEquation, Simple Systems, Steady State Stability, Transient Stability, Equal Area Criterion, Factors Affecting Transient Stability, Multi machine stability studies, classical representation.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Course outcome (Course Skill Set)

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

(1)Model the power system components & construct per unit impedance diagram of power system.

(2)Analyze three phase symmetrical faults on power system.

(3)Compute unbalanced phasors in terms of sequence components and vice versa, also develop sequence networks.

(4)Analyze various unsymmetrical faults on power system.

(5)Examine dynamics of synchronous machine and determine the power system stability.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

Textbook

1. Elements of Power System, William D. Stevenson Jr, McGraw Hill, 4th Edition, 1982.

Reference Books

1. Modern Power System, D. P. Kothari, McGraw Hill, 4th Edition, 2011.
2. Power System Analysis and Design, J. Duncan Glover et al, Cengage, 4th Edition, 2008.
3. Power System Analysis, Hadi Sadat, McGraw Hill, 1st Edition, 2002.

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Activity Based Learning, Quizzes, Seminars.

Power Electronics			
Course Code	**21EE54**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2:2:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

(1)To give an overview of applications power electronics, different types of power semiconductor devices, their switching characteristics.
(2)To explain power diode characteristics, types, their operation and the effects of power diodes on RL circuits.
(3)To explain the techniques for design and analysis of single phase diode rectifier circuits.
(4)To explain different power transistors, their steady state and switching characteristics and imitations.
(5)To explain different types of Thyristors, their gate characteristics and gate control requirements.
(6)To explain the design, analysis techniques, performance parameters and characteristics of controlled rectifiers, DC- DC, DC -AC converters and Voltage controllers.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Introduction: Applications of Power Electronics, Types of Power Electronic Circuits, Peripheral Effects, Characteristics and Specifications of Switches.

Power Diodes: Introduction, Diode Characteristics, Reverse Recovery Characteristics, Power Diode Types, Silicon Carbide Diodes, Silicon Carbide Schottky Diodes, Freewheeling diodes ,Freewheeling diodes with RL load.

Diode Rectifiers: Introduction, Diode Circuits with DC Source connected to R and RL load, Single-Phase Full-Wave Rectifiers with R load , Single-Phase Full-Wave Rectifier with RL Load.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-2

Power Transistors: Introduction, Power MOSFETs – Steady State Characteristics, Switching Characteristics Bipolar Junction Transistors – Steady State Characteristics, Switching Characteristics, Switching Limits, IGBTs, MOSFET Gate Drive, BJT Base Drive, Isolation of Gate and Base Drives, Pulse transformers and Opto-couplers.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-3

Thyristors: Introduction, Thyristor Characteristics, Two-Transistor Model of Thyristor, Thyristor Turn- On, Thyristor Turn-Off, A brief study on Thyristor Types, Series Operation of Thyristors, Parallel Operation of Thyristors, di/dt Protection, dv/dt Protection, DIACs, Thyristor Firing Circuits, Unijunction Transistor.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-4

Controlled Rectifiers: Introduction, Single phase half wave circuit with RL Load, Single phase half wave circuit with RL Load and Freewheeling Diode, Single phase half wave circuit with RLE Load, Single-Phase Full Converters with RLE Load, Single-Phase Dual Converters, Principle of operation of Three- Phase duel Converters.

AC Voltage Controllers: Introduction, Principle of phase control & Integral cycle control, Single-Phase Full-Wave Controllers with Resistive Loads, Single- Phase Full-Wave Controllers with Inductive Loads, Three-Phase Full-Wave Controllers.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-5

DC-DC Converters: Introduction, principle of step down and step up chopper with RL load, performance parameters, DC-DC converter classification.

DC-AC Converters: Introduction, principle of operation single phase bridge inverters, three phase bridge inverters, voltage control of single phase inverters, Harmonic reductions, Current source inverters.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Course outcome (Course Skill Set)

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

(1)To give an overview of applications power electronics, different types of power semiconductor devices, their switching characteristics, power diode characteristics, types, their operation and the effects of power diodes on RL circuits.

(2)To explain the techniques for design and analysis of single phase diode rectifier circuits.

(3)To explain different power transistors, their steady state and switching characteristics and limitations.

(4)To explain different types of Thyristors, their gate characteristics and gate control requirements.

(5)To explain the design, analysis techniques, performance parameters and characteristics of controlled rectifiers, DC- DC, DC -AC converters and Voltage controllers.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

Textbook

1. Power Electronics: Circuits Devices and Applications, Mohammad H Rashid, Pearson 4th Edition, 2014.

Reference Books

1. Power Electronics, P.S. Bimbhra, Khanna Publishers, 5th Edition, 2012.
2. Power Electronics: Converters, Applications and Design, Ned Mohan et al, Wiley 3rd Edition, 2014.
3. Power Electronics, Daniel W Hart, McGraw Hill, 1st Edition, 2011.
4. Elements of Power Electronics, Philip T Krein, Oxford, Indian Edition, 2008.

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Activity Based Learning, Quizzes, Seminars.

Power Electronics Laboratory			
Course Code	**21EEL55**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Credits	01	Exam Hours	03

Course objectives:

(1)To conduct experiments on semiconductor devices to obtain their static characteristics.
(2)To study different methods of triggering the SCR
(3)To study the performance of single phase controlled full wave rectifier and AC voltage controller with R and RL loads.
(4)To control the speed of a DC motor, universal motor and stepper motors.
(5)To study single phase full bridge inverter connected to resistive load.

Sl. NO	Experiments
1	Static Characteristics of SCR.
2	Static Characteristics of MOSFET and IGBT.
3	Characteristic of TRIAC.
4	SCR turn on circuit using synchronized UJT relaxation oscillator.
5	SCR digital triggering circuit for a single phase controlled rectifier and ac voltage regulator.
6	Single phase controlled full wave rectifier with R load, R –L load, R-L-E load with and without freewheeling diode.
7	AC voltage controller using TRIAC and DIAC combination connected to R and RL loads.
8	Speed control of DC motor using single semi converter.
9	Speed control of stepper motor.
10	Speed control of universal motor using ac voltage regulator.
11	Speed control of a separately excited D.C. Motor using an IGBT or MOSFET chopper.
12	Single phase MOSFET/IGBT based PWM inverter.

Course outcomes (Course Skill Set):

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

(1)Obtain static characteristics of semiconductor devices to discuss their performance.
(2)Trigger the SCR by different methods
(3)Verify the performance of single phase controlled full wave rectifier and AC voltage controller with R and RL loads.
(4)Control the speed of a DC motor, universal motor and stepper motors.
(5)Verify the performance of single phase full bridge inverter connected to resistive load.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination(SEE).

Continuous Internal Evaluation (CIE):

CIE marks for the practical course is **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled downed to 30 marks (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8th week of the semester and the second test shall be conducted after the 14th week of the semester.
- In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book
- The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

SEE marks for the practical course is 50 Marks.

SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University

All laboratory experiments are to be included for practical examination.

(Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.

Students can pick one question (experiment) from the questions lot prepared by the internal /external examiners jointly.

Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

Change of experiment is allowed only once and 15% Marks allotted to the procedure part to be made zero.

The duration of SEE is 03 hours

Rubrics suggested in Annexure-II of Regulation book

Scilab for Analysis of Power Systems			
Course Code	**21EEL581**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Credits	01	Exam Marks and Hours	100 and 02

Course objectives:

(1)To perform of analysis of power systems using Scilab Software.

Sl. NO	Experiments
1	Determination of Inductance and capacitance of single phase transmission line.
2	Determination of Inductance and capacitance of three phase transmission line.
3	Determination of efficiency and regulation of short, medium and long transmission line using ABCD parameters for both T and Pie-Configurations.
4	Determination of Visual and Disruptive Critical Voltages with power loss due to Corona effect in transmission lines.
5	Determination of Capacitance of three phase underground cables with and without grading.
6	Determination of voltages in radial distribution feeders with concentrated loads.
7	Determination of Per-Unit quantities like voltage, current and reactance in a power system consisting of generator, transformers, transmission line and load.
8	Determination of symmetrical fault current for an unloaded generator and estimation of breaker rating.
9	Determination of Fault current and breaker rating for LG, LL, LLG faults of a typical power system.
10	Determination of Critical Clearing Angle using Equal Area Criterion of Transient Stability Analysis method.

Course outcomes (Course Skill Set):

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

- Analyse in an intelligent manner, think better, and perform better.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination (SEE).

Continuous Internal Evaluation (CIE):

CIE marks for the practical course is **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled downed to 30 marks (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8th week of the semester and the second test shall be conducted after the 14th week of the semester.

- In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book
- The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

SEE marks for the practical course is 50 Marks.

SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University

All laboratory experiments are to be included for practical examination.

(Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.

Students can pick one question (experiment) from the questions lot prepared by the internal /external examiners jointly.

Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in - 60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

Change of experiment is allowed only once and 15% Marks allotted to the procedure part to be made zero.

The duration of SEE is 03 hours

Rubrics suggested in Annexure-II of Regulation book.

Scilab for Power Electronics			
Course Code	**21EEL582**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Credits	01	Exam Marks and Hours	100 and 02

Course objectives:

(1)Along with prescribed hours of teaching –learning process, provide opportunity to perform the experiments/programmes at their own time, at their own pace, at any place as per their convenience and repeat any number of times to understand the concept.

(2)Provide unhindered access to perform whenever the students wish.

(3)Vary different parameters to study the behavior of the circuit without the risk of damaging equipment/ device or injuring themselves.

Sl. NO	Experiments
1	Study of uncontrolled single phase Half and Full wave rectifier with R & RL load.
2	Study of single phase semi-converter with R & RL load.
3	Study of effect of freewheeling diode in full wave rectifier with RL load.
4	Study of single phase controlled Half and Full wave rectifier with R & RL load.
5	Study of Class A, B, C, D and E choppers with R & RL load.
6	Study of single phase AC- voltage controller with R & RL load.
7	Study of single phase inverter (Half bridge and H bridge) with R & RL load.
8	Study of three phase inverter with R load for 180^0 and 120^0 conduction.

Course outcomes (Course Skill Set):

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

- Analyse in an intelligent manner, think better, and perform better.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination(SEE).

Continuous Internal Evaluation (CIE):

CIE marks for the practical course is **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled downed to 30 marks (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8^{th} week of the semester and the second test shall be conducted after the 14^{th} week of the semester.

- In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book
- The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

SEE marks for the practical course is 50 Marks.

SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University

All laboratory experiments are to be included for practical examination.

(Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.

Students can pick one question (experiment) from the questions lot prepared by the internal /external examiners jointly.

Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in - 60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

Change of experiment is allowed only once and 15% Marks allotted to the procedure part to be made zero.

The duration of SEE is 03 hours

Rubrics suggested in Annexure-II of Regulation book.

Energy Audit Project			
Course Code	**21EEP583**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Credits	01	Exam Marks and Hours	100 and 02

Course objectives:

(1)Along with prescribed hours of teaching –learning process, provide opportunity to perform the experiments/programmes at their own time, at their own pace, at any place as per their convenience and repeat any number of times to understand the concept.

(2) Provide unhindered access to perform whenever the students wish.

(3) Vary different parameters to study the behaviour of the circuit without the risk of damaging equipment / device or injuring themselves.

(4) To carryout Energy Audit for an industry, business establishment, organization and its computation using Scilab Software and proposing possible remedial measures to reduce the energy consumption.

Students shall select real time project/audit with the approval of the guide. The following shall be considered by the students and guide while auditing.

(1) Building and Utility Data Analysis: The main purpose of this step is to evaluate the characteristics of the energy systems and the patterns of energy use for the premises considered. The premises characteristics can be collected from the architectural/ mechanical/electrical drawings and/or from consultation/discussions with premises operators. The energy use patterns can be obtained from a compilation of utility bills over a period.

(2) Walk-Through Survey: This step should identify potential energy savings measures. The results of this step are important since they determine if the building warrants any further energy auditing work. Some of the tasks involved in this step are • Identify the customer's concerns and needs • Check the current operating and maintenance procedures • Determine the existing operating conditions of major energy use equipment (lighting, HVAC systems, motors, etc.) • Estimate the occupancy, equipment, and lighting (energy use density and hours of operation).

(3)Baseline for Building Energy Use: The main purpose of this step is to develop a base-case model that represents the existing energy use and operating conditions for the building. This model will be used as a reference to estimate the energy savings due to appropriately selected energy conservation measures.

Evaluation of Energy-Saving Measures: In this step, a list of cost-effective energy conservation measures is determined using both energy savings and economic analysis.

Course outcomes (Course Skill Set):

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

(1)To analyze the data collected for energy audit of a building or industry or organization.

(2)To perform comparative analysis with and without energy audit.

(3)To analyze the energy saving measures to be considered with economy considerations.

(4)Analyse in a systematic way, think better, and perform better.

Based on the ability/abilities of the student/s and recommendations of the mentor, a single discipline or a multidisciplinary project under ability enhancement can be assigned to an individual student or to a group having not more than 4 students.

Assessment Details (both CIE and SEE)

CIE procedure for project ability enhancement course:

(i) Single discipline: The CIE marks shall be awarded by a committee consisting of the Head of the concerned Department and two senior faculty members of the Department, one of whom shall be the Guide.

The CIE marks awarded for the project work, shall be based on the evaluation of project report, project presentation skill and question and answer session in the ratio 50:25:25.The marks awarded for the project report shall be the same for all the batch mates.

(ii) Interdisciplinary: Continuous Internal Evaluation shall be group wise at the college level with the participation of all the guides of the college.

The CIE marks awarded for the project, shall be based on the evaluation of project report, project presentation skill and question and answer session in the ratio 50:25:25.The marks awarded for the project report shall be the same for all the batch mates.

SEE for project:

(i) Single discipline: Contribution to the Mini-project and the performance of each group member shall be assessed individually in the semester end examination (SEE) conducted at the department.

(ii) Interdisciplinary: Contribution to the Mini-project and the performance of each group member shall be assessed individually in semester end examination (SEE) conducted separately at the departments to which the student/s belong to.

The SEE marks awarded for the project, shall be based on the evaluation of project report, project presentation skill and question and answer session in the ratio 50:25:25.The marks awarded for the project report shall be the same for all the batch mates.

Renewable Energy Projects			
Course Code	**21EEP584**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Credits	01	Exam Marks and Hours	100 and 02

Course objectives:

(1)Along with prescribed hours of teaching –learning process, provide opportunity to perform the experiments/programmes at their own time, at their own pace, at any place as per their convenience and repeat any number of times to understand the concept.

(2)Provide unhindered access to perform whenever the students wish.

(3)Vary different parameters to study the behavior of the circuit without the risk of damaging equipment/ device or injuring themselves.

Students can select appropriate projects with the approval of the guide. The projects be application oriented and can be considering any of the following or any other.

Automatic solar tracking system.
Solar based small traffic control system.
Solar mobile charger.
Vertical axis wind turbine system.
Solar powered Smart irrigation system.
Renewable energy based home automation system.
Domestic illumination using solar.
Solar grass cutter.
Solar UPS.

Course outcomes (Course Skill Set):

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

(1) Analyse in a systematic way, think better, and perform better.

Based on the ability/abilities of the student/s and recommendations of the mentor, a single discipline or a multidisciplinary project under ability enhancement can be assigned to an individual student or to a group having not more than 4 students.

Assessment Details (both CIE and SEE)

CIE procedure for project ability enhancement course:

(i) Single discipline: The CIE marks shall be awarded by a committee consisting of the Head of the concerned Department and two senior faculty members of the Department, one of whom shall be the Guide.

The CIE marks awarded for the project work, shall be based on the evaluation of project report, project presentation skill and question and answer session in the ratio 50:25:25.The marks awarded for the project report shall be the same for all the batch mates.

(ii) Interdisciplinary: Continuous Internal Evaluation shall be group wise at the college level with the participation of all the guides of the college.

The CIE marks awarded for the project, shall be based on the evaluation of project report, project presentation skill and question and answer session in the ratio 50:25:25.The marks awarded for the project report shall be the same for all the batch mates.

SEE for project:

(i) Single discipline: Contribution to the Mini-project and the performance of each group member shall be assessed individually in the semester end examination (SEE) conducted at the department.

(ii) Interdisciplinary: Contribution to the Mini-project and the performance of each group member shall be assessed individually in semester end examination (SEE) conducted separately at the departments to which the student/s belong to.

The SEE marks awarded for the project, shall be based on the evaluation of project report, project presentation skill and question and answer session in the ratio 50:25:25.The marks awarded for the project report shall be the same for all the batch mates.

Management and Entrepreneurship			
Course Code	**21EE61**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

(1)To introduce the field of management, task of the manager, importance of planning and types of planning, staff recruitment and selection process.
(2)To discuss the ways in which work is allocation, structure of organizations, modes of communication and importance of managerial control in business.
(3)To explain need of coordination between the manager and staff, the social responsibility of business and leadership.
(4)To explain the role and importance of the entrepreneur in economic development and the concepts of entrepreneurship.
(5)To explain various types of entrepreneurs and their functions, the myths of entrepreneurship and the factors required for capacity building for entrepreneurs.
(6)To discuss the importance of Small Scale Industries and the related terms and problems involved.
(7)To discuss methods for generating new business ideas and business opportunities in India and the importance of business plan.
(8)To introduce the concepts of project management and discuss capitol building process.
(9)To explain project feasibility study and project appraisal and discuss project financing.
(10)To discuss about different institutions at state and central levels supporting business enterprises.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Management: Definition, Importance – Nature and Characteristics of Management, Management Functions, Roles of Manager, Levels of Management, Managerial Skills, Management & Administration, Management as a Science, Art &Profession.

Planning: Nature, Importance and Purpose Of Planning, Types of Plans, Steps in Planning, Limitations of Planning, Decision Making – Meaning, Types of Decisions- Steps in Decision Making.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-2

Organizing and Staffing: Meaning, Nature and Characteristics of Organization – Process of Organization, Principles of Organization, Departmentalization, Committees – meaning, Types of Committees, Centralization Versus Decentralization of Authority and Responsibility, Span of Control (Definition only), Nature and Importance of Staffing, Process of Selection and Recruitment.

Directing and Controlling: Meaning and Nature of Directing-Leadership Styles, Motivation Theories Communication – Meaning and Importance, Coordination- Meaning and Importance, Techniques of Coordination. Controlling – Meaning, Steps in Controlling.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-3

Social Responsibilities of Business: Meaning of Social Responsibility, Social Responsibilities of Business towards Different Groups, Social Audit, Business Ethics and Corporate Governance.
Entrepreneurship: Definition of Entrepreneur, Importance of Entrepreneurship, concepts of Entrepreneurship, Characteristics of successful Entrepreneur, Classification of Entrepreneurs, Intrapreneur – An Emerging Class, Comparison between Entrepreneur and Intrapreneur, Myths of Entrepreneurship, Entrepreneurial Development models, Entrepreneurial development cycle, Problems faced by Entrepreneurs.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-4

Modern Small Business Enterprises: Role of Small Scale Industries, Concepts and definitions of SSI Enterprises, Government policy and development of the Small Scale sector in India, Growth and Performance of Small Scale Industries in India, Sickness in SSI sector, Problems for Small Scale Industries, Impact of Globalization on SSI, Impact of WTO/GATT on SSIs, Ancillary Industry and Tiny Industry (Definition only).
Institutional Support for Business Enterprises: Introduction, Policies & Schemes of Central–Level Institutions, State-Level Institutions.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-5

Project Management: Meaning of Project, Project Objectives & Characteristics, Project Identification- Meaning & Importance; Project Life Cycle, Project Scheduling, Capital Budgeting, Generating an Investment Project Proposal, Project Report-Need and Significance of Report, Contents, Formulation, Project Analysis-Market, Technical, Financial, Economic, Ecological, Project Evaluation and Selection, Project Financing, Project Implementation Phase, Human & Administrative aspects of Project Management, Prerequisites for Successful Project Implementation.
New Control Techniques- PERT and CPM, Steps involved in developing the network, Uses and Limitations of PERT and CPM .

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Course outcome (Course Skill Set)
At the end of the course the student will be able to :
(1)Explain the field of management, task of the manager, planning and steps in decision making.
(2)Discuss the structure of organization, importance of staffing, leadership styles, modes of communication, techniques of coordination and importance of managerial control in business.
(3)Explain the concepts of entrepreneurship and a businessman's social responsibilities towards different groups.
(4)Show an understanding of role of SSI's in the development of country and state/central level institutions/ agencies supporting business enterprises.
(5)Discuss the concepts of project management, capital budgeting, project feasibility studies, need for project report and new control techniques.

Assessment Details (both CIE and SEE)
The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:
Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester
- Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

- At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

Textbooks

1. Principles of Management, P.C.Tripathi, P.N.Reddy, McGraw Hill, 6th Edition, 2017.
2. Entrepreneurship Development And Small Business Enterprises, Poornima, M.Charanthimath, Pearson, 2nd Edition, 2014.

Reference Books

1. Dynamics of Entrepreneurial Development and Management, Vasant Desai, Himalaya Publishing House, 2007.
2. Essentials of Management: An International, Innovation and Leadership Perspective, Harold Koontz, Heinz Weihrich, McGraw Hill, 10th Edition, 2016

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Activity Based Learning, Quizzes, Seminars.

Power System Analysis - 2			
IPCC Course Code	**21EE62**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 10 Lab slots	Total Marks	100
Credits	04	Exam Hours	03

Course objectives:

(1)To explain formulation of network models and bus admittance matrix for solving load flow problems.
(2)To discuss optimal operation of generators on a bus bar and optimum generation scheduling.
(3)To explain symmetrical fault analysis and algorithm for short circuit studies.
(4)To explain formulation of bus impedance matrix for the use in short circuit studies on power systems.
(5)To explain numerical solution of swing equation for multi-machine stability.
MATLAB/C or C ++/Scilab/ Octave/Python/ Mi-Power software can be used for execution of simulations:
(6)To assess the performance of medium and long transmission lines.
(7)To obtain the power angle characteristics of salient and non- salient pole alternator.
(8)To study transient stability of radial power systems under three phase fault conditions.
(9)To develop admittance and impedance matrices of interconnected power systems.
(10)To explain the use of suitable standard software package.
(11)To solve power flow problem for simple power systems.
(12)To perform fault studies for simple radial power systems.
(13)To study optimal generation scheduling problems for thermal power plants.

Teaching-Learning Process (General Instructions)

These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.
1. Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

MODULE-1

Network Topology: Introduction and basic definitions of Elementary graph theory Tree, cut-set, loop analysis. Formation of Incidence Matrices. Primitive network- Impedance form and admittance form, Formation of Y Bus by Singular Transformation. Y bus by Inspection Method. Illustrative examples.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

MODULE-2

Load Flow Studies: Introduction, Classification of buses. Power flow equation, Operating Constraints, Data for Load flow, Gauss Seidal iterative method. Illustrative examples.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

MODULE-3

Load Flow Studies(continued): Newton-Raphson method derivation in Polar form, Fast decoupled load flow method, Flow charts of LFS methods. Comparison of Load Flow Methods. Illustrative examples.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

MODULE-4	
Economic Operation of Power System: Introduction and Performance curves Economic generation scheduling neglecting losses and generator limits Economic generation scheduling including generator limits and neglecting losses Economic dispatch including transmission losses Derivation of transmission loss formula. Illustrative examples.T1 **Unit Commitment:** Introduction, Constraints and unit commitment solution by prior list method and dynamic forward DP approach (Flow chart and Algorithm only).	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.

MODULE 5	
Symmetrical Fault Analysis: Z Bus Formulation by Step by step building algorithm without mutual coupling between the elements by addition of link and addition of branch. Illustrative examples. Z bus Algorithm for Short Circuit Studies excluding numerical. **Power System Stability:** Numerical Solution of Swing Equation by Point by Point method and Runge Kutta Method. Illustrative examples.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Sl. NO	Experiments
1	Formation for symmetric π /T configuration for Verification of Determination of Efficiency and Regulation.
2	Determination of Power Angle Diagrams, Reluctance Power, Excitation, EMF and Regulation for Salient and Non-Salient Pole Synchronous Machines.
3	To obtain Swing Curve and to Determine Critical Clearing Time, Regulation, Inertia Constant/Line Parameters /Fault Location/Clearing Time/Pre-Fault Electrical Output for a Single Machine connected to Infinite Bus through a Pair of identical Transmission Lines Under 3-Phase Fault On One of the two Lines.
4	Y Bus Formation for Power Systems with and without Mutual Coupling, by Singular Transformation and Inspection Method.
5	Formation of Z Bus (without mutual coupling) using Z-Bus Building Algorithm.
6	Determination of Bus Currents, Bus Power and Line Flow for a Specified System Voltage.
7	Formation of Jacobian for a System not Exceeding 4 Buses in Polar Coordinates.
8	Load Flow Analysis using Gauss Siedel Method, NR Method and Fast Decoupled Method for Both PQ and PV Buses.
9	To Determine Fault Currents and Voltages in a Single Transmission Line System with Star-Delta Transformers at a Specified Location for LG and LLG faults by simulation.
10	Optimal Generation Scheduling for Thermal power plants by simulation.

Course outcomes (Course Skill Set):

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

(1)Formulate network matrices and models for solving load flow problems.

(2)Perform steady state power flow analysis of power systems using numerical iterative techniques.

(3)Solve issues of economic load dispatch and unit commitment problems.

(4)Analyze short circuit faults in power system networks using bus impedance matrix.

(5)Apply Point by Point method and Runge Kutta Method to solve Swing Equation.

(6)Develop a program in suitable package to assess the performance of medium and long transmission lines.

(7)Develop a program in suitable package to obtain the power angle characteristics of salient and non-salient pole alternator.

(8)Develop a program in suitable package to assess the transient stability under three phase fault at different locations in a of radial power systems.

(9)Develop programs in suitable package to formulate bus admittance and bus impedance matrices of interconnected power systems.
(10)Use suitable package to solve power flow problem for simple power systems.
(11)Use suitable package to study unsymmetrical faults at different locations in radial power systems
(12)Use of suitable package to study optimal generation scheduling problems for thermal power plants.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

CIE for the theory component of IPCC

Two Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Scaled-down marks of two tests and two assignments added will be CIE marks for the theory component of IPCC for **30 marks**.

CIE for the practical component of IPCC

- On completion of every experiment/program in the laboratory, the students shall be evaluated and marks shall be awarded on the same day. The**15 marks** are for conducting the experiment and preparation of the laboratory record, the other **05 marks shall be for the test** conducted at the end of the semester.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to 15 marks.
- The laboratory test **(duration 03 hours)** at the end of the 15th week of the semester /after completion of all the experiments (whichever is early) shall be conducted for 50 marks and scaled down to 05 marks**.**

Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **20 marks**.

SEE for IPCC

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (duration 03 hours)

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
- The students have to answer 5 full questions, selecting one full question from each module.

The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper shall include questions from the practical component).

- The minimum marks to be secured in CIE to appear for SEE shall be the 12 (40% of maximum marks-30) in the theory component and 08 (40% of maximum marks -20) in the practical component. The laboratory component of the IPCC shall be for CIE only. However, in SEE, the questions from the

laboratory component shall be included**.** The maximum of 04/05 questions to be set from the practical component of IPCC, the total marks of all questions should not be more than the 20 marks.

- SEE will be conducted for 100 marks and students shall secure 35% of the maximum marks to qualify in the SEE. Marks secured will be scaled down to 50.

Suggested Learning Resources:

1. Modern Power System Analysis, D P Kothari, I J Nagrath, McGraw Hill, 4th Edition, 2011.
2. Computer Methods in Power Systems Analysis, Glenn W. Stagg, Ahmed H Ei - Abiad, Scientific International, Pvt. Ltd, 1st Edition, 2019.
3. Power Generation Operation and Control, Allen J Wood etal, Wiley, 2nd Edition, 2016.

Reference Books

1. Computer Techniques in Power System Analysis, M.A. Pai, McGraw Hill, 2nd Edition, 2012.
2. Power System Analysis, Hadi Saadat, McGraw Hill, 2nd Edition, 2002.

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Activity Based Learning, Quizzes, Seminars.

Signals and Digital Signal Processing			
Course Code	**21EE63**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2:2:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:
(1)To explain basic signals, their classification, basic operations on signals, and the properties of the systems.
(2)To explain the convolution of signals in continuous and discrete time domain and the properties of impulse response representation.
(3)To explain the computation of Discrete Fourier Transform of a sequence by direct method, Linear transformation Method and using Fast Fourier Transformation Algorithms.
(4) To explain design of IIR all pole analog filters and transform them into digital filter using Impulse Invariant and Bilinear transformation Techniques and to obtain their Realization.
(5)To explain design of FIR filters using Window Method and Frequency Sampling Method and to obtain their Realization.

Teaching-Learning Process (General Instructions)
These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.
1. Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Introduction: Definitions of a Signal and a System, Classification of Signals, Basic Operations on Signals, Basic Elementary Signals, properties of systems.
Time-domain representations for LTI systems: Convolution, impulse response representation, Convolution Sum and Convolution Integral. Properties of impulse response representation.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-2

Discrete Fourier Transforms (DFT):
Introduction to DFT, Properties of DFT, multiplication of two DFTs- the circular convolution, additional DFT properties, use of DFT in linear filtering, overlap-save and overlap-add method.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-3

Fast-Fourier-Transform (FFT) algorithms: Direct computation of DFT, need for efficient computation of the DFT (FFT algorithms). Radix-2 FFT algorithm for the computation of DFT and IDFT–decimation-in-time and Decimation-in-frequency algorithms.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-4

IIR filter design: Characteristics of commonly used analog filters – Butterworth and Chebyshev Type - I filters, analog to analog frequency transformations. Design of Digital IIR filters from analog filters (Butterworth and

Chebyshev) - impulse invariance method. Mapping of transfer functions: Bilinear transformation method. Implementation of discrete-time systems.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.
Module-5	
FIR filter design: Introduction to FIR filters, design of FIR filters using - Rectangular, Hamming, Hanning and Kaiser windows, FIR filter design using frequency sampling Technique. Implementation of discrete-time systems: Structures for Filters: IIR Filters - direct form I and direct form II, cascade and parallel structures. FIR filters-direct form, cascade and Linear Phase Form.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Course outcome (Course Skill Set)

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

(1)Discuss classification and basic operations that can be performed on both continuous and discrete time signals.

(2)Evaluate Discrete Fourier Transform of a sequence and the convolution of two sequences to determine the output sequence.

(3)Evaluate Discrete Fourier Transform of a sequence by using fast methods.

(4) Design Butterworth and Chebyshev IIR digital filters and FIR filters using different techniques.

(5)Develop different structures for IIR and FIR filters.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

1.Introduction to Digital Signal Processing, Jhonny R. Jhonson, Pearson 1 st Edition, 2016.
2.Digital Signal Processing – Principles, Algorithms, and Applications,Jhon G. Proakis Dimitris G. Manolakis, Pearson, 4 th Edition, 2007.
3. Digital Signal Processing, A.NagoorKani, McGraw Hill, 2nd Edition, 2012.
4. Digital Signal Processing, Shaila D. Apte,Wiley, 2nd Edition, 2009.
5. Digital Signal Processing, Ashok Amberdar, Cengage, 1st Edition, 2007.
6. Digital Signal Processing, Tarun Kumar Rawat, Oxford, 1st Edition, 2015.

Web links and Video Lectures (e-Resources):

1. http://www.freebookcentre.net/Electronics/DSP-Books
2. https://www.electronicsforu.com/special/cool-stuff-misc/8-free-digital-signal-processing-ebooks

MOOCs

1. https://nptel.ac.in/courses/117102060

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Activity Based Learning, Quizzes, Seminars.

Sensors and Transducers			
Course Code	**21EE641**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:
(1)To discuss need of transducers, their classification, advantages and disadvantages.
(2)To discuss working of different types of transducers and sensors.
(3)To discuss recent trends in sensor technology and their selection.
(4)To discuss basics of signal conditioning and signal conditioning equipment.
(5)To discuss configuration of Data Acquisition System and data conversion. To discuss the basics of Data transmission and telemetry.
(6)To explain measurement of various non-electrical quantities.

Teaching-Learning Process (General Instructions)
These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Sensors and Transducers: Introduction, Classification of Transducers, Advantages and Disadvantages of Electrical Transducers, Transducers Actuating Mechanisms, Resistance Transducers, Variable Inductance Transducers, Capacitive Transducers, Piezoelectric Transducers, Hall Effect Transducers, Thermoelectric Transducers, Photoelectric Transducers.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-2

Sensors and Transducers (continued): Stain Gages, Load Cells, Proximity Sensors, Pneumatic Sensors, Light Sensors, Tactile Sensors, Fiber Optic Transducers, Digital Transducers, Recent Trends – Smart Pressure Transmitters, Selection of Sensors, Rotary – Variable Differential Transformer, Synchros and Resolvers, Induction Potentiometers, Micro Electromechanical Systems.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-3

Signal Condition: Introduction, Functions of Signal Conditioning Equipment, Amplification, Types of Amplifiers, Mechanical Amplifiers Fluid Amplifiers, Optical Amplifiers, Electrical and electronic Amplifiers.
Data Acquisition Systems and Conversion: Introduction, Objectives and Configuration of Data Acquisition System, Data Acquisition Systems, Data Conversion.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-4

Data Transmission and Telemetry: Data/Signal Transmission, Telemetry. **Measurement of Non – Electrical Quantities:** Pressure Measurement.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.
Module-5	
Measurement of Non – Electrical Quantities (continued): Temperature Measurement, Flow Measurement – Introduction, Electromagnetic Flow meters, Ultrasonic Flow Meters, Thermal Metes, Wire Anemometers. Measurement of Displacement, Measurement of Velocity/ Speed, Measurement of Acceleration, Measurement of Force, Measurement of Torque, Measurement of Shaft Power, Measurement of Liquid Level, Measurement of Viscosity.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Course outcome (Course Skill Set)

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

(1)Classify the transducers and explain the need of transducers, their classification, advantages and disadvantages.
(2)Explain the working of various transducers and sensors.
(3)Outline the recent trends in sensor technology and their selection.
(4)Analyze the signal conditioning and signal conditioning equipment.
(5)Illustrate different configuration of Data Acquisition System and data conversion.
(6)Show knowledge of data transmission and telemetry.
(7)Explain measurement of non-electrical quantities -temperature, flow, speed, force, torque, power and viscosity.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

Textbook

1. Electrical and Electronic Measurements and instrumentation, R.K Rajput, S. Chand, 3rd Edition, 2013.

Reference Books

1. A Course in Electronics and Electrical Measurements and Instruments, J.B. Gupta, Katson Books, 13th Edition, 2008.
2. A Course in Electrical and Electronic Measurements and Instrumentation, A. K. Sawheny, Dhanpat Rai, 2015.

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Activity Based Learning, Quizzes, Seminars.

Electromagnetic Field Theory			
Course Code	**21EE642**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

(1)To study different coordinate systems for understanding the concept of gradient, divergence and curl of a vector.
(2)To study the application of Coulomb's Law and Gauss Law for electric fields produced by different charge configurations.
(3)To evaluate the energy and potential due to a system of charges.
(4)To study the behavior of electric field across a boundary between a conductor and dielectric and between two different dielectrics.
(5)To study the magnetic fields and magnetic materials.
(6)To study the time varying fields and propagation of waves in different media.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Vector Analysis: Scalars and Vectors, Vector algebra, Cartesian co-ordinate system, Vector Components and unit vectors. Scalar field and Vector field. Dot product and Cross product, Gradient of a scalar field. Divergence and Curl of a vector field. Co – ordinate systems: cylindrical and spherical, relation between different coordinate systems. Expression for gradient, divergence and curl in rectangular, cylindrical and spherical co-ordinate systems. Numerical.

Electrostatics: Coulomb's law, Electric field intensity and its evaluation for (i) point charge (ii) line charge (iii) surface charge (iv) volume charge distributions. Electric flux density, Gauss law and its applications. Maxwell's first equation (Electrostatics). Divergence theorem. Numerical.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-2

Energy and Potential: Energy expended in moving a point charge in an electric field. The line integral. Definition of potential difference and potential. The potential field of a point charge and of a system of charges. Potential gradient. The dipole. Energy density in the electrostatic field. Numerical.

Conductor and Dielectrics: Current and current density. Continuity of current. Metallic conductors, conductor's properties and boundary conditions. Perfect dielectric materials, capacitance calculations. Parallel plate capacitor with two dielectrics with dielectric interface parallel to the conducting plates. Numerical.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-3

Poisson's and Laplace Equations: Derivations and problems, Uniqueness theorem. **Steady magnetic fields:** Biot - Savart's law, Ampere's circuital law. The Curl. Stokes theorem. Magnetic flux and flux density. Scalar and vector magnetic potentials. Numerical.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.
Module-4	
Magnetic forces: Force on a moving charge and differential current element. Force between differential current elements. Force and torque on a closed circuit. Numerical. **Magnetic Materials and Magnetism:** Nature of magnetic materials, magnetisation and permeability. Magnetic boundary conditions. Magnetic circuit, inductance and mutual inductance. Numerical.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.
Module-5	
Time Varying Fields and Maxwell's Equations: Faraday's law, Displacement current. Maxwell's equations in point form and integral form. Numerical. **Uniform plane wave:** Wave propagation in free space and in dielectrics. Pointing vector and power considerations. Propagation in good conductors, skin effect. Numerical.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Course outcome (Course Skill Set)

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

(1)Use different coordinate systems, Coulomb's Law and Gauss Law for the evaluation of electric fields produced by different charge configurations.

(2)Calculate the energy and potential due to a system of charges & Explain the behavior of electric field across a boundary conditions.

(3)Explain the Poisson's, Laplace equations and behavior of steady magnetic fields.

(4)Explain the behavior of magnetic fields and magnetic materials.

(5)Asses time varying fields and propagation of waves in different media.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

Textbooks

1. Engineering Electromagnetics, William H Hayt et al, McGraw Hill, 8th Edition, 2014.
2. Principles of Electromagnetics, Matthew N. O. Sadiku, Oxford, 6th Edition, 2015.

Reference Books:

1. Fundamentals of Engineering Electromagnetics, David K. Cheng, Pearson, 2014.
2. Electromagnetic Field Theory Fundamentals, Bhag Guru et al, Cambridge, 2005.
3. Electromagnetic Field Theory, RohitKhurana, Vikas Publishing, 1st Edition,2014.
4. Electromagnetics, J. A. Edminister, McGraw Hill, 3rd Edition, 2010.
5. Electromagnetic Field Theory and Transmission Lines, Gottapu Sasibhushana Rao,Wiley, 1st Edition, 2013.

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Activity Based Learning, Quizzes, Seminars.

Electrical Machine Design			
Course Code	**21EE643**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

(1)To discuss design factors, limitations in design and modern trends in design and manufacturing of electrical machines.
(2)To discuss the properties of electrical, magnetic and insulating materials used in the design of electrical machines.
(3)To derive the output equation of DC machine, single phase, three phase transformers, induction motor and synchronous machines.
(4)To discuss the selection of specific loadings, for various machines.
(5)To discuss separation of main dimensions for different electrical machines
(6)To discuss design of field windings for DC machines and synchronous machines. To evaluate the performance parameters of transformer, induction motor.
(7)To design of cooling tubes for the transformer for a given temperature rise.
(8)To explain design of rotor of squirrel cage rotor and slip ring rotor.
(9)To define short circuit ratio and discuss its effect on machine performance.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Fundamental Aspects of Electrical Machine Design: Design of Machines, Design Factors, Limitations in design, Modern Trends in design, manufacturing Techniques.
Electrical Engineering Materials: Desirabilities of Conducting Materials, Comparison of Aluminium and Copper wires. Ferromagnetic Materials: Soft Magnetic materials – Solid Core Materials, Electrical Sheet and Strip, Cold Rolled Grain Oriented Steel. Insulating Materials: Desirable Properties, Temperature Rise and Insulating Materials, Classification of Insulating materials based on Thermal Consideration.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-2

Design of DC Machines: Output Equation, Choice of Specific Loadings and Choice of Number of Poles, Main Dimensions of armature, Design of Armature Slot Dimensions, Commutator and Brushes. Estimation of Ampere Turns for the Magnetic Circuit. Dimensions of Yoke, Main Pole and Air Gap. Design of Shunt and Series Field Windings.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-3

Design of Transformers: Output Equations of Single Phase and Three Phase Transformers, Choice of Specific Loadings, Expression for Volts/Turn, Determination of Main Dimensions of the Core, Estimation of Number of Turns and Conductor Cross Sectional area of Primary and Secondary Windings, No Load Current. Expression for the Leakage Reactance of core type transformer with concentric coils, and calculation of Voltage Regulation. Design of Tank and Cooling (Round and Rectangular) Tubes.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.
Module-4	
Design of Three Phase Induction Motors: Output Equation, Choice of Specific Loadings, Main Dimensions of Stator. Design of stator slots and Winding, Choice of Length Air Gap, Estimation of Number of Slots for Squirrel Cage Rotor. Design of Rotor Bars and End Ring. Design of Slip Ring rotor. Estimation of No Load Current and Leakage Reactance.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.
Module-5	
Design of Three Phase Synchronous Machines: Output Equation, Choice of Specific Loadings, ShortCircuit Ratio, Main Dimensions of Stator. Design of stator slots and Winding. Design of Salient and non-salient Pole Rotors. Magnetic Circuit and Field Winding.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Course outcome (Course Skill Set)

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

(1)Identify and list, limitations, modern trends in design, manufacturing of electrical machines and properties of materials used in the electrical machines.

(2)Derive the output equation of DC machine, discuss selection of specific loadings and magnetic circuits of DC machines, design the field windings of DC machine, and design stator and rotor circuits of a DC machine.

(3)Derive the output equations of transformer, discuss selection of specific loadings, estimate the number of cooling tubes, no load current and leakage reactance of core type transformer.

(4)Develop the output equation of induction motor, discuss selection of specific loadings and magnetic circuits of induction motor, design stator and rotor circuits of a induction motor.

(5)Formulate the output equation of alternator, design the field windings of Synchronous machine, discuss short circuit ratio and its effects on performance of synchronous machines, design salient pole and non-salient pole alternators for given specifications.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

Textbook

1. A course in Electrical Machine Design, A. K. Sawhney, DhanpatRai, 6th Edition, 2013.

Reference Books

1. Performance and Design of Alternating Current Machines, M.G. Say, CBS Publisher, 3rd Edition, 2002.
2. Design Data Handbook, A. Sanmugasundaram Et al, New Age International, 1st Edition, 2011.

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Activity Based Learning, Quizzes, Seminars.

Electrical Engineering Materials			
Course Code	**21EE644**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:
(1)To impart the knowledge of conducting, dielectric, insulating and magnetic materials and their applications.
(2)To impart the knowledge of superconducting materials and their applications.

Teaching-Learning Process (General Instructions)
These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Introduction to Electrical and Electronic Materials: Importance of materials, Classification of electrical and electronic materials, Scope of electrical and electronic materials, Requirement of Engineering materials, Operational requirements of electrical and electronic materials, Classification of solids on the basis of energy gap, Products – working principle and materials, Types of engineering materials, Levels of material structure. Spintronics and Spintronic materials, Ferromagnetic semiconductors, Left handed materials.
Conductors: Conductor materials, Factors affecting conductivity, Thermal conductivity, Heating effect of current, Thermoelectric effect, Seebeck effect, Thomson effect, Wiedemann – Franz law and Lorentz relation, Problems.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-2

Conductive Materials and Applications: Mechanically processed forms of electrical materials, Types of conducting materials, Low resistivity materials, High resistivity materials, Contact materials, Fusible materials, Filament materials, Carbon as filamentary and brush material, Material for conductors, cables, wires, solder, sheathing and sealing.
Dielectrics: Introduction to dielectric materials, classification of dielectric materials, Dielectric constant, Dielectric strength and Dielectric loss. Polarization, Mechanisms of polarization, Comparison of different polarization process, Factors affecting polarization, Spontaneous polarization, Behavior of polarization under impulse and frequency switching, Decay and build-up of polarization under ac field, Complex dielectric constant.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-3

Insulating Materials: Insulating materials and applications – Ceramic, Mica, Porcelain, Glass, Micanite and Glass bonded mica. Polymeric materials – Bakelite, Polyethylene. Natural and synthetic rubber. Paper. Choice of solid insulating material for different applications, Liquid insulating materials – Requirements, Transformer oil, Bubble theory, Aging of mineral insulating oils. Gaseous insulating Materials – Air, Nitrogen, Vacuum.

Magnetic Materials: Origin of permanent magnetic dipole, Magnetic terminology, Relation between relative permeability and magnetic susceptibility. Classification of magnetic materials, Diamagnetic, Paramagnetism, Ferromagnetism, Antiferromagnetic and the corresponding materials. Ferrimagnetism and ferrites – properties and applications, Soft and hard ferrites. Curie temperature, Laws of magnetic materials. Magnetization curve, Initial, and maximum permeability. Hysteresis loop and loss, Eddy current loss.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-4

Magnetic Materials (continued): Types of magnetic materials, Soft and hard magnetic materials, High energy magnetic materials, Commercial grade soft and hard magnetic materials.

Superconductive Materials: Concept of superconductors, Meaning of phenomenon of superconductivity, Properties of superconductors, Types of superconductors, Critical magnetic field and critical temperature, Effects of Isotopic mass on critical temperature, Silsbee rule, Depth of penetration and coherence length. Ideal and Hard superconductors, Mechanism of super conduction, London's theory for Type I superconductors, GLAG theory for Type I superconductors, BCS theory, Applications and limitations. Applications of high temperature superconductors, Superconducting solenoids and magnets, MRI for medical diagnostics.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-5

Plastics: Introduction, Thermoplastics, Rubbers, Thermosets, DC and AC properties, Mechanical properties and Processing of plastic.

Materials for Opto – Electronic Devices: Introduction, Optical phenomena, Reflection, Refraction, Transmittivity, Scattering, Optical absorption, Optical properties of non-metals, Optical properties of metals, Optical properties of semiconductors, Optical properties of insulators. Luminescence, Opto – Electronic devices, Photoconductivity, Photoconductive cell.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Course outcome (Course Skill Set)

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

(1) Discuss electrical and electronics materials, their importance, classification and operational requirement

(2)Discuss conducting, dielectric, insulating and magnetic materials used in engineering, their properties and classification.

(3)Explain the phenomenon superconductivity, super conducting materials and their application in engineering.

(4)Explain the plastic and its properties and applications.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

Textbook

1. Advanced Electrical and Electronics Materials; Processes and Applications, K.M. Gupta, Nishu Gupta, Wiley, 1st dition, 2015.

Reference Books

1. Electronic Engineering Materials, R.K. Shukla, Archana Singh, McGraw Hill, 2012.
2. Electrical Properties of Materials, L Solymar et al, Oxford, 9th Edition, 2014.
3. Electrical Engineering Materials A.J. Dekker Pearson 2016
4. Principle of Electronic Materials and Devices, S.O. Kasap, McGraw Hill, 3rd Edition, 2010.

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Activity Based Learning, Quizzes, Seminars.

Utilization of Electrical Power			
Course Code	**21EE651**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:
(1)To discuss electric heating, air-conditioning and electric welding.
(2)To explain laws of electrolysis, extraction and refining of metals and electro deposition.
(3)To explain the terminology of illumination, laws of illumination, construction and working of electric lamps.
(4)To explain design of interior and exterior lighting systems- illumination levels for various purposes light fittings- factory lighting- flood lighting-street lighting
(5)To discuss systems of electric traction, speed time curves and mechanics of train movement.
(6)To discuss motors used for electric traction and their control.
(7)To discuss braking of electric motors, traction systems and power supply and other traction systems.
(8)Give awareness of technology of electric and hybrid electric vehicles.

Teaching-Learning Process (General Instructions)
These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.
1. Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Heating and welding: Electric Heating, Resistance ovens, Radiant Heating, Induction Heating, High frequency Eddy Current Heating, Dielectric Heating, The Arc Furnace, Heating of Buildings, Air – Conditioning, Electric Welding, Modern Welding Techniques.
Electrolytic Electro – Metallurgical Process: Ionization, Faraday's Laws of Electrolysis, Definitions, Extraction of Metals, Refining of Metals, Electro Deposition.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-2

Illumination: Introduction, Radiant Energy, Definitions, Laws of Illumination, Polar Curves, Photometry, Measurement of Mean Spherical Candle Power by Integrating Sphere, Illumination Photometer, Energy Radiation and luminous Efficiency, electric Lamps, Cold Cathode Lamp, Lighting Fittings, Illumination for Different Purposes, Requirements of Good Lighting.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-3

Electric Traction Speed - Time Curves and Mechanics of Train Movement: Introduction, Systems of Traction, Systems of electric Traction, Speed - Time Curves for Train Movement, Mechanics of Train Movement, Train Resistance, Adhesive Weight, Coefficient of Adhesion.
Motors for Electric traction: Introduction, Series and Shunt Motors for Traction Services, Two Similar Motors (Series Type) are used to drive a Motor Car, Tractive Effort and Horse Power, AC Series Motor, Three Phase Induction Motor.
Control of motors: Control of DC Motors, Tapped Field Control or Control by Field Weakening, Multiple Unit Control, Control of Single Phase Motors, Control of Three Phase Motors.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-4	
Braking: Introduction, Regenerative Braking with Three Phase Induction Motors, Braking with Single Phase Series Motors, Mechanical braking, Magnetic Track Brake, Electro – Mechanical Drum Brakes. **Electric Traction Systems and Power Supply:** System of Electric Traction, AC Electrification, Transmission Lines to Sub - Stations, Sub – Stations, Feeding and Distribution System of AC Traction Feeding and Distribution System for DC Tramways, Electrolysis by Currents through Earth, Negative Booster, System of Current Collection, Trolley Wires. **Trams, Trolley Buses and Diesel – Electric Traction:** Tramways, The Trolley – Bus, Diesel Electric Traction.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.
Module-5	
Electric Vehicles: Configurations of Electric Vehicles, Performance of Electric Vehicles, Tractive Effort in Normal Driving, Energy Consumption. **Hybrid Electric Vehicles:** Concept of Hybrid Electric Drive Trains, Architectures of Hybrid Electric Drive Trains.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Course outcome (Course Skill Set)

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

(1)Discuss different methods of electric heating & welding.

(2)Discuss the laws of electrolysis, extraction, refining of metals and electro deposition process.

(3)Discuss the laws of illumination, different types of lamps, lighting schemes and design of lighting systems.

(4)Analyze systems of electric traction, speed time curves and mechanics of train movement.

(5)Explain the motors used for electric traction, their control & braking and power supply system used for electric traction.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

Textbooks

1. A Text Book on Power System Engineering, A. Chakrabarti et al, Dhanpat Rai and Co, 2nd Edition, 2010.
2. Modern Electric, Hybrid Electric, and Fuel Cell Vehicles: Fundamentals Theory, and Design, (Chapters 04 and 05 for module 5), Mehrdad Ehsani et al, CRC Press, 1st Edition, 2005.

Reference Books

1. Utilization, Generation and Conservation of Electrical Energy, Sunil S Rao, Khanna Publishers, 1st Edition, 2011.
2. Utilization of Electric Power and Electric Traction, G.C. Garg, Khanna Publishers, 9th Edition, 2014.

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Activity Based Learning, Quizzes, Seminars.

Renewable Energy Resources			
Course Code	**21EE652**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

(1)To discuss causes of energy scarcity and its solution, energy resources and availability of renewable energy.
(2)To explain sun – earth geometric relationship, Earth – Sun Angles and their Relationships.
(3)To discuss about solar energy reaching the Earth's surface and solar thermal energy applications.
(4)To discuss types of solar collectors, their configurations and their applications.
(5)To explain the components of a solar cell system, equivalent circuit of a solar cell, its characteristics and applications.
(6)To discuss benefits of hydrogen energy, production of hydrogen energy, storage its advantages and disadvantages.
(7)To discuss wind turbines, wind resources, site selection for wind turbine.
(8)To discuss geothermal systems, their classification and geothermal based electric power generation
(9)To discuss waste recovery management systems, advantages and disadvantages.
(10)To discuss biomass composition, production, types of biomass gasifiers, properties of producer gas benefits.
(11) To discuss tidal energy resources, energy availability, power generation.
(12) To explain motion in the sea wave, power associated with sea wave and energy availability and the devices for harnessing wave energy.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.
1. Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Introduction: Causes of Energy Scarcity, Solution to Energy Scarcity, Factors Affecting Energy Resource Development, Energy Resources and Classification, Renewable Energy – Worldwide Renewable Energy Availability, Renewable Energy in India.

Energy from Sun: Sun- earth Geometric Relationship, Layer of the Sun, Earth – Sun Angles and their Relationships, Solar Energy Reaching the Earth's Surface, Solar Thermal Energy Applications.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-2

Solar Thermal Energy Collectors: Types of Solar Collectors, Configurations of Certain Practical Solar Thermal Collectors, Material Aspects of Solar Collectors, Concentrating Collectors, Parabolic Dish – Stirling Engine System, Working of Stirling or Brayton Heat Engine, Solar Collector Systems into Building Services, Solar Water Heating Systems, Passive Solar Water Heating Systems, Applications of Solar Water Heating Systems, Active Solar Space Cooling, Solar Air Heating, Solar Dryers, Crop Drying, Space Cooing, Solar Cookers, Solar pond.

Solar Cells: Components of Solar Cell System, Elements of Silicon Solar Cell, Solar Cell materials, Practical Solar Cells, I – V Characteristics of Solar Cells, Efficiency of Solar Cells, Photovoltaic panels (series and parallel arrays).

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-3

Hydrogen Energy: Benefits of Hydrogen Energy, Hydrogen Production Technologies, Hydrogen Energy Storage, Use of Hydrogen Energy, Advantages and Disadvantages of Hydrogen Energy, Problems Associated with Hydrogen Energy.

Wind Energy: Windmills, Wind Turbines, Wind Resources, Wind Turbine Site Selection.

Geothermal Energy: Geothermal Systems, Classifications, Geothermal Resource Utilization, Resource Exploration, Geothermal Based Electric Power Generation, Associated Problems, environmental Effects.

Solid waste and Agricultural Refuse: Waste is Wealth, Key Issues, Waste Recovery Management Scheme, Advantages and Disadvantages of Waste Recycling, Sources and Types of Waste, Recycling of Plastics.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-4

Biomass Energy: Biomass Production, Energy Plantation, Biomass Gasification, Theory of Gasification, Gasifier and Their Classifications, Chemistry of Reaction Process in Gasification, Updraft, Downdraft and Cross-draft Gasifiers, Fluidized Bed Gasification, Use of Biomass Gasifier, Gasifier Biomass Feed Characteristics, Applications of Biomass Gasifier, Cooling and Cleaning of Gasifiers.

Biogas Energy: Introduction, Biogas and its Composition, Anaerobic Digestion, Biogas Production, Benefits of

Biogas, Factors Affecting the Selection of a Particular Model of a Biogas Plant, Biogas Plant Feeds and their Characteristics.

Tidal Energy: Introduction, Tidal Energy Resource, Tidal Energy Availability, Tidal Power Generation in India, Leading Country in Tidal Power Plant Installation, Energy Availability in Tides, Tidal Power Basin, Turbines for Tidal Power, Advantages and Disadvantages of Tidal Power, Problems Faced in Exploiting Tidal Energy.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-5

Sea Wave Energy: Introduction, Motion in the sea Waves, Power Associated with Sea Waves, Wave Energy Availability, Devices for Harnessing Wave Energy, Advantages and Disadvantages of Wave Power.

Ocean Thermal Energy: Introduction, Principles of Ocean Thermal Energy Conversion (OTEC), Ocean Thermal Energy Conversion plants, Basic Rankine Cycle and its Working, Closed Cycle, Open Cycle and Hybrid Cycle, Carnot Cycle, Application of OTEC in Addition to Produce Electricity, Advantages, Disadvantages and Benefits of OTEC.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Course outcome (Course Skill Set)

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

(1)Discuss causes of energy scarcity and its solution, energy resources and availability of renewable energy.

(2)Outline energy from sun, energy reaching the Earth's surface and solar thermal energy applications.

(3)Discuss types of solar collectors, their configurations, solar cell system, its characteristics and their applications.

(4)Explain generation of energy from hydrogen, wind, geothermal system, solid waste and agriculture refuse.

(5)Discuss production of energy from biomass, biogas.

(6)Summarize tidal energy resources, sea wave energy and ocean thermal energy.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

Textbook

1. Nonconventional Energy Resources, Shobh Nath Singh, Pearson, 1st Edition, 2015.

Reference Books

1. Nonconventional Energy Resources, B.H. Khan, McGraw Hill, 3rd Edition.
2. Renewable Energy; Power for a sustainable Future, Godfrey Boyle, Oxford, 3rd Edition, 2012.
3. Renewable Energy Sources: Their Impact on global Warming and Pollution, Tasneem Abbasi S.A. Abbasi, PHI,1st Edition, 2011.

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Activity Based Learning, Quizzes, Seminars.

Industrial Servo Control Systems			
Course Code	**21EE653**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:
(1)To explain the evolution and classification of servos, with descriptions of servo drive actuators, amplifiers, feedback transducers, performance, and troubleshooting techniques.
(2)To discuss system analogs and vectors, with a review of differential equations.
(3)To discuss the concept of transfer functions for the representation of differential equations.
(4)To discuss mathematical equations for electric servo motors, both DC and brushless DC servo motors.
(5)To represent servo drive components by their transfer function, to combine the servo drive building blocks into system block diagrams.
(6)To determine the frequency response techniques for proper servo compensation.

Teaching-Learning Process (General Instructions)
These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Servos: Introduction, Benefits of Servo Systems, Types of Servos - Evolution of Servo Drives, Classification of Drives, Components of Servos - Hydraulic/Electric Circuit Equations, Actuators-Electric, Actuators-Hydraulic,Amplifiers-Electric,Amplifiers-Hydraulic,Transducers (Feedback).

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-2

Machine Servo Drives: Types of Drives, Feed Drive Performance.
Troubleshooting Techniques: Techniques by Drive, Problems: Their Causes and Cures.
Machine Feed Drives: Advances in Technology, Parameters for making Application Choices.
Application of Industrial Servo Drives: Introduction ,Physical System Analogs, Quantities and Vectors, Differential Equations for Physical Systems, Electric Servo Motor Transfer Functions and Time Constants, Transport Lag Transfer Function, Hydraulic Servo Motor Characteristics, General Transfer Characteristics.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-3

Generalized Control Theory: Servo Block Diagrams, Frequency-Response Characteristics and Construction of Approximate (Bode) Frequency Charts, Nichols Charts, Servo Analysis Techniques, Servo Compensation.
Indexes of Performance: Definition of Indexes of Performance for Servo Drives, Indexes of Performance for Electric and Hydraulic Drives.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-4

Performance Criteria: Percent Regulation, Servo System Responses.
Servo Plant Compensation Techniques: Dead-Zone Nonlinearity, Change-in-Gain Nonlinearity, Structural Resonances, Frequency Selective Feedback, Feed forward Control. Machine Considerations: Machine feed drive Considerations, Ball Screw Mechanical Resonances and Reflected Inertias for Machine Drives.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-5

Machine Considerations: Drive Stiffness, Drive Resolution, Drive Acceleration, Drive Speed Considerations, Drive Ratio Considerations, Drive Thrust/Torque And Friction Considerations, Drive Duty Cycles.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Course outcome (Course Skill Set)
At the end of the course the student will be able to :
(1)Explain the evolution and classification of servos, with descriptions of servo drive actuators, amplifiers, feedback transducers, performance, and troubleshooting techniques.
(2)Discuss system analogs, vectors and transfer functions of differential equations.
(3)Discuss mathematical equations for electric servo motors, both DC and brushless DC servo motors.
(4)Represent servo drive components by their transfer function, to combine the servo drive building blocks into system block diagrams.

Assessment Details (both CIE and SEE)
The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:
Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**
(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).
CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

Textbook

1. Industrial Servo Control Systems Fundamentals and Applications, George W. Younkin, Marcel Dekker, 1st Edition, 2003.

Reference Books

1. Servo Motors and Industrial Control Theory,Riazollah Firoozian, Springer, 2nd Edition, 2014.
2. DC SERVOS Application and Design with MATLAB, Stephen M. Tobin, CRC, 1st Edition, 2011.

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Activity Based Learning, Quizzes, Seminars.

Advanced Control Systems			
Course Code	**21EE654**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

(1)To introduce state variable approach for linear time invariant systems in both the continuous and discrete time systems

(2)To explain development of state models for linear continuous – time and discrete – time systems.

(3) To explain application of vector and matrix algebra to find the solution of state equations for linear continuous – time and discrete – time systems.

(4)To define controllability and observability of a system and testing techniques for controllability and observability of a given system.

(5)To explain design techniques of pole assignment and state observer using state feedback.

(6)To explain about inherent and intentional nonlinearities that can occur in control system and developing the describing function for the nonlinearities.

(7)To explain stability analysis of nonlinear systems using describing function analysis.

(8)To explain the analysis of nonlinear systems using Lyapunov function and design of Lyapunov function for stable systems.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

State Variable Analysis and Design: Introduction, Concept of State, State Variables and State Model, State Models for Linear Continuous–Time Systems, State Variables and Linear Discrete– Time Systems.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-2

State Variable Analysis and Design (continued): Diagonalization, Solution of State Equations, Concepts of Controllability and Observability.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-3

Pole Placement Design and State Observers: Introduction, Stability Improvements by State Feedback, Necessary and Sufficient Conditions for Arbitrary Pole Placement, State Regulator Design, Design of State Observer, Compensator Design by the Separation Principle.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-4	
Non-linear systems Analysis: Introduction, Common Nonlinear System Behaviours, Common Nonlinearities in Control Systems, Fundamentals, Describing Functions of Common Nonlinearities, Stability Analysis by Describing Function Method, Concept of Phase Plane Analysis, Construction of Phase Portraits, System Analysis on the Phase Plane.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.
Module-5	
Non-linear systems Analysis (continued): Simple Variable Structure Systems, Lyapunov Stability Definitions, Lyapunov Stability Theorems, Lyapunov Functions for Nonlinear Systems.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Course outcome (Course Skill Set)

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

(1)Discuss state variable approach for linear time invariant systems in both the continuous and discrete time systems.

(2)Develop of state models for linear continuous–time and discrete–time systems.

(3)Apply vector and matrix algebra to find the solution of state equations for linear continuous–time and discrete–time systems.

(4)Define controllability and observability of a system and test for controllability and observability of a given system.

(5)Design pole assignment and state observer using state feedback.

(6)Develop the describing function for the nonlinearity present to assess the stability of the system.

(7)Develop Lyapunov function for the stability analysis of nonlinear systems.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

Textbooks

1. Control Systems Engineering, I. J. Nagarath and M.Gopal, New Age, 5th Edition, 2007.
2. Digital Control and State Variable Methods: Conventional and Intelligent Control Systems, M.Gopal, Mc GrawHill, 3rd Edition,2008.
3. Modern Control Theory, R. V. Parvatikar, Prism Books Pvt. Ltd, 1st Edition, 2014.

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Activity Based Learning, Quizzes, Seminars.

Digital Signal Processing Laboratory			
Course Code	**21EEL66**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Credits	01	Exam Hours	03

Course objectives:

(1)To help the students in developing software skills.
(2)To explain the use of MATLAB/Scilab/Python software in conducting the experiments of signal processing laboratory. evaluating the DFT and IDFT of given sequence
(3)To explain generation of different types of signals both in continuous and discrete time domains.
(4)To explain verification of linear and circular convolutions of given sequences.
(5)To explain evaluating the DFT and IDFT of given sequence
(6)To design and implementation of IIR and FIR filters for given frequency specifications and realize them.

Sl. NO	Experiments
1	Generation of different signals in both continuous and discrete time domains.
2	Verification of Sampling Theorem both in time and frequency domains
3	To perform basic operations on given sequences- Signal folding, evaluation of even and odd
4	Evaluation of impulse response of a system.
5	Solution of a difference equation.
6	Evaluation of linear convolution and circular convolution of given sequences.
7	Computation of N- point DFT and IDFT of a given sequence by use of (a) Defining equation; (b) FFT method.
8	Evaluation of circular convolution of two sequences using DFT and IDFT approach.
9	Design and implementation of IIR filters to meet given specification (Low pass, high pass, band pass and band reject filters).
10	Design and implementation of FIR filters to meet given specification (Low pass, high pass, band pass and band reject filters) using different window functions.
11	Design and implementation of FIR filters to meet given specification (Low pass, high pass, band pass and band reject filters) using frequency sampling technique.
12	Realization of IIR and FIR filters.

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:
(1)Conduct sampling of signals in time and frequency domains.
(2)Evaluate the impulse response of a system.
(3)Obtain convolution of given sequences to evaluate the response of a system.
(4)Compute DFT and IDFT of a given sequence using the basic definition and/or fast methods.
(5)Provide a solution for a given difference equation.
(6)Design and implement IIR and FIR filters.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination(SEE).

Continuous Internal Evaluation (CIE):

CIE marks for the practical course is **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled downed to 30 marks (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8th week of the semester and the second test shall be conducted after the 14th week of the semester.
- In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book
- The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.

Semester End Evaluation (SEE):

SEE marks for the practical course is 50 Marks.

SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University

All laboratory experiments are to be included for practical examination.

(Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.

Students can pick one question (experiment) from the questions lot prepared by the internal /external examiners jointly.

Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

Change of experiment is allowed only once and 15% Marks allotted to the procedure part to be made zero.

The duration of SEE is 03 hours

Rubrics suggested in Annexure-II of Regulation book

High Voltage and Power System Protection (Theory and Practical)			
Course Code	**21EE71**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

(1)To discuss conduction and breakdown in gaseous, liquid and solid dielectrics.
(2)To discuss generation and measurement of high voltages and currents.
(3)To discuss non-destructive testing of insulating materials and electrical apparatus.

(4)To discuss the construction, operating principles and performance characteristics of protective devices.
(5)To discuss the different protection schemes used in power system apparatus.
(6)To discuss protection against overvoltages, insulation coordination in electric power systems and Gas Insulated Substation (GIS).
(7)To conduct the experiment by applying High voltages for checking the breakdown phenomenon and dielectric strength in different types of insulations.
(8)To conduct experiments and verify the characteristics of electromechanical and microprocessor based relays.
(9)To verify the operation of motor protection for different faults.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Introduction to high voltage engineering: Advantages, Limitations and applications.
Conduction and Breakdown in Gases: Introduction, Ionization Processes, Townsend's Current Growth Equation and it's Criterion for Breakdown, Streamer Theory of Breakdown in Gases, Paschen's Law, Breakdown in Non-Uniform Fields and Corona Discharges.
Conduction and Breakdown in Liquid Dielectrics: Introduction, Conduction and Breakdown in Liquid Dielectrics
Breakdown in Solid Dielectrics: Introduction, Different types of break studies in Solid Dielectrics.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-2

Generation of High Voltages and Currents: Generation of High Direct Current Voltages, High Alternating Voltages, Impulse Voltages and Impulse Currents. **Measurement of High Voltages and Currents:** Measurement of High Direct Current Voltages, High AC and Impulse Voltages, High Currents of Direct, Alternating and Impulse. **Non-Destructive Testing of Materials and Electrical Apparatus:** Introduction, Measurement of Dielectric Constant and Loss Factor, Partial Discharge Measurements.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.
Module-3	
Introduction to Power System Protection: Need for protective schemes, Types of Fault and it's Effects, Essential Qualities of Protection, Primary and Backup Protection. Relay Construction and Operating Principles: Introduction, Electromechanical Relays, Static Relays – Merits and Demerits of Static Relays, Numerical Relays, Comparison between Electromechanical Relays and Numerical Relays. **Overcurrent Protection:** Introduction, Time–current Characteristics, Current Setting, Time Setting, Directional Relay, Protection of Parallel Feeders and Ring Mains, Earth Fault, Phase Fault Protection and Combined Earth and Phase Fault Protective Scheme, Static Overcurrent Relays, Numerical Overcurrent Relays.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.
Module-4	
Distance Protection: Introduction, Impedance Relay, Reactance Relay, Mho Relay, Effect of Power Surges, Line Length and Source Impedance on Performance of Distance Relays. **Pilot Relaying Schemes:** Introduction, Wire Pilot Protection, Carrier Current Protection. **Differential Protection:** Introduction, Differential Relays, Percentage Differential Relay, Balanced Voltage Differential Protection. **Protection of Generators, Transformer and Bus zone Protection:** Introduction, Protection of Generators. Transformer Protection, Buszone Protection.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.
Module-5	
Circuit Breakers: Introduction, Arc Voltage, Arc Interruption, Restriking Voltage and Recovery Voltage, Current Chopping. Air Circuit Breakers, SF6 Circuit Breakers, Vacuum Circuit Breakers, Rating of Circuit Breakers, Testing of Circuit Breakers. P**rotection against Overvoltages**: Causes of Overvoltages, Lightning phenomena, Klydonograph and Magnetic Link, Protection of power stations and Sub–Stations, Insulation Coordination.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Practical component of High Voltage and Power System Protection
(For CIE only)

Sl No	
1	Over Current Relay: (a) Inverse Definite Minimum Time (IDMT) Non - Directional Characteristics (b) Directional Features (c) IDMT Directional.
2	IDMT Characteristics of Over Voltage or Under Voltage Relay (Solid State or Electromechanical type).
3	Operation of Negative Sequence Relay.
4	Operating Characteristics of Microprocessor Based (Numeric) Over –Current Relay.
5	Operating Characteristics of Microprocessor Based (Numeric) Distance Relay.
6	Operating Characteristics of Microprocessor Based (Numeric) Over/Under Voltage Relay.
7	Motor Protection against Faults.
8	Spark Over Characteristics of Air subjected to High Voltage AC with Spark Voltage Corrected to Standard Temperature and Pressure for Uniform [as per IS1876: 2005]and Non-uniform [as per IS2071(Part 1) : 1993] Configurations: Sphere – Sphere, Point –Plane, Point – Point and Plane – Plane.

9	Spark Over Characteristics of Air subjected to High voltage DC.
10	Measurement of HVAC and HVDC using Standard Spheres as per IS 1876 :2005
11	Measurement of Breakdown Strength of Transformer Oil as per IS 1876 :2005

Course outcome (Course Skill Set)

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

(1) Apply the knowledge of dielectric property for insulation, it's performances as per Standards and High voltage application in power system Equipment's.

(2) Analyze the circuits of high voltages, high currents in Generation and Measurements.

(3)Apply relays to the power system protection.

(4)Discuss the construction, operating principles and performances of circuit breaker.

(5)Discuss protection of generators, motors, Transformer and Bus Zone Protection.

(6)Describe the causes of over voltages and their remedial measures.

(7)Analyze the spark over characteristics using High voltages for checking the breakdown phenomenon and dielectric strength of dielectric materials.

(8)Experimentally verify the characteristics of over current, over voltage, under voltage using electromagnetic, static, distance and impedance relays.

(9)Demonstration of protective schemes for motor and feeders.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

- First test at the end of 5th week of the semester
- Second test at the end of the 10th week of the semester
- Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

- First assignment at the end of 4th week of the semester
- Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

- At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

Textbooks

1. High Voltage Engineering, M.S.Naidu and Kamaraju- 5th Edition, THM, 2013
2. Power System Protection and Switchgear Badri Ram, D.N. Vishwakarma McGraw Hill 2nd Edition.

Reference Books

1. High Voltage Engineering Fundamentals, E.Kuffel and W.S. Zaengl, 2nd Edition, Elsevier Press, 2000.
2. High Voltage Engineering, C.L.Wadhwa, New Age International Private limited, 3rd Edition, 2012.
3. Protection and Switchgear, Bhavesh et al, Oxford, 1st Edition, 2011.
4. Power System Switchgear and Protection, N. Veerappan, S.R. Krishnamurthy, S. Chand, 1st Edition, 2009.

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Activity Based Learning, Quizzes, Seminars.

Power System Operation and Control			
Course Code	**21EE72**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:
(1)To describe various levels of controls in power systems and the vulnerability of the system.
(2)To explain components, architecture and configuration of SCADA.
(3)To explain basic generator control loops, functions of Automatic generation control, speed governors and mathematical models of Automatic Load Frequency Control
(4)To explain automatic generation control, voltage and reactive power control in an interconnected power system.
(5)To explain reliability and contingency analysis, state estimation and related issues.

Teaching-Learning Process (General Instructions)
These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Introduction: Operating States of Power System, Objectives of Control, Key Concepts of Reliable Operation, Preventive and Emergency Controls, Energy Management Centers.
Supervisory Control and Data acquisition (SCADA): Introduction, components, application in Power System, basic functions and advantages. Building blocks of SCADA system, components of RTU, communication subsystem, IED functional block diagram.
Classification of SCADA system: Single master–single remote; Single master–multiple RTU; Multiple master–multiple RTUs; and Single master, multiple submaster, multiple remote.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-2

Automatic Generation Control (AGC): Introduction, Schematic diagram of load frequency and excitation voltage regulators of turbo generators, Load frequency control (Single area case), Turbine speed governing system, Model of speed governing system, Turbine model, Generator load model, Complete block diagram of representation of load frequency control of an isolated power system, Steady state analysis, Control area concept, Proportional plus Integral Controller.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-3

Automatic Generation Control in Interconnected Power system: Two area load frequency control, Optimal (Two area) load frequency control by state variable, Automatic voltage control, Load frequency control with generation rate constraints (GRCs), Speed governor dead band and its effect on AGC, Digital LF Controllers, Decentralized control.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-4

Control of Voltage and Reactive Power: Introduction, Generation and absorption of reactive power, Relation between voltage, power and reactive power at a node, Methods of voltage control: i. Injection of reactive power, Shunt capacitors and reactors, Series capacitors, Synchronous compensators, Series injection. ii Tap changing transformers. Combined use of tap changing transformers and reactive power injection, Booster transformers, Phase shift transformers, Voltage collapse.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-5

Power System Security: Introduction, Factors affecting power system security, Contingency Analysis, Linear Sensitivity Factors, AC power flow methods, Contingency Selection and Ranking.
State estimation of Power Systems: Introduction, Linear Least Square Estimation.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Course outcome (Course Skill Set)
At the end of the course the student will be able to :
(1)Describe various levels of controls in power systems, architecture and configuration of SCADA.
(2)Develop and analyze mathematical models of Automatic Load Frequency Control.
(3)Develop mathematical model of Automatic Generation Control in Interconnected Power system.
(4)Discuss the Control of Voltage, Reactive Power and Voltage collapse.
(5)Explain security, contingency analysis, and state estimation of power systems.

Assessment Details (both CIE and SEE)
The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:
Three Unit Tests each of **20 Marks (duration 01 hour**)

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3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**
(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).
CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

Textbooks

1. Power System Operation and Control, K. Uma Rao, Wiley, 1st Edition, 2012.
2. Modern Power System Analysis, D. P. Kothari, McGraw Hill, 4th Edition, 2011.
3. Power Generation Operation and Control, Allen J Wood et al, Wiley, 2nd Edition, 2003.
4. Electric Power Systems, B M Weedy, B J Cory, Wiley. 4th Edition, 2012.

Reference Books

1. Computer-Aided Power System Analysis, G. L. Kusic, CRC Press, 2nd Edition.2010.
2. Power System SCADA and Smart Grid, Mini S Thom and John D. McDonald, CRC Press 2015.
3. Power System Stability and Control, Kundur, McGraw Hill, 8th Reprint, 2009.

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Activity Based Learning, Quizzes, Seminars.

Power System Planning			
Course Code	**21EE721**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

(1)To discuss primary components of power system planning namely load furcating, evaluation of energy resources, provisions of electricity Act and Energy Conservation Act.
(2)To explain planning methodology for optimum power system expansion, various types of generation, transmission and distribution.
(3)To explain forecasting of anticipated future load requirements of both demand and energy by deterministic and statistical techniques using forecasting tools.
(4)To discuss methods to mobilize resources to meet the investment requirement for the power sector.
(5)To perform economic appraisal to allocate the resources efficiently and take proper investment decisions
(6)To discuss expansion of power generation and planning for system energy in the country
(7)To discuss evaluation of operating states of transmission system, their associated contingencies and determination of the stability of the system for worst case conditions
(8)To discuss principles of distribution planning, supply rules, network development and the system studies.
(9)To discuss reliability criteria for generation, transmission, distribution and reliability evaluation and analysis.
(10)To discuss grid reliability, voltage disturbances and their remedies.
(11)To discuss planning and implementation of electric –utility activities designed to influence consumer uses of electricity.
(12)To discuss market principles and the norms framed by CERC for online trading and exchange in the interstate power market.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Power System: Planning Principles, Planning Process, Project Planning, Power Development, National and Regional Planning, Enterprise Resources Planning, Planning Tools, Power Planning Organisation, Scenario Planning.

Electricity Forecasting: Load Requirement, System Load, Electricity Forecasting, Forecasting Techniques, Forecasting Modelling, Spatial – Load Forecasting, Peak Load - Forecast, Reactive – Load Forecast, Unloading of a System.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-2

Power-System Economics: Financial Planning, Techno – Economic Viability, Private Participation, Financial Analysis, Economic Analysis, Transmission, Rural Electrification Investment, Total System Analysis, Credit - Risk Assessment.

Generation Expansion: Generation Capacity and Energy, Generation Mix, Clean Coal Technologies Renovation and Modernisation of Power Plants.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-3	
Transmission Planning: Transmission Planning Criteria, Right – of – Way, Network Studies, High – Voltage Transmission, HVDC Transmission, Conductors, Sub – Stations, Power Grid, Reactive Power Planning, Energy Storage.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.
Module-4	
Distribution: Distribution Deregulation, Planning Principles, Electricity – Supply Rules, Criteria and Standards, Sub – Transmission, Basic Network, Low Voltage Direct Current Electricity, Upgradation of Existing Lines and Sub – Stations, Network Development, System Studies, Urban Distribution, Rural Electrification. **Reliability and Quality:** Reliability Models, System Reliability, Reliability and Quality Planning, Functional Zones, Generation Reliability Planning Criteria, Transmission Reliability Criteria, Distribution Reliability, Reliability Evaluation, Grid Reliability, Quality of Supply.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.
Module-5	
Demand-Side Planning: Demand Response, Demand – Response Programmes, Demand– Response Technologies, Energy Efficiency, Energy - Economical Products, Efficient – Energy Users, Supply – Side Efficiency, Energy Audit. **Electricity Market:** Market Principles, Power Pool, Independent System Operator, Distribution System Operator, Power Markets, Market Rules, Bidding, Trading, Settlement System, Merchant Power, Differential Electricity, Congestion Management, Ancillary Services, Hedging, Smart Power Market.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Course outcome (Course Skill Set)

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

(1)Discuss primary components of power system planning, planning methodology for optimum power system expansion and load forecasting.

(2)Understand economic appraisal to allocate the resources efficiently and appreciate the investment decisions

(3)Discuss expansion of power generation and planning for system energy in the country, evaluation of operating states of transmission system, their associated contingencies and the stability of the system.

(4)Discuss principles of distribution planning, supply rules, network development and the system studies

(5)Discuss reliability criteria for generation, transmission, distribution and reliability evaluation and analysis, grid reliability, voltage disturbances and their remedies

(6)Discuss planning and implementation of electric –utility activities, market principles and the norms framed.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

Textbook

1. Electric Power Planning, A. S. Pabla, McGraw Hill, 2nd Edition, 2016.

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Activity Based Learning, Quizzes, Seminars.

Smart Grid			
Course Code	**21EE722**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

(1)To define smart grid and discuss the progress made by different stakeholders in the design and development of smart grid.
(2)To explain the measurement techniques using PMUs and smart meters.
(3)To discuss tools for the analysis of smart grid and design, operation and performance.
(4)To discuss incorporating performance tools such as voltage and angle stability and state estimation into smart grid.
(5)To discuss classical optimization techniques and computational methods for smart grid design, planning and operation.
(6)To discuss the development of predictive grid management and control technology for enhancing the smart grid performance.
(7)To discuss development of cleaner, more environmentally responsible technologies for the electric system.
(8)To discuss the fundamental tools and techniques essential to the design of the smart grid.
(9)To describe methods to promote smart grid awareness and enhancement.
(10)To discuss methods to make the existing transmission system smarter by investing in new technology

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.
1. Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Smart Grid Architectural Designs: Introduction, Today's Grid versus the Smart Grid, Energy Independence and Security Act of 2007: Rationale for the Smart Grid, Computational Intelligence, Power System Enhancement, Communication and Standards, Environment and Economics, General View of the Smart Grid Market Drivers, Stakeholder Roles and Function, Working Definition of the Smart Grid Based on Performance Measures, Representative Architecture, Functions of Smart Grid Components.

Smart Grid Communications and Measurement Technology: Communication and Measurement, Monitoring, PMU, Smart Meters, and Measurements Technologies, GIS and Google Mapping Tools, Multiagent Systems (MAS) Technology, Microgrid and Smart Grid Comparison.

Performance Analysis Tools for Smart Grid Design: Introduction to Load Flow Studies, Challenges to Load Flow in Smart Grid and Weaknesses of the Present Load Flow Methods, Load Flow State of the Art: Classical, Extended Formulations, and Algorithms, Congestion Management Effect, Load Flow for Smart Grid Design, DSOPF Application to the Smart Grid, Static Security Assessment (SSA) and Contingencies, Contingencies and Their Classification, Contingency Studies for the Smart Grid

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-2

Stability Analysis Tools for Smart Grid: Introduction to Stability, Strengths and Weaknesses of Existing Voltage Stability Analysis Tools, Voltage Stability Assessment, Voltage Stability Assessment Techniques, Voltage Stability Indexing, Analysis Techniques for Steady-State Voltage Stability Studies, Application and Implementation Plan of Voltage Stability, Optimizing Stability Constraint through Preventive Control of Voltage Stability, Angle Stability Assessment, State Estimation.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.
Module-3	
Computational Tools for Smart Grid Design: Introduction to Computational Tools, Decision Support Tools, Optimization Techniques, Classical Optimization Method, Heuristic Optimization, Evolutionary Computational Techniques, Adaptive Dynamic Programming Techniques, Pareto Methods, Hybridizing Optimization Techniques and Applications to the Smart Grid, Computational Challenges. **Pathway for Designing Smart Grid:** Introduction to Smart Grid Pathway Design, Barriers and Solutions to Smart Grid Development, Solution Pathways for Designing Smart Grid Using Advanced Optimization and Control Techniques for Selection Functions, General Level Automation, Bulk Power Systems Automation of the Smart Grid at Transmission Level, Distribution System Automation Requirement of the Power Grid, End User/Appliance Level of the Smart Grid, Applications for Adaptive Control and Optimization.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.
Module-4	
Renewable Energy and Storage: Renewable Energy Resources, Sustainable Energy Options for the Smart Grid, Penetration and Variability Issues Associated with Sustainable Energy Technology, Demand Response Issues, Electric Vehicles and Plug-in Hybrids, PHEV Technology, Environmental Implications, Storage Technologies, Tax Credits. **Interoperability, Standards, and Cyber Security:** Introduction, Interoperability, Standards, Smart Grid Cyber Security, Cyber Security and Possible Operation for Improving Methodology for Other Users.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.
Module-5	
Research, Education, and Training for the Smart Grid: Introduction, Research Areas for Smart Grid Development, Research Activities in the Smart Grid, Multidisciplinary Research Activities, Smart Grid Education, Training and Professional Development. **Case Studies and Test beds for the Smart Grid:** Introduction, Demonstration Projects, Advanced Metering, Microgrid with Renewable Energy, Power System Unit Commitment (UC) Problem, ADP for Optimal Network Reconfiguration in Distribution Automation, Case Study of RER Integration, Test beds and Benchmark Systems, Challenges of Smart Transmission, Benefits of Smart Transmission.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.
Course outcome (Course Skill Set) At the end of the course the student will be able to : (1)Discuss the progress made by different stakeholders in the design and development of smart grid. (2)Explain measurement techniques using Phasor Measurement Units and smart meters (3)Discuss tools for the analysis of smart grid and design, operation and performance (4)Discuss classical optimization techniques and computational methods for smart grid design, planning and operation. (5)Explain predictive grid management and control technology for enhancing the smart grid performance (6)Develop cleaner, more environmentally responsible technologies for the electric system. (7)Discuss the computational techniques, communication, measurement, and monitoring technology tools essential to the design of the smart grid. (8)Explain methods to promote smart grid awareness and making the existing transmission system smarter by investing in new technology.	

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

Textbook

1. Smart Grid, Fundamentals of Design and Analysis, James Momoh, Wiley, 1st Edition, 2012.

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Activity Based Learning, Quizzes, Seminars.

ANN with Applications to Power Systems			
Course Code	**21EE723**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:
(1)To understand the fundamental concepts and models of Artificial Neural Systems.
(2)To understand neural processing, learning and adaptation, Neural Network learning rules.
(3)Ability to analyze multilayer feed forward networks.
(4)Ability to develop various ancillary techniques applied to power system and control of power systems.

Teaching-Learning Process (General Instructions)
These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Fundamental Concepts and Models of Artificial Neural Systems: Biological Neurons and their artificial models – Biological Neuron, McCulloch-Pitts Neuron Model, Neuron modeling for Artificial neural systems. Models for Artificial Neural Networks – Feed forward Network, Feedback network.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-2

Neural Processing, Learning and Adaptation, Neural Network Learning Rules: Neural Processing. Learning and Adaptation – Learning as Approximation or Equilibria Encoding, Supervised and Unsupervised Learning. Neural Network Learning Rules – Hebbian Learning Rule, Perceptron Learning Rule, Delta Learning Rule, Widrow-Hoff Learning Rule, Correlation Learning Rule, Winner-Take-All Learning Rule, Outstar Learning Rule, Summary of Learning Rules.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-3

Multilayer Feedforward Networks: Feedforward Recall and Error Back-Propagation Training – Feedforward Recall, Error Back-Propagation Training, Training Errors and Multilayer Feedforward Networks as Universal Approximators (Excluding Examples). Learning Factors – Initial Weights, Cumulative Weight Adjustment versus Incremental Updating, Steepness of the Activation Function, Learning Constant, Momentum Method, Network Architectures Versus Data Representation, and Necessary Number of Hidden Neurons.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-4

Neural Network and its Ancillary Techniques as Applied to Power Systems: Introduction, Learning versus Memorization, Determining the Best Net Size, Network Saturation, Feature Extraction, Inversion of Neural Networks, Alternative Training Method: Genetic Based Neural Network, Fuzzified Neural Network.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-5

Control of Power Systems: Introduction, Background, Neural Network Architectures for modeling and control, Supervised Neural Network Structures, Diagonal Recurrent Neural Network based Control System, Convergence and Stability.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Course outcome (Course Skill Set)

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

(1)Develop Neural Network and apply elementary information processing tasks that neural network can solve.
(2)Develop Neural Network and apply powerful, useful learning techniques.
(3)Develop and Analyze multilayer feed forward network for mapping provided through the first network layer and error back propagation algorithm.
(4)Analyze and apply algorithmic type problems to tackle problems for which algorithms are not available.
(5)Develop and Analyze supervised/unsupervised, learning modes of Neural Network for different applications.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

Textbooks

1. Introduction to Artificial Neural Systems, Jacek M. Zurada, JAICO Publishing House,2006.
2. Artificial Neural Networks with Applications to Power Systems, Edited by – Mohamed El – Sharkawi and Dagmar Niebur, IEEE, Inc. 1996.

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Activity Based Learning, Quizzes, Seminars.

Electrical Vehicle Technologies			
Course Code	**21EE724**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

(1)To understand working of Electric Vehicles and recent trends.
(2)Ability to analyze different power converter topology used for electric vehicle application.
(3)Ability to develop the electric propulsion unit and its control for application of electric vehicles.
(4)Ability to design converters for battery charging and explain transformer less topology.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Electric and Hybrid Electric Vehicles: Configuration of Electric Vehicles, Performance of Electric Vehicles, Traction motor characteristics, Tractive effort and Transmission requirement, Vehicle performance, Tractive effort in normal driving, Energy consumption Concept of Hybrid Electric Drive Trains, Architecture of Hybrid Electric Drive Trains, Series Hybrid Electric Drive Trains, Parallel hybrid electric drive trains.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-2

Energy storage for EV and HEV: Energy storage requirements, Battery parameters, Types of Batteries, Modelling of Battery, Fuel Cell basic principle and operation, Types of Fuel Cells, PEMFC and its operation, Modelling of PEMFC, Supercapacitors.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-3

Electric Propulsion: EV consideration, DC motor drives and speed control, Induction motor drives, Permanent Magnet Motor Drives, Switch Reluctance Motor Drive for Electric Vehicles, Configuration and control of Drives.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-4

Design of Electric and Hybrid Electric Vehicles: Series Hybrid Electric Drive Train Design: Operating patterns, control strategies, Sizing of major components, power rating of traction motor, power rating of engine/generator, design of PPS Parallel Hybrid Electric Drive Train Design: Control strategies of parallel hybrid
drive train, design of engine power capacity, design of electric motor drive capacity, transmission design, energy storage design.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-5

Power Electronic Converter for Battery Charging: Charging methods for battery, Termination methods, charging from grid, The Z-converter, Isolated bidirectional DC-DC converter, Design of Z- converter for battery charging, High-frequency transformer based isolated charger topology, Transformer less topology.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Course outcome (Course Skill Set)

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

(1)Explain the working of electric vehicles and recent trends.

(2)Analyze different power converter topology used for electric vehicle application.

(3)Develop the electric propulsion unit and its control for application of electric vehicles.

(4)Design converters for battery charging and explain transformer less topology.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

Textbooks

1. Modern Electric, Hybrid Electric, and Fuel Cell Vehicles: Fundamentals, M. Ehsani, Y. Gao, S. Gay and Ali Emadi, CRC Press, 2005.
2. Electric and Hybrid Vehicles: Design Fundamentals, Iqbal Husain, CRC Press, 2003.

Reference Books

1. Energy Management Strategies for Electric and Plug-in Hybrid Electric, Sheldon S. Williamson, Springer, 2013.
2. Modern Electric Vehicle Technology, C.C. Chan and K.T. Chau, Oxford University, 2001.
3. Hybrid Electric Vehicles Principles And Applications With Practical Perspectives, Chris Mi, M. Abul Masrur, David Wenzhong Gao, Wiley, Publication, 2011.

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Activity Based Learning, Quizzes, Seminars.

PLC and SCADA			
Course Code	**21EE725**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

(1)To explain advantages and disadvantages, main parts and their functions, basic sequence of operation of PLC.
(2)To describe the hardware components: I/O modules, CPU, memory devices, other support devices, and the functions of PLC memory map.
(3)To describe program scan sequence, the communication of information to the PLC using different languages, internal relay instruction.
(4)To explain identification of common operating modes found in PLCs, writing and entering the ladder logic programs.
(5)To define the functions of Relays, Contactors, Motor Starters, Switches, Sensors, Output Control Devices, Seal-in circuits and Latching Relays.
(6)To explain conversion of relay schematics into PLC ladder logic programs and writing PLC programs directly from narrative descriptions.
(7)To explain the functions of PLC counter instructions, applying combinations of counters and timers to control systems.
(8)To describe the function of selectable timed interrupt and fault routine files and use of temporary end instruction.
(9)To explain the execution of data transfer instructions, interruption of data transfer and data compare instructions.
(10)To explain the basic operation of PLC closed-loop control system, various forms of mechanical sequencers, and their operations.
(11)To describe the operation of bit and word shift registers and develop programs that use shift registers.
(12)To discuss the operation of various processes, structures of control systems and the method of communication between different industrial processes.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Programmable Logic Controllers: Introduction, Parts of a PLC, Principles of Operation, Modifying the Operation, PLCs versus Computers, PLC Size and Application.
PLC Hardware Components: The I/O Section, Discrete I/O Modules, Analog I/O Modules, Special I/O Modules, I/O Specifications, The Central Processing Unit (CPU), Memory Design, Memory Types, Programming Terminal Devices, Recording and Retrieving Data, Human Machine Interfaces (HMIs).
Basics of PLC Programming: Processor Memory Organization, Program Scan, PLC Programming Languages, Relay-Type Instructions, Instruction Addressing, Branch Instructions, Internal Relay Instructions, Programming Examine If Closed and Examine If Open Instructions, Entering the Ladder Diagram, Modes of Operation.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-2	
Developing Fundamental PLC Wiring Diagrams and Ladder Logic Programs: Electromagnetic Control Relays, Contactors, Motor Starters, Manually Operated Switches, Mechanically Operated Switches, Sensors, Output Control Devices, Seal-In Circuits, Latching Relays, Converting Relay Schematics into PLC Ladder Programs, Writing a Ladder Logic Program Directly from a Narrative Description. **Programming Timers:** Mechanical Timing Relays, Timer Instructions, On-Delay Timer Instruction, Off-Delay Timer Instruction, Retentive Timer, Cascading Timers.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.
Module-3	
Programming Counters: Counter Instructions, Up-Counter, Down-Counter, Cascading Counters, Incremental Encoder-Counter Applications, Combining Counter and Timer Functions. **Program Control Instructions:** Master Control Reset Instruction, Jump Instruction, Subroutine Functions, Immediate Input and Immediate Output Instructions, Forcing External I/O Addresses, Safety Circuitry, Selectable Timed Interrupt, Fault Routine, Temporary End Instruction, Suspend Instruction.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.
Module-4	
Data Manipulation Instructions: Data Manipulation, Data Transfer Operations, Data Compare Instructions, Data Manipulation Programs, Numerical Data I/O Interfaces, Closed-Loop Control. Math Instructions: Math Instructions, Addition Instruction, Subtraction Instruction, Multiplication Instruction, Division Instruction, Other Word-Level Math Instructions, File Arithmetic Operations.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.
Module-5	
Sequencer and Shift Register Instructions: Mechanical Sequencers, Sequencer Instructions, Sequencer Programs, Bit Shift Registers, Word Shift Operations. **Process Control, Network Systems, and SCADA:** Types of Processes, Structure of Control Systems, On/Off Control, PID Control, Motion Control, Data Communications, Supervisory Control and Data Acquisition (SCADA).	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.
Course outcome (Course Skill Set) At the end of the course the student will be able to : (1)Discuss history of PLC and describe the hardware components of PLC: I/O modules, CPU, memory devices, other support devices, operating modes and PLC programming. (2)Describe field devices Relays, Contactors, Motor Starters, Switches, Sensors, Output Control Devices, Seal-In Circuits, and Latching Relays commonly used with I/O module. (3)Analyze PLC timer and counter ladder logic programs and describe the operation of different program control instructions (4)Discuss the execution of data transfer instructions, data compare instructions and the basic operation of PLC closed-loop control system. (5)Describe the operation of mechanical sequencers, bit and word shift registers, processes and structure of control systems and communication between the processes.	
Assessment Details (both CIE and SEE) The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together	

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

Textbook

1. Programmable Logic Controllers, Frank D Petruzella, McGraw Hill, 4th Edition, 2011.

Reference Books

1. Programmable Logic Controllers an Engineer's Guide, E A Parr, Newnes, 3rd Edition, 2013.
2. Introduction Programmable Logic Controllers, Gary Dunning, Cengage, 3rd Edition, 2006.

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Activity Based Learning, Quizzes, Seminars.

Computer Aided Electrical Drawing			
Course Code	**21EE731**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

(1)To discuss the terminology of DC and AC armature windings.
(2)To discuss design and procedure to draw armature winding diagrams for DC and AC machines.
(3)To discuss the substation equipment, their location in a substation and development of a layout for substation.
(4)To discuss different sectional views of transformers, DC machine, its parts and alternator and itsparts.
(5)To explain development of sectional views of Transformers, DC machine and alternators usingthe design data, sketches.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Suitable CAD software can be used for drawings

Module-1

Winding Diagrams:

(a) Developed Winding Diagrams of D.C. Machines: Simplex Double Layer Lap and Wave Windings.
(b) Developed Winding Diagrams of A.C. Machines:
(c)Integral and Fractional Slot Double Layer Three Phase Lap and Wave Windings.
(d) Single Layer Windings – Un-Bifurcated 2 and 3 Tier Windings, Mush Windings, Bifurcated 3 Tier Windings.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-2

Single Line Diagrams: Single Line Diagrams of Generating Stations and Substations Covering Incoming Circuits, Outgoing Circuits, Busbar Arrangements (Single, Sectionalised Single, Main and Transfer, Double Bus Double Breaker, Sectionalised Double Bus, One and a Half Circuit Breaker Arrangement, Ring Main),Power Transformers, Circuit Breakers, Isolators, Earthing Switches, InstrumentTransformers, Surge or Lightning Arresters, Communication Devices (Power- Line Carrier) and Line Trap**.**

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-3

Electrical Machine Assembly Drawings Using Design Data, Sketches or Both: Transformers - Sectional Views Of Single And Three Phase Core And Shell Type Transformers.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-4

Electrical Machine Assembly Drawings Using Design Data, Sketches or Both: D.C. Machine - Sectional Views of Yoke with Poles, Armature and Commutator dealt separately.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.
Module-5	
Electrical Machine Assembly Drawings Using Design Data, Sketches or Both: Alternator – Sectional Views of Stator and Rotor dealt separately.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Course outcome (Course Skill Set)

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

(1)Develop armature winding diagram for DC and AC machines.

(2)Develop a Single Line Diagram of Generating Stations and substation using the standard symbols.

(3)Construct sectional views of core type and shell type transformers using the design data.

(4)Construct sectional views of assembled DC and AC machine and their parts using the design data or the sketches.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

(1)The question paper will have two parts, PART – A and PART – B.
(2) Each part is for 50 marks.
(3) Part A is earmarked for Modules 1 and 2.
(i) Questions 1 and 2 of PART - A will be only on DC windings or only on AC windings. Students have to answer any one of them. The marks prescribed is 25.
(ii) Question 3 of PART – A covering module 2 is compulsory. The marks prescribed is 25.
(4)Part B is for Modules 3, 4 and 5.
(i) Questions 4 and 5 will cover any two modules of modules 3, 4 and 5. Students have to answer any one of them. The marks prescribed is 50.

Suggested Learning Resources:

1. A course in Electrical Machine design, A. K. Sawhney, DhanpatRai 6th Edition, 2013.
2. Electrical Engineering Drawing, K. L. Narang, Satya Prakashan, 2014.

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Activity Based Learning, Quizzes, Seminars.

Micro- and Nano-Scale Sensors and Transducers			
Course Code	**21EE732**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

(1)To explain measurement of pressure using sensors, based nanotechnology, their structure, theory of operation.

(2)To explain structure, theory of operation of sensors based on nanotechnology for Motion, acceleration, measurement, gas and smoke detection.

(3)To explain sensors based on nanotechnology for the measurement of atmospheric moisture and moisture inside the electronic components.

(4)To explain Optoelectronic and Photonic Sensors used in optical microphones, fingerprint readers, and highly sensitive seismic sensors.

(5)To explain the structure, operation of Biological Sensors, Chemical Sensors, and the so-called "Lab-on-a-Chip" sensors used in multipurpose biological and chemical analysis devices and Electric, Magnetic, and RF/Microwave, Integrated Sensor/Actuator Units and Special Purpose Sensors driven by nanotechnology.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Pressure Sensors: Capacitive Pressure Sensors, Inductive Pressure Sensors, Ultrahigh Sensitivity Pressure Sensors.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-2

Motion and Acceleration Sensors: Ultrahigh Sensitivity, Wide Dynamic Range Sensors, Other Motion and Acceleration Microsensors.

Gas and Smoke Sensors: A CO Gas Sensor Based on Nanotechnology, Smoke Detectors.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-3

Moisture Sensors: Structure, Theory, Main Experimental Results, Auxiliary Experimental Results.

Optoelectronic and Photonic Sensors: Optoelectronic Microphone, Other Optoelectronic and Photonic Micro Sensors.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-4

Biological, Chemical, and "Lab on a Chip" Sensors: Lab on a Chip Sensors, Other Biochemical Micro- and Nano-Sensors. **Electric, Magnetic, and RF/Microwave Sensors:** Magnetic Field Sensors, Other Important Electromagnetic/ RF Micro- and Nano-Sensors.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.
Module-5	
Integrated Sensor/Actuator Units and Special Purpose Sensors: Aircraft Icing Detectors, Other Special Purpose Small-Scale Devices.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Course outcome (Course Skill Set)

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

(1)Understand the differences between the sensor and transducer technology based on nanotechnology and nanofabrication and the classical sensor technologies

(2)Make an informed selection of a sensor or transducer for a particular application;

(3)Become knowledgeable about the technologies that are available commercially at the present time.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

Textbook

1. Micro- and Nano-Scale Sensors and Transducers, Ezzat G. Bakhoum, CRC Press, 2015.

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Activity Based Learning, Quizzes, Seminars.

Big Data Analytics in Power Systems			
Course Code	**21EE733**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:
(1)To define big data and to explain big data application and analytics to power systems.
(2)To explain the role of big data in smart grid communications and optimization of big data in electric power systems.
(3)To explain security methods for the infrastructure communication and data mining methods for theft detection in power systems.
(4)To explain the application of unit commitment method in the control of smart grid.
(5)To explain protection algorithm for transformer based on data pattern recognition.

Teaching-Learning Process (General Instructions)
These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Introduction: Big Data, Future Power Systems.
Big Data Application and Analytics in a Large - Scale Power System: Introduction, General Applications of Big Data, Algorithms for Processing Big Data, Application of Big Data in Power Systems.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-2

Role of Big Data in Smart Grid Communications: Introduction, The Grid Modernization, The Grid Interconnection with the Internet of Things, Data Traffic Pattern in a Smart Grid Environment, The Massive Flow of Information in a Smart Scenario,The Volume of Generated Data in a Smart Distribution System: A Case of Study.
Big Data Optimization in Electric Power Systems: Introduction, Background, Scientometric Analysis of Big Data, Big Data and Power Systems, Optimization Techniques Used in the Big Data Analysis.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-3

Security Methods for Critical Infrastructure Communications: Introduction, Effects of Successful Communication System Threats, General Communication System Operations, Industrial Control Networks and Operations, High-Level Communication System Threats, Cyber Threats and Security.
Data - Mining Methods for Electricity Theft Detection: Introduction, Transmission and Distribution System Losses, Electricity Theft Methods, Data Mining and Electricity Theft, Issues and Directions in Electricity Theft-Related Data-Mining Research.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-4

Unit Commitment Control of Smart Grids: Introduction, Renewable Energy Resources, The Unit Commitment Problem, A Multi-agent Architecture, Illustrative Example.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.
Module-5	
Transformer Differential Protection Algorithm Based on Data Pattern Recognition: Big Data and Power System Protection, Methods for Differential Protection Blocking, Principal Component Analysis, Curvilinear Component Analysis (CCA), PCA Applied to Discriminate Between Inrush and Fault, Currents in Transformers, Application of the CCA as a Base for a Differential Protection System Under Study, Results.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Course outcome (Course Skill Set)

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

(1)Discuss role of big data and machine-learning methods applicable to power systems and in particular to Smart Grid communications.

(2)Discuss optimization methods which are suitable for big data models in power systems.

(3)Discuss various cyber security issues, electricity theft detection and mitigation that exist in IoT-enabled future power systems.

(4)Discuss renewable energy planning concerns associated with planned future power systems that have high renewable penetration.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

Textbook

1. Big Data Analytics in Future Power Systems, Ahmed F. Zobaa and Trevor J. Bihl, CRC Press, 2019.

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Activity Based Learning, Quizzes, Seminars.

Industrial Drives and Applications			
Course Code	**21EE734**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:
(1)To define electric drive, its parts, advantages and explain choice of electric drive.
(2)To explain dynamics and modes of operation of electric drives.
(3)To explain selection of motor power ratings and control of DC motor using rectifiers.
(4)To analyze the performance of induction motor drives under different conditions.
(5)To explain the control of induction motor, synchronous motor and stepper motor drives.
(6)To discuss typical applications electrical drives in the industry.

Teaching-Learning Process (General Instructions)
These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Electrical Drives: Electrical Drives, Advantages of Electrical Drives. Parts of Electrical Drives, Choice of Electrical Drives, Status of DC and ac Drives.
Dynamics of Electrical Drives: Fundamental Torque Equations, Speed Torque Conventions and Multiquadrant Operation. Equivalent Values of Drive Parameters, Components of Load Torques, Nature and Classification of Load Torques, Calculation of Time and Energy Loss in Transient Operations, Steady State Stability, Load Equalization.
Control Electrical Drives: Modes of Operation, Speed Control and Drive Classifications, Closed loop Control of Drives.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-2

Direct Current Motor Drives: Controlled Rectifier Fed DC Drives, Single Phase Fully Controlled Rectifier Control of DC Separately Excited Motor, Single Phase Half Controlled Rectifier Control of DC Separately Excited Motor, Three Phase Fully Controlled Rectifier Control of DC Separately Excited Motor, Three Phase Half Controlled Rectifier Control of DC Separately Excited Motor, Multiquadrant Operation of DC Separately Excited Motor Fed Form Fully Controlled Rectifier, Rectifier Control of DC Series Motor, Supply Harmonics, Power Factor and Ripple in Motor Current, Chopper Control of Separately Excited DC Motor, Chopper Control of Series Motor.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-3

Induction Motor Drives: Analysis and Performance of Three Phase Induction Motors, Operation with Unbalanced Source Voltage and Single Phasing, Operation with Unbalanced Rotor Impedances, Analysis of Induction Motor Fed From Non-Sinusoidal Voltage Supply, Starting, Braking, Transient Analysis. Speed Control Techniques-Stator Voltage Control, Variable Voltage Frequency Control from Voltage Sources.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-4

Induction Motor Drives (continued): Voltage Source Inverter (VSI) Control, Cycloconverter Control, Closed Loop Speed Control and Converter Rating for VSI and Cycloconverter Induction Motor Drives, Variable Frequency Control from a Current Source, Current Source (CSI) Control, current regulated voltage source inverter control, speed control of single phase induction motors.

Synchronous Motor Drives: Operation from fixed frequency supply-starting, synchronous motor variable speed drives, variable frequency control of multiple synchronous motors.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-5

Synchronous Motor Drives (continued): Self-controlled synchronous motor drive employing load commutated thyristor inverter, Starting Large Synchronous Machines, Permanent Magnet ac (PMAC) Motor Drives, Sinusoidal PMAC Motor Drives, Brushless DC Motor Drives.

Stepper Motor Drives: Variable Reluctance, Permanent Magnet, Important Features of Stepper Motors, Torque Versus Stepping rate Characteristics, Drive Circuits for Stepper Motor. Industrial Drives: Textile Mills, Steel Rolling Mills, Cranes and Hoists, Machine Tools.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Course outcome (Course Skill Set)

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

(1)Explain the advantages, choice and control of electric drive

(2)Explain the dynamics, generating and motoring modes of operation of electric drives

(3)Explain the selection of motor power rating to suit industry requirements

(4)Analyze the performance & control of DC motor drives using controlled rectifiers

(5)Analyze the performance & control of converter fed Induction motor, synchronous motor & stepper motor drives.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

Textbooks

1. Fundamentals of Electrical Drives, Gopal K. Dubey, Narosa Publishing, 2nd Edition, 2001.
2. Electrical Drives: Concepts and Applications, (Refer to chapter 07 for Industrial Drives),Vedum Subrahmanyam, McGraw Hill 2nd Edition, 2011.

Reference Book

1. Electric Drives, N.K De,P.K. Sen, PHI Learning, 1st Edition, 2009.

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Activity Based Learning, Quizzes, Seminars.

FACTS and HVDC			
Course Code	**21EE735**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

(1)To discuss transmission interconnections, flow of Power in an AC System, limits of the loading capability, dynamic stability considerations of a transmission interconnection and controllable parameters.
(2)To explain the basic concepts, definitions of flexible ac transmission systems and benefits from FACTS technology.
(3)To describe shunt controllers, Static Var Compensator and Static Compensator for injecting reactive power in the transmission system in enhancing the controllability and power transfer capability.
(4)To describe series Controllers Thyristor-Controlled Series Capacitor (TCSC) and the Static Synchronous Series Compensator (SSSC) for control of the transmission line current.
(5)To explain advantages of HVDC power transmission, overview and organization of HVDC system.
(6)To describe the basic components of a converter, the methods for compensating the reactive power demanded by the converter.
(7)Explain converter control for HVDC systems, commutation failure, control functions.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

FACTS Concept and General System Considerations: Transmission Interconnections, Flow of Power in an AC System, What Limits the Loading Capability? Power Flow and Dynamic Stability Considerations of a Transmission Interconnection, Relative Importance of Controllable Parameters, Basic Types of FACTS Controllers, Brief Description and Definitions of FACTS Controllers, Checklist of Possible Benefits from FACTS Technology, In Perspective: HVDC or FACTS.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-2

Static Shunt Compensators: Objectives of Shunt Compensation - Midpoint Voltage Regulation for Line Segmentation, End of Line Voltage Support to Prevent Voltage Instability, Improvement of Transient Stability. Methods of Controllable Var Generation –Thyristor controlled Reactor (TCR) and Thyristor Switched Reactor (TSR), Thyristor Switched Capacitor (TSC).Operation of Single Phase TSC – TSR. Switching Converter Type Var Generators, Basic Operating Principles, Basic Control Approaches.
Static VAR Compensators: SVC and STATCOM, the Regulation Slope. Comparison between STATCOM and SVC, V –I and V –Q Characteristics, Transient stability, Response Time.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-3

Static Series Compensators: Objectives of Series Compensation, Concept of Series Capacitive Compensation, Voltage Stability, Improvement of Transient Stability. GTO Thyristor-Controlled Series Capacitor, Thyristor-Switched Series Capacitor, Thyristor-Controlled Series Capacitor, The Static synchronous Series Compensator, Transmitted Power Versus Transmission Angle Characteristic	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.
Module-4	
Development of HVDC Technology: Introduction, Advantages of HVDC Systems, HVDC System Costs, Overview and Organization of HVDC Systems, HVDC Characteristics and Economic Aspects. **Power Conversion:3-**Phase Converter, 3-Phase Full Bridge Converter, 12-Pulse Converter.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.
Module-5	
Control of HVDC Converter and System: Converter Control for an HVDC System, Commutation Failure, HVDC Control and Design, HVDC Control Functions, Reactive Power and Voltage Stability.	
Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Course outcome (Course Skill Set)

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

(1)Discuss transmission interconnections, flow of Power in an AC System, limits of the loading capability, dynamic stability considerations of a transmission interconnection and controllable parameters.

(2)Explain the basic concepts, definitions of flexible ac transmission systems and benefits from FACTS technology.

(3)Describe shunt controllers, Static Var Compensator and Static Compensator for injecting reactive power in the transmission system in enhancing the controllability and power transfer capability.

(4)Describe series Controllers Thyristor-Controlled Series Capacitor (TCSC) and the Static Synchronous Series Compensator (SSSC) for control of the transmission line current.

(5)Explain advantages of HVDC power transmission, overview and organization of HVDC system.

(6)Describe the basic components of a converter, the methods for compensating the reactive power demanded by the converter.

(7)Explain converter control for HVDC systems, commutation failure, control functions.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

7. First test at the end of 5th week of the semester
8. Second test at the end of the 10th week of the semester
9. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

10. First assignment at the end of 4th week of the semester
11. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

12. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

Textbooks

1. Understanding FACTS: Concepts and Technology of Flexible AC Transmission Systems, Narain G Hingorani, Laszlo Gyugyi, Wiley, 1st Edition, 2000.
2. HVDC Transmission: Power Conversion Applications in Power Systems, Chan-Ki Kim et al, Wiley, 1st Edition, 2009.

Reference Book

1. Thyristor Based FACTS Controllers for Electrical Transmission Systems. R. Mohan Mathur, Rajiv K. Varma. Wiley. 1st Edition, 2002.

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Activity Based Learning, Quizzes, Seminars.

Carbon Capture and Storage			
Course Code	**21EE741**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:
(1)To provide an overview of carbon capture and carbon storage and explain the fundamentals of power generation.
(2)To explain carbon capture from power generation, industrial processes, using solvent absorption and other technologies including membranes, adsorbents, chemical looping, cryogenics and gas hydrate technology.
(3)To explain different geological storage methods including storage in coal seams, depleted gas reservoirs and saline formations.
(4)To explain Carbon dioxide compression and pipeline transport.

Teaching-Learning Process (General Instructions)
These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.
1. Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Introduction: The carbon cycle, Mitigating growth of the atmospheric carbon inventory, The process of technology innovation.
Overview of carbon capture and storage: Carbon capture, Carbon storage.
Power generation fundamentals: Physical and chemical fundamentals, Fossil-fueled power plant, Combined cycle power generation, Future developments in power-generation technology.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-2

Carbon capture from power generation: Introduction, Precombustion capture, Postcombustion capture, Oxyfuel combustion capture, Chemical looping capture systems, Capture-ready and retrofit power plant, Approaches to zero-emission power generation.
Carbon capture from industrial processes: Cement production, Steel production, Oil refining, Natural gas processing.
Absorption capture systems: Chemical and physical fundamentals, Absorption applications in postcombustion capture, Absorption technology RD&D status.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-3

Adsorption capture systems: Physical and chemical fundamentals, Adsorption process applications, Adsorption technology RD&D status.
Membrane separation systems: Physical and chemical fundamentals, Membrane configuration and preparation and module construction, Membrane technology RD&D status, Membrane applications in precombustion capture, Membrane and molecular sieve applications in oxyfuel combustion, Membrane applications in postcombustion CO 2 separation, Membrane applications in natural gas processing.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-4

Cryogenic and distillation systems: Physical Fundamentals, Distillation column configuration and operation, Cryogenic oxygen production for oxyfuel combustion, Ryan–Holmes process for CO_2 –CH_4 separation, RD&D in cryogenic and distillation technologies.
Mineral carbonation: Physical and chemical fundamentals, Current state of technology development, Demonstration and deployment outlook.
Geological storage: Introduction, Geological and engineering fundamentals, Enhanced oil recovery, Saline aquifer storage, Other geological storage options.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-5

Ocean storage: Introduction, Physical, chemical, and biological fundamentals, Direct CO_2 injection, Chemical sequestration, Biological sequestration.
Storage in terrestrial ecosystems: Introduction, Biological and chemical fundamentals, Terrestrial carbon storage options, Full GHG accounting for terrestrial storage, Current R&D focus in terrestrial storage.
Other sequestration and use options: Enhanced industrial usage, Algal biofuel production. Carbon dioxide transportation: Pipeline transportation, Marine transportation.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Course outcome (Course Skill Set)
At the end of the course the student will be able to :
(1)Discuss the impacts of climate change and the measures that can be taken to reduce emissions.
(2)Discuss carbon capture and carbon storage.
(3)Explain the fundamentals of power generation.
(4)Explain methods of carbon capture from power generation and industrial processes.
(5)Explain different carbon storage methods: storage in coal seams, depleted gas reservoirs and saline formations.
(6)Explain Carbon dioxide compression and pipeline transport.

Assessment Details (both CIE and SEE)
The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:
Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5^{th} week of the semester
2. Second test at the end of the 10^{th} week of the semester
3. Third test at the end of the 15^{th} week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

Textbook

1. Carbon Capture and Storage, Stephen A. Rackley, Elsevier, 2010.

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Activity Based Learning, Quizzes, Seminars.

Electric Vehicles			
Course Code	**21EE742**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:
(1)To Understand the fundamental laws and vehicle mechanics.
(2)To Understand working of Electric Vehicles and recent trends.
(3)Ability to analyze different power converter topology used for electric vehicle application.
(4)Ability to develop the electric propulsion unit and its control for application of electric vehicles.

Teaching-Learning Process (General Instructions)
These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Vehicle Mechanics: Roadway Fundamentals, Laws of Motion, Vehicle Kinetics, Dynamics of Vehicle Motion, Propulsion Power, Force-Velocity Characteristics, Maximum Gradability, Velocity and Acceleration, Constant FTR, Level Road, Velocity Profile, Distance Traversed, Tractive Power, Energy Required, Non-constant FTR, General Acceleration, Propulsion System Design.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-2

Electric and Hybrid Electric Vehicles: Configuration of Electric Vehicles, Performance of Electric Vehicles, Traction motor characteristics, Tractive effort and Transmission requirement, Vehicle performance, Tractive effort in normal driving, Energy consumption Concept of Hybrid Electric Drive Trains, Architecture of Hybrid Electric Drive Trains, Series Hybrid Electric Drive Trains, Parallel hybrid electric drive trains.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-3

Energy storage for EV and HEV: Energy storage requirements, Battery parameters, Types of Batteries, Modelling of Battery, Fuel Cell basic principle and operation, Types of Fuel Cells, PEMFC and its operation, Modelling of PEMFC, Supercapacitors.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-4

Electric Propulsion: EV consideration, DC motor drives and speed control, Induction motor drives, Permanent Magnet Motor Drives, Switch Reluctance Motor Drive for Electric Vehicles, Configuration and control of Drives.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-5

Design of Electric and Hybrid Electric Vehicles: Series Hybrid Electric Drive Train Design: Operating patterns, control strategies, Sizing of major components, power rating of traction motor, power rating of engine /generator, design of PPS Parallel Hybrid Electric Drive Train Design: Control strategies of parallel hybrid drive train, design of engine power capacity, design of electric motor drive capacity, transmission design, energy storage design.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Course outcome (Course Skill Set)

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

(1) Explain the roadway fundamentals, laws of motion, vehicle mechanics and propulsion system design.
(2)Explain the working of electric vehicles and hybrid electric vehicles in recent trends.
(3)Model batteries, Fuel cells, PEMFC and super capacitors.
(4)Analyze DC and AC drive topologies used for electric vehicle application.
(5)Develop the electric propulsion unit and its control for application of electric vehicles.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

Textbooks

1. Electric and Hybrid Vehicles: Design Fundamentals, Iqbal Husain, CRC Press, 2003.
2. Modern Electric, Hybrid Electric, and Fuel Cell Vehicles: Fundamentals, Theory, and Design, M. Ehsani, Y. Gao, S.Gay and Ali Emadi, CRC Press, 2005.

Reference Books

1. Energy Management Strategies for Electric and Plug-in Hybrid Electric Vehicles, Sheldon S. Williamson, Springer, 2013.
2. Modern Electric Vehicle Technology, C.C. Chan and K.T. Chau, Oxford University, 2001.
3. Hybrid Electric Vehicles Principles And Applications With Practical Perspectives, Chris Mi, M. Abul Masrur, David Wenzhong Gao, Wiley Publication, 2011.

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Activity Based Learning, Quizzes, Seminars.

Disasters Management			
Course Code	**21EE743**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:
()To explain disaster management, its planning, occurrence of cyclones and their hazard potential
()To explain the role of IMD, cyclone prediction and cyclone warning system in India
()To explain the role of different institutions, defence and other services in natural disaster management.
()To explain the role of Central Water Commission in river water sharing, Draught, its assessment and draught management plan
()To explain reasons for the occurrence of earth quake, Tsunamis and thunderstorms.

Teaching-Learning Process (General Instructions)
These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Disaster Management Plan (DMP): General.
Cyclones and their Hazard Potential: Classification of Low-Pressure Systems, Statistics of Cyclonic Storms Over Indian Seas, Movement of Cyclones in Indian Seas, Storm Surges.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-2

India Meteorological Department and Cyclone Warnings in India: Hazard Potential of Cyclonic Storms, Cyclone Prediction and Dissemination of Warnings, Dissemination of Cyclone Warnings, Cyclone Warnings through INSAT, Port Warnings with Day and Night hoisting Sib'Tlals**.**
Cyclones Disaster Management – Plan: Hazard Potentials Associated with Cyclones, Vulnerability Reduction, Early Warning.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-3

Action Plan for Cyclone Disaster Management.
Role of Different Institutions in Natural Disaster Management: Role of Zilla Parishad, Role of PRA Groups in Disaster Management, Role of NGOs, Self Help Groups in Disaster Management, Role of Red Cross in Disaster Management.
The Role of Defence and other Services in Disaster Management: Role of Air Force in Disaster Management, Role of Medical and Health Department in Cyclone disaster management, National Disaster Response Force (NDRF), Role of Remote Sensing in Disaster Management, Role of Broadcast, Educational Media in disaster management.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-4

Floods: Water Wealth of India, Definition of Flood, Role of Central Water Commission, Monsoons, Flood Warning Signals and Precautionary Actions, Water Purification Technologies in Flood Affected Areas.
Drought: Meteorological Drought, Breaks in the Monsoon, Drought Management Plan, Drought Years for Different Met Subdivision of India, Drought Assessment, Drought Parameters, Role of Banking, Insurance, Microfinance in drought mitigation, Drought Monitoring, Drought Research Unit (IMD), Rainwater harvesting.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-5

Earth quakes: Interior Structure of the Earth, Plate Techtonics, Seismcity of India, Earthquake Forecast and disaster management, Tsunamis, Landslides and Avalanches, Volcanoes.
Hazards associated with Convective Clouds: Climatology of World Thunderstorms, Lightning, Some Effects of Electric Shock, Favours and Frownings of Thunderstorms, Hailstorms, Tornadoes, Waterspouts, Dust-Devils, Nowcasting, Summer Thunderstorms over India, Cold Waves and Heat Waves - Cold Waves in India, Heat Waves in India.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Course outcome (Course Skill Set)
At the end of the course the student will be able to :
(1)Discuss disaster management plan, cyclones and their hazard potential
(2)Understand the role of IMD and cyclone prediction and cyclone warning system in India
(3)Understand the role of different institutions defence and other services in natural disaster management.
(4)Understand the role of Central Water Commission in river water sharing, Draught, its assessment and draught management plan
(5)Understand occurrence of earth quake, Tsunamis and thunderstorms.

Assessment Details (both CIE and SEE)
The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:
Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**
(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).
CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

Textbook

1. Earth and Atmospheric Disasters Management Natural and Man-made, Navale Pandharinath, C. K. Rajan, BS Publications, 2009.

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Activity Based Learning, Quizzes, Seminars.

Electrical Power Quality			
Course Code	**21EE744**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:
(1)Review definitions and standards of common power quality phenomena.
(2)Understand power quality monitoring and classification techniques.
(3)Investigate different power quality phenomena causes and effects.
(4)Understand different techniques for power quality problems mitigation.
(5)Understand the various power quality phenomenon, their origin and monitoring and mitigation methods.
(6)Understand the effects of various power quality phenomenon in various equipment.

Teaching-Learning Process (General Instructions)
These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Introduction: Power quality-voltage quality, power quality evaluation procedures term and definitions: general classes of power quality problems, transients, long duration voltage variation, short duration voltage variations, voltage imbalance, waveform distortion, power quality terms.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-2

Voltage sags and interruptions: Sources of sags and interruptions, estimating voltage sag performance, fundamental principles of protection, motor starting sags.
Transient over voltages: Sources of transient over voltages, principles of over voltages protection, utility capacitor switching transients.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-3

Transient over voltages: Fundamentals of harmonics: Harmonic distortion, voltage versus transients, harmonic indexes, harmonic sources from commercial loads, harmonic sources from Industrial loads, effects of harmonic distortion, intra harmonics.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-4

Applied harmonics: Harmonic distortion evaluations, principles for controlling harmonics, harmonic studies, devices for controlling harmonic distortion, harmonic filters, standards of harmonics. Power Quality Benchmark: Introduction, benchmark process, power quality contract.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-5

Power quality benchmark: power quality state estimation, including power quality in distribution planning.
Distributed generation and quality: DG technologies, interface to utility system, power quality issues, interconnection standards.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Course outcome (Course Skill Set)

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

(1)Define Power quality; evaluate power quality procedures and standards.
(2)Estimate voltage sag performance; explain principles of protection and Sources of transient over voltages.
(3)Identify various sources of harmonics, explain effects of harmonic distortion.
(4)Evaluate harmonic distortion, control harmonic distortion.
(5)Estimate power quality in distribution planning. Identify power quality issues in utility system.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

Textbook

1. Electric Power Quality Dugan, Roger C, McGraw-Hill, 2003.

Reference Books

1 Electric Power Quality, G.T.Heydt, Stars in a circle publications, 1991.

2. Understanding power quality problems voltage sags and interruptions, Math H. J.Bollen, IEEE Press, 2000.

3. Power quality in power systems and electrical machines, Ewald F Fuchs, Mohammad, A.S., Masoum, Academic Press, Elsevier, 2009.

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Activity Based Learning, Quizzes, Seminars.

Energy Conservation and Audit			
Course Code	**21EE745**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:
(1)Understand the current energy scenario and importance of energy conservation.
(2)Understand the methods of improving energy efficiency in different electrical systems.
(3)Realize energy auditing.
(4)Explain about various pillars of electricity market design.
(5)To explain the scope of demand side management, its concept and implementation issues and strategies.

Teaching-Learning Process (General Instructions)
These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) needs not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Energy Scenario: Commercial and Non-commercial energy, primary energy resources, commercial energy production, final energy consumption, energy needs of growing economy, long term energy scenario, energy pricing, energy sector reforms, energy and environment, energy security, energy conservation and its importance, restructuring of the energy supply sector, energy strategy for the future, air pollution, climate change. Energy Conservation Act-2001 and its features.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-2

Energy Efficiency in Electrical Systems: Electricity billing, Electrical load management and maximum demand Control, Maximum demand controllers; Power factor improvement, Automatic power factor controllers, efficient operation of transformers, energy efficient motors, Soft starters, Variable speed drives; Performance evaluation of fans and pumps, Flow control strategies and energy conservation opportunities in fans and pumps, Electronic ballast, Energy efficient lighting and measures of energy efficiency in lighting system.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-3

Energy auditing: Introduction, Elements of energy audits, different types of audit, energy use profiles, measurements in energy audits, presentation of energy audit results.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-4

Electricity vis-à-vis Other Commodities: Distinguishing features of electricity as a commodity, Four pillars of market design: Imbalance, Scheduling and Dispatch, Congestion Management, Ancillary Services. Framework of Indian power sector and introduction to the availability based tariff (ABT).

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Module-5

Energy Audit Applied to Buildings: Energy – Saving Measures in New Buildings, Water Audit, Method of Audit, General Energy – Savings Tips Applicable to New as well as Existing Buildings.
Demand side Management: Scope of DSM, Evolution of DSM concept, DSM planning and Implementation, Load management as a DSM strategy, Applications of Load Control, End use energy conservation, Tariff options for DSM.

Teaching-Learning Process	Chalk and Board, Power Point Presentation.

Course outcome (Course Skill Set)
At the end of the course the student will be able to :
(1)Analyze about energy scenario nationwide and worldwide , also outline Energy Conservation Act and its features.
(2)Discuss load management techniques and energy efficiency.
(3)Understand the need of energy audit and energy audit methodology.
(4)Understand various pillars of electricity market design.
(5)Conduct energy audit of electrical systems and buildings.
(6)Show an understanding of demand side management and energy conservation.

Assessment Details (both CIE and SEE)
The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:
Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks** (**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**
(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).
CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:
Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 03 hours)**

- The question paper will have ten questions. Each question is set for 20 marks.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

The students have to answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

Textbooks

1. Energy Management Handbook, W.C. Turner, John Wiley, and Sons.
2. Energy Efficient Electric Motors and Applications, H.E. Jordan Plenum Pub Corp.
3. Energy Management W. R. Murphy, G. Mckay Butterworths.

Reference Books

1. Energy Science Principles, Technologies and Impact, J. Andrews, N. Jelley Oxford University Press.
2. Market operations in power systems: Forecasting, Scheduling, and Risk Management, Shahedepour M.,Yamin H., Zuyi Li, John Wiely & Sons, New York.
3. Energy Conservation, Diwan, P, Pentagon Press, (2008).

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

Activity Based Learning, Quizzes, Seminars.