VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI

B.E. in Civil 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 Techniques (Common to all)	TD- Maths PSB-Maths	2	2	0	0	03	50	50	100	3
2	IPCC 21CV32	Geodetic Engineering	TD: Civil Engg PSB: Civil Engg	2	2	2	0	03	50	50	100	4
3	IPCC 21CV33	Strength of Materials	TD: Civil Engg PSB: Civil Engg	2	2	2	0	03	50	50	100	4
4	PCC 21CV34	Earth Resources and Engineering	TD: Geology PSB: Geology	3	0	0	0	03	50	50	100	3
5	PCC 21CVL35	Computer Aided Building Planning and Drawing	TD: Civil Engg PSB: Civil Engg	0	0	2	0	03	50	50	100	1
6	UHV 21UH36	Social Connect and Responsibility	Any Department	0	0	2	0	01	50	50	100	1
7	HSMC 21KSK37/47	Samskrutika Kannada	TD and PSB HSMC	0	2	0	0	01	50	50	100	1
	HSMC 21KBK37/47	Balake Kannada										
		OR										
	HSMC 21CIP37/47	Constitution of India and Professional Ethics										
8	AEC 21CV38X	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**	NCMC 21NS83	National Service Scheme (NSS)	NSS	All students have to register for any one of the courses 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 between III semester to VIII semester (for 5 semesters). 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.								
		NCMC 21PE83	Physical Education (PE)(Sports and Athletics)	PE								
		NCMC 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 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 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 (B.E./B.Tech.) 2021-22 may be

referred.

21INT49Inter/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 Internshipof 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 during 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 have 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 coursesAdditional Mathematics I and IIshall be indicated as satisfactory in the grade card. Non-completion of the coursesAdditional Mathematics I and IIshall 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, nd 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 have 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

21CV381	Problem Solving using Python	21CV384	Infrastructure Finance
21CV382	Microsoft Excel and Visual Basic for Application	21CV385	Fire Safety in Buildings
21CV383	Personality Development and Soft Skills		

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(Effective from the academic year 2021 - 22)

IV 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 **21MAT41**	Complex Analysis, Probability and Statistical Methods.	TD, PSB-Maths	2	2	0	0	03	50	50	100	3
2	IPCC 21CV42	Fluid Mechanics and Hydraulics	TD: Civil Engg PSB: Civil Engg	2	2	2	0	03	50	50	100	4
3	IPCC 21CV43	Public Health Engineering	TD: Civil Engg PSB: Civil Engg	2	2	2	0	03	50	50	100	4
4	PCC 21CV44	Analysis of Structures	TD: Civil Engg PSB: Civil Engg	2	2	0	0	03	50	50	100	3
5	AEC 21BE45	Biology for Engineers	BT, CHE, PHY	1	2	0	0	02	50	50	100	2
6	PCC 21CVL46	Earth Resources and Engineering Lab	TD: Geology PSB: Geology	0	0	2	0	03	50	50	100	1
7	HSMC 21KSK37/47	Samskrutika Kannada	HSMC	0	2	0	0	01	50	50	100	1
	HSMC 21KBK37/47	Balake Kannada										
	OR											
	HSMC 21CIP37/47	Constitution of India & Professional Ethics										
8	AEC 21CV48X	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 21UH49	UniversalHumanValues	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 ofII 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.				3	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.

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 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 only CIE (no SEE). However, questions from the practical part of IPCCshall 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 have 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 IIshall be indicated as satisfactory in the grade card. Non-completion of the courses. Additional Mathematics IIshall be indicated as Unsatisfactory.

Ability Enhancement Course - IV

21CV481	Data Cleaning and Preparation with Python Pandas	21CV484	Project Finance
21CV482	GIS with Quantum GIS	21CV485	Green Buildings
21CV483	Technical Writing Skills		

Internship of 04 weeks during the intervening period of IV and V semesters; 21INT68Innovation/ 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 it subsequently after satisfying the internship requirements.

(2)Innovation/ Entrepreneurship Internshipshall be carried out at industry, State and Central Government /Non-government organizations (NGOs), micro, small and medium enterprises (MSME), Innovation centres, 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 offer a chance to gain hands-on experience in the world of entrepreneurship and help 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 endeavors.Start-ups and small companies are a preferred places to learn the business tactics for future entrepreneurs as earning 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 minds to creativity and innovation.Entrepreneurship internships can be from several sectors, including technology, small and medium-sized sector, and the 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 enjoys. The 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.

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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	BSC 21CV51	Hydrology and Water Resources Engineering	TD: Civil Engg PSB: Civil Engg	3	0	0		03	50	50	100	3
2	IPCC 21CV52	Transportation Engineering	TD: Civil Engg PSB: Civil Engg	2	2	2		03	50	50	100	4
3	PCC 21CV53	Design of RC Structural Elements	TD: Civil Engg PSB: Civil Engg	2	2	0		03	50	50	100	3
4	PCC 21CV54	Geotechnical Engineering	TD: Civil Engg PSB: Civil Engg	2	2	0		03	50	50	100	3
5	PCC 21CVL55	Geotechnical Engineering Lab	TD: Civil Engg PSB: Civil Engg	0	0	2		03	50	50	100	1
6	AEC 21CV56	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 21CV58X	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

21CV581	Data Analysis with Python	21CV584	Quality Control and Quality Assurance
21CV582	Software Applications	21CV585	Offshore Structures
21CV583	Gender Sensitization		

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VI 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	HSMC 21CV61	Construction Management and Entrepreneurship	TD: Civil Engg PSB: Civil Engg	3	0	0		03	50	50	100	3
2	IPCC 21CV62	Concrete Technology	TD: Civil Engg PSB: Civil Engg	2	2	2		03	50	50	100	4
3	PCC 21CV63	Design of Steel structure	TD: Civil Engg PSB: Civil Engg	2	2	0		03	50	50	100	3
4	PEC 21CV64x	Professional Elective Course-I	TD: Civil Engg PSB: Civil Engg	3	0	0		03	50	50	100	3
5	OEC 21CV65x	Open Elective Course-I	Concerned Department	3	0	0		03	50	50	100	3
6	PCC 21CVL66	Computer Aided Detailing of Structure	TD: Civil Engg PSB: Civil Engg	0	0	2		03	50	50	100	1
7	MP 21CVMP67	Mini Project - Extensive survey project	TD: Civil Engg PSB: Civil Engg	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

21CV641	Design of Prestressed Concrete Structures	21CV644	Design Concept in Building Services
21CV642	Applied Geotechnical Engineering	21CV645	Ground Water Hydraulics
21CV643	Railways, Harbours, Tunnelling and Airports	21CV646	Alternative Building Materials

Open Electives – I offered by the Department to other Department students

21CV651	Remote Sensing and GIS	21CV653	Occupational Health and Safety
21CV652	Traffic Engineering	21CV654	Conservation of Natural Resources

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 number of students' strengths for offering professional electives is 10. However, this conditional shall not be applicable to cases where the admission to the program is less than 10.

Open Elective Courses:
Students belonging to a particular stream of Engineering and Technology are not entitled to the open electives offered by their parent Department. However, they can opt for 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 – Extensive Survey Project: 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 Mini- project can be assigned to a group having not more than 10 students.
CIE procedure for Mini-project – Extensive Survey Project:
The CIE marks shall be awarded by a committee consisting of the Head of the 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.
No SEE component for Mini-Project.

VII semester Class work 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 years of the program 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 an internship. In other words, a good percentage of the class shall attend VII semester classwork and a 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 center, Incubation center, Start-up, center of Excellence (CoE), Study Centre established in the parent institute and /or at reputed research organizations/institutes.
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 a degree. Those, who do not take up/complete the internship shall be declared to fail and shall have to complete it during the subsequent University examination after satisfying the internship requirements.

INT21INT82Research Internship/ Industry Internship/Rural Internship
Research internship:A research internship is intended to offer the flavor 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.
Industryinternship: Isan 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.
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 (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 21CV71	Quantity Survey and Contract Management	TD: Civil Engg PSB: Civil Engg	2	2	0		3	50	50	100	3
2	PCC 21CV72	Construction Technology for Substructure and Super Structures	TD: Civil Engg PSB: Civil Engg	2	0	0		3	50	50	100	2
3	PEC 21CV73X	Professional elective Course-II	TD: Civil Engg PSB: Civil Engg	3	0	0		3	50	50	100	3
4	PEC 21CV74X	Professional elective Course-III	TD: Civil Engg PSB: Civil Engg	3	0	0		3	50	50	100	3
5	OEC 21CV75X	Open elective Course-II	Concerned Department	3	0	0		3	50	50	100	3
6	Project 21CVP76	Project work	TD: Civil Engg PSB: Civil Engg	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 21CV81		Technical Seminar	TD: Civil Engg PSB: Civil Engg	One contact hour /week for interaction between the faculty and students.				--	100	--	100	01
2	INT 21INT82		Research Internship/ Industry Internship	TD: Civil Engg PSB: Civil Engg	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 toVIII semester.				--	50	50	100	0
		21PE83	Physical Education (PE) (Sports and Athletics)	PE									
		21YO83	Yoga	Yoga									
									Total	**250**	**150**	**400**	**16**

Professional Elective - II

21CV721	Advanced Design of RCC and Steel Structures	21CV724	Solid Waste Management
21CV722	Advanced Geotechnical Engineering	21CV725	Design of Hydraulic Structures
21CV723	Pavement Materials and Construction	21CV726	Repair, Retrofitting and Rehabilitation of Structures

Professional Elective - III

21CV731	Earthquake Engineering	21CV734	Air Pollution and Control
21CV732	Ground Improvement Techniques	21CV735	Open Channel Hydraulics
21CV733	Pavement Design	21CV736	Design of Masonry Structures

Open Electives - II offered by the Department to other Department students			
21CV741	Finite Element Method	21CV744	Intelligent Transportation Systems
21CV742	Numerical Methods and Applications		
21CV743	Environmental Protection and 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 program.

PROJECT WORK (21XXP75): 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 install 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 the 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 (21XXS81): The objective of the seminar is to inculcate self-learning, present the seminar topic confidently, enhance communication skill, involve in group discussion for the exchange of ideas. Each student, under the guidance of a Faculty, shall choose, preferably, a recent topic of his/her interest relevant to the program of Specialization.

(i) Carry out a literature survey, and systematically organize the content. **(ii)** Prepare the report with your 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 have 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 program 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 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 a degree.

B. E. (Common to all branches)

Choice BasedCredit System(CBCS) and Outcome-Based Education

(OBE)SEMESTER-III

TRANSFORMCALCULUS, FOURIER SERIESANDNUMERICAL			
CourseCode	**21MAT31**	CIE Marks	50
TeachingHours/Week (L:T:P:S)	2:2:0:0	SEE Marks	50
TotalHours of Pedagogy	40	TotalMarks	100
Credits	03	Exam Hours	03

Courseobjectives: The goal of thecourse Transform Calculus,Fourier series andNumericaltechniques 21MAT 31 is

- To have an insightinto solvingordinarydifferentialequationsbyusing Laplacetransformtechniques
- Learn to usetheFourierseries to representperiodicalphysical phenomenainengineeringanalysis.
- To enable thestudents tostudyFourierTransformsandconceptsofinfiniteFourier Sineand Cosine transformsand to learn themethod ofsolvingdifference equations bythe z-transformmethod.
- To develop proficiencyin solving ordinaryand partial differential equationsarisinginengineeringapplications, usingnumerical methods

Teaching-LearningProcess(General Instructions):

ThesearesampleStrategies,whichteacherscanusetoacceleratetheattainmentofthevariouscourseoutcomes.

1. Inadditiontothetraditionallecturemethod,differenttypesofinnovativeteachingmethodsmaybeadoptedsothatthedeliveredlessonsshalldevelopstudents'theoreticalandappliedmathematicalskills.
2. StatetheneedforMathematicswithEngineeringStudiesandProvidereal-lifeexamples.
3. Supportandguidethestudentsforself–study.
4. Youwillalsoberesponsibleforassigninghomework,gradingassignmentsandquizzes,anddocumentingstudents'progress.
5. Encouragethestudentsforgrouplearningtoimprovetheircreativeandanalyticalskills.
6. Showshortrelatedvideolecturesinthefollowingways:
   - Asanintroductiontonewtopics(pre-lectureactivity).
   - As arevision of topics (post-lecture activity).
   - As additionalexamples(post-lectureactivity).
   - Asanadditionalmaterialofchallengingtopics(pre-andpost-lectureactivity).
   - Asamodelsolutionforsomeexercises(post-lectureactivity).

Module-1: LaplaceTransform

~~DefinitionandLaplacetransformsofelementary functions (statements only).Problems on~~ Laplace'sTransformof$e^{at}f(t)$,$t^n f(t)$,$\frac{f(t)}{t}$.Laplacetransforms of Periodicfunctions (statementonly)and unit-step function – problems.
InverseLaplacetransformsdefinitionandproblems,Convolution theoremtofindtheinverseLaplacetransforms(withoutProof)problems.Laplacetransformsofderivatives, solutionofdifferentialequations. **(8 Hours)**

Self-study: Solution of simultaneousfirst-orderdifferentialequations. **(RBTLevels: L1, L2 and L3)**	
Teaching-Learning Process	Chalk and talkmethod / PowerPointPresentation
Module-2:FourierSeries	
Introductiontoinfiniteseries,convergenceanddivergenceofinfiniteseries,Dirichlet'sconditions. Fourierseriesofperiodicfunctionswithperiod2πandarbitraryperiod.HalfrangeFourierseries.Practical harmonic analysis. **(8 Hours)** **Self-study:**ConvergenceofseriesbyD'Alembert'sRatiotestand,Cauchy'sroottest. **(RBTLevels: L1, L2 and L3)**	
Teaching-Learning Process	Chalk and talkmethod / PowerPointPresentation
Module-3: InfiniteFourierTransforms and Z-Transforms	
InfiniteFouriertransformsdefinition,Fouriersineandcosinetransforms.InverseFouriertransforms,InverseFouriercosineand sine transforms. Problems. Differenceequations,z-transform-definition,Standardz-transforms,Dampingandshiftingrules,Problems.Inversez-transform and applications to solve differenceequations. **(8 Hours)SelfStudy**:Initialvalueandfinal value theorems,problems.	
Teaching-Learning Process	Chalk and talkmethod / PowerPointPresentation
Module-4:Numerical SolutionofPartialDifferentialEquations	
Classificationsofsecond-orderpartialdifferentialequations,finitedifferenceapproximationstoderivatives,SolutionofLaplace'sequationusingstandardfive-pointformula.SolutionofheatequationbySchmidtexplicitformulaandCrank-Nicholsonmethod,SolutionoftheWaveequation.Problems. **(8 Hours)** **SelfStudy**:SolutionofPoissonequationsusingstandardfive-pointformula.	
Teaching-Learning Process	Chalk and talkmethod / PowerPointPresentation
Module-5:Numerical Solution ofSecond-OrderODEs and Calculus ofVariations	
Second-orderdifferentialequations-Runge-KuttamethodandMilne'spredictorandcorrectormethod. (Noderivationsof formulae). Calculus ofVariations: Functionals,Euler'sequation,Problems on extremals offunctional.Geodesics on aplane, Variationalproblems. **(8 Hours)** **SelfStudy:**Hangingchain problem **(RBTLevels: L1, L2 and L3)**	
Courseoutcomes: Aftersuccessfullycompletingthe course, the studentswill beable : ➢ To solveordinarydifferentialequations using Laplace transform. ➢ Demonstratethe Fourierseriesto studythe behaviour of periodic functions andtheirapplications in systemcommunications,digitalsignalprocessingandfieldtheory. ➢ TouseFouriertransformstoanalyzeproblemsinvolvingcontinuous-timesignalsandtoapplyZ-Transform techniques to solve differenceequations ➢ Tosolvemathematicalmodelsrepresentedbyinitialorboundaryvalueproblemsinvolvingpartialdifferential equations ➢ Determinetheextremalsoffunctionalsusingcalculusofvariationsandsolveproblemsarisingin dynamicsofrigidbodiesandvibrational analysis.	

AssessmentDetails (both CIE andSEE)

TheweightageofContinuousInternalEvaluation(CIE)is50%andforSemesterEndExam(SEE)is50%.Theminimumpassingmarkforthe CIEis40%ofthemaximummarks(20marks outof50).Astudentshallbedeemedtohavesatisfiedtheacademicrequirementsandearnedthecreditsallottedtoeachsubject/courseifthestudentsecuresnotlessthan35%(18Marksoutof50)inthesemester-endexamination(SEE),andaminimumof40%(40marksoutof100)inthesumtotaloftheCIE(ContinuousInternalEvaluation)andSEE(SemesterEndExamination)takentogether

ContinuousInternalEvaluation:

ThreeUnitTestseachof**20Marks(duration01hour**)Firstt estattheendof5th weekofthesemester

Secondtestattheendofthe10th weekofthesemesterThirdte stattheendofthe15th weekofthesemesterTwoassignments eachof**10Marks**

Firstassignmentattheendof4th weekofthesemesterSecondassi gnmentatthe endof9th weekofthesemester

Groupdiscussion/Seminar/quizanyoneofthreesuitablyplannedtoattaintheCOsandPOsfor**20Marks** (**duration01hours**)

Attheendofthe13th weekofthesemester

Thesumofthreetests,twoassignments,andquiz/seminar/groupdiscussionwillbeoutof100marksandwillbe **scaleddownto50marks**

(tohavelessstressedCIE,theportionofthesyllabusshouldnotbecommon/repeatedforanyofthemethodsoftheCIE.Each methodofCIEshouldhaveadifferentsyllabusportionofthecourse).

CIEmethods/questionpaperisdesignedtoattainthedifferentlevelsofBloom'staxonomyaspertheoutcomedefinedforthecourse.

SemesterEndExamination:

Theory SEEwillbeconductedbyUniversity asper the scheduledtimetable, withcommon questionpapers forthesubject(**duration03hours)**

The questionpaperwillhave tenquestions.Each questionis setfor 20 marks. Marksscoredshall beproportionallyreducedto50marks

Therewillbe2questionsfromeachmodule.Eachofthetwoquestionsunderamodule(withamaximumof3sub-questions),**shouldhaveamixoftopics**underthatmodule.

Thestudentshavetoanswer5fullquestions,selectingonefullquestionfromeachmodule

SuggestedLearningResources:Text

Books:

1. **B.S.Grewal**:"HigherEngineeringMathematics",Khannapublishers,44th Ed.2018
2. **E.Kreyszig**:"AdvancedEngineeringMathematics",JohnWiley&Sons,10th Ed.(Reprint),2016.

Reference Books

1. **V.Ramana:**"HigherEngineeringMathematics"McGraw-HillEducation,11th Ed.
2. **SrimantaPal&SubodhC.Bhunia:**"EngineeringMathematics"OxfordUniversityPress,3rd Reprint,2016.
3. **N.PBaliandManishGoyal**:"AtextbookofEngineeringMathematics"LaxmiPublications,Latesteditio n.
4. **C.RayWylie,LouisC.Barrett:**"AdvancedEngineeringMathematics"McGraw–HillBookCo.Newyork,Latested.
5. **GuptaC.B,SingS.RandMukeshKumar:**"EngineeringMathematicforSemesterIandII",Mc-Graw Hill Education(India)Pvt.Ltd2015.
6. **H.K.DassandEr.RajnishVerma:**"HigherEngineeringMathematics"S.ChandPublication(2014).
7. **JamesStewart:"**Calculus"Cengagepublications,7th edition,4th Reprint2019.

Web links andVideoLectures(e-Resources):
• http://.ac.in/courses.php?disciplineID=111 • http://www.class-central.com/subject/math(MOOCs) • http://academicearth.org/ • http://www.bookstreet.in. • VTUe-ShikshanaProgram • VTUEDUSATProgram
Activity-BasedLearning(SuggestedActivitiesin Class)/ Practical Based learning • Quizzes • Assignments • Seminars

14.09.2022

15.09.2022

IIISemester

Geodetic Engineering			
CourseCode	**21CV32**	CIEMarks	50
TeachingHours/Week(L:T:P:S)	2:2:2:0	SEEMarks	50
TotalHoursofPedagogy	50	TotalMarks	100
Credits	4	ExamHours	03

Courseobjectives:

- Providebasicknowledgeaboutprinciples of surveyingfor location, design andconstruction ofengineeringprojects
- Develop skills forusingsurveyinginstrumentsincluding, levellinginstruments, plane tables,theodolite,compass
- Make students to familiarwithcooperative efforts required in acquiringsurveyingdata andapplyingfundamentalconcepts to eliminateerrorsandset out the works
- Provideinformation about new technologies that are used to abstractingthe information of earthsurface

Teaching-LearningProcess(GeneralInstructions)

ThesearesampleStrategies,whichteachercanusetoaccelerateattainmentofthevariouscourseoutcomes.

1. ThesurveyofIndia topomaphastobesharedwithstudentsandfewexercisemustbegiven
2. Thesatelliteimageryhastobeprocuredandsharedwithstudents
3. Themanualforconductingfieldsurveyhastobeprovided
4. Theonlinecoursesavailableshouldbesharedwithstudents
5. YouTubevideos
6. Powerpointpresentations

Module-1

IntroductiontoSurveying:ImportanceofsurveyinginCivilEngineering,Conceptsofplaneandgeodetic surveyingPrinciplesofsurveying–Plansandmaps–Surveyingequipment's,Meridians,Bearings,Dip,Declination,Localattraction,Calculationofbearingsandincludedangles.Compasssurveying and Plane Table Surveying

Compass surveying: Prismatic andsurveyor's compasses, temporaryadjustments.

PlaneTableSurveying:planetableandaccessories,advantagesanddisadvantagesofplanetablesurvey,methodofplotting-radiation,intersection,traversing,resection,twopointandthreepointmethod

Teaching-Learning Process	Chalkandtalk,PowerPointPresentation,YouTubevideos

Module-2

Levelling–Principlesandbasicdefinitions–TypesofLevels–Typesofadjustmentsandobjectives–Typesoflevelling–Simple,Differential,Fly,Reciprocal,Profile,Crosssectioning–Bookingof levels – Rise&fallandH.Imethods (Numerical)

Areasandvolumes: Measurementofarea–bydividingtheareaintogeometricalfigures,areafromoffsets,midordinaterule,trapezoidalandSimpsonsonethirdrule,areafromco-ordinates,introductiontoplanimeter,digitalplanimeter.Measurementofvolumes-

Teaching-Learning	Chalkandtalk,PowerPointPresentation,YouTubevideos

Process	

Module-3

TheodoliteSurveying: Theodoliteandtypes,fundamentalaxesandpartsoftheodolite,temporaryadjustments oftransittheodolite,HorizontalandVerticalanglemeasurementsbyrepetitionandreiterationTrigonometriclevelling:SingleandDoubleplaneforfindingelevationofobjectsComputation of distancesandelevations usingTacheometricmethod.

Teaching-Learning Process	Chalkandtalk,PowerPointPresentation,YouTubevideos

Module-4

CurveSurveying: Curves–Necessity–Types,Simplecurves,Elements,Designationofcurves,Settingout simple curvesbylinearmethods (numerical problems on offsets from long chord& chordproducedmethod),SettingoutcurvesbyRankine'sdeflectionanglemethod(numericalproblems).Compoundcurves,Elements,Designofcompoundcurves,Settingoutofcompoundcurves(numericalproblems).Reversecurvebetweentwoparallelstraights(numericalproblemsonEqualradiusandunequalradius).TransitioncurvesCharacteristics,numericalproblemsonLengthofTransitioncurve, Vertical curves–Types –(theory).

Teaching-Learning Process	Chalkandtalk,PowerPointPresentation,YouTubevideos

Module-5

Photogrammetryand aerialsurvey: Introduction,definitions,basicsprinciples,methods,importance of scale, height, applications.

Remotesensing: Introduction,PrincipleofRemotesensing,EMR,types,resolutions,types ofsatellites,typeofsensors,LIDAR,visualanddigitalimageprocessinganditsapplications.**GlobalPositioningSystem:**Definition,PrinciplesofGPSandapplications.GeographicalInformationSystem:Introduction andprincipleofGeographicalInformationSystem,componentsofGIS,applications

Advancedinstrumentationinsurveying:classification,measuringprinciples,Electronictheodolite,EDM, Total Station, Drones

Teaching-Learning Process	Chalkandtalk,PowerPointPresentation,YouTubevideos

LABORATORYEXPERIMENTS

1.	Studyofvarious instruments used forsurveying,namelychain, tape, Compass,
2.	Dumpylevel, Auto-level,Theodolite,Tacheometer,Totalstationand GPS. To find thedistance between two points shown in the field usingmethod of pacing, chainingand taping.
3.	To setregulargeometricfigures(HexagonandPentagon) using chaintapeandaccessories.
4.	To setregulargeometricfigures(HexagonandPentagon) usingprismatic compass, giventhe bearingof one line.
5.	Studyof useofDumpylevel and to determinethedifferent in elevationbetween two pointsbydifferential levellingusingDumpylevel
6.	To find thetruedifference in elevation between two points situatedfarapart byusingReciprocallevelling.

7.	Trigonometricallevelling:Single planemethod and Doubleplanemethod
8.	Measurementofhorizontalangle usingtheodolite by: i) Method of Repetition and ii)Reiteration method.
9.	Settingsimple circularcurve-Instrumental method,
10.	Settingcompound curveusingtheodolite
11.	Planetable: Setting, orientation, radiation,intersection
12.	Demo:Totalstation, GPS

Courseoutcome(CourseSkillSet)

Attheendofthecoursethestudentwillbeableto:

1. Execute surveyusingcompass andplanetable
2. Find the level ofgroundsurface and Calculation of area andvolumes
3. Operate theodolite for field execution
4. Estimatethe capacityofreservoir
5. Interpret satellite imageries

AssessmentDetails(bothCIEandSEE)

TheweightageofContinuousInternalEvaluation(CIE)is50%andforSemesterEndExam(SEE)is50%.Theminimumpassingmarkforthe CIEis40%ofthemaximummarks(20marks).Astudentshallbedeemedtohavesatisfiedtheacademicrequirementsandearnedthecreditsallottedtoeachsubject/courseifthestudentsecuresnotlessthan35%(18Marksoutof50)inthesemester-endexamination(SEE),andaminimumof40%(40marksoutof100)inthesumtotaloftheCIE(ContinuousInternalEvaluation)andSEE(SemesterEndExamination)takentogether

CIEfor thetheorycomponentof IPCC

Two Testseach of**20 Marks(duration01hour**)

- Firsttestattheendof 5th week of the semester
- Secondtestattheend of the10thweekof thesemesterTwo

assignmentseach of**10 Marks**

- Firstassignmentat theend of4thweek of thesemester
- Secondassignmentat theendof9thweek of thesemester

Scaled-downmarksoftwotestsand twoassignmentsaddedwillbe CIEmarks for thetheorycomponentof IPCCfor**30 marks**.

CIEfor thepractical componentof IPCC

- Oncompletionofeveryexperiment/programinthelaboratory,thestudentsshallbeevaluatedandmarksshallbeawardedonthesameday.The**15marks**areforconductingtheexperimentandpreparation ofthelaboratoryrecord,theother**05marksshallbefor thetest**conducted atthe endof thesemester.
- TheCIEmarksawardedinthecaseofthePracticalcomponentshallbebasedonthecontinuousevaluation ofthelaboratoryreport.Eachexperimentreportcanbeevaluatedfor10marks.Marksofall experiments'write-upsareadded andscaled down to 15marks.
- Thelaboratorytest**(duration02/03hours)**attheendofthe15thweekofthesemester/aftercompletion ofalltheexperiments(whicheverisearly)shallbeconductedfor50marksandscaled down to 05marks**.**

Scaled-downmarksof write-upevaluationsand testsadded willbeCIE marks forthelaboratorycomponentof IPCCfor**20 marks**.

SEEfor IPCC

TheorySEEwill beconductedbyUniversity asperthescheduled timetable, withcommon questionpapersforthecourse(duration 03hours)

1. Thequestionpaperwillhavetenquestions.Eachquestionissetfor20marks.Marksscoredshallbeproportionallyscaleddownto 50Marks
2. Therewillbe2questionsfromeachmodule.Eachofthetwoquestionsunderamodule(withamaximum of 3sub-questions),**should have a mixoftopics** under thatmodule.
3. Thestudentshave to answer 5full questions, selecting one fullquestion fromeachmodule.

SuggestedLearningResources:

Books

1. Surveying&levellingVol.I,II&III,B.C.Punmia,LaxmiPublications;seventeenthedition (2016)
2. AdvancedSurveying:TotalStation,GPS,GIS&RemoteSensingbyPearson2017byGopiSatheesh, R.Sathikumar, N. Madhu
3. SurveyingVol.I&II, S. K. Duggal,McGrawHillEducation;Fourth edition (2017)

4. Surveying andLevelling,R. Subramanian , secondedition,2012, Oxford UniversityPress;
5. EngineeringSurveying,Schofield andBreach, 6th edition, Butterworth-Heinemann (Elsevierpublication, 2007)
6. Surveying, ABanister, S Raymond, R Baker, 7thedition,Pearson , New Delhi

WeblinksandVideoLectures(e-Resources):

- NPTELcourses

ActivityBasedLearning(SuggestedActivitiesinClass)/PracticalBasedlearning

IIISemester

	STRENGTH OFMATERIALS			
	CourseCode	**21CV33**	CIEMarks	50
	TeachingHours/Week(L:T:P:S)	2+2+2+0	SEEMarks	50
	TotalHoursofPedagogy	50	TotalMarks	100
	Credits	4	ExamHours	03hrs

Courseobjectives: Thiscoursewillenablestudents

1. Tounderstandthebasicconceptsofthestressesandstrainsfordifferentmaterialsandstrengthofstructuralelements.
2. Toknowthedevelopmentofinternalforcesandresistance mechanismforonedimensionalandtwo-dimensionalstructuralelements.
3. Toanalyseandunderstanddifferentinternalforcesandstressesinducedduetorepresentativeloadsonstructura lelements.
4. Todetermineslopeanddeflectionsofbeams.
5. Toevaluatethebehaviouroftorsionmembers,columnsandstruts.

Teaching-LearningProcess(GeneralInstructions)

ThesearesampleStrategies,whichteachercanusetoaccelerattheattainmentofthevariouscourseoutcom es.

1. Blackboardteaching/PowerPointpresentations (if needed)
2. Regular review ofstudents byasking questions based on topicscovered in theclass.

Module-1

SimpleStressesandStrains: Introduction,PropertiesofMaterials,Stress,Strain,Hook'slaw,Pois son'sRatio,Stress– StrainDiagram for structuralsteel,Principlesofsuperposition,Totalelongationoftaperingbarsofcircularandrectang ularcrosssections.Compositesection,Volumetricstrain,expressionforvolumetricstrain,Elastic constants,relationship among elasticconstants (No Numerical),Thermal stress and strains**Compoundstresses:**Introduction,Stresscomponentsoninclinedplanes,Generaltwo-dimensionalstresssystem,Principalplanesandstresses,maximumshearstressesandtheirplanes(s hearplanes). Compound stress usingMohr's circle method.

Teaching-Learning Process	1.Blackboardteaching/PowerPointpresentations (if needed) 2.Regularreview ofstudents byaskingquestions based on topicscoveredin theclass.

Module-2

Bendingmomentandshearforcediagramsinbeams:Definitionofshearforceandbendingmom ent,Signconvention,Relationshipbetweenloading,shearforceandbendingmoment,Shearforcea ndbendingmomentequations,developmentofShearForceDiagram(SFD)andBendingMoment Diagram(BMD)withsalientvaluesforcantilever,simplysupportedandoverhangingbeamsforpoi ntloads,UDL(UniformlyDistributedLoad), UVL(UniformlyVarying Load)and Couple.

Teaching-Learning Process	1.Blackboardteaching/PowerPointpresentations (if needed) 2.Regularreview ofstudents byaskingquestions based on topicscoveredinthe class.

Module-3

	Bendingstressinbeams: Introduction–Bendingstressinbeam,Purebending,Assumptionsinsimplebendingtheory,derivationofSimple bendingequation(Bernoulli'sequation), modulus of rupture,section modulus, Flexuralrigidity, Problems **Shearstressinbeams:**DerivationofShearstressintensityequations,DerivationofExpressionsoft heshearstressintensityforrectangular,triangularandcircularcrosssectionsofthebeams.Problems oncalculationoftheshearstressintensitiesatvariouscriticallevels of T,IandHollow	
	Teaching-Learning Process	1.Blackboardteaching/PowerPointpresentations (if needed) 2.Regularreview ofstudents byaskingquestions based on topicscoveredin theclass.
	Module-4	
	Torsion: Twistingmomentinshafts,simpletorquetheory,derivationoftorsionequation,tensionalri gidity,polarmodulus,shearstressvariationacrosssolidcircularandhollowcircularsections, Problems **Thincylinders:**Introduction:Longitudinal,circumferential(hoop)stressinthincylinders.Expressi onsfor longitudinalandcircumferentialstresses.Efficiencyof longitudinalandcircumferentialjoints.Problemsonestimationofchangeinlength,diameterandvolu mewhen the thin cylindersubjected to internal fluid pressure. **Thickcylinders:**ConceptofThickcylindersLame'sequationsapplicabletothickcylinderswithusu alnotations,calculationoflongitudinal,circumferentialandradialstresses– simplenumericalexamples.Sketchingthevariationofradialstress(pressure)andcircumferentialstre ssacross thewall of thick cylinder. U	
	Teaching-Learning Process	1.Blackboardteaching/PowerPointpresentations (if needed) 2.Regularreview ofstudents byaskingquestions based on topicscoveredin theclass.
	Module-5	
	Elasticstabilityofcolumns: Introduction–Shortandlongcolumns,Euler'stheoryoncolumns,Effectivelength,slendernessratio,radiiofgyrati on,bucklingload,Assumptions,derivationsofEuler'sBucklingloadfordifferentboundaryconditio ns,LimitationsofEuler'stheory, Rankine's formula andrelated problems. **DeflectionofdeterminateBeams:**Introduction,Elasticcurve– Derivationofdifferentialequationofflexure,Signconvention,SlopeanddeflectionusingMacaulay' smethodforstaticallydeterminatebeamssubjectedtovariousverticalloads,moment,coupleandthei rcombinations.Numericalproblems.	
	Teaching-Learning Process	1.Blackboardteaching/PowerPointpresentations (if needed) 2.Regularreview ofstudents byaskingquestions based on topicscoveredin theclass.
	LABORATORY	
	1. Dimensionalityof bricks, Waterabsorption,Initialrate of absorption 2. Specificgravityofcoarseand fine aggregate 3. Fineness modulus of Fine andCoarseaggregate 4. Compressive strengthtests on buildingblocks (brick, solid blocksand hollow blocks) 5. Tension test on Mild steel and HYSD bars 6. Compression test on HYSD, Cast iron 7. BendingTest on Wood undertwo-pointloading.	

8. ShearTest on Mild steel– singleand doubleshear
9. Impacttest on Mild Steel(Charpy&Izod)

Courseoutcome(CourseSkillSet)

Aftercompletion ofthecourse,students will beable to

1. Evaluatethebehaviourwhenasolidmaterialissubjectedtovarioustypesofforces(namelyCompressive,Tensile,Thermal,Shear,flexure,Torque,internalfluidpressure)andestimatestressesand correspondingstrain developed. (L3)
2. Estimatetheforcesdevelopedanddrawschematicdiagramforstresses,forces,momentsforsimple beams with differenttypesofsupport andaresubjected to varioustypesofloads(L3).
3. Evaluatethebehaviourwhenasolidmaterialissubjectedto Torqueandinternalfluidpressureandestimate stresses and corresponding straindeveloped. (L3)
4. Distinguishthebehaviourofshortandlongcolumnandcalculateloadatfailure&explainthe behaviour ofspringtoestimate deflectionandstiffness(L3)
5. ExamineandEvaluatethemechanicalpropertiesofvariousmaterialsunderdifferentloadingconditions

AssessmentDetails(bothCIEandSEE)

TheweightageofContinuousInternalEvaluation(CIE)is50%andforSemesterEndExam(SEE)is50%.Theminimumpassing markfortheCIE is40%ofthemaximum marks(20 marks).A student shall bedeemed to havesatisfiedtheacademicrequirementsandearnedthecreditsallottedtoeachsubject/courseifthestudentsecuresnotlessthan35%(18Marksoutof50)inthesemester-endexamination(SEE),andaminimumof40%(40marksoutof100)inthesumtotaloftheCIE(ContinuousInternalEvaluation)andSEE(SemesterEndExamination)takentogether

CIEfor thetheorycomponentof IPCC

Two Testseach of**20 Marks(duration01hour**)

- Firsttestattheendof 5th week of the semester
- Secondtestattheend of the10thweekof thesemesterTwo

assignmentseach of**10 Marks**

- Firstassignmentat theend of4thweek of thesemester
- Secondassignmentat theendof9thweek of thesemester

Scaled-downmarksof twotestsand twoassignmentsaddedwillbe CIEmarks for thetheorycomponentof IPCCfor**30 marks**.

CIEfor thepractical componentof IPCC

- Oncompletionofeveryexperiment/programinthelaboratory,thestudentsshallbeevaluatedandmarksshallbeawardedonthesameday.The**15marks**areforconductingtheexperimentandpreparationofthelaboratoryrecord,theother**05marksshallbeforthe test**conducted atthe endof thesemester.
- TheCIEmarksawardedinthecaseofthePracticalcomponentshallbebasedonthecontinuousevaluationofthelaboratoryreport.Eachexperimentreportcanbeevaluatedfor10marks. Marksof allexperiments'write-upsare addedandscaled downto 15 marks.
- Thelaboratorytest**(duration02/03hours)**attheendofthe15th weekofthesemester /aftercompletionofalltheexperiments(whicheverisearly)shallbeconductedfor50marksandscaled down to05marks**.**

Scaled-downmarksof write-upevaluationsand testsadded willbeCIE marks forthelaboratory

componentof IPCCfor**20 marks**.

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SEEfor IPCC

TheorySEEwill beconductedbyUniversity asperthescheduled timetable, with commonquestion papersforthecourse(duration03 hours)

1. Thequestionpaperwillhavetenquestions.Eachquestionissetfor20marks.Marksscordedshallbeproportionallyscaled down to 50Marks
2. Therewillbe2questionsfromeachmodule.Eachofthetwoquestionsunderamodule(witha maximumof3 sub-questions),**should havea mix oftopics**underthatmodule.
3. Thestudentshave to answer 5full questions, selecting one full question fromeachmodule.

The theoryportionoftheIPCC shall be for bothCIEandSEE,whereas thepracticalportionwillhaveaCIE componentonly.Questionsmentioned intheSEEpaper shall includequestionsfromthepractical component).

- Theminimummarkstobesecuredin CIEtoappearforSEEshallbethe12(40%ofmaximummarks-30) in thetheory componentand 08(40% of maximum marks-20)inthepracticalcomponent.Thelaboratorycomponent of theIPCCshallbeforCIE only. However,inSEE,thequestionsfromthelaboratorycomponentshallbeincluded**.**Themaximumof 04/05questionstobesetfromthepracticalcomponentofIPCC,thetotalmarksofallquestionsshouldnot bemore thanthe20 marks.

SEEwillbeconductedfor100marksandstudentsshallsecure35%ofthemaximummarkstoqualifyin theSEE.Marks securedwillbe scaleddown to 50.

SuggestedLearningResources:

Books

1.Timoshenko andYoung,"Elements of Strengthof Materials" ,EastWest Press, 5t edition 2003

2.R. Subramanyam,"Strength of Materials", Oxford UniversityPress, 3rdEdition-2016

3.B.CPunmiaAshokJain,ArunJain,"StrengthofMaterials",Laxmi-2018-22Publications,10th Edition-2018

WeblinksandVideoLectures(e-Resources):

1.Strength of Materials web coursebyIIT

Roorkeehttps://nptel.ac.in/courses/112107146/2.Strength of Materials video

coursebyIITKharagpurhttps://nptel.ac.in/courses/105105108/3.Strength of Materials video

coursebyIIT Roorkeehttps://nptel.ac.in/courses/112107147/184.All

contentsorganizedhttp://www.nptelvideos.in/2012/11/strengthof-materials-prof.html

ActivityBasedLearning(SuggestedActivitiesinClass)/PracticalBasedlearning

- Seminars/Quizz(ToassistinGATEPreparations
- DemonstrationsinLab
- SelfStudyonsimpletopics
- SimpleproblemssolvingusingExcel
- VirtualLabExperiments

TEMPLATEforAEC (if offeredas theorycourse)

SemesterIII

:EarthResourcesandEngineering			
CourseCode	21CV34	CIEMarks	50
TeachingHours/Week(L:T:P:S)	3:0:0:0	SEEMarks	50
TotalHoursofPedagogy	40	TotalMarks	100
Credits	3	ExamHours	3

Courseobjectives:

- This course will enable students;

1. To understand the importance ofearth'sdynamic interior in civil engineeringand GeoHazardmitigationandmanagement
2. To analyse the physical characteristics oftherocks andMinerals forits suitableapplicationin Engineering
3. To evaluateearth Processforprovidingsustainable management and DevelopmentthroughGeoengineering.
4. Subsurface Explorationfor providingsafe andsuitable site condition and EarthResourcesforReengineeringactivities
5. To application of modern tools and techniquesinEarthResourcesManagement and.

Teaching-LearningProcess(GeneralInstructions)

ThesearesampleStrategies,whichteacherscanusetoacceleratetheattainmentofthevariouscourseoutcomes.

1. Chalk and Talk method.
2. Show Video/animation films to explainearthdyanamicsand influenceof geologyinprime civilconstructions
4. Encourage collaborative (GroupLearning)Learningin theclass
5. Ask atleastthreeHOTS (HigherorderThinking)questions in the class,whichpromotescritical thinking
6. Adopt ProblemBasedLearning(PBL),whichfosters students' Analytical skills, developthinkingprocesssuch asthe abilityto evaluate,generalize,andanalyse informationratherthan simplyrecall it.
7. Topics will be introduced in a multiple representation.
8. Show the differentwaysto solve the same problem andencourage the students to come upwith theirowncreative ways to solve them.
9. Discuss how everyconceptcanbe applied to the real world- andwhenthat'spossible, ithelps improvethe students'understanding.

Module-1

Module /unit – 01 – Introduction,scope ofearthscience inEngineering, 8 hrsGeohazards and disasters,Mitigation and management

Earthsinternaldynamics,Platetectonics,Earthquakestypes,causesiso-seismalline,seismiczonationmap,seismicproofstructures,Numericalproblemsonlocationofepicenter;volcaniceruption,types,causes,;landslides,causestypes,preventivemeasures;tsunamiscausesconsequences,mitigation;cyclones,causesmanagement

Teaching-Learning Process	• chalk and talkmethod, • power point presentation. • Case studies • Field visits

Module-2	
EarthResources **8hrs** Minerals-Industrial, rock forming andore minerals. Physicalproperties, composition and uses Rocksasaconstructionmaterials- physicalproperties,texture,composition,applicationsforaggregate,decorative(facing/polishing),railwayballast,rocksformasonrywork,monumental/architecture,rocksasaquifers,waterbearing properties	
Teaching-Learning Process	• Chalk and talkmethod, • Power point presentationandAnimated vedeos • Case studies • Field visits experience thereal world examples
Module-3	
Surface investigationfor Civil Engineering projects **8hrs** Weathering,type,causes,soilinsitu,driftedsoil,soilprofile,soilmineralogy,structure,typesof soil,Blackcottonsoilv/sLateriticsoil;effectsofweatheringonmonumentalrocks,Rivermorphologyandbasininvestigationforengineering Projectslikeearthendam,gravitydam,archdam,featuresofrivererosion,depositionandtheirinfluencesonrivervalleyprojects,morphometricanalysisofriverbasin, selection ofsitefor artificialrecharge,, interlinkingof riverbasins, coastalprocess and landforms, sedimentation/siltation,erosion	
Teaching-Learning Process	• Chalk and talkmethod, • Power point presentationandAnimated vedeos • Case studies • Field visits experience thereal world examples
Module-4	
Subsurface investigationfordeepfoundation **8hrs** Boreholedata(andproblems),Dipandstrike,andoutcropproblems(numericalproblemgeometrical/simpletrigonometrybased),ElectricalResistivitymeter,depthofwatertable,(numericalproblems)seismicstudies,faults,folds,unconformity,jointstypes,recognitionandtheirsignificanceinCivilengineeringprojectsliketunnelproject,damproject,,Groundimprovementslikerockbolting,rockjointing,grouting	
Teaching-Learning Process	• Chalk and talkmethod, • Power point presentationandAnimated vedeos • Case studies • Field visits experience thereal world examples
Module-5	
Geo-tools and techniques for civilEngineering Applications **7hrs** Toposheets,RemotesensingandGIS.Photogrammetry(scale,flightplanning,overlap,elevationeffects,interpretationkeys,numericalsonflight,planningscale,elevation,flyimg height,….),GPS,,GroundPenetratingRadas (GPR),Drone,and their applications	

Teaching-Learning Process	• Chalk and talkmethod, • Power point presentationandAnimated vedeos • Case studies • Field visits andresearch institutes experience the realworldexamples

Courseoutcome(CourseSkillSet)

Attheendofthecoursethestudentwillbeableto:

1. Applygeological knowledgein different civilengineeringpractice.
2. Students will acquireknowledgeon durability andcompetenceof foundationrocks,andconfidence enough to usethe best buildingmaterials.
3. competentenoughtoprovideservicesforthesafety,stability,economyandlifeofthestructuresthat theyconstruct

.4.Abletosolvevariousissuesrelatedtogroundwaterexploration,buildupdams,bridges,tunnelswhichareofte n confronted with ground water problems

.5.IntelligentenoughtoapplyGIS,GPSandremotesensingasalatesttoolindifferentcivilengineeringfor safe andsolid construction.

AssessmentDetails(bothCIEandSEE)

TheweightageofContinuousInternalEvaluation(CIE)is50%andforSemesterEndExam(SEE)is50%.Theminimumpassing markfor the CIE is 40% of themaximum marks (20marksoutof50). Astudentshall be deemedtohavesatisfiedtheacademicrequirementsandearnedthecreditsallottedtoeachsubject/courseifthestudentsecuresnot lessthan 35% (18Marks outof50)inthesemester-endexamination(SEE), andaminimumof40% (40marksoutof100)inthesumtotaloftheCIE(ContinuousInternalEvaluation)andSEE(SemesterEndExamination)taken together

ContinuousInternalEvaluation:

ThreeUnitTestseachof**20Marks(duration01hour**)

1. Firsttestattheendof5th weekofthesemester
2. Secondtestattheendofthe10th weekofthesemester
3. Thirdtestattheendofthe15th weekofthesemesterTwoa

ssignmentseachof**10Marks**

4. Firstassignmentattheendof4th weekofthesemester
5. Secondassignmentatthe endof9th weekofthesemester

Groupdiscussion/Seminar/quizanyoneofthreesuitablyplannedtoattaintheCOsandPOsfor**20Marks** (**duration01hours**)

6. Attheendofthe13th weekofthesemester

Thesumofthreetests,twoassignments,andquiz/seminar/groupdiscussionwillbeoutof100marksandwillbe **scaleddownto50marks**

(tohavelessstressedCIE,theportionofthesyllabusshouldnotbecommon/repeatedforanyofthemethodsoftheCIE. EachmethodofCIEshouldhaveadifferentsyllabusportionofthecourse).

CIEmethods/questionpaperisdesignedtoattainthedifferentlevelsofBloom'staxonomyaspertheoutcomedefinedforthecourse.

SemesterEndExamination:

TheorySEEwillbeconductedbyUniversityasperthescheduledtimetable,withcommonquestionpapersforthesubject(**duration03hours)**

1. The questionpaperwillhave tenquestions.Each questionis setfor 20 marks. Marksscoredshall beproportionallyreducedto50marks
2. There will be2questions fromeachmodule.Each ofthe twoquestions undera module(witha maximum of3sub-questions),**shouldhaveamixoftopics** underthatmodule.

Thestudentshavetoanswer5fullquestions,selectingonefullquestionfromeachmodule

WeblinksandVideoLectures(e-Resources):

- https://www.youtube.com/watch?v=aTVDiRtRook&list=PLDF5162B475DD915F
- https://www.youtube.com/watch?v=EBiLLJAxBuU&index=2&list=PLDF5162B475DD915F
- https://www.youtube.com/watch?v=sTY-ao4RZck&list=PLDF5162B475DD915F&index=3
- https://nptel.ac.in/courses
- https://youtu.be/fvoYHzAhvVM
- https://youtu.be/aTVDiRtRook

ActivityBasedLearning(SuggestedActivitiesinClass)/PracticalBasedlearning

- https://www.earthsciweek.org/classroom-activities
- FieldVisits
- https://serc.carleton.edu/NAGTWorkshops/hazards/events/12262004.html?serc_source=recommendation
- https://serc.carleton.edu/NAGTWorkshops/visualization/examples/CBezanson.html?serc_source=recommendation
- https://serc.carleton.edu/NAGTWorkshops/coursedesign/goalsdb/14712.html

Textbooks-

1. EngineeringGeology,byParthasarathyetal,Wileypublications
2. AtextbookofEngineeringGeologybyChennaKesavulu,MacMillanIndiaLtd
3. PrincipleofEngineeringGeology,byK.M.Bangar,Standardpublishers
4. PhysicalandEngineeringGeology,byS.K.Garg,Khannapublishers
5. PrinciplesofEngineeringGeology,byKVGKGokhale,BSPublications

Reference books–

1. Introduction to Environmental GeologybyEdward A Keller, Pearson publications.
2. EngineeringGeologyand RockMechanicsB. P.Verma, Khannapublishers
3. PrinciplesofEngineeringGeologyandGeotechnics,KrynineandJudd,CBSPublications

COMPUTERAIDED BUILDING PLANNING ANDDRAWING			
CourseCode	**21CVL35**	CIEMarks	50
TeachingHours/Week(L:T:P:S)	0+0+2+0	SEEMarks	50
Credits	01	ExamHours	03hrs

Courseobjectives:

Providestudents with understanding

1. Gain skill set to prepareComputerAidedEngineeringDrawings
2. Understandingthe details of construction ofdifferent buildingelements
3. Visualizethe completedform ofthe building andthe intricacies ofconstructionbased on theengineeringdrawings
4. Getfamiliarization of practices used inIndustry

Sl.NO	Experiments
	Module 1
1	**Drawing Basics:** Selection of scales for variousdrawings,thickness of lines, dimensioning,abbreviations andconventionalrepresentationsasperIS:962.
2	**SimpleEngineering DrawingswithCAD** DrawingTools**:**Lines Circle, Arc, Polyline, Multiline, Polygon,Rectangle,Spline,Ellipse, Modifytools: Erase,Copy, Mirror, Offset, Array, Move,Rotate,Scale,Stretch,Lengthen,Trim, Extend, Break,ChamferandFillet, UsingText: Single line text, Multilinetext,Spelling, Edit text, SpecialFeatures: View tools,Layersconcept, Dimension tools, Hatching,CustomizingToolbars, Workingwithmultiple drawings.
	Module 2
3	**Drawings ofDifferent Building Elements:** Followingdrawings areto be preparedfor thedata given usingCAD Software a) Cross section of Foundation, masonrywall, RCC columns with isolated& combinedfootings. b) Differenttypes of bondsin brick masonry. c) Differenttypes of staircases– Doglegged, Openwell, d) Lintel andchajja. e) RCC Slabs andbeams. f) Cross section ofapavement. g) Septic Tankand sedimentation Tank. h) LayoutplanofRainwaterrechargingand harvestingsystem. i) Cross sectionaldetails ofa road for aResidentialareawith provision for all services. j) Steel truss (connectionsBolted). **Note:**Studentsshould sketch to dimension the abovein a sketch book beforedoing thecomputerdrawing.

Module 3	
4	**BuildingDrawings :**Principles of planning, Planningregulationsand buildingbye-laws,factorsaffectingsiteselection, Functional planningofresidential and public buildings,designaspects for different public buildings.Recommendations of NBC. Drawingof plan,elevationandsectional elevation includingelectrical, plumbingand sanitaryservices usingCADsoftware for 1. Singleand double storyresidentialbuilding. 2. Hostelbuilding. 3. Hospitalbuilding. 4. Schoolbuilding. Submission drawing(sanctiondrawing)oftwo storied residential buildingwith access toterrace includingall details and statements as per thelocal bye-laws IndustryApplications : 3D ModellingandRendering, 2D Animation,Construction siteSimulation **Note:** . Students should sketch to dimension the above in a sketch book before doingthe computerdrawing . Onecompulsoryfieldvisit/exercise to be carriedout. . Single line diagrams tobe given in the examination.

Courseoutcomes(CourseSkillSet):

Attheendofthecoursethestudentwillbeableto:

1. Prepare,readandinterpret the drawings in a professional set up.
2. Knowthe proceduresof submission of drawings and Develop working andsubmissiondrawings forbuilding.
3. Plan anddesignofresidential or publicbuildingas per the givenrequirements.

AssessmentDetails(bothCIEandSEE)

TheweightageofContinuousInternalEvaluation(CIE)is50%andforSemesterEndExam(SEE)is50%.TheminimumpassingmarkfortheCIEis40%ofthemaximummarks(20marks).Astudentshallbedeemedtohavesatisfiedtheacademicrequirementsandearnedthe creditsallottedto each course.The student has to securenot lessthan35% (18 Marks outof50)inthesemester-endexamination(SEE).

ContinuousInternalEvaluation(CIE):

CIEmarksforthepracticalcourseis**50Marks**.

Thesplit-upofCIEmarksfor record/journalandtestareintheratio **60:40**.

- Eachexperimenttobeevaluatedforconductionwithobservationsheetandrecordwrite-up.Rubricsfortheevaluationofthejournal/write-upforhardware/softwareexperimentsdesignedbythefacultywhoishandlingthelaboratorysessionandismadeknowntostudentsatthebeginningofthepracticalsession.
- Recordshouldcontainallthespecifiedexperimentsinthesyllabusandeachexperimentwrite-upwillbeevaluatedfor10marks.
- Totalmarksscoredbythestudentsarescaleddownedto30marks(60%ofmaximummarks).
- Weightagetobegivenforneatnessandsubmissionofrecord/write-upontime.
- Departmentshallconduct02testsfor100marks,thefirsttestshallbeconductedafterthe8thweekofthesemesterandthesecondtestshallbeconductedafterthe14thweekofthesemester.
- Ineachtest,testwrite-up,conductionofexperiment,acceptableresult,andproceduralknowledgewillcarryaweightageof60%andtherest40%forviva-voce.
- Thesuitablerubricscanbedesignedtoevaluateeachstudent'sperformanceandlearningability.RubricssuggestedinAnnexure-IIofRegulationbook
- Theaverageof02testsisscaleddownto**20marks**(40%ofthemaximummarks).

TheSum of scaled-downmarksscored inthereportwrite-up/journaland averagemarksof twotestsisthetotalCIEmarksscoredbythestudent.

SemesterEndEvaluation(SEE):

SEEmarksforthepracticalcourseis50Marks.

SEEshallbeconductedjointlybythetwoexaminersofthesameinstitute,examinersareappointedbytheUniversity

Alllaboratoryexperimentsaretobeincludedforpracticalexamination.

(Rubrics)Breakupofmarksandtheinstructionsprintedonthecoverpageoftheanswerscripttobestrictlyadheredtobytheexaminers.**OR**basedonthecourserequirementevaluationrubricsshallbedecidedjointlybyexaminers.

Students canpickone question(experiment) from thequestionslotprepared bytheinternal /externalexaminersjointly.

Evaluationoftestwrite-up/conductionprocedureandresult/vivawillbeconductedjointly

byexaminers.
GeneralrubricssuggestedforSEEarementionedhere,writeup-20%,Conductionprocedureandresultin-60%,Viva-voce20%ofmaximummarks.SEEforpracticalshallbeevaluatedfor100marksandscoredmarksshallbescaleddownto50marks(however,basedoncoursetype,rubricsshallbedecidedbytheexaminers)
Changeofexperimentisallowedonlyonceand15%Marksallottedtotheprocedureparttobemadezero.
ThedurationofSEEis03hours

RubricssuggestedinAnnexure-IIofRegulationbook

Question paper pattern:

- Therewill befour full questions with sub divisions if necessaryfrom Module2 witheach fullquestioncarryingtwentyfivemarks. Students haveto answer anytwo questions.
- Therewill betwo full questions fromModulus 3 with each full question carryingfiftymarks.Students have to answeranyone question. The conduction of examinationandquestionpaperformat ofshould bein line of1st yearCAEDdrawing.It's ~~drawingpaper but theexam will beconductedbybatches in the computerlabs. Question paper~~ should begivenin batches.

~~SuggestedLearningResources:~~

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Textbook:

1. MGShah, CM Kale, SY Patki,"Buildingdrawing with an integratedapproach to BuiltEnvironment Drawing",TataMcGrawHill Publishingco.Ltd, NewDelhi.
2. Gurucharan Singh,"BuildingConstruction", Standard Publishers,&distributors, NewDelhi.
3. Malik RS and a Meo GS,"CivilEngineeringDrawing",Asian Publishers/ComputechPublication Pvt Ltd

Reference Books:

1. Time SaverStandardbyDodge F.W,F.WDodgeCorp.
2. IS:962-1989(Code ofpractice for architectural and buildingdrawing).
3. NationalBuildingCode,BIS,NewDelhi.

SAMPLETEMPLATE

III/IVSemester

ConstitutionofIndiaandProfessionalEthics(CIP)

CourseCode	**21CIP37/47**	CIEMarks	50
TeachingHours/Week(L:T:P:S)	0:2:0:0	SEEMarks	50
TotalHoursofPedagogy	15Hours	TotalMarks	100
Credits	01	ExamHours	01Hour

Courseobjectives: Thiscoursewillenablethestudents

- Toknowthefundamentalpoliticalstructure&codes,procedures,powers,anddutiesofIndiangovernm entinstitutions,fundamental rights,directive principles,andtheduties ofcitizens.
- Tounderstandengineeringethicsandtheirresponsibilities,identifytheirindividualrolesandethicalresponsibil itiestowardssociety.

Teaching-LearningProcess(GeneralInstructions)
ThesearesampleStrategies,whichteachercanusetoacceleratetheattainmentofthevariouscourseoutcomes.

- ✓ Teachersshalladoptsuitablepedagogyforeffectiveteaching-learningprocess.Thepedagogyshallinvolvethecombinationofdifferentmethodologieswhichsuitmoderntechnologicaltoolsandsoftware'stomeetthepresentrequirementsoftheGlobalemployment market.
  - (i) Directinstructionalmethod(Low/OldTechnology),
  - (ii) Flippedclassrooms(High/advancedTechnologicaltools),
  - (iii) Blendedlearning(combinationofboth),
  - (iv) Enquiryandevaluationbasedlearning,
  - (v) Personalizedlearning,
  - (vi) Problemsbasedlearningthroughdiscussion,
  - (vii) Followingthemethodofexpeditionarylearning

Toolsandtechniques,

1.Apartfromconventionallecturemethods,varioustypesofinnovativeteachingtechniquesthroughvideos,animationfilms maybeadaptedsothatthedeliveredlessoncanenhancethestudentsintheoreticalappliedandpracticalskillsinteachingof21CIP39/49ingeneral.

Module-1

Introduction to IndianConstitution: Definitionof Constitution,Necessityof theConstitution,Societiesbeforeandaftertheconstitutionadoption.IntroductiontotheIndianconstitution,Makingof theConstitution,RoleoftheConstituentAssembly.Preamble ofIndianConstitution&Keyconcepts ofthePreamble.Salientfeatures ofIndiaConstitution.

Teaching-Learning Process	Chalkandtalkmethod,Videos,PowerPointpresentationtoteach.Creatingrealtimestationsinclassroomdiscussions,Givingactivitiesandassignments(ConnectingCampus&communitywithadministrationrealtimesituations).

Module-2

Fundamental Rights (FR's), DirectivePrinciples ofStatePolicy (DPSP's) and FundamentalDuties(FD's) : FundamentalRightsanditsRestriction andlimitationsindifferentComplexSituations.DPSP's andits presentrelevance in Indiansociety.FundamentalDutiesanditsScope andsignificance inNationbuilding.

Teaching-Learning Process	Chalkandtalkmethod,Videos,PowerPointpresentationtoteach.Creatingrealtimestationsinclassroomdiscussions,Givingactivitiesandassignments(ConnectingCampus&communitywithadministrationrealtimesituations).

Module-3

UnionExecutive: ParliamentarySystem,UnionExecutive–President,PrimeMinister,UnionCabinet,Parliament-LSandRS,ParliamentaryCommittees,ImportantParliamentaryTerminologies.SupremeCourtofIndia,JudicialReviewsandJudicialActivism.

Teaching-Learning Process	Chalkandtalkmethod,Videos,PowerPointpresentationtoteach. Creatingrealtimestationsinclassroomdiscussions,Givingactivitiesandassignments(ConnectingCampus&community withadministrationrealtimesituations).

Module-4	
StateExecutive&Elections,AmendmentsandEmergencyProvisions: StateExecutive,ElectionCommission,Elections&ElectoralProcess.AmendmenttoConstitution(WhyandHow)andImportantConstitutionalAmendmentstilltoday.EmergencyProvisions.	
Teaching-Learning Process	Chalkandtalkmethod,Videos,PowerPointpresentationtoteach.Creatingrealtimestationsinclassroomdiscussions,Givingactivitiesandassignments(ConnectingCampus&community withadministrationrealtimesituations).
Module-5	
ProfessionalEthics: DefinitionofEthics&Values.Professional&EngineeringEthics.PositiveandNegativeaspectsofEngineeringEthics.ClashofEthics,ConflictsofInterest.TheimpedimentstoResponsibility.Professional Risks,ProfessionalSafetyand liabilityin Engineering.Trust&ReliabilityinEngineering,IntellectualPropertyRights(IPR's).	
Teaching-Learning Process	Chalkandtalkmethod,Videos,PowerPointpresentationtoteach.Creatingrealtimestationsinclassroomdiscussions,Givingactivitiesandassignments(ConnectingCampus&communitywithadministrationrealtimesituations).

Courseoutcome(CourseSkillSet)

Attheendofthecoursethestudentshould:

CO1:Haveconstitutionalknowledge andlegalliteracy.

CO2:UnderstandEngineeringand Professionalethicsandresponsibilities ofEngineers.

AssessmentDetails(bothCIEandSEE)

TheweightageofContinuousInternalEvaluation(CIE)is50%andforSemesterEndExam(SEE)is50%.Theminimumpassingmarkforthe CIEis40%ofthemaximummarksthatis20marks.Astudentshallbedeemedtohavesatisfiedtheacademicrequirementsandearnedthecreditsallottedtoeachsubject/courseifthestudentsecuresnot lessthan 35% (18 Marks outof50)inthesemester-endexamination(SEE), and a minimumof40% (40marksoutof100)inthesumtotaloftheCIEandSEEtakentogether

ContinuousInternalEvaluation:

ThreeTestseachof**20Marks(duration01hour**)

1. Firsttestattheendof5th weekofthesemester
2. Secondtestattheendofthe10th weekofthesemester
3. Thirdtestattheendofthe15th weekofthesemesterTwoassignments eachof**10Marks**
4. Firstassignmentattheendof4th weekofthesemester
5. Secondassignmentattheendof9th weekofthesemester

Groupdiscussion/Seminar/quizanyoneofthreesuitablyplannedtoattaintheCOsandPOsfor **20Marks** (**duration01hours**)

6. Attheendofthe13th weekofthesemester

Thesumofthreetests,twoassignments,andquiz/seminar/groupdiscussionwillbeoutof100marksandwillbe **scaleddownto50marks**

CIEmethods/questionpaperisdesignedtoattainthedifferentlevelsofBloom'staxonomyaspertheoutcomedefinedforthecourse.

SemesterEndExamination:

SEEwillbeconductedbyUniversityasperthescheduledtimetable,withcommonquestionpapersforthesubject.

- Thequestionpaperwillhave50questions.Eachquestionissetfor01mark.
- SEEPatternwillbeinMCQModel(MultipleChoiceQuestions)for50marks.Durationoftheexaminationis01Hour.

Textbook:

1. **"ConstitutionofIndia&ProfessionalEthics"**PublishedbyPrasarangaorpublishedonVTUwebsitewiththeconsentoftheuniversityauthorities VTUBelagavi.

14.09.2022

15.09.2022

SAMPLETEMPLATE

BE-**III/IVSemester –Commontoall**

[illegible]			
[illegible](CourseCode)	21KSK39/49	[illegible]	50
[illegible] (TeachingHours/Week(L:T:P :S)	0:2:0:1	[illegible]	50
[illegible] TotalHours ofPedagogy	25[illegible]	[illegible]	100
[illegible](Credits)	01	[illegible]	01 [illegible]

[illegible]:

1. [illegible],
[illegible].
2. [illegible]
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3. [illegible]
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4. [illegible]
[illegible].

[illegible] (Teaching-LearningProcess-GeneralInstructions) :
TheseareSampleStrategies,whichteacher canusetoacceleratetheattainmentofthecourseoutcomes.

1. [illegible].[illegible]
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2. [illegible]- [illegible]-
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15.09.2022

SAMPLETEMPLATE

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[illegible]

[illegible](courseOutcomes):

1. [illegible],[illegible].
2. [illegible] [illegible].
3. [illegible].
4. [illegible],[illegible] [illegible].

[illegible](AssessmentDetails-bothCIEandSEE):

(methodsofCIE-MCQ,Quizzes,Open booktest,Seminaror microproject)

TheweightageofContinuousInternalEvaluation(CIE)is50% andforSemesterEndExam(SEE)is50%. Thestudenthastoobtainaminimumof40%marksindividuallybothinCIEand35%marksinSEEtopass.TheorySemester EndExam(SEE)isconductedfor50marks(01hourduration).Basedonthisgradingwillbeawarded.

ContinuousInternalEvaluation:

ThreeTestseachof**20Marks(duration01hour**)

a. Firsttestattheendof5thweekofthesemester
b. Secondtestattheendofthe10thweekofthesemester
c. Thirdtestattheendofthe15thweekofthesemester

Twoassignmentseachof**10Marks:1.**Firstassignmentattheendof4thweekofthesemester

2. Secondassignmentattheendof9thweekofthesemester

Groupdiscussion/Seminar/quizanyoneofthreesuitablyplannedtoattaintheCOsandPOsfor**20Marks** (**duration01hours**)

3. Attheendofthe13thweekofthesemester

Thesumofthreetests,twoassignments,andquiz/seminar/groupdiscussionwillbeoutof100marksandwillbe **scaleddownto50marks**

CIEmethods/questionpaperisdesignedtoattainthedifferentlevelsofBloom'staxonomyaspertheoutcomedefinedforthecourse.

[illegible] –SemesterEndExam(SEE):

SEEwillbeconductedbyUniversityasperthescheduledtimetable,withcommonquestionpapersforthesubject.

1.

Thequestionpaperwillhave50questions.Eachquestionissetfor01mark.SEEPatternwillbe

inMCQModelfor50marks.Durationoftheexamis01Hour.

[illegible]:

[illegible]

[illegible].[illegible].[illegible].[illegible].[illegible].[illegible],

[illegible],[illegible],[illegible].

14.09.2022

15.09.2022

SAMPLETEMPLATE

BE-III / IV Semester –Common to All

[illegible]- baLakeKannada(KannadaforUsage)

[illegible]-(PrescribedTextbooktoLearnKannada)

[illegible](CourseCode)	21KBK39/49	[illegible] [illegible](ContinuousInternalEvaluationMarks)	50
[illegible] [illegible] (TeachingHours/Week (L:T:P:S)	0:2:0:1	[illegible] [illegible] (Semester End Examination Marks)	50
[illegible] [illegible] TotalHours ofPedagogy	25[illegible]	[illegible](TotalMarks)	100
[illegible] (Credits)	01	[illegible](ExamHours)	01[illegible]

[illegible](CourseLearningObjectives):

- To Createthe awarenessregardingthe necessityof learninglocallanguage for comfortableandhealthylife.
- Toenablelearnersto Listenand understandtheKannadalanguageproperly.
- Tospeak,readandwriteKannadalanguage as perrequirement.
- Totrainthelearnersforcorrectandpoliteconservation.

[illegible](Teaching-LearningProcess-GeneralInstructions):

ThesearesampleStrategies,whichteachercanusetoacceleratetheattainmentofthevariouscourseoutcomes.

1. [illegible]
2. [illegible]
3. [illegible]

1. [illegible]
2. [illegible]

Module-1

1. Introduction,Necessityoflearninga locallanguage.Methods tolearntheKannadalanguage.
2. EasylearningofaKannadaLanguage:Afewtips.Hintsforcorrectandpoliteconservation,ListeningandSpeakingActivities
3. KeytoTranscription.
4. [illegible],[illegible]/[illegible] [illegible] - **PersonalPronouns,PossessiveFor**

[illegible] [illegible] [illegible] [illegible]	[illegible],[illegible] [illegible],[illegible] [illegible],[illegible] [illegible].

Module-2

1.[illegible],[illegible] [illegible]-**Possessiveforms ofnouns,dubitivequestionandRelativenouns**

2.[illegible],[illegible],[illegible]**Qualitative,QuantitativeandColourAdjectives, Numerals**

3. **PÁgÀPÀgÀÆ¥ÀUÀ¼ÀÄªÀÄvÀÄÛ «¨sÀQÛ ¥ÀævÀåAiÀÄUÀ¼ÀÄ–¸À¥ÀÛ«Ä «¨sÀQÛ ¥ÀævÀåAiÀÄ –(D,CzÀÄ,CªÀÅ,C°è)PredictiveForms,Locative Case**

[illegible] [illegible] [illegible] [illegible]	[illegible],[illegible] [illegible],[illegible] [illegible],[illegible] [illegible].

Module-3

1. **ZÀvÀÄyð«¨sÀQÛ¥ÀævÀåAiÀÄzÀ§¼ÀPÉªÀÄvÀÄÛ¸ÀASÁåªÁZÀPÀUÀ¼ÀÄ- DativeCases, and Numerals**

4. **¸ÀASÁåUÀÄtªÁZÀPÀUÀ¼ÀÄªÀÄvÀÄÛ §ºÀÄªÀZÀ£À £ÁªÀÄgÀÆ¥ÀUÀ¼ÀÄ - OrdinalnumeralsandPluralmarkers**

5. **£ÀÆå£À/¤µÉÃzsÁxÀðPÀ QæAiÀiÁ¥ÀzÀUÀ¼ÀÄªÀÄvÀÄÛªÀtðUÀÄtªÁZÀPÀUÀ¼ÀÄ Defective / NegativeVerbsandColourAdjectives**

[illegible] [illegible] [illegible] [illegible]	[illegible],[illegible] [illegible],[illegible] [illegible],[illegible] [illegible].

Module-4

1 [illegible]/[illegible],[illegible],[illegible] [illegible]

Permission,Commands,encouragingandUrgingwords (Imperativewords and sentences)

2. [illegible] [illegible]

AccusativeCases andPotentialFormsused in General Communication

3. "[illegible]"[illegible],[illegible]

[illegible]- HelpingVerbs "iruandiralla",CorrespondingFutureandNegationVerbs

6.[illegible] (ತ ಡಿಮ) [illegible] [illegible]

[illegible]ಪದಗಳ[illegible]-Comparitive,Relationship,IdentificationandNegationWords

[illegible] [illegible]	[illegible],[illegible] [illegible],[illegible] [illegible],[illegible] [illegible].

Module-5

1.[illegible]ಸಮಯ[illegible] [illegible]-ifferenttypesofforms ofTense,Time andVerbs

2. [illegible],-[illegible],-[illegible],-[illegible],-[illegible],-[illegible],-[illegible],-[illegible],[illegible],[illegible]

[illegible],[illegible]-FormationofPast,FutureandPresentTense SentenceswithVerbForms

3.KannadaVocabularyList: [illegible] [illegible] -

KannadaWordsin Conversation

[illegible] [illegible]	[illegible],[illegible] [illegible],[illegible] [illegible],[illegible] [illegible].

[illegible]

[illegible]: **courseOutcomes(CourseSkill**Set):Attheendof theCourse,TheStudentswillbe able

1. To understandthe necessityof learningoflocallanguage for comfortablelife.
2. To ListenandunderstandtheKannadalanguageproperly.
3. Tospeak,readandwriteKannadalanguage as perrequirement.
4. Tocommunicate(converse) inKannadalanguage in theirdailylifewithkannadaspeakers.
5. Tospeakinpoliteconservation.

AssessmentDetails(bothCIEandSEE)

TheweightageofContinuousInternalEvaluation(CIE)is50%andforSemesterEndExam(SEE)is50%.Theminimumpassi ngmarkfortheCIEis40%ofthemaximummarks(20marks).Astudentshallbedeemedtohavesatisfiedtheacademicrequire mentsandearnedthecreditsallottedtoeachsubject/courseifthestudentsecuresnotlessthan35%(18Marksoutof50)inth esemester-endexamination(SEE),andaminimumof40%(40marksoutof100)inthesumtotal oftheCIE(ContinuousInternalEvaluation)andSEE(SemesterEndExamination)takentogether

ContinuousInternalEvaluation:

ThreeTestseachof**20Marks(duration01hour**)

a. Firsttestattheendof5th weekofthesemester
b. Secondtestattheendofthe10th weekofthesemester
c. Thirdtestattheendofthe15th weekofthesemester

Twoassignmentseachof**10Marks:1.**Firstassignmentattheendof4th weekofthesemester

7. Secondassignmentattheendof9th weekofthesemester

Groupdiscussion/Seminar/quizanyoneofthreesuitablyplannedtoattaintheCOsandPOsfor**20Marks** (**duration01hours**)

8. Attheendofthe13th weekofthesemester

Thesumofthreetests,twoassignments,andquiz/seminar/groupdiscussionwillbeoutof100marksandwillbe **scaleddownto50marks**

CIEmethods/questionpaperisdesignedtoattainthedifferentlevelsofBloom'staxonomyaspertheoutcomedefin edforthecourse.

[illegible] **–SemesterEndExam(SEE):**

SEEwillbeconductedbyUniversityasperthescheduledtimetable,withcommonquestionpapersforthesubject.

2. Thequestionpaperwillhave50questions.Eachquestionissetfor01mark.
3. SEEPatternwillbeinMCQModelfor50marks.Durationoftheexamis01Hour.

Textbook :

[illegible]

[illegible]:[illegible].[illegible].[illegible]

[illegible],[illegible],

[illegible].

SemesterIII

Problem Solving withPython			
CourseCode	21CV381	CIEMarks	50
TeachingHours/Week(L:T:P:S)	0:2:0:0	SEEMarks	50
TotalHoursofPedagogy	15	TotalMarks	100
Credits	1	ExamHours	1hr

Courseobjectives:

- To understandwhyPython is a usefulscriptinglanguagefordevelopers.
- To readandwrite simplePythonprograms
- To learnhow to identifyPython object types.
- To learnhow to writefunctions andpassarguments in Python.

Teaching-LearningProcess(GeneralInstructions)

ThesearesampleStrategies,whichteacherscanusetoacceleratetheattainmentofthevariouscourseoutcomes.

1. Lecturermethod(L)neednottobeonlyatraditionallecturemethod,butalternativeeffectiveteachingmethodscouldbe adoptedtoattaintheoutcomes.
2. UseofVideo/Animationtoexplainfunctioningofvariousconcepts.
3. Encouragecollaborative(GroupLearning)Learningintheclass.
4. AskatleastthreeHOT(HigherorderThinking)questionsintheclass,whichpromotescriticalthinking.
5. AdoptProblemBasedLearning(PBL),whichfostersstudents'Analyticalskills,developdesignthinkingskillssuchas theabilitytodesign,evaluate,generalize,andanalyzeinformationratherthansimplyrecallit.
6. IntroduceTopicsinmanifoldrepresentations.
7. Showthedifferentwaystosolvethesameproblemwithdifferentcircuits/logicandencouragethestudentstocomeup withtheirowncreativewaystosolvethem.
8. Discusshoweveryconceptcanbeappliedtotherealworld - andwhenthat'spossible,ithelpsimprovethestudents'understanding.

Module-1

Introduction to Python:InstallingPython and Python packages,Managing virtualenvironments withvenv module
IntroductiontoNumPyarrays:Arraycreation,indexing,datatypes,broadcasting,copiesandviews,universal functions,I/Owith NumPy

Teaching-Learning Process	Chalkandtalk,PowerPointPresentation,YouTubevideos

Module-2

IntroductiontoNumPyandSciPy:NumPysubpackages– linalg,fft,random,polynomials,SciPysubpackages–linalg, fftpack, integrate,interpolate, optimize
Introduction to Matplotlib: Plotting2D graphswith Matplotlib,annotations,legend, savingplots tofile,barand piecharts, lineplots.

Teaching-Learning Process	Chalkandtalk,PowerPointPresentation,YouTubevideos

Module-3

LinearalgebrausingNumPyandSciPy:SolvinglinearsimultaneousequationsusingNumPyandSciPyusing numpy.linalgand scipy.linalg– solve, inverse,determinant, least squaresolution,
LinearalgebrausingNumPyand SciPy(continued):Decomposition using lu and cholesky.
Solvingeigenvalueproblems usingNumPyandSciPy:Usingnumpy.linalgandscipy.linalg– eig,eigvals.

Teaching-Learning Process	Chalkandtalk,PowerPointPresentation,YouTubevideos

Module-4	
Solvinginitial value problemsforODEsystems usingscipy.integratesubpackage – solve_ivp, RK45,LSODA. Numericalintegration offunctions usingSciPy:Usingscipy.integratesubpackage–Definite integralusingGaussian quadrature – quadand quadrature Numericalintegration offixed samples usingscipy.integratesubpackage–Trapezoidalrule trapezoid,Simpson's 1/3 ruleusingSimpson, Rombergintegrationromb.	
Teaching-Learning Process	Chalkandtalk,PowerPointPresentation,YouTubevideos
Module-5	
Determining roots ofequations usingSciPyusingscipy.optimizesubpackage– Bisection methodbisect,Brent's method brentq, Newton-Raphsonmethod newton. SymboliccomputingusingSymPyandsolvingcivilengineeringproblemsusingSymPy:Introduction,definingsymbols,derivatives,integrals,limits,expressionevaluation,expressionsimplification, solvingequations, solvingdifferential equations.	
Teaching-Learning Process	Chalkandtalk,PowerPointPresentation,YouTubevideos

Courseoutcome(CourseSkillSet)

Attheendofthecoursethestudentwillbeableto:

1. UnderstandPythonsyntaxandsemanticsandbefluentintheuseofPythonflowcontrolandfunctions.
2. Demonstrate proficiencyin handlingStringsand File Systems.
3. Represent compound datausingPython lists, tuples,Strings,dictionaries.
4. Readandwrite data from/to files in Python Programs

AssessmentDetails(bothCIEandSEE)

TheweightageofContinuousInternalEvaluation(CIE)is50%andforSemesterEndExam(SEE)is50%.Theminimumpassingmarkforthe CIEis40%ofthemaximummarks(20marksoutof50).Astudentshallbedeemedtohavesatisfiedtheacademicrequirementsandearnedthecreditsallottedtoeachsubject/courseifthestudentsecuresnotlessthan35%(18Marksoutof50)inthesemester-endexamination(SEE),andaminimumof40%(40marksoutof100)inthesumtotaloftheCIE(ContinuousInternalEvaluation)andSEE(SemesterEndExamination)takentogether

ContinuousinternalExamination(CIE)

ThreeTests(preferablyinMCQpatternwith20questions)eachof20Marks(duration01hour)

1. Firsttestattheendof5thweekofthesemester
2. Secondtestattheendofthe10thweekofthesemester
3. Thirdtestattheendofthe15thweekofthesemesterTwoassignmentseachof10Marks
1. Firstassignmentattheendof4thweekofthesemester
2. Secondassignmentattheendof9thweekofthesemester

Quiz/Groupdiscussion/Seminar,anytwoofthreesuitablyplannedtoattaintheCOsandPOsfor20Marks(duration01hours)

Thesumoftotalmarksofthreetests,twoassignments,andquiz/seminar/groupdiscussionwillbeoutof100marksandshallbescaleddownto50marks

SemesterEndExaminations(SEE)

SEEpapershallbesetfor50questions,eachof01mark.ThepatternofthequestionpaperisMCQ(multiplechoicequestions).ThetimeallottedforSEEis01hour.Thestudenthastosecureminimumof35%ofthemaximummarksmeantforSEE.

SuggestedLearningResources:

Books

1. R.NageswaraRao,"CorePythonProgramming",dreamtech

2. PythonProgramming:AModernApproach,VamsiKurama,Pearson
3. PythonProgramming,Reematheraja,OXFORDpublication

WeblinksandVideoLectures(e-Resources):

1. NumPydocumentationathttps://numpy.org/doc/
2. SciPydocumentationathttps://docs.scipy.org/doc/scipy/
3. Matplotlibdocumentationathttps://matplotlib.org/stable/users/index
4. SymPydocumentationathttps://docs.sympy.org/latest/index.html

ActivityBasedLearning(SuggestedActivitiesinClass)/PracticalBasedlearning

- Realworld problem solving:Demonstration of projectsdeveloped usingpython language

SemesterIII

MicrosoftExcel and Visual Basicfor Applications			
CourseCode	21CV382	CIEMarks	50
TeachingHours/Week(L:T:P:S)	0:2:0:0	SEEMarks	50
TotalHoursofPedagogy	15	TotalMarks	100
Credits	1	ExamHours	01hr

Courseobjectives:

- To learn basicoperationsusing excel
- Tosolve problemsusing functions inexcel
- To design structuralelementsusing excel andVBas a tool

Teaching-LearningProcess(GeneralInstructions)

ThesearesampleStrategies,whichteacherscanusetoacceleratetheattainmentofthevariouscourseoutcomes.

1. Theonlinecoursesavailableshouldbesharedwithstudents
2. YouTubevideos
3. Powerpointpresentations
4. AssignmentstosolvealltheproblemsusingexcelandVB.

Module-1

Introduction to MicrosoftExcel, Workbooks, Worksheets, UserInterface–navigatingthe interface,enteringdata, implicit data types, settingcell datatypes,Basicoperations–copy/cut, paste, pastespecial,rowandcellreferences, using cellnames,Simple built-informulae,Copyingand pastingformulae

Built-informulae – Trigonometric,Logarithmic, Exponential, Statistical,Matrixoperations such astranspose,multiplication,inverse etc.

Plottingcharts ofdifferent types, bar and piecharts,scatterplots, legend,Using Logand Semilogscales, Customizingchart axes, Usingmultiple axes,Preparing contour plots, Annotatingcharts

Teaching-Learning Process	Chalkandtalk,PowerPointPresentation,YouTubevideos

Module-2

Introduction to VisualBasicforApplications, UserInterface– VBA Editor, VBAtoolbar,Developingsimple functions in VBA– area of acircle, minimum cover to reinforcement in a beamasperIS456, Callinguserdefined functions, Organizingcode into modules.

Debugging VBA code usingbuilt-indebugger – breakpoints,watchvariables, trace lines of codewithrun to cursor, step into, stepoverand step out.

Developingsubroutines,callingsubroutines, Differences between functionsand subroutines, Scopeofsubroutines– Publicand Private, Callingasubroutine

Teaching-Learning Process	Chalkandtalk,PowerPointPresentation,YouTubevideos

Module-3

VBA data types, Workingwith datatypes,Enforcingdefiningtypes with Option Explicit,Defining,initializingand using arrayswithin functions/subroutines.

Commentingcode,Long statements spanningmultiple lines,Programflowcontrol– Branchingandlooping, using conditionalstatements, CallingWorksheetfunctions in VBA.

Developfunctions for simple civilengineeringapplications – Stabilityofgravitydams, analysis of

rectangularfootingssubjected to axial compressionand bendingabout bothaxes, etc.	
Teaching-Learning Process	Chalkandtalk,PowerPointPresentation,YouTubevideos

Module-4

Table lookup–Lookup,Vlookup, Hlookup, Match,Index,VBAObjectmodel,creating and usinguserdefined objects.

Buildingforms, triggeringsubroutines bypressing abutton on a form

Interactingwith otherapplications with support forVBA, such as,SAP2000/ETABS or anyothersoftwareused bycivilengineers.

Teaching-Learning Process	Chalkandtalk,PowerPointPresentation,YouTubevideos

Module-5

UsingPython to manipulate Microsoft Excel files,creating, editingand savingMicrosoftExcelfilesfromPython,Interacting withMicrosoftExcel usingPythonxl wings package, CallingPython fromVBA.

Developingfunctions and subroutine for a comprehensivecivilengineeringapplication– RC design,Steeldesign, orother similarproblemsfromotherfields of Civil Engineering.

Teaching-Learning Process	Chalkandtalk,PowerPointPresentation,YouTubevideos

Courseoutcome(CourseSkillSet)

Attheendofthecoursethestudentwillbeableto:

1. SolveTrigonometric,Logarithmic,Exponential,StatisticalproblemsandperformMatrixoperations
2. SolvecivilengineeringproblemsusingVBasatool
3. DesignstructuralelementsbyintegratingexcelandVB

AssessmentDetails(bothCIEandSEE)

TheweightageofContinuousInternalEvaluation(CIE)is50%andforSemesterEndExam(SEE)is50%.Theminimumpassing markfor the CIE is 40% ofthemaximummarks (20marksoutof50). Astudentshall be deemedtohavesatisfiedtheacademicrequirementsandearnedthecreditsallottedtoeachsubject/courseifthestudentsecuresnot lessthan 35% (18 Marks outof50)inthesemester-endexamination(SEE), and a minimumof40%(40marksoutof100)inthesumtotaloftheCIE(ContinuousInternalEvaluation)andSEE(SemesterEndExamination)takentogether

ContinuousinternalExamination(CIE)

ThreeTests(preferablyinMCQpatternwith20questions)eachof20Marks(duration01hour)

1. Firsttestattheendof5thweekofthesemester
2. Secondtestattheendofthe10thweekofthesemester
3. ThirdtestattheendofthesemesterTwoa

ssignmentseachof10Marks

1. Firstassignmentattheendof4thweekofthesemester
2. Secondassignmentattheendof9thweekofthesemester

Quiz/Groupdiscussion/Seminar,anytwoofthreesuitablyplannedtoattaintheCOsandPOsfor20Marks(duratio

n01hours)

1. Thesumoftotal marks ofthreetests, twoassignments, andquiz/seminar/ group discussionwill beoutof100marksandshallbescaleddownto50marks

SemesterEndExaminations(SEE)

SEE paper shall be set for50questions, each of01 mark.The pattern ofthe questionpaper is MCQ (multiplechoicequestions).ThetimeallottedforSEEis01hour.Thestudenthastosecureminimumof35%ofthemaximum marksmeantforSEE.

SuggestedLearningResources:

Books

1. Bourg, D.M., ExcelScientificandEngineeringCookbook, O'ReillyMediaInc., 2006.
2. Bilio, E.J., Excel forScientists andEngineers– Numerical Methods, Wiley-Interscience, 2007.
3. Documentationforxlwingshttps://docs.xlwings.org/en/stable/

WeblinksandVideoLectures(e-Resources):

- https://freepdf-books.com/excel/
- https://jobscaptain.com/ms-excel-book-pdf/

ActivityBasedLearning(SuggestedActivitiesinClass)/PracticalBasedlearning

- AssignmentstounderstandtheoperationsinExcelandVBmaybegiventostudents

IIISemester

PersonalityDevelopment and Softskills(AEC)			
CourseCode	**21CV383**	CIEMarks	50
TeachingHours/Week(L:T:P:S)	1:0:0:0	SEEMarks	50
TotalHoursofPedagogy	15	TotalMarks	100
Credits	1	ExamHours	2

Courseobjectives:Enablethestudentsto

1. Experience self-fulfilment and overall development of one's own personalitybydevelopingpersonal skills.
2. Developawareness aboutthe significance ofsoft skills and impactful personalityinprofessionallife.
3. Improve the soft skills like effectivecommunication,businesscorrespondence,impressivepresentation,leadershipqualities,team-work, Time management leadingto successfulperformance in interviews andgroupdiscussions.
4. Identifyopportunities in career buildingand enhancementwith proper time management andstressmanagement

Teaching-LearningProcess(GeneralInstructions)

ThesearesampleStrategies,whichteachercanusetoacceleratetheattainmentofthevariouscourseoutcomes.

1. Chalkandtalk
2. PowerpointPresentation,video
3. Groupdiscussion
4. Enacting,Demonstration
5. Industryinteraction

Module-1	
Introduction to Soft-Skills-Personal Skills: KnowingOneself/Self-Discovery-ConfidenceBuilding-DefiningStrengths- DevelopingPositive Attitude-ThinkingCreatively-ImprovingPerceptions-FormingValues.	
Teaching-LearningProcess	Chalk and talk,PowerPointPresentation
Module-2	
Interpersonaland SocialSkills: Understandingothers-Developing Inter-personalrelationshipTeamBuilding-Group dynamics-Networking-Problem-solving.	
Teaching-LearningProcess	Chalk and talk,PowerPointPresentation.
Module-3	
CommunicationSkills:ArtofListening-ArtofSpeaking-ArtofReading-ArtofWriting-ArtofWritingE-mails:Emailetiquette	
Teaching-LearningProcess	Chalk and talk,Enacting,Demonstration.
Module-4	
Presentationskills: Groupdiscussion- mock GroupDiscussionusing video recording- publicspeaking.	
Teaching-LearningProcess	Chalk and talk,Enacting,Demonstration, Activity

Module-5	
CorporateSkills: Workingwith others- Developingaproper bodylanguage-behavioural etiquettesandmannerism- Time Management–StressManagement	
Teaching-LearningProcess	Chalk and talk, PowerPointPresentation

Courseoutcome(CourseSkillSet)

At the end ofthe coursethestudent will be able to:

1. Developeffective communication skills (spokenandwritten)andeffectivepresentationskills. Activelyparticipatein group discussion / meetings / interviewsand prepare&deliverpresentations
2. Conducteffective businesscorrespondenceandpreparebusiness reports which produceresults.
3. Develop an understandingofandpractice personal and professionalresponsibility.
4. Function effectivelyin multi-disciplinaryandheterogeneous teams throughthe knowledge ofteamwork,Inter-personalrelationships,conflictmanagementand leadershipquality.

AssessmentDetails(bothCIEandSEE)

TheweightageofContinuousInternalEvaluation (CIE)is50%andforSemester EndExam(SEE)is50%.TheminimumpassingmarkfortheCIEis40%ofthemaximummarks(20marksoutof50).Astudentshallbedeemedtohavesatisfiedtheacademicrequirementsandearnedthecreditsallottedtoeachsubject/courseifthestudentsecuresnotlessthan35%(18 Marksoutof50)inthesemester-endexamination(SEE),andaminimumof40%(40marksoutof100)inthesumtotaloftheCIE(ContinuousInternalEvaluation)andSEE(SemesterEndExamination)takentogether

ContinuousinternalExamination(CIE)

ThreeTests(preferablyinMCQpatternwith20questions)eachof **20Marks(duration01hour**)

1. Firsttestattheendof5th weekofthesemester
2. Secondtestattheendofthe10th weekofthesemester
3. Thirdtestattheendofthe15th weekofthesemesterTwoa

ssignmentseachof**10Marks**

1. Firstassignmentattheendof4th weekofthesemester
2. Secondassignmentattheendof9th weekofthesemester

Quiz/Groupdiscussion/Seminar,anytwoofthreesuitablyplannedtoattaintheCOsandPOsfor**20Marks** (**duration01hours**)

Thesumoftotalmarksofthreetests,twoassignments,andquiz/seminar/groupdiscussionwillbeoutof100marksand shallbe**scaleddownto50marks**

SemesterEndExaminations(SEE)

SEEpapershallbesetfor50questions,eachof01mark.ThepatternofthequestionpaperisMCQ(multiplechoicequestions).ThetimeallottedforSEEis**01hour.**Thestudenthastosecureminimumof35%ofthemaximummarksmeantforSEE.

SuggestedLearningResources:

Books

1. Meena Kand V. Ayothi (2013)A Book on Development ofSoft Skills (SoftSkills: A RoadMap to Success), P. R. Publishers&Distributors,No. B-20&21, V. M. MComplex,ChatiramBus Stand, Tiruchirappalli-620002. (PhoneNo: 0431-2702824MobileNo.:9443370597, 9843074472)
2. AlexK. (2012) Soft Skills-Know Yourself& Know theWorld, S. Chand&CompanyLTD,RamNagar,New Delhi-110055. Mobile No.: 9442514814

WeblinksandVideoLectures(e-Resources):

-

ActivityBasedLearning(SuggestedActivitiesinClass)/PracticalBasedlearning

- DemonstrationsofVideos
- GroupDiscussion
- Presentationonanysocialissues
- Quizzes

SemesterIII

InfrastructureFinance			
CourseCode	21CV384	CIEMarks	50
TeachingHours/Week(L:T:P:S)	0:2:0:0	SEEMarks	50
TotalHoursofPedagogy	15	TotalMarks	100
Credits	01	ExamHours	1hr

Courseobjectives:

- To understandtheinfrastructurecomponents
- Opportunities in infrastructuredevelopment
- Financial sourcesandinvestment forinfrastructure

Teaching-LearningProcess(GeneralInstructions)

ThesearesampleStrategies,whichteacherscanusetoacceleratetheattainmentofthevariouscourseoutcomes.

1. Theonlinecoursesavailableshouldbesharedwithstudents
2. YouTubevideos
3. Powerpointpresentations
4. Visittogovernment,publicandprivateorganizationstounderstandinfrastructureprojectsplanningandexecution procedures

Module-1

An Introduction to InfrastructureFinance

What isInfrastructureBusiness?Infrastructure then and now, Sector Structureand Size, Estimatingthe percapita cost.

Models ofthe Infrastructure Sectors

Classificationsystem,Infrastructure andService Organization,Business Models ofInfrastructureSubsystems,Matrixof Ownersand users of Infrastructuresystems

Teaching-Learning Process	Chalkandtalk,PowerPointPresentation,YouTubevideos

Module-2

Infrastructure and services:

HowInfrastructuresystemsservethebuiltenvironment, ,ServicesStructuresandEquipment,Infrastructuresupport sector.

Investorand BusinessOpportunities in Infrastructure

Introduction,BondMarket,StocksofInfrastructureCompanies,infrastructureFunds,InfrastructureIndices,Commoditymarkets,Mortgage-BackedSecurities,PrivateEquityandInfrastructure,TheInfrastructureSupportSector,InfrastructureInvestmentMedia,CorruptioninInfrastructureBusiness,International SpendingPlans.

Teaching-Learning Process	Chalkandtalk,PowerPointPresentation,YouTubevideos

Module-3

InfrastructurePerformance

TrackingInfrastructurePerformance,Systemstomeasure,PerformanceStandards,Infrastructurescorecard.

FinancialModels for Infrastructure Organisations

GeneralManagementModel,General Financing Model,Sector FinancingModels, Public PrivatePartnerships,Regulations.

Teaching-Learning	Chalkandtalk,PowerPointPresentation,YouTubevideos

Process	

Module-4

Capital Markets for Infrastructure

CapitalRequirement of Sectors,Capital flows of Infrastructure,Capital structureofInfrstructuresectors,SourcesofCapital,InvestmentBanking.

Teaching-Learning Process	Chalkandtalk,PowerPointPresentation,YouTubevideos

Module-5

Revenues forthe Infrastructure Sectors

Flow of Revenues,RateRegulation, Revenue andcost of service analysis,InfrastructurerevenuebySector.

OpportunitiesandRisks for Infrastructure

Infrastructureas apolicysector,InfrastructurePolicyelements,SectorIssues,TransformationalIssues.

Teaching-Learning Process	Chalkandtalk,PowerPointPresentation,YouTubevideos

Courseoutcome(CourseSkillSet)

Attheendofthecoursethestudentwillbeable to:

1. Prepareacomprehensivedevelopmentplanforinfrastructureprojects
2. Planfundingrequiredandproceduretobeadoptedforinfrastructuredevelopment
3. Estimaterevenuegenerationandimplementinvestmentplans
4. Understandriskinvolvedandpolicyissuesrelatedtoinfrastructureprojects

AssessmentDetails(bothCIEandSEE)

TheweightageofContinuousInternalEvaluation(CIE)is50%andforSemesterEndExam(SEE)is50%.Theminimumpassing markfor the CIE is 40% ofthemaximum marks (20marksoutof50).A studentshall be deemedtohavesatisfiedtheacademicrequirementsandearnedthecreditsallottedtoeachsubject/courseifthestudentsecuresnot lessthan 35% (18Marks outof50)inthesemester-endexamination(SEE), and a minimumof40% (40marksoutof100)inthesumtotaloftheCIE(ContinuousInternalEvaluation)andSEE(SemesterEndExamination)taken together

ContinuousinternalExamination(CIE)

ThreeTests(preferablyinMCQpatternwith20questions)eachof **20Marks(duration01hour**)

1. Firsttestattheendof5th weekofthesemester
2. Secondtestattheendofthe10th weekofthesemester
3. Thirdtestattheendofthe15th weekofthesemesterTwoa

ssignmentseachof**10Marks**

1. Firstassignmentattheendof4th weekofthesemester
2. Secondassignmentattheendof9th weekofthesemester

Quiz/Groupdiscussion/Seminar,anytwoofthreesuitablyplannedtoattaintheCOsandPOsfor **20Marks**(**duration 01hours**)

Thesumoftotalmarksofthreetests,twoassignments,andquiz/seminar/groupdiscussion

willbeoutof100marksandshallbe**scaled downto**

50marksSemesterEndExaminations(SEE)

SEEpapershallbesetfor50questions,eachof01mark.ThepatternofthequestionpaperisMCQ(multiplechoicequestions).ThetimeallottedforSEEis**01hour.**Thestudenthastosecureminimumof35%ofthemaximummarksmeantforSEE.

SuggestedLearningResources:

Books

1. InfrastructureFinance,Dr.KB Singh,Dr.AjayPratap Yadav,ISBN:9788195248070,Firstedition,2021,RajPublications
2. ProjectandInfrastructureFinance:CorporateBankingPerspective,VikasSrivastava,V.Rajaraman,OxfordUniversitypress,ISBN-13978-0199465002,2017

WeblinksandVideoLectures(e-Resources):

- https://www.pdfdrive.com/project-finance-e40552174.html
- https://www.yumpu.com/en/document/view/63829168/e-book-download-principles-of-project-finance-full-free-collection

ActivityBasedLearning(SuggestedActivitiesinClass)/PracticalBasedlearning

- Assignmentsonnewplanninganddesignofaninfrastructurefacilitymaybegiven

SemesterIII

FireSafetyinBuildings			
CourseCode	21CV385	CIEMarks	50
TeachingHours/Week(L:T:P:S)	0:2:0:0	SEEMarks	50
TotalHoursofPedagogy	15	TotalMarks	100
Credits	01	ExamHours	1hr

Courseobjectives:

- To understandtheimportancefiresafety
- To learn varioustechniquesinvolved infiresafety
- To design fire resistant buildingsusingpropermaterialsandmethods

Teaching-LearningProcess(GeneralInstructions)

ThesearesampleStrategies,whichteacherscanusetoacceleratetheattainmentofthevariouscourseoutcomes.

1. Theonlinecoursesavailableshouldbesharedwithstudents
2. YouTubevideos
3. Powerpointpresentations
4. Visittofirestationsandunderstandvariousfireaccidents

Module-1	
Fire:Introduction,Basicconcepts of fireprotection,Fireasa process of combustion, planningforfireprotection,fireresistance Ventilationandfuelcontrolledfire,processofcombustion:flashovercondition,effectoffireonconstructionmaterial,design of fire resistance steel structure, concrete structure	
Teaching-Learning Process	Chalkandtalk,PowerPointPresentation,YouTubevideos

Module-2	
Firesafety:urbanplanning,escapeandrefuge, internal planning,detectionandsuppressionIntroductiontoliftdesign,designofliftsystem,expectedstopandfloorofreversal,differentcases,simulation, arrangementsandescalators	
Teaching-Learning Process	Chalkandtalk,PowerPointPresentation,YouTubevideos

Module-3	
Introduction to flow system:watersupply, constant demand,variable demand and diversityfactor,controlsystems Flow in pipe networksand fixtureunits, design of watersupplydistribution system, flow in waste waterpipes	
Teaching-Learning Process	Chalkandtalk,PowerPointPresentation,YouTubevideos

Module-4	
Introduction to HVAC:governingequations to HVAC process,numericalproblem on HVAC system,psychometric chart, equationbasedapproach Electrical systems: design of electrical systems, intelligentbuilding, life cyclecost and basics ofbuildingmaintenance,stages of maintenance management, planningforbuildingmaintenance,periodicityofmaintenance management,estimation of repaircycle,cost profileof maintenance, lampreplacement, buildinginspection, plannedandAd-hoc maintenance	
Teaching-Learning Process	Chalkandtalk,PowerPointPresentation,YouTubevideos

Module-5	
Condition surveyand health evaluation of buildings,diagnosis of buildingbyvisual survey, casestudies of visualsurvey,effect of corrosionand alkali aggregate reaction, samplingandchoiceof testlocation Non-destructive testing,corestrengthtest,carbonationandchloride measurement, electricalmethodofprogressmeasurement Repair,rehabilitation,retrofit, periodicityand economics of conditionsurvey,interpretation oftestresults	
Teaching-Learning Process	Chalkandtalk,PowerPointPresentation,YouTubevideos

Courseoutcome(CourseSkillSet)

Attheendofthecoursethestudentwillbeableto:

1. Understandtypesoffire,combustionprocessandfireresistance
2. Planforfiresafetyanddesignoflifts
3. Designflownetworkinbuildings
4. Designofelectricalsystemsandmaintenance
5. Performhealthevaluationofbuildingsandsuggestremedies

AssessmentDetails(bothCIEandSEE)

TheweightageofContinuousInternalEvaluation(CIE)is50%andforSemesterEndExam(SEE)is50%.Theminimumpassing markfortheCIE is40%ofthemaximummarks(20marks outof50).Astudentshall bedeemedtohavesatisfiedtheacademicrequirementsandearnedthecreditsallottedtoeachsubject/courseifthestudentsecuresnotlessthan35%(18Marksoutof50)inthesemester-endexamination(SEE),andaminimumof40%(40marksoutof100)in thesumtotalof theCIE(ContinuousInternalEvaluation)andSEE(SemesterEndExamination)takentogether

ContinuousinternalExamination(CIE)

ThreeTests(preferablyinMCQpatternwith20questions)eachof20 Marks(duration01hour)

1. Firsttestattheendof5thweekofthesemester
2. Secondtestattheendofthe10thweekofthesemester
3. Thirdtestattheendofthe15thweekofthesemesterTwoa

ssignmentseachof10Marks

1. Firstassignmentattheendof4th weekofthesemester
2. Secondassignmentattheendof9thweekofthesemester

Quiz/Groupdiscussion/Seminar,anytwoofthreesuitablyplannedtoattaintheCOsandPOsfor20Marks(duration01hours)

Thesumoftotalmarksofthreetests,twoassignments,andquiz/seminar/groupdiscussionwillbeoutof100marksand shallbescaleddownto50marks

SemesterEndExaminations(SEE)

SEEpapershallbesetfor50questions,eachof01mark.ThepatternofthequestionpaperisMCQ(multiplechoicequestions). ThetimeallottedforSEEis01hour.Thestudenthastosecureminimumof35%ofthemaximummarksmeantforSEE.

SuggestedLearningResources:

Books

1. JAPurkiss,FireSafetyEngineering:DesignofStructures,ISBN13978-8131220085,Elsevier,2009
2. VK Jain,Fire SafetyinBuildings,ISBN-13978-938980219,NewAge International Private Limited;Third edition, 2020
3. Fireprotection, services andmaintenancemanagement ofbuilding, NPTELvideo lecture,IIT,Delhi
4. Bureau ofIndianStandards, "HANDBOOK OF FUNCTIONALREQUIREMENTS OFBUILDINGS, (SP-41& SP- 32)",BIS 1987and 1989.
5. Markus,T.A.&Morris,E.N.,"BUILDING CLIMATE ANDENERGY" Pitman publishinglimited. 1980.
6. Croome,J.D.&Roberts,B.M.,"AIRCONDITIONINGAND VENTILATIONOF BUILDINGSVOL-1".Pergamon press.
7. BuildingServicesDesign- T.W.MEVER
8. BuildingEngineering &SystemDesign-F.S.MERRIT&J.AMBROSE
9. SP-35(1987):Handbookof Watersupply&drainage-BIS
10. N.B.C.-2007BIS
11. Concept of buildingfiresafety-D.EGAN.
12. Designoffire resistingstructures -

H.L.MALHOTRA.List of reference materials/books/

1. An introduction to firedynamics-D.DRYSDALE
2. Structural fireprotectionEdt byT.T.LIE
3. Elevator technology-G.C.BARNEY
4. HEATINGVENTILATINGAND AIRCONDITIONING Analysis andDesign-Faye C.McQuistonandJerald D. Parker.
5. BuildingMaintenance Management-R.LEE
6. DevelopmentsInBuildingMaintenance-I.EJ.GIBSON
7. ConcreteStructures:materials,MaintenanceAnd Repair D.CAMPBELL,ALLEN&H.ROPER

WeblinksandVideoLectures(e-Resources):

- https://archive.nptel.ac.in/courses/105/102/105102176/

ActivityBasedLearning(SuggestedActivitiesinClass)/PracticalBasedlearning

- Assignmentstudents:Acasestudyoffirehazardinbuildingandrestorationprocedureadopted

IV Semester

Fluid Mechanics and Hydraulics			
Course Code	**21CV42**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2+2+2	SEE Marks	50
Total Hours of Pedagogy	50	Total Marks	100
Credits	4	Exam Hours	3

Course objectives: Make the students to learn
1Fundamentals of fluid pressure and Hydrostatic laws
2 Principles of Kinematics, Hydrodynamics and basic design of pipes
3 Flow measurements
4Design of open channels and energy concepts
5.Working principles of the hydraulic machines

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

1. Power point Presentation, video
2. Video tube, NPTEL materials
3. Quiz/Assignments/Open book test to develop skills
4. Adopt problem based learning (PBL)to develop analytical and thinking skills
5. Encourage collaborative learning in the class with site visits related to subject and impart practical knowledge

Module-1	
Fluids and their properties, Fluid pressure measurements, Pascal's law, Measurement of pressure using manometer, Total pressure and centre of pressure on vertical and inclined plane surfaces	10 hours
Teaching-Learning Process	Chalk and talk, Power Point Presentation

Module-2	
Kinematics- Types of fluid flow, continuity equation in Cartesian coordinates, flow nets, Dynamics- Euler's equation of motion, Bernoulli's equation, Application-Venturimeter, Orificemeter, Pitot tube	10 hours
Teaching-Learning Process	. Chalk and talk, PowerPoint Presentation, Analysis in Laboratory

Module-3	
Classification of orifice and mouth piece, Hydraulic coefficients, Discharge over Rectangular, Triangular and Cipoletti notch Flow through pipes-Major and minor losses, pipes in series and parallel, concepts of water hammer and surge tanks	10 hours
Teaching-Learning Process	Chalk and talk, Power Point Presentation and demonstration in labs

Module-4	
Open Channel Hydraulics- Classification of Flow through channels, Most economical channel sections: Rectangular, Triangular, Circular, Uniform flow, Specific energy Non-Uniform flow- Hydraulic jump, GVF equation	10 hours
Teaching-Learning Process	Chalk and talk, Power Point Presentation and demonstration in labs

Module-5	
Impact of jet on curved vanes ,momentum equation, Impact of jet on stationary and moving curved vanes	10 hours

Turbines- Pelton wheel and components, Velocity triangle Reaction turbine-Francis turbine ,Working proportions Centrifugal Pumps-Work done and efficiency, Multi stage pumps	
Teaching-Learning Process	Chalk and talk, Power Point Presentation and demonstration in labs and visit to power station as part of industrial visit

Course outcome (Course Skill Set)

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

1. Understand fundamental properties of fluids and solve problems on Hydrostatics
2. Apply Principles of Mathematics to represent Kinematics and Bernoulli's principles
3. Compute discharge through pipes, notches and weirs
4. Design of open channels of various cross sections
5. Design of turbines for the given data and understand their operation characteristics

PRACTICAL COMPONENT OF IPCC

Sl. NO	Experiments
1	Verification of Bernoulli's equation
2	Determination of Cd for Venturimeter or Orificemeter
3	Determination of Hydraulic coefficients of small vertical orifice
4	Calibration of Triangular notch
5	Determination of Major losses in pipes
6	Determination of Cd for ogee or broad crested weir
7	Determination of force exerted by a jet on flat and curved vanes
8	Determination of efficiency of centrifugal pump
9	Determination of efficiency of Kaplan or Francis turbine
10	Determination of efficiency of Pelton wheel turbine

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 02/03 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**.

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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)

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scorded shall be proportionally scaled down to 50 Marks
2. 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.
3. The students have to answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

Text Books:

1. P.N.Modi and S.M.Seth-Hydraulics and Fluid Mechanics, including Hydraulic machines, standard Book House, New Delhi
2. K Subramanya- Fluid Mechanics and Hydraulic Machines, Tata McGrawhill, New Delhi

3. R.K. Bansal- A text book of Fluid Mechanics and Hydraulic Machines- Laxmi Publications ,New Delhi

Reference books

1. Victor L. Streeter, Benjamin Wyile E and Keith W. Bedford- Fluid Mechanics ,Tata McGraw Hill publishing Co Ltd,New Delhi
2. J.F.Douglas,J .M .Gasoreik, John Warfield ,Lynne Jack – Fluid Mechanics ,Pearson ,Fifth edition.
3. K.Subramanya- Fluid Mechanics and Hydraulic Machines, Problems and Solutions, Tata McGrawhill, New Delhi
4. S.K SOM and G.Biswas – " introduction to Fluid Mechanics and Fluid Machines, Tata Mcg raw Hill, New Delhi

Web links and Video Lectures (e-Resources):

- https://searchworks.stanford.edu/view/10496310
- https://searchworks.stanford.edu/view/13576277
- https://searchworks.stanford.edu/view/11842972

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

- Seminars /Quiz (to assist in GATE preparations)
- Demonstrations in lab
- Self-Study on simple topics
- Simple problems solving by C+
- Virtual lab experiments

IV Semester

PUBLIC HEALTH ENGINEERING			
Course Code	**21CV43**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2+2+2+0	SEE Marks	50
Total Hours of Pedagogy	50	Total Marks	100
Credits	4	Exam Hours	3

Course objectives:

1.Analyze the variation of water demand and to estimate water requirement for a community.

2. Study drinking water quality standards and to illustrate qualitative analysis of water.

3. Analysis of physical and chemical characteristics of water and wastewater.

4.Understand and design of different unit operations and unit process involved in water and wastewater treatment process

Teaching-Learning Process (General Instructions)

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

1. Apart from conventional lecture methods various types of innovative teaching techniques through videos, animation films may be adopted so that the delivered lesson can progress the students in theoretical, applied and practical skills.
2. Arrange field visits to give brief information about the water and wastewater treatment plant.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOTS (Higher-order Thinking) questions in the class, which promotes critical thinking and enhance the knowledge of treatment processes.
5. Adopt Problem Based Learning (PBL), which fosters students, Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
6. Seminars, surprise tests and Quizzes may be arranged for students in respective subjects to develop skills.

Module-1

Introduction: Water: Need for protected water supply, Demand of Water: Types of water demands - domestic demand, industrial, institutional and commercial demand, public use and fire demand estimation, factors affecting per capita demand, Variations in demand of water, Peak factor.

Design period and factors governing design period. Methods of population forecasting and numerical problems. Physico chemical characteristics of water(Analysis to be conducted in laboratory session). Sampling.

8hours

Teaching-Learning Process	Chalk and talk, powerpoint presentation, demonstration and analysis in laboratory

Module-2	
Water Treatment: Objectives, Unit flow diagrams – significance of each unit, Aeration process- Limitations and types, **Sedimentation -** Theory, settling tanks, types and design with numericals, Coagulation and flocculation, types of coagulants,(Optimisation of coagulant to be carried out in the laboratory),**Filtration:** mechanism, theory of filtration, types offilters: slow sand, rapid sand and pressure filters. Operation and cleaning. Design of slow and rapid sand filter without under drainage system (numericals) **8hours**	
Teaching-Learning Process	Chalk and talk, videos, PowerPoint Presentation,anim.ations and visit to in around water treatment plant
Module-3	
Disinfection: Methods of disinfection with merits and demerits. Breakpoint of chlorination (Analysis to be conducted in laboratory session) Softening: Lime soda and Zeolite process. **Wastewater**: **Introduction:** Need for sanitation, methods of sewage disposal, types of sewerage systems, **Treatment of municipal waste water:** Waste water characteristics(Analysis to be conducted in laboratory session): sampling, significance and techniques, physical, chemical and biological characteristics,Numericals on BOD, **8hours**	
Teaching-Learning Process	Chalk and talk, videos, PowerPoint Presentation, animations
Module-4	
Treatment Process: flow diagram for municipal waste water Treatment unit operations and process,Screens: types, disposal. Grit chamber, oil and grease removal. primary and secondary settling tanks (no numericals), Suspended growth system - conventional activated sludge process and its modifications. **8hours**	
Teaching-Learning Process	Chalk and talk, videos, PowerPoint Presentation,, animations, and visit to in around waste water treatment plant
Module-5	
Attached growth system – trickling filter, numericals on Trickling filters, bio-towers and rotating biological contactors. Principle of stabilization ponds, oxidation ditch, Sludge digesters(aerobic and anaerobic), Equalization., thickeners and drying beds. 10hours	
Teaching-Learning Process	Chalk and talk, videos, PowerPoint Presentation, animations

EXPERIMENTS

Experiments to be carried out are:

1. Determination of pH, Conductivity, TDS and Turbidity.
2. Determination of Acidity and Alkalinity
3. Determination of Calcium, Magnesium and Total Hardness.
4. Determination of Dissolved Oxygen
5. Determination of BOD.
6. Determination of Chlorides
7. Determination of percentage of % of available chlorine in bleaching powder sample, Determination of Residual Chlorine and chlorine demand.
8. Determination of Solids in Sewage: (i) Total Solids, (ii) Suspended Solids, (iii) Dissolved Solids, (iv)Volatile Solids, Fixed Solids (v) Settleable Solids.
9. Determination of optimum coagulant dosage using Jar test apparatus.
10. Determination Nitrates and Iron by spectrophotometer
11. Determination of COD(Demonstration)
12. 13. Air Quality Monitoring (Demonstration)

Course outcome (Course Skill Set)

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

- Estimate average and peak water demand for a community.
- Evaluate water quality and environmental significance of various parameters and plan suitable treatment system.
- Design the different units of water treatment plant
- Understand and design the various units of wastewater treatment plant
- Acquire capability to conduct experiments and estimate the concentration of different parameters and compare the obtained results with the concerned guidelines and regulations..

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 02/03 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**.

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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)

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scorded shall be proportionally scaled down to 50 Marks
2. 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.
3. 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.

- Howard S. Peavy, Donald R. Rowe, George T, “Environmental Engineering” - Tata McGraw Hill, New York, Indian Edition, 2013
- S. K. Garg, Environmental Engineering vol-I, Water supply Engineering – M/s Khanna Publishers, New Delhi2010
- B.C. Punmia and Ashok Jain, Environmental Engineering I-Water Supply Engineering, Laxmi Publications (P) Ltd., New Delhi2010.
- B C Punmia, “Environmental Engineering vol-II”, Laxmi Publications 2nd, 2016
- Karia G.L., and Christian R.A, “Wastewater Treatment Concepts and Design Approach”, Prentice Hall of India Pvt. Ltd., New Delhi. 3rd, Edition, 2017
- S.K.Garg, “Environmental Engineering vol-II, Water supply Engineering”, Khanna Publishers, – New Delhi, 28th edition and 2017
- CPHEEO Manual on water supply and treatment engineering, Ministry of Urban Development, Government of India, New Delhi.
- Mark.J Hammer, Water & Waste Water Technology, John Wiley & Sons Inc., New York,2008.

Web links and Video Lectures (e-Resources):

Lecture 01: Background and Course Introduction
https://youtu.be/yDnrv-oGSBc
Lecture 02: Water Sources and Availability
https://youtu.be/K4Vty0cmybI
Lecture 03: Water Uses
https://youtu.be/9H7dPkWOsjA
Lecture 04: Water Supply Key Issues and Concerns
https://youtu.be/JueYGPbsflw
Lecture 05: Urban water services and water supply systems
https://youtu.be/bCKm9KkcQtw
Lecture 06: Urban water services and water supply systems
https://youtu.be/s0hy0ZlM1bA
Lecture 07: Components of Water Demand
https://youtu.be/mVmErXpIp64
Lecture 08: Fluctuations in Water Demand
https://youtu.be/qXUwy5OnX9Q
Lecture 09: "Concept of Design Period and Design Population Need to Forecast Population Population Forecasting Methods
https://youtu.be/QvLdA_qhUog
Lecture 10: Demand Forecasting and Design Capacities
https://youtu.be/rKTwjvx7E8A
Lecture 11: Water Sources and Collection of Water
https://youtu.be/TvEGgZw1El4
Lecture 12: Surface Water Intakes
https://youtu.be/GcQOyAdG5OM
Lecture 13: Surface Water Intakes Systems
https://youtu.be/r1oJtm_SXz4
Lecture 14: Groundwater Intake
https://youtu.be/Zo1p7uRDEmM
Lecture 15: Well Interferences,Well losses and Efficiency
https://youtu.be/dRU5M_WICU0
Lecture 16: Raw water Conveyance and Pumping
https://youtu.be/iQwEoEhujTc
Lecture 17: Practice Problems
https://youtu.be/e5bduQiz5NY
Lecture 18 : Raw Water Storage
https://youtu.be/WZlI7kWoUjE
Lecture 19 : Treated Water Storage
https://youtu.be/BuZ48afjd04
Lecture 20 : Placement, Design and Construction of Storage Reservoirs
https://youtu.be/nQCZbXaBb1o
Lecture 21 : Practice Problems on Reservoir Capacity Estimation
https://youtu.be/yuPLzQvmU-c
Lecture 22 : Water Quality and Water Pollutants
https://youtu.be/fZPry6BENPI
Lecture 23 : Water Quality Parameters
https://youtu.be/6VuHxD3t9kw
Lecture 24 : Philosophy of Water Treatment
https://youtu.be/6I-eBqE7Hew
Lecture 25 : Water Treatment Units Screening and Aeration

Lecture 26 : Water Treatment Units Sedimentation
https://youtu.be/T1M4Ecjwq7O
Lecture 27 : Practice Problems On Sedimentation
https://youtu.be/Zlh2mpOjIMU
Lecture 28: Coagulation and Flocculation: Theory
https://youtu.be/aAo2bBaF0yU
Lecture 29: Coagulation and Flocculation: Selection and Application
https://youtu.be/44p0lN31ogo
Lecture 30: Coagulation and Flocculation: Design Operation and Process Control
https://youtu.be/v0TDfCz_jLU
Lecture 31: Filtration Theory and Slow Sand Filters
https://youtu.be/nuJQe9F_2zI
Lecture 32: Rapid Sand Filter: Filter Media and Components
https://youtu.be/3qw3sKcuQlY

Lecture 33: Rapid Sand Filters and Pressure Filters
https://youtu.be/PEX_0DebrSQ
Lecture 34: Practice Problems Coagulation Flocculation and Filtration
https://youtu.be/73jxsBCDuq4
Lecture 35: Disinfection Basic
https://youtu.be/d4UG9Xivuik
Lecture 36: Chlorination
https://youtu.be/L3eSkeOU3jY

- Activity Based Learning (Suggested Activities in Class)/ Practical Based learning
  http://nptel.ac.in
- https://swayam.gov.in
- https://www.vlab.co.in/participating-institute-amrita-vishwa-vidyapeetham

IV Semester

ANALYSIS OF STRUCTURES			
Course Code	**21CV44**	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	3	Exam Hours	3

Course objectives: This course will enable students

1. To determine slope and deflections in beams and trusses.
2. To analyse arches and cable structures.
3. To analyse different structural systems and interpret data using slope deflection method.
4. To apply matrix operations in analysing structures.

Teaching-Learning Process (General Instructions)

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

1. Video tube, NPTEL materials
2. Quiz/Assignments/Open book test to develop skills
3. Encourage collaborative learning in the class with site visits related to subject and impart practical knowledge

Module-1

Deflection of Beams: *Moment area method* – Derivation, Mohr's theorems, Sign convention; Application of moment area method to determinate prismatic beams, beams of varying cross section; Use of moment diagram by parts; *Conjugate beam method* – Real beam and conjugate beam, conjugate beam theorems; Application of conjugate beam method to determinate beams of varying cross sections.

Teaching-Learning Process	Chalk and talk, Demonstration using relevant structural analysis software.

Module-2

Energy Principles and Energy Theorems: *Principle of virtual displacements*; *Principle of virtual forces*, Strain energy and complementary energy; Strain energy due to axial force, bending shear and torsion; Deflection of determinate beams and trusses using total strain energy; Deflection at the point of application of single point load; *Castigliano's theorems*, application of Castigliano's theorems to calculate deflection of trusses, frames; Special application – Dummy unit load method.

Teaching-Learning Process	Chalk and talk, Demonstration using relevant structural analysis software.

Module-3

Arches and Cables: Three-hinged circular and parabolic arches with supports at the same and different levels; Determination of normal thrust, radial shear and bending moment; Analysisof cables under point loads and UDL; Length of cables with supports at the same and different levels; Stiffening trusses for suspension cables.

Teaching-Learning Process	Chalk and talk, Demonstration using relevant structural analysis software.

Module-4

Slope Deflection Method: Introduction, sign convention, development of slope deflection equation; Analysis of continuous beams including settlement of supports; Analysis of orthogonal rigid plane frames including sway frames with kinematic indeterminacy up to 3

Teaching-Learning Process	Chalk and talk, Demonstration using relevant structural analysis software.

Module-5	
Matrix Methods of Structural Analysis: Definition of stiffness and flexibility methods, comparison to classical methods. **Stiffness Method:** Stiffness matrix, Analysis of continuous beams and plane trusses using system approach; Analysis of simple orthogonal plane frames using system approach with kinematic indeterminacy up to 3.	
Teaching-Learning Process	Chalk and talk, Demonstration using relevant structural analysis software.

Course outcome (Course Skill Set)

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

1. Evaluate slope and deflections in beams using geometrical methods.
2. Determine deflections in trusses and frames using energy principles.
3. Analyse arches and cables for stress resultants.
4. Apply slope defection method in analysing indeterminate structures and construct bending moment diagram.
5. Analyse continuous beams, frames and trusses using stiffness matrix method of 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**)

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 ten questions. Each question is set for 20 marks. SEE is conducted for 100 marks Marks scored shall be proportionally reduced to 50 marks
2. 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:

Text Books

1. Reddy, C.S., *Basic Structural Analysis*, 3rd ed., Tata McGraw-Hill Education Pvt. Ltd., New Delhi, 2011.
2. Hibbeler, R.C., Structural Analysis, 9th edition., Pearson publications., New Delhi, 2012.
3. Thandavamoorthy, T.S., Structural Analysis, 6th edition., Oxford University press., New Delhi,2015.

Reference Books

1. Charles Head Norris, John Benson Wilbur and Senol Utku., Elementary Structural Analysis, 4th edition., Tata McGraw-Hill Education Pvt. Ltd., New Delhi, 2003.
2. Hall, A. and Kabaila, A.P., *Basic Concepts of Structural Analysis*, Pitman Publishing, London, John Wiley & Sons, New York, 1977.
3. Wang, C.K., Intermediate Structural Analysis, McGraw-Hill International Book Co., 1985.

Web links and Video Lectures (e-Resources):

- https://nptel.ac.in/courses/105105166
- https://nptel.ac.in/courses/105105166
- https://nptel.ac.in/courses/105105166
- https://nptel.ac.in/courses/105105109
- https://nptel.ac.in/courses/105105109
- https://nptel.ac.in/courses/105105109

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

- Seminars /Quiz (to assist in GATE preparations)
- Demonstrations in using softwares
- Self-Study on simple topics
- Simple problems solving by Etabs/Staad pro.

Earth Resources and Engineering Laboratory			
Course Code	**21CVL46**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0: 0:2:0	SEE Marks	50
Credits	01	Exam Hours	03

Course objectives:

- To provide decision support on the nature of the basic raw materials used in construction.
- To provide decision support on Lithological characters and subsurface conditions.
- To describe various geological maps and interpretation of geological data for mining and subsurface investigations.
- To understand the subsurface using geospatial data.

Sl.NO	Experiments
1	Evaluation of minerals based on physical properties for basic raw material for construction, industrial application (2 classes)
2	Investigation of rock based on physical, textural, and mineralogical properties for construction (2 classes)
3	Tests on aggregates(crushing, impact analysis, shape- elongation water absorption, flakiness as per IS Code 2386), Decorative purpose, foundation, monumental works. (1 class)
4	Tests on bricks (load tests and water absorption tests);Size analysis of sands(sieving and presentation and calculation in Microsoft Excel) (1 class)
5	**Geologic maps studies(6 classes)** Cross-section studies of Geological maps for suitability evaluation and subsurface investigation of geological conditions for Dams, tunnels water harvesting, aqua duct, bridges under conditions of Horizontal strata, inclined strata, Folded and Faulted beds, Unconformity, Intrusion relevant–; construction/ generation of Geological maps based on borehole data
6	**Geospatial data analysis (3 classes)** • Interpretation of toposheets– • Visual interpretation of FCCs (Geomorphology and Landuse/landcover mapping) and TCCs , • Software application(QGIS)
	• Demonstration Experiments (For CIE)
7	**Geophysical exploration – (2 classes)** • Electrical resistivity methods for subsurface investigation – and its Interpretation, lateral and vertical sounding

Course outcomes (Course Skill Set):

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

- Comprehend the relations between minerals and rocks based on their physicalproperties
- Assessthe suitability of materials used in building construction
- Differentiate geological investigations necessary for the construction of dams, bridges,and tunnels
- Describe the groundwater investigation using resistivity methods
- Understand the applications of Geospatial technology in Civil Engineering.

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 the Regulation book

Suggested Learning Resources:

- https://mg-nitk.vlabs.ac.in/mining-geology/List%20of%20experiments.html
- https://www.youtube.com/watch?v=D_uYjqZ1nYw
- https://www.youtube.com/watch?v=NHolzMgaqwE

Semester IV

Data Manipulation with Python Pandas			
Course Code	**21CV481**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:2:0:0	SEE Marks	50
Total Hours of Pedagogy	15	Total Marks	100
Credits	1	Exam Hours	1 hr

Course objectives:

- To understand the data structure and manipulation
- To perform matrix operations
- To manage and maintain large data base

Teaching-Learning Process (General Instructions)

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

1. Blackboard teaching
2. Power point Presentation
3. Videos , NPTEL materials
4. Quiz/Assignments/Open book test to develop skills
5. Adopt problem based learning (PBL) to develop analytical and thinking skills

Module-1	
Introduction to Pandas – Panel data structure, Series, Data Frame, indices, datatypes of columns, sorting, copying. Indexing and selecting data: Different choices for indexing, Attribute access, slicing, selection by label, selection by position, selection by callable, Boolean indexing.	
Teaching-Learning Process	Chalk & Talk, PPT presentation, YouTube videos
Module-2	
MultiIndex and advanced indexing, Merge, join, concatenate and compare Data Frames Reshaping and pivot tables	
Teaching-Learning Process	Chalk & Talk, PPT presentation, YouTube videos
Module-3	
Working with text data Working with missing data	
Teaching-Learning Process	Chalk & Talk, PPT presentation, YouTube videos
Module-4	
Grouping: Splitting an object into groups, Iterating through groups, Selecting a group, Aggregation, Transformation, Filtration.	
Teaching-Learning Process	Chalk & Talk, PPT presentation, YouTube videos
Module-5	
Time series / date functionality, Time deltas, Plotting, Handling large datasets	
Teaching-Learning Process	Chalk & Talk, PPT presentation, YouTube videos,

Course outcome (Course Skill Set)

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

1. Perform operations on data structure and data manipulation
2. Develop solutions using matrix method
3. Manage and maintain large data base

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 Examination (CIE)

Three Tests (preferably in MCQ pattern with 20 questions) 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**

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

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

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

Semester End Examinations (SEE)

SEE paper shall be set for 50 questions, each of 01 mark. The pattern of the question paper is MCQ (multiple choice questions). The time allotted for SEE is **01 hour.** The student has to secure minimum of 35% of the maximum marks meant for SEE.

Suggested Learning Resources:
Books

1. Pandas documentation at https://pandas.pydata.org/pandas-docs/stable/
2. Wes McKinney, Python for Data Analysis, 2ed., O'Reilly Media, 2017.
3. Matt Harrison, Learning the Pandas Library, 2016

Web links and Video Lectures (e-Resources):

- Online study material.

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

- Assignments to understand various problems and find solution using Python Pandas

IV Semester

GIS with Quantum GIS			
Course Code	**21CV482**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0+2+0+0	SEE Marks	50
Total Hours of Pedagogy	15	Total Marks	100
Credits	1	Exam Hours	01

Course objectives:

- Learning the open source QGIS software for Civil Engineering applications
- Understand raster and vector data
- Creation of base map and thematic maps for specific application

Teaching-Learning Process (General Instructions)

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

1. Demonstration of open source software for GIS
2. YouTube videos to learn GIS software
3. Power Point presentations

Module-1

QGIS Introduction: Definition of GIS and its use. Introduction to a free and open source desktop geographic information system software. Types of data (vector and raster formats), web services, useful commands and utilities for geo-processing, extending its capabilities to digital satellite image processing and analysis.

Teaching-Learning Process	Chalk and talk, PowerPoint Presentation & PBL

Module-2

INTRODUCTION IN QGIS About QGIS Characteristics of QGIS Start using QGIS. QGIS TOOLS QGIS Configuration, General tools, Working with projections QGIS Browser.
WORKING WITH RASTER DATA Introduction, Display raster data, Raster calculator, Working with images, Practical exercises: Working with raster data and operations with

Teaching-Learning Process	Chalk and talk, PowerPoint Presentation & PBL

Module-3

QGIS PLUGINS Additional modules of QGIS or "plugins" Description of Plugins incorporated in QGIS Operations through "plugins" Practical exercises: Different QGIS "plugins" and their applications: GDAL library tool, georeferencing, coordinate capture, format converter.

Teaching-Learning Process	Chalk and talk, PowerPoint Presentation & PBL

Module-4

CREATE MAPS AND RELATED PRODUCTS: Creation tools, Graphic elements, Atlases generation, and Graphic output creations. Practical exercises: Map creation with QGIS.

Teaching-Learning Process	Chalk and talk, PowerPoint Presentation & PBL

Module-5

RELATIONAL DATABASE MANAGEMENT SYSTEMS AND SPATIAL DATA. Database design, Database connections, Table joins Spatial joins, generate new statistics and new data using table and spatial data information. Practical exercises: Creation of thematic maps like population data of taluk, Watershed map with drainage and water bodies, Highway with other

road intersection details

Teaching-Learning Process	Chalk and talk, PowerPoint Presentation & PBL

Course outcome (Course Skill Set)

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

1. Use open source software for civil engineering applications
2. Various tools in QGIS software
3. Create thematic layers with attribute data
4. Generate maps for decision making

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

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 Examinations (SEE)

SEE paper shall be set for 50 questions, each of 01 mark. The pattern of the question paper is MCQ (multiple choice questions). The time allotted for SEE is **01 hour.** The student has to secure minimum of 35% of the maximum marks meant for SEE.

Suggested Learning Resources:

Books

1. Geographic Information System-An Introduction, Tor Bernharadsen, 2009, 3rd Edition, Wiley India Pvt. Ltd. New Delhi, ISBN - 9788126511389.
2. Principles of Remote sensing and Image Interpretation, Lillesand and Kiefer, 2011, 6th Edition, John Wiley Publishers, New Delhi, ISBN – 8126532238.

Web links and Video Lectures (e-Resources):

- YouTube videos
- https://docs.qgis.org/3.16/pdf/en/QGIS-3.16-DesktopUserGuide-en.pdf for QGIS manual
- NPTEL Lectures

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

1. Write a note on Quick map service plugin. Add screenshot of the plugin.
2. Briefly explain steps involved in QGIS to import: Raster data, Vector data and CSV data.
3. Download vector data of your district boundary or district roads from internet. Mention the source of data.
4. Create a map layout for task 3 and add map elements such as: Title, north arrow, scale bar, lat-long extents. Note: The map should include your name and USN at bottom right corner.
5. Write a note on Coordinate reference system (CRS).
6. Download toposheet from Survey of India website* https://onlinemaps.surveyofindia.gov.in/ (Region as per the allocation to a student#)
7. What do you understand by EPSG 4326? What is the EPSG code in terms of UTM for your region selected? Derive UTM zone for your region using longitude value (Hint: Refer to video).
8. Create a map layout for task 6 and add map elements such as: Title, north arrow, scale bar, lat-long extents - mandatory. Note: The map should include your name and USN at bottom right corner.
   *Create an account to download toposheet. Once downloaded, convert .pdf file to .jpg file and then proceed with geoferencing.
   #None of the regions should coincide/overlap/repeat. Each student has to select region individually after discussing with fellow students.
   Reference links: Georeferencing an Image- https://youtu.be/TFqAT0p6eAc
9. The following activities need to be carried out with respect to Geo-referenced Toposheet that was assigned in task 8 (Unique toposheets as per allotment to a student).
   a. Digitize vector point data (at least 10 points covering entire toposheet region). Preferably two hospitals, two schools and two colleges. Develop attribute for the digitized points. The attribute table should contain: ID, Point_Name, Latitude, and Longitude. Provide screenshot of the attribute table developed.
   b. Digitize vector line data (atleast 8 line features covering entire toposheet region). Preferably two roads, two rivers and other two important linear features. Develop attribute for the digitized lines. The attribute table should contain: ID, Line_Name, Length (to be calculated from map calculator). Provide screenshot of the attribute table developed.
   c. Digitize vector polygon data (atleast 8 polygon features covering entire toposheet region). Preferably two government buildings, two lakes and other two polygon features. Develop attribute for the digitized polygons. The attribute table should contain: ID, poly_Name, Area (to be calculated from map calculator). Provide screenshot of the attribute table developed.
   d. Display the points, lines and polygons with georeferenced toposheet as background. Label features for Point name, Line name and Polygon name.
   e. Create a map layout for tasks4 and add map elements such as: Title, north arrow, scale bar, lat-long extents - mandatory. Note: The map should include your name and USN at bottom right corner.

IVSemester

Technical writing skills (AEC)			
Course Code	**21CV483**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	1:0:0:0	SEE Marks	50
Total Hours of Pedagogy	15	Total Marks	100
Credits	1	Exam Hours	1

Course objectives: Enable the students to

1. Achieve better Technical writing and Presentation skills for employment.
2. Develop adequate knowledge of paragraph writing and precise writing techniques
3. Write business proposals and reports.
4. Write conference papers and prepare gist of published papers.
5. Develop efficiency in drafting social media posts and blogs.

Teaching-Learning Process (General Instructions)

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

1. Chalk and talk
2. Power point Presentation, video
3. Practice sessions

Module-1	
Technical Report Writing: Introduction to Technical writing process, Understanding of writing process, Introduction to various Technical Report writing..	
Teaching-Learning Process	Chalk and talk, PowerPoint Presentation
Module-2	
Art of condensation and Paragraph Writing: Introduction and importance, Types and principles of condensation. Importance of paragraph writing, Features and its construction styles.	
Teaching-Learning Process	Chalk and talk, Practice sessions.
Module-3	
Business Report Writing: Introduction, Definition and Salient features of Business reports. Significance and types of report writing. (Formal and Informal). Resume building and Types of resumes. (samples of resumes)	
Teaching-Learning Process	Chalk and talk, Practice sessions.
Module-4	
Technical Articles and Proposals: Nature and significance, Types of technical Articles Journal articles and conference papers. Elements of technical articles .Introduction to technical proposal writing, Purpose, importance, structure and types of technical proposals.	
Teaching-Learning Process	Chalk and talk, Activity
Module-5	
Social media posts and Blog Writing: Ethics and practices of social media posts, Principles and fundamentals, Guiding principles for composition of articles, some common pitfalls. Maintaining common etiquette. Blogs and Blog writings strategies.	

Teaching-Learning Process	Chalk and talk, PowerPoint Presentation

Course outcome (Course Skill Set)

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

1. Effectively communicate in technical matters.
2. Practice preparation of gist, abstract and notes from a technical article.
3. Prepare a business proposals and reports.
4. Write and respond in social media and write blogs.

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

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 Examinations (SEE)

SEE paper shall be set for 50 questions, each of 01 mark. The pattern of the question paper is MCQ (multiple choice questions). The time allotted for SEE is **01 hour.** The student has to secure minimum of 35% of the maximum marks meant for SEE.

Suggested Learning Resources:

Books

1. Sanjay Kumar and Pushpalata, 'Communication Skills', Oxford University Press. 2018.
2. M. Ashraf Rizvi, 'Effective Technical Communication', McGraw Hill, 2018.
3. Gajendra Singh Chauhan and et.al. 'Technical Communication', Cengage Publication, 2018.
4. Meenakshi Raman and Sangeeta Sharma, Technical Communication Principles and Practice, Oxford University Press, 2018.

Web links and Video Lectures (e-Resources):

- https://developers.google.com/tech-writing/announcements
- https://www.classcentral.com/course/technical-writing-7117

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

- Demonstrations of Videos
- Group Discussion
- Practice sessions
- Presentation on any social issues
- Quizzes

Semester IV

PROJECT FINANCE			
Course Code	**21CV484**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:2:0:0	SEE Marks	50
Total Hours of Pedagogy	15	Total Marks	100
Credits	1	Exam Hours	1

Course objectives:

Provide students with understanding

1. Gain knowledge of various aspects of Financing, its sources, constraints involved in financing and Legal aspects of financing
2. Understanding the types of Financing and their analysis.
3. Understanding risks of credit and about how risk analysis is done
4. Get familiarization of practices used in Industry

Teaching-Learning Process (General Instructions)

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

1. Blackboard teaching
2. Power point Presentation
3. Videos , NPTEL materials
4. Quiz/Assignments/Open book test to develop skills

Module-1

Introduction to Project Finance:

Introduction, Project Financing Advantages and Disadvantages, Project Development Obstacle, Project Finance Features, Business models, Project Cycle Management, Financial and Economic Feasibility, Overview of Economic Development and Growth, Measures of Economic Development, Analysis of Project Environmental Technological Feasibility, Economic Analysis of Project

Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos

Module-2

Financing of Project:

Principle and Components of Financial Analysis, Ratio Analysis, Optimal Capital Structure, Weighted Average Cost of Capital – WACC, Cost of Equity, Capital Asset Pricing Model, Internal Rate of Return (IRR), Viability Gap Funding (VGF), Take-out financing, Sources and Uses of Cash, The Statement of Cash Flows, Cash Flow, Benefits from using Cash Flow, Managing Short-Term Net Cash Flows, Liquidity Management, Managing Inventory, Managing Accounts Receivable, The Cash Operating Cycle, Forecasting Working Capital, Theory of Cost Benefit Analysis, Importance of Cost Benefit Analysis.

Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos

Module-3

Project Analysis and Management:

Introduction, Purpose of Projective Analysis, Techniques/Tools of Project Analysis, Project Analysis and other Techniques of Optimizing Behaviour, The Break-Even Chart, Break-Even Method of Investment Analysis, Appraisal of Break-Even Analysis, Liquidity Management, Managing Inventory, Managing Accounts Receivable

Teaching-	Chalk & Talk, PPT presentation, Youtube videos

Learning Process	

Module-4

Project Finance Risks and their Mitigations:

Risk Basics, Risk Types and Mitigants, Risk Identification, Quantitative Risk Analysis, Financial Risks, Political Risk, Social Risk, Risk Mitigation, Risk Options, Mitigation options, Cost of Mitigation Planning, Monitoring Mitigation plan, Public Sector Guarantees and Insurance, Private Sector Insurance and External Credit Enhancement, Grants and taxation, Exit Policy

Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos

Module-5

Legal and Taxation :

Depreciation, Tax Exemptions and Incentives, Project Legal Aspects, Project Contract Basics, Due Diligence Report, The Term Sheet, Project Documents.

Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos

Course outcome (Course Skill Set)

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

1. Prepare financing and Legal reports for projects
2. Perform analysis of projects for feasibility and viability
3. Provide details on risk management and funding
4. Manage and maintain projects with confidence

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 Examination (CIE)

Three Tests (preferably in MCQ pattern with 20 questions) 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**

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

Quiz/Group discussion/Seminar, any two of three suitably planned to attain the COs and POs for

20 Marks (**duration 01 hours**)

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

Semester End Examinations (SEE)

SEE paper shall be set for 50 questions, each of 01 mark. The pattern of the question paper is MCQ (multiple choice questions). The time allotted for SEE is **01 hour.** The student has to secure minimum of 35% of the maximum marks meant for SEE.

Suggested Learning Resources:

Books

1. VikasShrivastava, V Rajaraman. "Project and Infrastructure Financing", Oxford University Press Publication.
2. Stefano Gatti. "Project Finance in Theory and Practice. Designing, Structuring, and Financing Private and Public Projects", Elsevier Science Publications, Sabre Foundation.

Web links and Video Lectures (e-Resources):

- Online study material.

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

- Students may visit a project site and prepare a report with the help of company officials

Semester IV

GREEN BUILDINGS			
Course Code	**21CV485**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0+2+0+0	SEE Marks	50
Total Hours of Pedagogy	15	Total Marks	100
Credits	1	Exam Hours	01

Course objectives: This course will enable students to:

1. Understand the Definition, Concept & Objectives of the terms cost effective construction and green building
2. Apply cost effective techniques in construction
3. Apply cost effective Technologies and Methods in Construction
4. Understand the Problems due to Global Warming
5. State the Concept of Green Building
6. Understand Green Buildings

Teaching-Learning Process (General Instructions)

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

1. Blackboard teaching/PowerPoint presentations (if needed)
2. Regular review of students by asking questions based on topics covered in the class.

Module-1

Introduction to the concept of cost effective construction -Uses of different types of materials and their availability -Stone and Laterite blocks- Burned Bricks- Concrete Blocks- Stabilized Mud Blocks- LimePoszolana Cement- Gypsum Board- Light Weight Beams- Fiber Reinforced Cement Components- Fiber Reinforced Polymer Composite- Bamboo- Availability of different materials-Recycling of building materials – Brick- Concrete- Steel- Plastics - Environmental issues related to quarrying of building materials.

Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class.

Module-2

Environment friendly and cost effective Building Technologies - Different substitute for wall construction Flemish Bond - Rat Trap Bond – Arches – Panels - Cavity Wall - Ferro Cement and Ferro Concrete constructions – different pre cast members using these materials - Wall and Roof Panels – Beams – columns - Door and Window frames - Water tanks - Septic Tanks - Alternate roofing systems - Filler Slab - Composite Beam and Panel Roof -Pre-engineered and ready to use building elements - wood products - steel and plastic - Contributions of agencies - Costford - Nirmithi Kendra - Habitat

Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class.

Module-3

Global Warming – Definition - Causes and Effects - Contribution of Buildings towards Global Warming - Carbon Footprint – Global Efforts to reduce carbon Emissions Green Buildings – Definition - Features- Necessity – Environmental benefit - Economical benefits - Health and Social benefits - Major Energy efficient areas for buildings – Embodied Energy in MaterialsGreen Materials - Comparison of Initial cost of Green V/s Conventional Building - Life cycle cost of Buildings.

Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class.

Module-4

Green Building rating Systems- BREEAM – LEED - GREEN STAR -GRIHA (Green Rating for Integrated Habitat Assessment) for new buildings – Purpose - Key highlights - Point System with Differential weight age. Green Design – Definition - Principles of sustainable development in Building Design - Characteristics of Sustainable Buildings – Sustainably managed Materials - Integrated Lifecycle design of Materials and Structures (Concepts only)	
Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class.

Module-5

Utility of Solar Energy in Buildings

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

Green Composites for Buildings

Concepts of Green Composites. Water Utilisation in Buildings, Low Energy Approaches to Water Management. Management of Solid Wastes. Management of Sullage Water and Sewage. Urban Environment and Green Buildings. Green Cover and Built Environment.

Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class.

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 Examinations (SEE)

SEE paper shall be set for 50 questions, each of 01 mark. The pattern of the question paper is MCQ (multiple choice questions). The time allotted for SEE is **01 hour.** The student has to secure minimum of 35% of the maximum marks meant for SEE.

Suggested Learning Resources:

Text Books

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

Web links and Video Lectures (e-Resources):

- https://www.youtube.com/watch?v=THgQF8zHBW8
- https://www.youtube.com/watch?v=DRO_rIkywxQ

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

- Students have to visit a building which is green rated and prepare a report

V Semester

Hydrology and Water Resource Engineering			
Course Code	**21CV51**	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	3	Exam Hours	3

Course objectives: Make the students to learn

1. Concept of hydrology, components of hydrologic cycle, hydrologic processes such as precipitation, infiltration, evaporation and transpiration.
2. Estimation of runoff and use the concept of unit hydrograph.
3. Systems and methods of irrigation, crop water requirement.
4. Canals, canal alignment, design methods of canals. Computation of reservoir capacity.
5. Concepts of floods and droughts, importance of water conservation and water management.

Teaching-Learning Process (General Instructions)

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

1. Power point Presentation
2. Video tube, NPTEL materials
3. Quiz/Assignments/Open book test to develop skills
4. Adopt problem based learning (PBL)to develop analytical and thinking skills
5. Encourage collaborative learning, site visits related to subject and impart practical knowledge
6. Mini projects

Module-1	
Hydrology: Introduction, Global distribution of water and Indian water availability. Hydrologic cycle (Horton's) qualitative and engineering representation. **Precipitation:** Forms and types, measurement of rain fall using Syphon type of rain gauges, optimum number of rain gauge stations, consistency of rainfall data (double mass curve method), computation of mean rainfall, estimation of missing data, presentation of precipitation data, moving average curve, mass curve, rainfall hyetographs. **Losses from Precipitation:** Evaporation process, factors affecting evaporation, measurement using IS class-A Pan, reservoir evaporation and control. Factors affecting Evapo-transpiration. Infiltration, Factors affecting infiltration capacity, measurement by double ring infiltrometer, Horton's infiltration equation, infiltration indices.	8 hours
Teaching-Learning Process	Chalk and talk, Power Point Presentation& PBL

Module-2	
Runoff: Definition, concept of catchment, factors affecting runoff, rainfall – runoff relationship using regression analysis. **Hydrographs:** Definition, components of hydrograph, base flow separation, unit hydrograph, assumption, application and limitations, derivation from simple storm hydrographs, S curve and its computations, Conversion of UH of different durations.	8 hours
Teaching-Learning Process	Chalk and talk, Power Point Presentation & PBL

Module-3	
Irrigation: System of irrigation: surface and ground water, flow irrigation, lift irrigation. Methods of irrigation: surface, sprinkler and drip/micro irrigation. **Water Requirements of Crops:** Duty, delta and base period, relationship between them, factors affecting duty of water crops and crop seasons in India, irrigation efficiency, frequency of irrigation.	8 hours
Teaching-Learning Process	Chalk and talk, PowerPoint Presentation and Model preparation

Module-4

Canals: Types of canals. Alignment of canals. Definition of gross command area, cultural command area, intensity of irrigation, time factor, crop factor. Unlined and lined canals. Standard sections. Regime channels, Design of canals by Lacey's and Kennedy's method (No numerical examples). **Reservoirs:** Definition, investigation for reservoir site, storage zones determination of storage capacity using mass curves, economical height of dam.	8 hours
Teaching-Learning Process	Chalk and talk, Power Point Presentation and Field visits.
Module-5	
Flood Management: Indian rivers and floods, Causes of floods, Alleviation, Levees and floodwalls, Flood ways, Channel improvement, Flood damage analysis. **Drought Management:** Definition of drought, Causes of drought, measures for water conservation and augmentation, drought contingency planning. **Water harvesting:** rainwater collection, small dams, runoff enhancement, runoff collection, Restoration and rejuvenation of water bodies (ponds and lakes)	8 hours
Teaching-Learning Process	Chalk and talk, Power Point Presentation and Mini-projects

Course outcome (Course Skill Set)

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

1. Provide a background in the theory of hydrological processes and their measurement
2. Estimate runoff and develop unit hydrographs.
3. Find the water requirement and frequency of irrigation for various crops.
4. Find the canal capacity and compute the reservoir capacity.
5. Analyse floods and droughts. Emphasise on the importance of conservation of water and water bodies.

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 ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 marks
2. 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

V Semester

TRANSPORTATION ENGINEERING			
Course Code	21CV52	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	(~~3~~2:~~0~~2:~~0~~2:0)	SEE Marks	50
Total Hours of Pedagogy		Total Marks	100
Credits	04	Exam Hours	03

Course objectives:

- Gain knowledge of different modes of transportation systems, history, development of highways and the organizations associated with research and development of the same in INDIA.
- Understand Highway planning and development considering the essential criteria's (engineering and financial aspects, regulations and policies, socio economic impact).
- Get insight to different aspects of geometric elements and train them to design geometric elements of a highway network.
- Understand pavement and its components, pavement construction activities and its requirements.
- Gain the skills of evaluating the highway economics by B/C, NPV, IRR methods and alsointroduce the students to highway financing concepts

Teaching-Learning Process (General Instructions)

1. Blackboard teaching/PowerPoint presentations (if needed)
2. Regular review of students by asking questions based on topics covered in the class.

Module-1

Principles of Transportation Engineering: Importance of transportation, Different modes of transportation. Characteristics of road transport, Importance of Roads in India, Current Road development Programmes in India.

Highway Development and Planning: Highway Development in India, Highway Planning, Planning Surveys and Interpretation, Highway Planning in India.

Highway Alignment and Project preparation: Highway Alignment, Engineering Surveys for Highway Alignment, Drawings and Reports, Highway Projects, Preparation of Detailed Project Report

Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class.

Module-2

Highway Geometric Design of horizontal alignment elements: Cross sectional elements, Sight distance, Design of Horizontal alignment, Design of vertical alignment.

Pavement Design: Pavement types, component parts of flexible and rigid pavements and their functions, ESWL and its determination (Graphical method only)-Examples.

Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class.

Module-3

Pavement Materials: Sub ~~grade soil~~grade soil -desirable properties-HRB soil classification-determination of CBR and modulus of sub grade reaction with Problems. Aggregates- Desirable properties. Bituminous Binders & Mixes- Types, desirable properties. Pavement Quality concrete- Materials, Requirements.

Pavement Construction: General features, Embankment and Subgrade, Construction of Flexible pavements, Construction of CC pavements.

Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class. 3. Compliment the understanding of Pavement materials with Lab demos. 4. Plan for site visits for students, where pavement construction is going on.

Module-4

Highway Drainage: Significance and requirements, Surface drainage system and Design-Examples, sub surface drainage system, design of filter materials, Types of cross drainage structures, their choice and location.

Highway Economics: Highway user benefits, VOC using charts only-Examples, Economic analysis - annual Cost method-Benefit Cost Ratio method-NPV-IRR methods- Examples, Highway financing-BOT-BOOT concepts.

Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class.

Module-5

Elements of Traffic Engineering – Traffic characteristics, Traffic Engineering Studies and Analysis, Traffic Regulation and Control.

Elements of Railways and Airport Engineering - Railways: Introduction, classification of routes; railway gauge, coning of wheels and canting of rails, train resistance and hauling power; track components: rails, sleepers, fastenings, ballast and formation. **Airports**: Introduction, Layout of an airport with component parts and functions of each, Aircraft Characteristics – Airport Classifications, - Site selection- regional Planning. Orientation of runway by using wind rose diagram with examples

Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class. 3. Conduction of Basic traffic studies by students in the field.

PRACTICAL COMPONENT OF IPCC

Experiments

1. **Tests on Aggregates**
   a. Aggregate Crushing value
   b. Los Angeles abrasion test
   c. Aggregate impact test
   d. Aggregate shape tests (combined index and angularity number)
2. **Tests on Bituminous Materials**
   a. Penetration test
   b. Ductility test
   c. Softening point test
   d. Specific gravity test
3. **Tests on Soil**
   a. Wet sieve analysis
   b. CBR test
4. **Tests on Bituminous Mixes**
   a. Marshall Method (Demo Experiment)

Course outcome (Course Skill Set)

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

1. Acquire the capability of proposing a new alignment or re-alignment of existing roads, conduct necessaryfield investigation for generation of required data.
2. Evaluate the engineering properties of the materials and suggest the suitability of the same for pavementconstruction.
3. Design road geometrics, structural components of pavement and drainage.
4. Evaluate the highway economics by few select methods and also will have a basic knowledge of various highway financing concepts.

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**.

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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)

1. The question paper will have ten questions. Each question is set for 20 marks.
2. 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.
3. 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:

Text Books

1. S K Khanna and C E G Justo, "Highway Engineering", Nem Chand Bros, Roorkee.
2. L R Kadiyali, "Highway Engineering", Khanna Publishers, New Delhi.
3. R Srinivasa Kumar, "Highway Engineering", University Press.
4. K. Subramaniam, "Transportation Engineering", SciTech Publications, Chennai.
5. Saxena Subhash C and Satyapal Arora, "A Course in Railway Engineering", Dhanpat Rai and Sons, Delhi.
6. Chandra S. and Agarwal M.M. "Railway Engineering", Oxford University Press India.

7. Khanna S K, Arora M G and Jain S S, "Airport Planning and Design", Nem Chand and Bros.
8. Khanna S.K. and Justo C.E.G. Highway Material Testing, Nem Chand & Bros

Reference Books:

1. Relevant IRC Codes.
2. Specifications for Roads and Bridges-MoRT&H, IRC, New Delhi.
3. C. Jotin Khisty, B. Kentlal, "Transportation Engineering", PHI Learning Pvt. Ltd. New Delhi.

Web links and Video Lectures (e-Resources):

https://nptel.ac.in/courses/105101087

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

- Seminars/Quiz (To assist in GATE Preparations)
- Demonstrations in Lab
- Self-Study on simple topics
- Simple problems solving using Excel
- Discussion of case studies
- Virtual Lab experiments

V Semester

DESIGN OF RC STRUCTURAL ELEMENTS			
Course Code	**21CV53**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2+2+0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives:

This course will enable students to

1. Identify, formulate and solve engineering problems of RC elements subjected to different kinds of loading.
2. Follow a procedural knowledge in designing various structural RC elements.
3. Impart the usage of codes for strength, serviceability and durability.
4. Acquire knowledge in analysis and design of RC elements.

Teaching-Learning Process (General Instructions)

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

1. Blackboard teaching
2. Power point Presentation
3. Videos , NPTEL materials
4. Quiz/Assignments/Open book test to develop skills
5. Adopt problem based learning (PBL) to develop analytical and thinking skills
6. Encourage collaborative learning, site visits related to subject and impart practical knowledge.

Module-1

Introduction to working stress and limit State Design: Introduction to working stress method, Difference between Working stress and Limit State Method of design.

Philosophy and principle of limit state design with assumptions. Partial Safety factors, Characteristic load and strength. Stress block parameters, concept of balanced section, under reinforced and over reinforced section.

Limiting deflection, short term deflection, long term deflection, Calculation of deflection of singly reinforced beam only.

Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos, Nearby construction site visits.

Module-2

Limit State Analysis of Beams:

Analysis of singly reinforced, doubly reinforced and flanged beams for flexure and shear.

Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos, Nearby construction site visits.

Module-3

Limit State Design of Beams: Design of singly reinforced beams with check for shear, check for development length and other checks. Design of doubly reinforced beams and flanged sections without checks.

Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos, Nearby construction site visits.

Module-4

Limit State Design of Slabs and Stairs: Introduction to one way and two way slabs, Design of cantilever, simply supported and one way continuous slab. Design of two way slabs for different boundary conditions. Design of dog legged and open well staircases.	
Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos, Nearby construction site visits.
Module-5	
Limit State Deign of Columns and Footings: Analysis and design of short axially loaded RC column. Design of columns with uniaxial and biaxial moments, Design concepts of the footings. Design of Rectangular and square column footings with axial load.	
Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos, Nearby construction site visits.

Course outcome (Course Skill Set)

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

1. Understand the design philosophy and principles.
2. Solve engineering problems of RC elements subjected to flexure, shear and torsion.
3. Demonstrate the procedural knowledge in designs of RC structural elements such as slabs, columns and footings.
4. Owns professional and ethical responsibility.

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 ten questions. Each question is set for 20 marks. SEE shall be conducted for 100 marks. Marks scored shall be proportionally reduced to 50 marks
2. 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

1. Unnikrishnan Pillai and Devdas Menon, " **Reinforced Concrete Design"** , McGraw Hill, New Delhi
2. N Subramanian, " **Design of Concrete Structures"** , Oxford university Press
3. H J Shah, **"Reinforced Concrete Vol. 1 (Elementary Reinforced Concrete)"** , Charotar Publishing House Pvt. Ltd.

Reference Books:

1. P C Varghese, "Limit State design of reinforced concrete", PHI, New Delhi.
2. W H Mosley, R Husle, J H Bungey, "Reinforced Concrete Design", MacMillan Education, Palgrave publishers.
3. Kong and Evans, "Reinforced and Pre-Stressed Concrete", Springer Publications.
4. A W Beeby and Narayan R S, "Introduction to Design for Civil Engineers", CRC Press.
5. Robert Park and Thomas Paulay, "Reinforced Concrete Structures", John Wiley & Sons, Inc.

Web links and Video Lectures (e-Resources):

1. https://nptel.ac.in/courses/105105105

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

- Students are asked to prepare the models showing the reinforcement details in singly reinforced, doubly reinforced beams, Columns, Staircases and footings.

V Semester

GEOTECHNICAL ENGINEERING			
Course Code	**21CV54**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2+2+0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives:

This course will enable students to

1. Appreciate basic concepts of soil mechanics as an integral part in the knowledge of civil engineering.
2. Comprehend basic engineering and mechanical properties of different types of soil.
3. Become broadly familiar with geotechnical engineering problems such as, flow of water through soil medium and terminologies associated with geotechnical engineering.
4. Assess the improvement in mechanical behavior by densification of soil deposits using compaction.
5. Model and measure strength-deformation characteristics and bearing capacity of soils

Teaching-Learning Process (General Instructions)

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

1. Video tube, NPTEL materials
2. Quiz/Assignments/Open book test to develop skills
3. Encourage collaborative learning in the class with site visits related to subject and impart practical knowledge

Module-1

Introduction : Phase Diagram, phase relationships, definitions and their inter relationships. Determination ofIndex properties: Specific gravity, water content, in-situ density, relative density, particle size analysis, Atterberg's Limits, consistency indices. Activity of clay, Field identification of soils, Plasticity chart, BIS soil classification. (08 Hrs)

Teaching-Learning Process	Chalk and talk, PPT presentations, Youtube videos, visit to near by sites

Module-2

Permeability: Darcy"s law- assumption, coefficient of permeability and its determination in laboratory, factors affecting permeability, permeability of stratified soils, Seepage velocity, Superficial velocity and coefficient of percolation

Effective Stress Geostatic stresses, Effective stress concept-total stress, effective stress and Neutral stress and impact of the effective stress in construction of structures, quick sand phenomena. (08 Hrs)

Teaching-Learning Process	Chalk and talk, PPT presentations, Youtube videos, visit to near by sites

Module-3

Compaction: Principle of compaction,Standard and Modified proctor's compaction tests,factors affecting compaction,effect of compaction on soil properties.

Consolidation: Definition, Mass-spring analogy, Terzaghi's one dimensional consolidation theory-assumption, Consolidation characteristics of soil (Cc, av, mv and Cv). Laboratory one dimensional consolidation test, characteristics of e-log (σ') curve, Pre-consolidation pressure and its determination by Casagrande's method. Over consolidation ratio. (08 Hrs)

Teaching-Learning Process	Chalk and talk, PPT presentations, Youtube videos, visit to near by sites

Module-4

Shear Strength: Concept of shear strength, Mohr–Coulomb Failure Criterion, Total and effective shear strength parameters, factors affecting shear strength of soils. Thixotrophy and sensitivity, Measurement of shear strength parameters - Direct shear test, unconfined compression test, triaxial compression test, Tests under different drainage conditions. (08 Hrs)

Teaching-Learning Process	Chalk and talk, PPT presentations, Youtube videos, visit to near by sites

Module-5

Bearing Capacity of Soil: Determination of bearing capacity byTerzaghi's and BIS method(IS:6403),Modes of shear failure,Factors affecting Bearing capacity of soil.Effects of water table and eccentricity on bearing capacity of soil.

Foundation Settlement:Types of settlements and importance, Computation of Immediate, consolidation and creep settlements, permissible, differential and total settlements. (08 Hrs)

Teaching-Learning Process	Chalk and talk, PPT presentations, Youtube videos, visit to near by sites

Course outcome (Course Skill Set)

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

1. Determine the index properties of soil and hence classify the soil
2. Assess the compaction and consolidation characteristics of soil
3. Determine the permeability of soils and assess the seepage in hydraulic structures
4. Evaluate shear parameters of the soil using shear tests
5. Ability to determine bearing capacity of soil and achieve proficiency in proportioning shallow isolated and combined footings for uniform bearing pressure

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 ten questions. Each question is set for 20 marks. SEE shall be conducted for 100 marks. Marks scored shall be proportionally reduced to 50 marks
2. 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:

Text Books

1. PunmiaB.C.,"SoilMechanics and FoundationEngineering,LaxmiPublicationsCo.,India.
2. Braja,M.Das,"Principles of Geotechnical Engineering",Cengage Learning,India
3. MurthyV.N.S.,"Geotechnical Engineering:Principles and Practices of Soil Mechanics and Foundation Engineering",CRCPress, NewYork

ReferenceBooks:

1. BowlesJ.E.,"Foundation Analysis and Design",McGrawHillPub.Co.NewYork.
2. SwamiSaran,"Analysis and Design of Substructures",Oxford&IBHPub.Co.Pvt.Ltd.,India.
3. R.B.Peck,W.E.Hanson&T.H.Thornburn,"Foundation Engineering",WileyEastern Ltd.,India.
4. DonaldP.Coduto,"Geotechnical Engineering Principles&Practices",Prentice-hall of IndiaLtd,India.
5. Bureau of Indian Standards:IS-1904,IS-6403,IS-8009,IS-2950,IS-2911and all other relevant codes.

Web links and Video Lectures (e-Resources):

- Online study material
- NPTEL video lectures

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

- Demonstration of field equipment's to learn the onsite field test of soil
- Visit to a site and learn importance of soil investigation

GEOTECHNICAL ENGINEERING LABORATORY			
Course Code	**21CVL55**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0+0+2	SEE Marks	50
Credits	1	Exam Hours	3

Course objectives:

This course will enable students to

1. To carry out laboratory tests and to identify soil as per IS codal procedures
2. To perform laboratory tests to determine index properties of soil
3. To perform tests to determine shear strength and consolidation characteristics of soils

Sl.NO	Experiments
1	Specific gravity test(pycnometer and density bottle method).Water content determination by oven drying method
2	Grain Size Analysis Sieve Analysis
3	In-situ density tests Core-cutter method Sand replacement method
4	Consistency limits Liquid limit test (by casagrande's and cone penetration method) Plastic limit test
5	Standard compaction test(light and heavy compaction)
6	Co-efficient of permeability test Constant head test Variable head test
7	Shear strength tests Unconfined compression test Direct shear test Triaxial test (unconsolidated undrained test only)
8	Consolidation test: to determine preconsolidation pressure only(half an hour perloading-test).
	Demonstration Experiments (For CIE)
9	Field identification of soil
10	Hydrometer analysis,
11	Rapid moisturemeter method.
12	Shrinkage limit test,
13	Swell pressure test,
14	Standard penetration test and boring equipment
15	laboratory vane shear test

Course outcomes (Course Skill Set):

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

1. Physical and index properties of the soil
2. Classify based on index properties and field identification
3. To determine OMC and MDD, plan and assess field compaction program
4. Shear strength and consolidation parameters to assess strength and deformation characteristics
5. In-situ shear strength characteristics(SPT-Demonstration)

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

Suggested Learning Resources:
ReferenceBooks:

1. PunmiaBC,SoilMechanicsandFoundationEngineering-(2017),16th Edition,LaxmiPublicationsco.,NewDelhi.
2. LambeT.W.,"SoilTestingforEngineers",WileyEasternLtd.,NewDelhi.
3. HeadK.H.,"ManualofSoilLaboratoryTesting"Vol.I,II,III,PrincetonPress
4. BowlesJ.E.,"EngineeringPropertiesofSoilandTheirMeasurements",-McGrawHillBookCo.NewYork.
5. RelevantBISCodesofPractice:IS-2720series

Semester V

Data Analysis with Python			
Course Code	**21CV581**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:2:0:0	SEE Marks	50
Total Hours of Pedagogy	15	Total Marks	100
Credits	01	Exam Hours	1 hr

Course objectives:

- To install Python package and Iris data set
- To understand supervised and unsupervised learning
- To understand regression analysis

Teaching-Learning Process (General Instructions)

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

1. Video tube, NPTEL materials
2. Quiz/Assignments/Open book test to develop skills

Module-1	
Introduction to scikit-learn Python package, Iris data set. Getting and processing data: CSV files, Pandas package, Feature selection, Online data sources.	
Teaching-Learning Process	Chalk and talk, PPT, You Tube Video lectures

Module-2	
Data visualization using Matplotlib, Plotly. Supervised and Unsupervised learning	
Teaching-Learning Process	Chalk and talk, PPT, You Tube Video lectures.

Module-3	
Regression: Simple linear regression, Multiple linear regression, Decision tree, Random forests.	
Teaching-Learning Process	Chalk and talk, PPT, You Tube Video lectures

Module-4	
Classification: Logistic regression, K-nearest neighbours, Decision tree classification, Random forests classification. Clustering: Goals and uses of clustering, K-means clustering, Anomaly detection, Association rule learning.	
Teaching-Learning Process	Chalk and talk, PPT, You Tube Video lectures

Module-5	
Artificial neural networks: Definition, Example, Potential and constraints.	
Teaching-Learning Process	Chalk and talk, PPT, You Tube Video lectures

Course outcome (Course Skill Set)

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

1. Use online data sources for solving problems
2. Solve statistical problems and interpretation of results
3. Data visualization and graphical representation for decision making
4. Solve problems using artificial neural 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 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 Examination (CIE)

Three Tests (preferably in MCQ pattern with 20 questions) 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

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

Quiz/Group discussion/Seminar, any two of three suitably planned to attain the COs and POs for 20 Marks (duration 01 hours)

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

Semester End Examinations (SEE)

SEE paper shall be set for 50 questions, each of 01 mark. The pattern of the question paper is MCQ (multiple choice questions). The time allotted for SEE is 01 hour. The student has to secure minimum of 35% of the maximum marks meant for SEE.

Suggested Learning Resources:

Books

1. Peters Morgan, Data Analysis with Python, AI Sciences, 2016.
2. Wes McKinney, Python for Data Analysis, O'Reilly Media,

Web links and Video Lectures (e-Resources):

- Online study material
- Video lectures.

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

- Assignment to students to solve a real problem

Semester V

Software Applications			
Course Code	21CV582	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0::2:0	SEE Marks	50
Total Hours of Pedagogy	15	Total Marks	100
Credits	01	Exam Hours	1 hr

Course objectives:

- To understand the types of trusses
- Modelling and analysis of trusses adopting codal provisions
- Analysis and design of multi-storied structures

Teaching-Learning Process (General Instructions)

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

1. Video tube, NPTEL materials
2. Quiz/Assignments/Open book test to develop skills

Module-1

Categorization of structures based on number of dimensions, types of member connectivity, type of elements (1D truss/beam element, 2D plane stress/plane strain, and plate elements, 3D solid elements), structure degrees of freedom, boundary conditions, stiffness matrix, load vector, displacements, stiffness equation, degree of freedom numbering for a structure.

Global or structure coordinate system, Local or element coordinate system, element degrees of freedom, Element forces and Material properties for different types of elements.

Teaching-Learning Process	Chalk and talk, PPT, You Tube video lectures

Module-2

Modeling 2D and 3D skeletal structures (truss and frame) in software: Node coordinates, member connectivity, supports. Representing slabs using rigid diaphragms and/or master and slave nodes.

Nodal loads and element loads, Independent load cases, Load combinations, self weight of structural elements, calculation and verification of gravity loads including self weight

Teaching-Learning Process	Chalk and talk, PPT, You Tube video lectures.

Module-3

Analysis and interpretation of results by studying support reactions, bending moment and shear force diagrams of elements.

Identifying critical cross-sections for design of beam and column elements, Grouping of elements based on structural behaviour and similarity of geometry and member design forces

Teaching-Learning Process	Chalk and talk, PPT, You Tube video lectures

Module-4

Modelling 2D plane trusses with Indian Standard steel sections, analysis for gravity and wind loads as per Indian Standard codes, design check for selected cross-section as per IS 800:2007, identifying failed elements and revising cross-section to make element safe.

Modelling simple 3D frame structures up to 4 storeys with reinforced concrete cross-sections, analysis for gravity and wind loads as per Indian Standard codes, verification of weight of building by

hand calculation with reactions obtained from analysis, load combinations, interpretation of results, grouping of elements, design of typical elements and foundation as per IS 456:2000.

Teaching-Learning Process	Chalk and talk, PPT, You Tube video lectures

Module-5

Modelling steel gabled frames for industrial structures with Indian Standard steel sections, analysis for gravity and wind loads as per Indian Standard codes, design check for selected cross-section as per IS 800:2007, identifying failed elements and revising cross-section to make element safe.

Teaching-Learning Process	Chalk and talk, PPT, You Tube video lectures

Course outcome (Course Skill Set)

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

1. Determine the forces in the truss members
2. Analyse and design the truss
3. Analyse and design industrial structures

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 Examination (CIE)

Three Tests (preferably in MCQ pattern with 20 questions) 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**

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

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

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

Semester End Examinations (SEE)

SEE paper shall be set for 50 questions, each of 01 mark. The pattern of the question paper is

MCQ (multiple choice questions). The time allotted for SEE is **01 hour.** The student has to secure minimum of 35% of the maximum marks meant for SEE.

Suggested Learning Resources:
Books

1. IS 875 Parts 1, 2 and 3: 1987
2. IS 456:2000
3. IS 800:2007
4. STAAD Pro v8i user manual
5. SAP2000 user manual

Web links and Video Lectures (e-Resources):

- Online study material
- NPTEL video lectures.

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

- Assignment to students to design an industrial roof truss

Gender Sensitisation (AEC)			
Course Code	**21CV583**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	1:0:0:0	SEE Marks	50
Total Hours of Pedagogy	15	Total Marks	100
Credits	1	Exam Hours	1

Course objectives: Enable the students to

1. Figure out the current practices of a patriarchal society.
2. Balance the roles and responsibilities of different genders in a civil society.
3. Appreciate the importance of family and the values it stands for.
4. Balance gender issues and emphasise on gender equality at work place and society.

Teaching-Learning Process (General Instructions)

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

1. Chalk and talk
2. Power point Presentation, video

Module-1	
Understanding Gender and Related Concepts, Gender in Everyday Life, Gender of Work	
Teaching-Learning Process	Chalk and talk, PowerPoint Presentation
Module-2	
Gender and Sexualities, Masculinities, Family, Love and Power Marriage, Motherhood.	
Teaching-Learning Process	Chalk and talk, Practice sessions.
Module-3	
Gendering Work, Gender and Employment , Gender Issues in Work and Labour Market, Sexual Harassment at the Workplace	
Teaching-Learning Process	Chalk and talk, .
Module-4	
Health in Social Contexts, Reproductive Health and Rights, Gender and Disability. Gender- Based Violence	
Teaching-Learning Process	Chalk and talk, Activity
Module-5	
Towards Gender Equality.	
Teaching-Learning Process	Chalk and talk, PowerPoint Presentation

Course outcome (Course Skill Set)

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

1. Appreciate gender issues prevalent in the society.
2. Value the role of each gender in family, society and state.
3. Analyse the gender sensitivity at work place and evolve proper perception of the other gender.
4. Sensitise oneself towards gender equality.

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 Examination (CIE)

Three Tests (preferably in MCQ pattern with 20 questions) 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**

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

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

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

Semester End Examinations (SEE)

SEE paper shall be set for 50 questions, each of 01 mark. The pattern of the question paper is MCQ (multiple choice questions). The time allotted for SEE is **01 hour.** The student has to secure minimum of 35% of the maximum marks meant for SEE.

Suggested Learning Resources:

Books

1. IGNOU : Gender Sensitization: Society, Culture and Change (2019) BGSE001, New Delhi.
2. Jane Pilcher and Imelda Whelehan (2005) : Fifty Key Concepts in Gender Studies.

Web links and Video Lectures (e-Resources):

- Online resources

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

- Demonstrations of Videos
- Group Discussion
- Presentation on any social issues

V Semester

Quality Control and Quality Assurance			
Course Code	**21CV584**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	1:0:0:0	SEE Marks	50
Total Hours of Pedagogy	15	Total Marks	100
Credits	1	Exam Hours	1

Course objectives: Enable the students to

1. Appreciate the concept of Quality
2. Articulate the Implication of Quality in construction
3. Implement QA & QC Programs
4. Realise the importance of QMS in Civil Engineering.

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

1. Chalk and talk
2. Power point Presentation, video
3. Site Visit
4. Industry interaction

Module-1

Overview of Quality: Quality History, Quality Definition, Quality Inspection, Quality Control, Quality Assurance, Quality Engineering, Quality Management, Quality Gurus: Philip B. Crosby, W. Edwards Deming etc, PDCA Cycle, Costs associated with Quality, Reasons for Poor Quality

Teaching-Learning Process	Chalk and talk, PowerPoint Presentation

Module-2

Quality Management: Management Practices: TQM, Vision and Quality policy, Quality Function Deployment, Bench marking and performance evaluation, ISO 9000 Quality Management System, ISO 14000 Environmental Management System

Teaching-Learning Process	Chalk and talk, PowerPoint Presentation.

Module-3

Statistical Quality Control: Importance of SQC in construction, Statistical parameters: sampling, population and sampling, measure of variability, measure of central tendency, Recommendations of IS 456:2000 on sampling, testing and acceptance criteria for concrete.

Teaching-Learning Process	Chalk and talk, Demonstration.

Module-4

QA and QC in Construction: Errors in concrete construction; Frequency of material testing and reporting of basic construction materials (cement, sand, coarse aggregate, bricks, steel), Norms for accepting and rejecting criteria of basic construction materials as per relevant IS codes.

Teaching-Learning Process	Chalk and talk, Enacting, Site Visit

Module-5

On-Site Quality: Achieving quality at different stages of construction: Conceptual Design, Preliminary Design, Detailed Design, Construction, Testing, Commissioning, and Handover. Quality assessment of concrete through NDT: rebound hammer and USPV tests and guidelines for accepting and rejecting.

Teaching-Learning Process	Chalk and talk, PowerPoint Presentation, Industry Interaction

Course outcome (Course Skill Set)

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

1. Realize the importance of quality in construction
2. Apply SQC techniques in different aspects of construction
3. Implement QMS programs at different levels of construction

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 Examination (CIE)

Three Tests (preferably in MCQ pattern with 20 questions) 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**

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

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

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

Semester End Examinations (SEE)

SEE paper shall be set for 50 questions, each of 01 mark. The pattern of the question paper is MCQ (multiple choice questions). The time allotted for SEE is **01 hour.** The student has to secure minimum of 35% of the maximum marks meant for SEE.

Suggested Learning Resources:

Books

1. Juran J M and Gryna F M, Quality Planning and Analysis
2. Hutchins G, John L Ashford, The Management of Quality in Construction
3. Mohamed A. El-Reedy, "Concrete and Steel Construction, Quality Control and Assurance", CRC Press, Taylor and Francis Group
4. Amitava Mitra, Fundamentals of Quality Control and Improvement, WILEY Publications, 4th Edition
5. Abdul Razzak Rumane, Quality Management in Construction Projects, CRC Press, Taylor and Francis Group
6. M. S. Shetty, Concrete Technology, S Chand Publications
7. Relevant IS Codes

Web links and Video Lectures (e-Resources):
• Online study material • You Tube videos
Activity Based Learning (Suggested Activities in Class)/ Practical Based learning • Demonstrations of Videos • Industrial visit – preparation of checklists for different activities in construction • Collection of typical reports on testing of basic construction materials

V Semester

Offshore Structures			
Course Code	**21CV585**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:2:0	SEE Marks	50
Total Hours of Pedagogy	15	Total Marks	100
Credits	1	Exam Hours	1

Course objectives:

- To understand the different types of offshore structure
- To learn the concept of offshore structural design
- To understand various effects on offshore strucutures

Teaching-Learning Process (General Instructions)

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

1. Manuals and code books for offshore structures
2. Power point presentations
3. YouTube videos

Module-1

Types of offshore structures and their conceptual development- Fixed, Compliant, Floating- Analytical models for offshore structures- Behaviour under static and dynamic loads- Materials and construction of jacket and gravity platforms- Statutory regulations- Allowable stresses- Design methods and Code Provisions- Design specification of API, DNV, Lloyd's and other Classification Societies.

Teaching-Learning Process	Chalk and talk, PowerPoint Presentation, YouTube videos

Module-2

Environmental loads- Wind, wave, current and ice loads- Calculation based on maximum base shear and overturning moments- Design wave height and spectral definition- Morison's Equation- Maximum wave force on offshore structure

Teaching-Learning Process	Chalk and talk, PowerPoint Presentation, YouTube videos

Module-3

Concept of return waves- Principles of static and dynamic analyses of fixed platforms-Use of approximate methods- Principles of WSD and LRFD- Allowable stresses and partial safety factors- Design of structural elements.

Teaching-Learning Process	Chalk and talk, PowerPoint Presentation, YouTube videos

Module-4

Design against accidental loads- Fire, Blast and Collision- Behaviour of steel at elevated temperature. Fire rating for Hydrocarbon fire- Design of structures for high temperature- Blast mitigation-Blast walls- Collision of boats and energy absorption. 8 hours

Teaching-Learning Process	Chalk and talk, PowerPoint Presentation, YouTube videos

Module-5

Corrosion- Corrosion mechanism- Types of corrosion- Offshore structure corrosion zones- Biological corrosion- Preventive measures of corrosion- Principles of cathode protection systems- Sacrificial anode method and impressed current method- Online corrosion monitoring- Corrosion fatigue.

Teaching-Learning Process	Chalk and talk, PowerPoint Presentation, YouTube videos

Course outcome (Course Skill Set)

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

1. Acquire knowledge and skills to carry out basic tasks regarding dimensioning and structural design of offshore structures.
2. Estimation of maximum forces on an offshore structure due to operational loads and conduct static and dynamic analyses of fixed platforms.
3. Acquire training in the design of jacket platforms, gravity platforms.
4. Estimate the resistance of platforms against fatigue and accidental loads.
5. Attain knowledge in the physics of corrosion and methods to monitor and prevent corrosion.

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 Examination (CIE)

Three Tests (preferably in MCQ pattern with 20 questions) 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**

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

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

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

Semester End Examinations (SEE)

SEE paper shall be set for 50 questions, each of 01 mark. The pattern of the question paper is MCQ (multiple choice questions). The time allotted for SEE is **01 hour.** The student has to secure minimum of 35% of the maximum marks meant for SEE.

Suggested Learning Resources:

Books

1. Srinivasan Chandrasekaran, Dynamic Analysis and Design of Ocean Structures. Springer, 2015.
2. DNV-RP-C203- fatigue Design of Offshore Steel Structures, 2011.
3. DNV-RP-C204- Design against Accidental Loads, 2010.
4. DNV-RP-B101-Corrosion Protection of Floating Protection and Storage Units, 2007.
5. API RP 2A. Planning, Designing and Constructing Fixed Offshore Platforms, API. 2000.
6. B.C Gerwick, Jr. Construction of Marine and Offshore Structures, CRC Press, Florida, 2000.
7. Clauss, G, Lehmann, E &Ostergaard, C, Offshore Structures, Vol. 1 & 2, Springer-Verlag, 1992.
8. Reddy, D. V and Arockiasamy, M., Offshore Structures Vol.1 & 2, Kreiger Publ. Co.1991.
9. Morgan, N., Marine Technology Reference Book, Butterworths, 1990.
10. McClelland, B and Reifel, M. D., Planning and Design of fixed Offshore Platforms, Van Nostrand, 1986.
11. Dawson, T. H., Offshore Structural Engineering, Prentice Hall, 1983.
12. Graff, W. J., Introduction to Offshore Structures, Gulf Publ. Co.1981.

Web links and Video Lectures (e-Resources):

- YouTube videos

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

- Experiments to understand fire resistance of materials
- Experiments to understand corrosion resistance of materials
- Modelling of offshore structures to understand various components

VI Semester

CONSTRUCTION MANAGEMENT AND ENTRPRENERSHIP			
Course Code	**21CV61**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3+0+0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	03

Course objectives:

This course will enable students to

1. Understand the concept of planning, scheduling, cost and quality control, safety during construction, organization and use of project information necessary for construction project.
2. Inculcate Human values to grow as responsible human beings with proper personality.
3. Keep up ethical conduct and discharge professional duties
4. Develop an entrepreneurial outlook and mind set along with critical skills and knowledge to manage risks associated with entrepreneurs.

Teaching-Learning Process (General Instructions)

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

1. Blackboard teaching/PowerPoint presentations (if needed)
2. Regular review of students by asking questions based on topics covered in the class.

Module-1

Management: Characteristics of management, functions of management, importance and purpose of planning process, types of plans.

Construction Project Formulation: Introduction to construction management, project organization, management functions, management styles.

Construction Planning and Scheduling: Introduction, types of project plans, work breakdown structure, Grant Chart, preparation of network diagram- event and activity based and its critical path critical path method, PERT method, concept of activity on arrow and activity on node.

Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class.

Module-2

Resource Management: Basic concepts of resource management, class of lab our, Wages & statutory requirement, Labour Production rate or Productivity, Factors affecting labour output or productivity. **Construction Equipments:** classification of construction equipment, estimation of productivity for: excavator, dozer, compactors, graders and dumpers. Estimation of ownership cost, operational and maintenance cost of construction equipments. Selection of construction equipment and basic concept on equipment maintenance **Materials:** material management functions, inventory management.

Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class.

Module-3

Construction Quality , safety and Human Values: Construction quality process, inspection, quality control and quality assurance, cost of quality, ISO standards. Introduction to concept of Total Quality Management **HSE: Introduction** to concepts of HSE as applicable to Construction. Importance of safety in construction , Safety measures to be taken during Excavation , Explosives , drilling and blasting , hot bituminous works , scaffolds / platforms / ladder , form work and equipment operation. Storage of materials. Safety through legislation, safety campaign. Insurances.

Ethics : Morals, values and ethics, integrity, trustworthiness , work ethics, need of engineering ethics, Professional Duties, Professional and Individual Rights, Confidential and Proprietary Information, Conflict of Interest Confidentiality, Gifts and Bribes, Price Fixing, Whistle Blowing.

Teaching-Learning	1.Blackboard teaching/PowerPoint presentations (if needed)

Process	2.Regular review of students by asking questions based on topics covered in the class.

Module-4

Introduction: Principles of Engineering Economy, Engineering Decision- Makers, Engineering and Economics, Problem solving and Decision making, Intuition and Analysis, Tactics and Strategy. Interest and Interest Factors: Interest rate, Simple interest, Compound interest, Cash- flow diagrams, Exercises and Discussion.

Comparison of alternatives: Present worth, annual equivalent, capitalized and rate of return methods, Minimum Cost analysis and break even analysis.

Replacement Analysis: Replacement studies, replacement due to deterioration, obsolescence, inadequacy, economic life for cyclic replacements, Exercises, Problems. Break- Even Analysis: Basic concepts, Linear Break- Even analysis, Exercises, Problems.

Depreciation: Causes of Depreciation, Basic methods of computing depreciation charges, Exercises, Problems.

Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class.

Module-5

Introduction to Entrepreneurship – Learn how entrepreneurship has changed the world. Identify six entrepreneurial myths and uncover the true facts. Explore E-cells on Campus **Listen to Some Success Stories**: - Global legends Understand how ordinary people become successful global entrepreneurs, their journeys, their challenges, and their success stories. Understand how ordinary people from their own countries have become successful entrepreneurs.

Characteristics of a Successful Entrepreneur Understand the entrepreneurial journey and learn the concept of different entrepreneurial styles. Identify your own entrepreneurship style based on your personality traits, strengths, and weaknesses. Learn about the 5M Model, each of the five entrepreneurial styles in the model, and how they differ from each other. Communicate Effectively: Learn how incorrect assumptions and limiting our opinions about people can negatively impact our communication. Identify the barriers which cause communication breakdown, such as miscommunication and poor listening, and learn how to overcome them.

Business Planning Process: Business planning process, marketing plan, financial plan, project report and feasibility study, guidelines for preparation of model project report for starting a new venture. Introduction to international entrepreneurship opportunities, entry into international business, exporting, direct foreign investment, venture capital.

Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class.

Course outcome (Course Skill Set)

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

1.Understand various management principles of construction industry (L2)

2.Use planning, organizing, scheduling, monitoring and controlling techniques for managing construction activity (L4)

3.Understand importance of quality control and safety in construction.(L2)

4. Understand managing data pertaining to construction project. (L4)

5. Evaluate alternatives and develop capital budget for different scenarios.

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 ten questions. Each question is set for 20 marks. SEE is conducted for 100 marks and marks scored shall be proportionally reduced to 50 marks
2. 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

1. **P C Tripathi and P N Reddy, "Principles of Management", Tata McGraw-Hill Education**

2. Chitkara, K.K, "Construction Project Management: Planning Scheduling and Control", Tata McGraw Hill Publishing Company, New Delhi.

3. Poornima M. Charantimath , "Entrepreneurship Development and Small Business Enterprise", Dorling Kindersley (India) Pvt. Ltd., Licensees of PearsonEducation

4. Dr. U.K. Shrivastava "Construction Planning and Management", Galgotia publications Pvt. Ltd. New Delhi.

5. Bureau of Indian standards – IS 7272 (Part-1)- 1974 : Recommendations for labour output constant for building works:

5. Engineering Economy, Riggs J.L., 5th Edition, Tata McGraw Hill, ISBN 0-07-058670-5

6. Engineering Economics, R Panneerselvam, Eastern Economy Edition 2001, PHI, ISBN – 81- 203-1743-2.

7. Cost Accounting, Khan M Y, 2nd Edition, 2000, Tata McGraw-Hill, ISBN 0070402248

8. Mechanical Estimating & Costing, T.R.Banga, S.C.Sharma, 16th Edition, 2011, Khanna Publishers, ISBN 8174091009

Web links and Video Lectures (e-Resources):

- Online study material
- You Tube video lectures

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

- Seminars/Quizz(To assist in GATE Preparations
- Self Study on simple topics
- Case Study Presentation

VI Semester -

CONCRETE TECHNOLOGY			
Course Code	**21CV62**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2+2+2	SEE Marks	50
Total Hours of Pedagogy	50	Total Marks	100
Credits	4	Exam Hours	3

Course objectives:

1. To recognize material characterization of ingredients of concrete and its influence on properties of concrete
2. Proportion ingredients of Concrete to arrive at most desirable mechanical properties of Concrete.
3. Ascertain and measure engineering properties of concrete in fresh and hardened state which meet the requirement of real time structures.

Teaching-Learning Process (General Instructions)

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

1. Blackboard teaching/PowerPoint presentations (if needed)
2. Regular review of students by asking questions based on topics covered in the class.

MODULE-1

CEMENT AND AGGREGATES

Cement, Chemical composition, Physical and chemical properties, Other Cementitious materials and composition -GGBS, Fly ash rice Husk ash, Silica fume, Hydration of cement, Factors influencing and affecting Hydration of cement, Types of cement. Fine aggregate - grading, analysis, Specify gravity, bulking, moisture content, deleterious materials.

Coarse aggregate – Importance of size, shape and texture. Grading of aggregates - Sieve analysis, specific gravity, Flakiness and elongation index, crushing, impact and abrasion tests. Codal Provisions.

Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class.

MODULE-2

FRESH PROPERTIES OF CONCRETE

Workability - Process of manufactures of concrete: Batching, Mixing, Assessment of Workability of Concrete, Factors affecting workability, Measurement of workability – slump test, flow test, Compaction factor test and Vee-Bee Consistometer tests, Segregation and bleeding, Transporting, Placing, Compaction, Curing, need and Types of curing, accelerated curing.

Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class.

MODULE-3

ADMIXTURES: Classification, effect on fresh and hardened concrete, retention time, Dosage ant their effects, Influence on properties of paste, mortar, and concrete Types of concrete (in brief).

MIX DESIGN PROCEDURE: Concept of Concrete Mix design, variables in proportioning, exposure conditions, Procedure of mix design as per IS 10262-2019, Numerical examples of Mix Design. Highlights of Other methods of Mix Design as per other codes.

Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class.

MODULE-4

HARDENED CONCRETE:

Factors affecting strength, w/c ratio, gel/space ratio, maturity concept, Effect of aggregate properties, assessment of compressive strength, flexural strength, tensile strength, bond strength and modulus of elasticity, aggregate - cement bond strength, factors influencing strength and codal provisions, Relation between modulus of elasticity and strength, factors affecting modulus of elasticity, Poisson Ratio.

Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class.

MODULE 5

Durability - definition, significance, short term and long-term durability. Shrinkage - plastic shrinkage and drying shrinkage, Factors contributing to cracks in concrete - plastic shrinkage, settlement cracks, Factors affecting shrinkage, Effect of creep. Measurement of creep, factors influencing creep. Permeability, Sulphate attack, Chloride attack, carbonation, freezing and thawing, Construction joints and Expansion joints, Thermal effect of concrete. Codal Provisions.

Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class.

PRACTICAL COMPONENT OF IPCC

Sl.NO	Experiments
1	Testing of cement: Consistency, fineness, setting time, Specific Gravity, Soundness and strength.
2	Testing of fine aggregate: Specific Gravity, sieve analysis and zoning, bulking of fine aggregate, bulk density, silt content.
3	Testing of coarse aggregate: Specific Gravity, sieve analysis, bulk density, flakiness index, elongation index, water absorption & moisture content, soundness of aggregate.
4	Concrete Mix design by ACI 211.1-91 method, IS code method as per 10262- 2019& 456-2000, DOE method
5	Tests on Concrete- Workability tests – Slump cone test, compaction factor test, Vee-bee consistometer test, flow table test, strength tests- compressive strength, flexural strength, split tensile strength
6	Effects of Admixture - Accelerator, Retarder, Super Plasticizer
7	Non-destructive Testing - Rebound Hammer test, Ultrasonic Pulse Velocity test

Course outcomes (Course Skill Set):

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

1. Assess and infer various properties of cement, cementitious materials, Fine and coarse aggregate as per codal provision and specifications (L2)
2. Design the concrete mix for the given materials as per IS:10262-2019 provisions (L4)
3. Understand the manufacturing process and asses the quality of green (L2)

4. Describe the properties of fresh and hardened concrete – Strength and Durability aspects (L3)
5.Examine and Evaluate properties of Cement and Concrete

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 02/03 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**.

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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)

1. The question paper will have ten questions. Each question is set for 20 marks. SEE is conducted for 100 marks and marks scored shall be proportionally reduced to 50 marks
2. 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.
3. 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:

Books

1.M.S.Shetty , "Concrete Technology" - Theory and Practice, , S.Chand and Company, New Delhi, 2002.

2. Concrete Technology (Trade, Technology & Industry), George White, Delmar Pu

3.Concrete: Microstructure, Properties, and Materials, P. Kumar Mehta , Paulo J. M. Monteiro, McGraw-Hill Education

4.Neville, A.M. , Properties of Concrete": , ELBS, London

5.A.R.Santakumar , "Concrete Technology" –. Oxford University Press (2007)'

6.Advanced Concrete Technology, Zongjin Li, Wiley; 1 edition

7.GambhirDhanpatRai&Sons , "Concrete Manual" -, New Delhi

8.N.KrishnaRaju, "Concrete Mix Design" -, Sehgal - publishers

9.IS:10262-2016 , "Recommended guidelines for concrete mix design", Bureau of Indian Standards, New Delhi

Web links and Video Lectures (e-Resources):

Cement https://nptel.ac.in/courses/105102012/1
Aggregates https://nptel.ac.in/courses/105102012/6
Mineral admixtureshttps://nptel.ac.in/courses/105102012/11
Chemical admixtures https://nptel.ac.in/courses/105102012/9
https://nptel.ac.in/courses/105102012/10
Concrete mix design https://nptel.ac.in/courses/105102012/14
Concrete production & fresh concrete https://nptel.ac.in/courses/105102012/19
Engineering properties of concretehttps://nptel.ac.in/courses/105102012/23
Dimensional stability & durability https://nptel.ac.in/courses/105102012/27
Durability of concrete https://nptel.ac.in/courses/105102012/31
Special concretes https://nptel.ac.in/courses/105102012/36

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

- Seminars/Quizz(To assist in GATE Preparations
- Demonstrations in Lab
- Self Study on simple topics
- Simple problems solving using Excel
- Virtual Lab Experiments

VI Semester

DESIGN OF STEEL STRUCTURAL ELEMENTS			
Course Code	**21CV63**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2+2+0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives:

This course will enable students to

1. Understand advantages and disadvantages of steel structures, steel code provisions, and plastic behaviour of structural steel.
2. Learn Bolted connections and Welded connections.
3. Design of compression members, built-up columns and columns splices.
4. Design of tension members, simple slab base and gusseted base.
5. Design of laterally supported and un-supported steel beams.

Teaching-Learning Process (General Instructions)

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

1. Blackboard teaching
2. Power point Presentation
3. Videos , NPTEL materials
4. Quiz/Assignments/Open book test to develop skills
5. Adopt problem based learning (PBL) to develop analytical and thinking skills
6. Encourage collaborative learning, site visits related to subject and impart practical knowledge

Module-1

Introduction: Advantages and Disadvantages of Steel Structures, Limit state method Limit State of Strength, Structural Stability, Serviceability Limit states, Failure Criteria of steel, Design Consideration, Loading and load combinations, IS code provisions, Specification and Section classification.

Plastic Behavior of Structural Steel: Introduction, Plastic theory, Plastic Hinge Concept, Plastic collapse load, load factor, Shape factor, Theorem of plastic collapse, Methods of Plastic analysis, Plastic analysis of Continuous Beams.

Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos, Nearby construction site visits.

Module-2

Bolted Connections: Introduction, Types of Bolts, Behavior of bolted joints, Design of High Strength friction Grip (HSFG) bolts, Design of Simple bolted Connections (Lap and Butt joints)and bracket connections.

Welded Connections: Introduction, Types and properties of welds, Effective areas of welds, Weld Defects, Simple welded joints for truss member and bracket connections, Advantages and Disadvantages of Bolted and Welded Connections.

Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos, Nearby construction site visits.

Module-3

Design of Compression Members: Introduction, Failure modes, Behavior of compression members, Sections used for compression members, Effective length of compression members, Design of compression members and built up Compression members, Design concept of Laced and Battened Systems.

Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos, Nearby construction site visits.

Module-4

Design of Tension Members: Introduction, Types of Tension members, Slenderness ratio, Modes of Failure, Factors affecting the strength of tension members, Design of Tension members.Concept of Lug angles, Splices and Gussets.

Design of Column Bases: Design of Simple Slab Base and Gusseted Base.

Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos, Nearby construction site visits.

Module-5

Design of Beams: Introduction, Beam types, Lateral Stability of beams, factors affecting lateral stability, Behavior of Beams in Bending, Design strength of laterally supported beams in Bending, Design of Laterally unsupported Beams [No Numerical Problems], Shear Strength of Steel Beams.

Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos, Nearby construction site visits.

Course outcome (Course Skill Set)

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

1. Possess knowledge of Steel Structures Advantages and Disadvantages of Steel structures, steel code provisions and plastic behaviour of structural steel.
2. Understand the Concept of Bolted and Welded connections.
3. Understand the Concept of Design of compression members, built-up columns and columns splices
4. Understand the Concept of Design of tension members, simple slab base and gusseted base.
5. Understand the Concept of Design of laterally supported and un-supported steel beams.

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 ten questions. Each question is set for 20 marks. SEE is conducted for 100 marks and marks scored shall be proportionally reduced to 50 marks
2. 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:

Text Books

1. N Subramanian., "Design of Steel Structures" (2016), Oxford University Press, New Delhi.
2. Duggal S K., "Limit State Method of Design of Steel Structures", Tata McGraw Hill, New Delhi

Reference Books:

1. Dayarathnam P, "Design of Steel Structures", Scientific International Pvt. Ltd.
2. Kazim S M A and Jindal R S, "Design of Steel Structures", Prentice Hall of India, New Delhi.
3. IS 800-2007: General Construction in Steel Code Practice (Third revision), Bureau of Indian Standards, New Delhi.

Web links and Video Lectures (e-Resources):

- Video Lectures https://nptel.ac.in/courses/105105162
- Lecture Notes https://nptel.ac.in/courses/105106112.

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

- Students are asked to prepare models of different connections, compression members, built-up columns, column bases.
- Students are asked to prepare a report after visiting the industrial structure construction site.

VI Semester

DESIGN OF PRE-STRESSED CONCRETE structures			
Course Code	**21CV641**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2+2+0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives: This course will enable students

- To understand Concepts of prestressing
- To understand Materials used in Pre stressed concrete technology
- To analyse and design Pre stressed concrete structural elements

Teaching-Learning Process (General Instructions)

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

1. Chalk and talk
2. PPT's with good examples
3. You Tube video lectures
4. NPTEL or online study material.

Module-1

Introduction and Analysis of Members: Concept of Pre stressing - Types of Pre stressing - Advantages - Limitations –Pre stressing systems - Anchoring devices - Materials - Mechanical Properties of high strength concrete - high strength steel - Stress-Strain curve for High strength concrete. Comparison between RCC & PSC.

Analysis of members at transfer - Stress concept - Force concept - Load balancing concept - Kern point -Pressure line. (More problems on stress concept)

Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos, Nearby construction site visits

Module-2

Losses in Pre stress: Loss of Pre stress due to Elastic shortening, Friction, Anchorage slip, Creep of concrete, Shrinkage of concrete and Relaxation of steel - Total Loss.

Deflection: Deflection due to gravity loads - Deflection due to prestressing force -Total deflection - Limits of deflection - Limits of span-to-effective depth ratio.

Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos, Nearby construction site visits

Module-3

Design of Sections for Flexure: Analysis of members at ultimate strength - Preliminary Design - Final Design for simply supported beams.

Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos, Nearby construction site visits

Module-4

Design for Shear: Analysis for shear - Components of shear resistance - Modes of Failure - Limit State of collapse for shear - Design of transverse reinforcement.

Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos, Nearby construction site visits

Module-5

Different anchorage system and design of end block by latest IS codes.

Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos, Nearby construction site visits

Course outcome (Course Skill Set)

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

1. Understand the requirement of PSC members for present scenario.
2. Analyse the stresses encountered in PSC element during transfer and at working.
3. Understand the effectiveness of the design of PSC after studying losses
4. Capable of analyzing the PSC element and finding its efficiency.
5. Design PSC beam for different requirements.

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 ten questions. Each question is set for 20 marks. SEE is conducted for 100 marks and Marks scored shall be proportionally reduced to 50 marks.
2. 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:

Text Books

1. Krishna Raju, N. "Pre stressed Concrete", Tata McGraw Hill Publishing Company, New Delhi 2006
2. Krishna Raju. N., "Pre-stressed Concrete - Problems and Solutions", CBS Publishers and Distributors, Pvt.Ltd., New Delhi.
3. Rajagopalan N, "Pre - stressed Concrete", Narosa Publishing House, New Delhi

Reference Books:

1. Praveen Nagarajan, "Advanced Concrete Design", Person Publishers
2. P. Dayaratnam, "Pre stressed Concrete Structures", Scientific International Pvt. Ltd.
3. Lin T Y and Burns N H, 'Design of Pre - stressed Concrete Structures' , John Wiley and Sons, New York

4. Pundit G S and Gupta S P, “Pre - stressed Concrete”, C B S Publishers, New Delhi
5. IS: 1343: Indian Standard code of practice for Pre stressed concrete, BIS, New Delhi.
6. IS: 3370-Indian Standard code of practice for concrete structures for storage of liquids, BIS, New Delhi.

Web links and Video Lectures (e-Resources):

- Online study material
- NPTEL video lectures
- You Tube videos.

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

- Visit to a Pre stressing structural elements manufacturing yard and students have to submit a report

VI Semester

APPLIEDGEOTECHNICALENGINEERING			
Course Code	**21CV642**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2+2+0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives:

This course will enable students to

1. Appreciatebasicconceptsofsoilmechanicsasanintegralpartintheknowledgeof CivilEngineering. Also to become familiarwithfoundationengineering terminology and understand howtheprinciplesofGeo-technologyareappliedinthedesignoffoundations
2. Learnintroductoryconceptsof Geotechnicalinvestigationsrequiredforcivilengineeringprojectsemphasizinginsituinvestigations
3. Conceptually learnvarious theories related to bearingcapacity of soil and theirapplicationinthedesignofshallowfoundationsandestimationofloadcarryingcapacityofpilefoundation
4. Estimate internalstressesinthesoilmassandapplicationofthisknowledge inproportioningofshallowanddeepfoundationfulfillingsettlementcriteria
5. Studyaboutassessingstabilityofslopesandearthpressureonrigidretainingstructures

Teaching-Learning Process (General Instructions)

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

1. Chalk and talk
2. PPT
3. You Tube video lectures
4. Open book test to understand the concepts.

Module-1

SoilExploration:Introduction,ObjectivesandImportance,StagesandMethodsofexploration-Testpits,Borings,stabilizationofboreholes,Samplingtechniques,Undisturbed,disturbedandrepresentativesamples, sampledisturbanceand Boreholelog.

Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos, Nearby construction site visits.

Module-2

DrainageandDewatering: DrainageandDewateringmethods,estimationofdepthofGWT(Hvorslev'smethod)
Flownets: Importance,propertiesandapplications,PhreaticLines,Seepageinearthdams(withandwithoutfilter)andsheetpiles.

Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos, Nearby construction site visits.

Module-3

LateralEarthPressure: Active,Passiveandearthpressureatrest,Rankine'stheoryforcohesionlessandcohesive soils,Factorsinfluencinglateral earthpressure,Geotechnical designofgravityandcantileverretaining walls.

Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos, Nearby construction site visits.

Module-4

StabilityofSlopes: Assumptions,infiniteandfiniteslopes,factorofsafety,SwedishslipcirclemethodforC andC-ø(Methodofslices)soils,Fellineousmethodforcriticalslipcircle,useofTaylor'sstabilitycharts.Causes forslopeinstability,Methods ofstabilisationofslopes	
Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos, Nearby construction site visits.
Module-5	
StressesinSoil: GeodesicstressandStressduetostructures,Boussinesq'sStressdistributioningroundforpointload,lineloadandu niformlydistributedloads,Newmark'sChart,ContactPressure,Pressurebulbs	
Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos, Nearby construction site visits.

Course outcome (Course Skill Set)

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

1. Abilitytoplanandexecutegeotechnicalsiteinvestigationprogramfordifferentcivilengineeringprojects
2. Understandingofstressdistributionandresultingsettlementbeneaththeloadedfootingsonsandandclayeysoils
3. Abilitytoestimatefactorofsafetyagainstfailureofslopesandtocomputelateralpressuredistributionbehindearthretaini ngstructures
4. Abilitytodeterminebearingcapacityofsoilandachieveproficiencyinproportioningshallowisolatedandcombinedfootingsfo niformbearingpressure
5. Capableofestimatingloadcarryingcapacityofsingleandgroupofpiles

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 ten questions. Each question is set for 20 marks. SEE is conducted for 100 marks and Marks scored shall be proportionally reduced to 50 marks.
2. 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:

Books

Textbooks

1. MurthyV.N.S.,Principles of Soil Mechanics and Foundation Engineering,UBSPublishersandDistributors,NewDelhi.
2. K.R.Arora,Soil Mechanics and FoundationEngineering,StandardPublisherDistributors,NewDelhi.
3. PCVarghese,FoundationEngineering,PHIIndiaLearningPrivateLimited,NewDelhi.
4. PunmiaBC,SoilMechanicsandFoundationEngineering-(2017),16thEdition,LaxmiPublicationsco.,NewDelhi.

ReferenceBooks

1. T.W.LambeandR.V.Whitman,SoilMechanics-,JohnWiley&Sons.
2. DonaldPCoduto,GeotechnicalEngineering-PhiLearningPrivateLimited,NewDelhi.
3. ShashiK.Gulathi&ManojDatta,GeotechnicalEngineering-.,TataMcGrawHillPublications.
4. DebashisMoitra,"Geotechnical Engineering",UniversitiesPress.,
5. MalcolmDBolton,"AGuidetosoilmechanics",UniversitiesPress.,
6. BowlesJE,Foundation analysis and design,McGraw-HillPublications.
7. Bureauof Indian Standards:IS-1904,IS-6403,IS-8009,IS-2950,IS-2911and all other relevant codes.

Web links and Video Lectures (e-Resources):

- Online study material
- NPTEL video lectures.

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

- Site visit to understand the practical difficulty in construction of earth retaining strucures
- Assignment to students on design of an earth retaining structures

VI Semester

RAILWAYS,HARBOUR,TUNNELINGANDAIRPORTS			
Course Code	21CV643	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	(3:0:0)	SEE Marks	50
Total Hours of Pedagogy		Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

- Understandthehistoryanddevelopment,roleofrailways,railway planning anddevelopmentbasedonessentialcriteria.
- Learn different types of structural components, engineering properties of the materials, to calculate the materialquantitiesrequiredforconstruction.
- Understandvariousaspectsofgeometricalelements,pointsandcrossings,significanceofmaintenanceoftracks.
- Designandplanairportlayout,designfacilitiesrequiredforrunway,taxiwayandimpartknowledgeaboutvisualaids
- Applydesignfeaturesoftunnels,harbors,dockandnecessarynavigationalaids;alsoexposethemto variousmethodsof tunnelingandtunnelaccessories.

Teaching-Learning Process (General Instructions)

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

1. Blackboard teaching/PowerPoint presentations (if needed)
2. Regular review of students by asking questions based on topics covered in the class.

Module-1

Railway Planning: Significance of Road, Rail, Air and Water transports – Coordination of all modes to achievesustainability
–Elementsof permanentway, - Rails,Sleepers,Ballast,railfixturesandfastenings,–TrackStress,coningofwheels,creepinrails,defectsinrails
Route alignment surveys, conventional and modern methods- – Soil suitability analysis – Geometric design ofrailways, gradient, super elevation, widening of gauge on curves- Points and Crossings (Explanation & Sketches ofRight- and Left-handturnoutsonly).

Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class.

Module-2

Railway Construction and Maintenance: Earthwork – Stabilization of track on poor soil, Calculation ofMaterialsrequiredfortracklaying–Constructionandmaintenanceoftracks–Modernmethodsofconstruction&maintenance–Railwaystationsandyardsandpassengeramenities-Urbanrail–InfrastructureforMetro,Mono andundergroundrailways.

Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class.

Module-3

HarbourandTunnelEngineering: DefinitionofBasicTerms:PlanningandDesignofHarbours:Requirements, Classification,Locationand Design Principles–HarbourLayoutandTerminalFacilities,CoastalStructures,InlandWaterTransport–WaveactiononCoastalStructuresand CoastalProtectionWorks.
Tunneling:Introduction,sizeandshapeofthetunnel,tunnelingmethodsinsoils,tunnellining,tunneldrainageand ventilation.

Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class.

Module-4

AirportPlanning: Airtransportcharacteristics,airportclassification,airportplanning:objectives, components,layoutcharacteristics, andsocio-economiccharacteristicsofthecatchmentarea,criteriafor airportsiteselectionandICAOstipulations,typicalairportlayouts,Parkingandcirculationarea.	
Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class.
Module-5	
AirportDesign: RunwayDesign:Orientation,WindRoseDiagram,Runwaylength,Problemsonbasicand ActualLength,Geometricdesignofrunways,ConfigurationandPavementDesignPrinciples,Elementsof TaxiwayDesign,AirportZones,PassengerFacilitiesandServices,RunwayandTaxiwayMarkingsandlighting.	
Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class.

Course outcome (Course Skill Set)

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

1. Acquirescapabilityofchoosingalignmentandalsodesigngeometricaspectsofrailwaysystem,runwayandtaxiway.
2. Suggestandestimatethematerialquantityrequiredforlayingarailwaytrackandalsowillbeabletodeterminethehaulingcapacityofalocomotive.
3. Developlayoutplanofairport,harbour,dockandwillbeablerelatethegainedknowledgetoidentifyrequired typeof visualand/ornavigationalaidsforthesame.
4. Applytheknowledgegainedtoconductsurveying,understandthetunnellingactivities.

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 ten questions. Each question is set for 20 marks. SEE is conducted for 100 marks and Marks scored shall be proportionally reduced to 50 marks.
2. 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:

Books

1. SaxenaSubhashCandSatyapalArora,"ACourseinRailwayEngineering",DhanpatRaiandSons,Delhi.
2. SatishChandraandAgarwalM.M,"RailwayEngineering",2nd Edition,OxfordUniversityPress,NewDelhi.
3. KhannaSK,AroraMGandJainSS,"AirportPlanningandDesign",NemchandandBrothers,Roorkee.
4. CVenkatramaiah, "TransportationEngineering",VolumeII:Railways,Airports,DocksandHarbours,BridgesandTunnels, UniversitiesPress.
5. BindraSP,"ACourseinDocksandHarbourEngineering",DhanpatRaiandSons,NewDelhi.

Web links and Video Lectures (e-Resources):

- .https://nptel.ac.in/courses/105107123

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

- Seminars/Quiz (To assist in GATE Preparations)
- Self-Study on simple topics
- Simple problems solving using Excel

VI Semester

Design Concepts in Building Services			
Course Code	**21CV644**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2+2+0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	03

Course objectives:

- Learn the importance of sanitation, domestic water supply, plumbing and fire services
- Understand the concepts of heat, ventilation and air conditioning
- Develop technical and practical knowledge in Building Services.

Teaching-Learning Process (General Instructions)

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

1. Apart from conventional lecture methods various types of innovative teaching techniques through videos, animation films may be adopted so that the delivered lesson can progress the students in theoretical, applied and practical skills .
2. Encourage collaborative (Group Learning) Learning in the class.
3. Ask at least three HOTS (Higher-order Thinking) questions in the class, which promotes critical thinking.
4. Seminars and Quizzes may be arranged for students in respective subjects to develop skills.

Module-1

Water Supply, Drainage and Solid Waste Disposal: Water requirements for different types of buildings, simple method of removal of impurities, water saving practices and their potential Service connection from mains, sump and storage tank, types and sizes of pipes, special installation in multistoried buildings. Material, types of fixtures and fitting for a contemporary bathroom– taps –quarter turn, half turn, ceramic, foam flow etc, hot water mixer, hand shower Rainwater harvesting to include roof top harvesting, type of spouts, sizes of rainwater pipes and typical detail of a water harvesting pit Principles of drainage, surface drainage, shape and sizes of drains and sewers, storm water over flow chambers, methods of laying and construction of sewers Approaches for solid waste management, Solid wastes collection and removal from buildings. On-site processing and disposal methods 8 Hours

Teaching-Learning Process	Chalk and talk, powerpoint presentation

Module-2

Heat Ventilation and Air Conditioning (HVAC): Behaviour of heat propagation, thermal insulating materials and their co-efficient of thermal conductivity. General methods of thermal insulation: Thermal insulation of roofs, exposed walls. Ventilation: Definition and necessity, system of ventilation. Principles of air conditioning, Air cooling, Different systems of ducting and distribution, Essentials of air-conditioning system. 8 Hours

Teaching-Learning Process	. Chalk and talk, powerpoint presentation

Module-3

Electrical and Fire Fighting Services: Electrical systems, Basics of electricity, single/Three phase supply, protective devices in electrical installation, Earthing for safety, Types of earthing, ISI Specifications. Electrical installations in buildings, Types of wires, Wiring systems and their choice , planning electrical wiring for building, Main and distribution boards, Principles of illumination, Classification of buildings based on occupancy, causes of fire and spread of fire, Standard fire, Fire fighting, protection and fire resistance, Firefighting equipment and different methods of fighting fire., means of escape, alarms, etc., Combustibility of materials, Structural elements and fire resistance, Fire escape routes and elements, planning and design. Wet risers, dry risers, sprinklers, heat detector, smoke detectors, fire dampers, fire doors, etc. Provisions of NBC.

8 Hours

Teaching-Learning Process	Chalk and talk, powerpoint presentation

Module-4

Plumbing and Fire Fighting Layout of Simple Buildings: Application of above studies in preparing layout and details - Plumbing layout of residential and public buildings, Fire fighting layout, Reflected ceiling plan of smoke detectors / sprinklers, etc.
8 Hours

Teaching-Learning Process	Chalk and talk, powerpoint presentation

Module-5

Engineering Services: engineering services in a building as a system, Lifts, escalators, cold and hot water systems, waste water systems and electrical systems. Pumps and Machineries: Reciprocating, Centrifugal, Deep well, Submersible, Automatic pumps, Sewerage pumps, Compressors, Vacuum pump – their selection, installation and maintenance – Hot water boilers – Classification and types of lifts, lift codes, rules structural provision: escalators, their uses, types and sizes, safety norms to be adopted – Social features required for physically handicapped and elderly, DC/AC motors, Generators, Building Maintenance: Preventive and protective maintenance, Scheduled and contingency maintenance planning, M.I.S. for building maintenance. Maintenance standards. Economic maintenance decisions. 8 Hours

Teaching-Learning Process	Chalk and talk, powerpoint presentation

Course outcome (Course Skill Set)

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

1. Describe the basics of house plumbing and waste water collection and disposal.
2. Discuss the safety and guidelines with respect to fire safety.
3. Describe the issues with respect to quantity of water, rain water harvesting and roof top harvesting.
4. Understand and implement the requirements of thermal comfort in buildings

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

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 ten questions. Each question is set for 20 marks. SEE is conducted for 100 marks and Marks scored shall be proportionally reduced to 50 marks.
2. 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:

Books

3. National Building Code
4. Charangith shah, Water supply and sanitary engineering, Galgotia publishers.
5. Kamala & DL Kanth Rao, Environmental Engineering, Tata McGraw Hill publishing co. Ltd.
6. Technical teachers Training Institute (Madras), Environmental Engineering, Tata McGraw Hill publishing Co. Ltd.
7. M.David Egan, Concepts in Building Fire Safety.
8. O.H.Koenigsberger, "Manual of Tropical Housing and Building", Longman Group United Kingdom
9. V.K.Jain, Fire Safety In Building 2edition, New Age International Publishers
10. E.G.Butcher, Smoke control in Fire-safety Design.
11. E.R.Ambrose, Heat pumps and Electric Heating, John and Wiley and Sons Inc, New York
12. Handbook for Building Engineers in Metric systems, NBC, New Delhi

Web links and Video Lectures (e-Resources):

- http://nptel.ac.in
- https://swayam.gov.in

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

- Assignment to students on building service components

VI Semester

Groundwater Hydraulics			
Course Code	**21CV645**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2+2+0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course Objectives

1. Explain the Significance of Groundwater
2. Paraphrasing the characteristics of aquifers
3. To quantify the Groundwater flow by different methods
4. To locate occurrence of groundwater and synthesize groundwater development

Teaching-Learning Process (General Instructions)

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

1. Power point presentation, Video
2. Quiz, assignments, Seminars to develop skills
3. Video, Utube, NPTTEL materials
4. Encourage collaborative learning in the class
5. Adopt problem Based learning(PBL) to develop analytical and thinking skills
6. Pumping test demonstration at Near by site s and Testing of water quality

Module-1	
Importance of Groundwater, Vertical distribution of groundwater, Occurrence in different types of rocks and soils Definition of -Aquifers, Aquifuge, Aquitard , Aquiclude ,Confined and Unconfined aquifer Fundamentals of Ground water flow-Aquifer parameters, specific yield and specific retention, porosity, storage coefficient.	8 hours
Teaching-Learning Process	Chalk and Talk, Power point presentation

Module-2	
Derivation of Darcy's law, Hydraulic conductivity, coefficient of permeability and Intrinsic permeability Permeability in isotropic , anisotropic soils, Steady One dimensional flow	8 hours
Teaching-Learning Process	Chalk and Talk, Power point presentation ,analysis in laboratory

Module-3	
Well Hydraulics-Steady flow Steady Radial flow in confined aquifer and Unconfined aquifer, derivation – Theiss method, Cooper and Jacob Method Solutions for Unsteady flow equations, interference of wells, image well theory	8 hours
Teaching-Learning Process	Chalk and Talk, Power point presentation

Module-4	
Groundwater exploration and Development - Seismic, Electrical resistivity, Geophysical techniques Groundwater exploration by different logging techniques-Electrical Logging, induction logging, Groundwater Development-Types of Wells, methods of construction, tube well design, Conjunctive use	8 hours
Teaching-Learning Process	Chalk and Talk, Power point presentation

Module-5	
Quality of Groundwater and Groundwater Modeling Techniques-Sources of Salinity, Measures of water quality, Chemical analysis, Physical analysis, Chemical Analysis, Groundwater Samples Porous media models, Electric Analog Models ,Digital Computer Models	8 hours

Teaching-Learning Process	Chalk and Talk, Power point presentation, Testing water quality samples near by Villages

Course outcome (Course Skill Set)

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

1. Explain the importance of Groundwater
2. Paraphrasing the Characteristics of aquifers
3. Estimate the quantity of groundwater by various methods
4. Analyse the zones of groundwater resource
5. Analyse the quality of groundwater and understand Techniques of modeling

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

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 ten questions. Each question is set for 20 marks. SEE is conducted for 100 marks and Marks scored shall be proportionally reduced to 50 marks.
2. 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:

Books

Text Books:

1. H.M.Rghunath," Ground waterby ", Wiley Eastern Publishers, New Delhi
2. K.Todd , "Groundwater Hydrology", Wiley Eastern Publishers, New Delhi
3. Bower.H, "Groundwater Hydrolog", McGraw Hill Publishers,New Delhi

Reference Books

1. Garg Satya Prakash, "Groundwater and Tube wells", Oxford and IBH Publication, New Delhi
2. W.C.Walton," Groundwater Resources and Evaluation", Tata Mc Graw Hill Publishers, New Delhi
3. Micheal, D.M,, Khepar,,S.D, and Sondhi,S.K, "Water Wells and pumps- ", Mc GrawHill,Delhi Standard Book House, Delhi.

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

- Seminars
- Pumping test Demonstrations
- Demonstrations of Hydraulic conductivity test in lab
- Video/NPTEL lecture notes

VI Semester

ALTERNATE BUILDING MATERIALS			
Course Code	**21CV646**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	**2+2+0**	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	**3**	Exam Hours	03

Course objectives: This course will enable students to:

1. understand environmental issues due to building materials and the energy consumption in manufacturing building materials
2. study the various masonry blocks, masonry mortar and structural behavior of masonry under compression.
3. Study the alternative building materials in the present context.
4. understand the alternative building technologies which are followed in present construction field.

Teaching-Learning Process (General Instructions)

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

1. Blackboard teaching/PowerPoint presentations (if needed)
2. Regular review of students by asking questions based on topics covered in the class.

Module-1

Environmental Implications of Buildings

Energy use, carbon emissions, water use, waste disposal; Building materials: sources, methods of production and environmental Implications. Embodied Energy in Building Materials: Transportation Energy for Building Materials; Maintenance Energy for Buildings.BUILDINGS 9 Framed Construction, Masonry Construction. Resources for Building Materials, Alternative concepts. Recycling of Industrial and Buildings Wastes. Biomass Resources for buildings.

Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class.

Module-2

Elements of Structural Masonry :

Elements of Structural Masonry, Masonry materials, requirements of masonry units' characteristics of bricks, stones, clay blocks, concrete blocks, stone boulders, lateriteBlocks, Fal- G blocks and Stabilized mud block. Manufacture of stabilized blocks.

Structural Masonry Mortars: Mortars, cementations materials, sand, natural & manufactured, types of mortars, classification of mortars as per BIS, characteristics and requirements of mortar, selection of mortar. Uses of masonry, masonry bonding, Compressive strength of masonry elements, Factors affecting compressive strength, Strength of Prisms/wallets and walls, Effect of brick bond on strength, Bond strength of masonry: Flexure and shear, Elastic properties of masonry materials and masonry, Design of masonry compression elements subjected to axial load.

Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class.

Module-3

Alternate Building Materials:

Lime, Pozzolana cements, Raw materials, Manufacturing process, Properties and uses. Fibers- metal and synthetic, Properties and applications. Fiber reinforced plastics, Matrix materials, Fibers organic and synthetic, Properties and applications. Building materials from agro and industrial wastes ,Types of agro wastes, Types of industrial and mine wastes, Properties and applications. Masonry blocks using industrial wastes. Construction and demolition wastes.

Teaching-	1.Blackboard teaching/PowerPoint presentations (if needed)

Learning Process	2.Regular review of students by asking questions based on topics covered in the class.

Module-4

Alternate Building Technologies:
Use of arches in foundation, alternatives for wall constructions,
composite masonry, confined masonry, cavity walls, rammed earth, Ferro cement and ferroconcrete building components, Materials and specifications, Properties, Construction methods, Applications. Top down construction, Mivan Construction Technique. **Alternate Roofing Systems:** Concepts, Filler slabs, Composite beam panel roofs, Masonry vaults and domes.

Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class.

Module-5

Equipment for Production of Alternate Materials:
Machines for manufacture of concrete, Equipments for production of stabilized blocks, Moulds and methods of production of precast elements, Cost concepts in buildings, Cost saving techniques in planning, design and construction, Cost analysis: Case studies using alternatives.

Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class.

Course outcome (Course Skill Set)

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

1. Solve the problems of Environmental issues concerned to building materials and cost effective building technologies;
2. Select appropriate type of masonry unit and mortar for civil engineering constructions; also they are able to Design Structural Masonry Elements under Axial Compression.
3. Analyze different alternative building materials which will be suitable for specific climate and in an environmentally sustainable manner. Also capable of suggesting suitable agro and industrial wastes as a building material.
4. Recommend various types of alternative building materials and technologies and design a energy efficient building by considering local climatic condition and building material.

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 ten questions. Each question is set for 20 marks. SEE is conducted for 100 marks and Marks scored shall be proportionally reduced to 50 marks.
2. 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:

Text Books

1. KS Jagadish, B V Venkatarama Reddy and K S Nanjunda Rao, "Alternative Building Materials and Technologies", New Age International pub.
2. Arnold W Hendry, "Structural Masonry", Macmillan Publishers**Reference Books**

Reference books:

1. RJS Spence and DJ Cook, "Building Materials in Developing Countries", Wiley pub.
2. LEED India, Green Building Rating System, IGBC pub.
3. IGBC Green Homes Rating System, CII pub.
4. Relevant IS Codes.

Web links and Video Lectures (e-Resources):

- Online study material
- NPTEL video lectures

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

- Assignment on alternative building materials used locally for sustainable construction

VI Semester

Remote Sensing and GIS			
Course Code	**21CV651**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2+2+0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	03

Course objectives:

- Understand concept of using photographic data to determine relative positions of points.
- Study the methods of collection of land data using Terrestrial and Aerial camera.
- Analyse the data gathered from various sensors and interpret for various applications.
- Apply the principles of RS, GIS and GPS in various scopes of Civil Engineering.

Teaching-Learning Process (General Instructions)

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

1. NPTEL courses on remote sensing and GIS has to be referred to students
2. The online resources for remote sensing data to be made available in the lab
3. Open source software QGIS should be made available in the lab
4. YouTube videos
5. Power point presentations

Module-1

Remote Sensing- Definition, types of remote sensing, components of remote sensing, electromagnetic spectrum, Black body, Atmospheric windows, energy interaction with earth surface features. Spectral reflectance curve. Platforms and sensors. Sensor resolutions. Types of satellites-Indian and other remote sensing satellites (IRS, IKONS and Landsat). Principle of visual interpretation - key elements.

Teaching-Learning Process	Chalk and talk, PowerPoint Presentation, YouTube videos

Module-2

Photogrammetry: Introduction types of Photogrammetry, Advantages Photogrammetry, Introduction to digital Photogrammetry. Aerial Photogrammetry: Advantages over ground survey methods- geometry of vertical photographs, scales of vertical photograph. Ground coordination-relief displacement, scale ground coordinates – flight planning.

Teaching-Learning Process	Chalk and talk, PowerPoint Presentation, YouTube videos

Module-3

Geographic Information System- Introduction, Functions and advantages, sources of data for GIS. Database – Types, advantages and disadvantages. Data Analysis.-overlay operations, network analysis, spatial analysis. Outputs and map generation. GPS- components and working principles.

Teaching-Learning Process	Chalk and talk, PowerPoint Presentation, YouTube videos

Module-4

Applications of GIS, Remote Sensing and GPS: Water Resources engineering and management (prioritization of river basins, water perspective zones and its mapping), Highway and transportation (highway alignment, Optimization of routes, accident analysis), Environmental Engineering

(Geostatistical analysis of water quality, rainfall).

Teaching-Learning Process	Chalk and talk, PowerPoint Presentation, YouTube videos

Module-5

Applications of GIS, Remote Sensing and GPS: Urban Planning & Management, urban sprawl, Change detection studies, forests and urban area, agriculture, Disaster Management. Layouts: Dead end, Radial, Grid iron, Circular system.

Teaching-Learning Process	Chalk and talk, PowerPoint Presentation, YouTube videos

Course outcome (Course Skill Set)

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

1. Understand and remember the principle of Remote Sensing (RS) and Geographical Information Systems (GIS) data acquisition and its applications.
2. Apply RS and GIS technologies in various fields of engineering and social needs
3. Analyse and evaluate the information obtained by applying RS and GIS technologies.
4. Create a feasible solution in the different fields of application of RS and GIS

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

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 ten questions. Each question is set for 20 marks. SEE is conducted for 100 marks and Marks scored shall be proportionally reduced to 50 marks.
2. 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:

Books

1. Geographic Information System-An Introduction, Tor Bernharadsen, 2009, 3rd Edition, Wiley India Pvt. Ltd. New Delhi, ISBN - 9788126511389.
2. Principles of Remote sensing and Image Interpretation, Lillesand and Kiefer, 2011, 6th Edition, John Wiley Publishers, New Delhi, ISBN – 8126532238.
3. Higher Surveying, Chandra A.M, 2015, 3rd Edition, New age international (P) Ltd, ISBN: 8122438121
4. Remote Sensing, Robert A. Schowengerdt, 2009, 3rd Edition, Elsevier India Pvt Ltd, New Delhi.
5. Remote Sensing and GIS, Bhatta B, 2011, Oxford University Press, New Delhi, ISBN - 0198072392

Web links and Video Lectures (e-Resources):

- NPTEL lecture videos

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

- Delineating the boundary for a watershed using SOI topomap as reference in GIS software
- Delineating the national highway and study the different components
- Delineating different features on land surface and create land use/land cover map using topomap and google earth image of specific region

VI Semester

TRAFFICENGINEERING			
Course Code	21CV652	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	(3:0:0:0)	SEE Marks	50
Total Hours of Pedagogy		Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

- Understandfundamentalknowledgeoftrafficengineering,scopeanditsimportance.
- Describebasictechniquesforcollectingandanalyzingtrafficdata,diagnosingproblems,designingappropriateremedialtreatment,andassessingitseffectiveness.
- Applyprobabilisticandqueuingtheorytechniquesfortheanalysisoftrafficflowsituationsandemphasistheinteractionofflowefficiencyandtrafficsafety.
- Understandandanalyzetrafficissuesincludingsafety,planning,design,operationandcontrol.
- Applyintelligenttransportsystemanditsapplicationsinthepresenttrafficscenario.

Teaching-Learning Process (General Instructions)

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

1. Blackboard teaching/PowerPoint presentations (if needed)
2. Regular review of students by asking questions based on topics covered in the class.

Module-1

Traffic Planning and Characteristics: Road Characteristics-Road user characteristics, PIEV theory,Vehicle Performance characteristics, Fundamentals of Traffic Flow, Urban Traffic problems in India,Integratedplanning oftown,country,regionalandallurbaninfrastructures,Sustainableapproach-land use&transportandmodalintegration.

Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class.

Module-2

Traffic Surveys: Traffic Surveys- Speed, journeytime anddelaysurveys, Vehicles Volume Survey including non-motorized transports, Methods and interpretation, Origin Destination Survey,Methodsandpresentation,ParkingSurvey,AccidentAnalyses-Methods,interpretationandpresentation,Statisticalapplicationsintrafficstudiesandtrafficforecasting,Level ofService-Concept, applicationsandsignificance.

Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class.

Module-3

TrafficDesignandVisualAids: IntersectionDesign-channelization,Rotaryintersectiondesign,Signaldesign,Coordinationofsignals,Gradeseparation,Trafficsignsincludingsandroad markings,Significantrolesoftrafficcontrolpersonnel,Networkingpedestrianfacilities&cycletracks.

Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class.

Module-4

TrafficSafetyandEnvironment: Roadaccidents, Causes, effect, prevention, andcost,Street lighting,Trafficandenvironmenthazards,AirandNoisePollution,causes,abatementmeasures,Promotionandintegrationofpublictransportation,Promotionofnon-motorizedtransport.

Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class.

Module-5	
TrafficManagement: AreaTrafficManagementSystem,TrafficSystemManagement(TSM)withIRCstandards ,TrafficRegulatoryMeasures,TravelDemandManagement(TDM),Directandindirect methods,Congestionandparkingpricing,Allsegregationmethods-Coordinationamongdifferentagencies,IntelligentTransportSystemfortrafficmanagement,enforcementandeducation	
Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class.

Course outcome (Course Skill Set)

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

1. Understand the human factors and vehicular factors in traffic engineering design.
2. Conduct different types of traffic survey sand analysis of collected data using statistical concepts.
3. Use an appropriate traffic flow theory and to comprehend the capacity & signalized inter-section analysis.
4. UnderstandthebasicknowledgeofIntelligentTransportationSystem.

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 ten questions. Each question is set for 20 marks. SEE is conducted for 100 marks and Marks scored shall be proportionally reduced to 50 marks.
2. 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:

Books

1. Kadiyali.L.R."TrafficEngineeringandTransportPlanning",KhannaPublishers,Delhi,2013
2. SKKhannaandCEGJustoandA. Veeraragavan,"HighwayEngineering",NemChandandBros.
3. Salter.R.IandHounsellN.B,"HighwayTrafficAnalysisanddesign",MacmillanPressLtd.1996.

ReferenceBooks:

1. IndianRoadsCongress(IRC)Specifications:GuidelinesandSpecialPublicationsonTrafficPlanningandManagement.
2. FredL.Mannering,ScottS.WashburnandWalterP.Kilareski,PrinciplesofHighwayEngineeringandTrafficAnalysis, WileyIndiaPvt.Ltd.,NewDelhi,2011.
3. Garber and Hoel, "Principles of Traffic and Highway Engineering", CENGAGE Learning, NewDelhi,2010.
4. SP:43-1994, IRC Specification, "Guidelines onLow-costTrafficManagementTechniques"forUrbanAreas,1994.
5. JohnETyworth,"TrafficManagementPlanning,Operationsandcontrol",AddisonWeslyPublishingCompany,1996.
6. Hobbs.F.D."TrafficPlanningandEngineering",UniversityofBrimingham,PeragamonPress Ltd,2005.

Web links and Video Lectures (e-Resources):

- .https://archive.nptel.ac.in/courses/105/105/105105215

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

- Seminars/Quiz (To assist in GATE Preparations)
- Self-Study on simple topics
- Simple problems solving using Excel
- Discussion of case studies
- Use of software for traffic simulation.

VI Semester

Occupational Health and Safety			
Course Code	**21CV653**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2+2+0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives:

- Gain an historical, economic, and organizational perspective of occupational safety and health;
- Investigate current occupational safety and health problems and solutions.
- Identify the forces that influence occupational safety and health.
- Demonstrate the knowledge and skills needed to identify workplace problems and safe work practice

Teaching-Learning Process (General Instructions)

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

1. Apart from conventional lecture methods various types of innovative teaching techniques through videos, animation films may be adopted so that the delivered lesson can progress the students in theoretical, applied and practical skills.
2. Encourage collaborative (Group Learning) Learning in the class.
3. Ask at least three HOTS (Higher-order Thinking) questions in the class, which promotes critical thinking.
4. Seminars and Quizzes may be arranged for students in respective subjects to develop skills.

Module-1

Occupational Hazard and Control Principles: Safety, History and development, National Safety Policy. Occupational safety and Health Act (OSHA), Occupational Health and Safety administration - Laws governing OSHA and right to know. Accident – causation, investigation, investigation plan, Methods of acquiring accident facts, Supervisory role in accident investigation

8 hours

Teaching-Learning Process	Chalk and talk, powerpoint presentation

Module-2

Ergonomics at Work Place: Ergonomics Task analysis, Preventing Ergonomic Hazards, Work space Envelops, Visual Ergonomics, Ergonomic Standards, Ergonomic Programs. Hazard cognition and Analysis, Human Error Analysis , Fault Tree Analysis – Emergency Response - Decision for action – purpose and considerations

8 hours

Teaching-Learning Process	. Chalk and talk, powerpoint presentation

Module-3

Fire Prevention and Protection: Fire Triangle, Fire Development and its severity, Effect of Enclosures, early detection of Fire, Classification of fire and Fire Extinguishers. Electrical Safety, Product Safety: Technical Requirements of Product safety.

8 hours

Teaching-Learning	Chalk and talk, powerpoint presentation

Process	
Module-4	
Health Considerations at Work Place: types of diseases and their spread, Health Emergency. Personal Protective Equipment (PPE) – types and advantages, effects of exposure and treatment for engineering industries, municipal solid waste. Environment management plans (EMP) for safety and sustainability 8 hours	
Teaching-Learning Process	Chalk and talk, powerpoint presentation
Module-5	
Occupational Health and Safety Considerations: Water and wastewater treatment plants, Handling of chemical and safety measures in water and wastewater treatment plants and labs, Construction material manufacturing industries like cement plants, RMC Plants, precast plants and construction sites. Policies, roles and responsibilities of workers, managers and supervisors 8 hours	
Teaching-Learning Process	Chalk and talk, powerpoint presentation

Course outcome (Course Skill Set)

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

1. Identify hazards in the workplace that pose a danger or threat to their safety or health, or that of others.
2. Control unsafe or unhealthy hazards and propose methods to eliminate the hazard.
3. Present a coherent analysis of a potential safety or health hazard both verbally and in writing, citing the occupational Health and Safety Regulations as well as supported legislation.
4. Discuss the role of health and safety in the workplace pertaining to the responsibilities of workers, managers, supervisors.
5. Identify the decisions required to maintain protection of the environment, workplace as well as personal health and safety.

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

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 ten questions. Each question is set for 20 marks. SEE is conducted for 100 marks and Marks scored shall be proportionally reduced to 50 marks.
2. 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:

Books

1. Goetsch D.L., (1999), "Occupational Safety and Heal th for Technologists, Engineers and Managers", Pren tice Hall.
2. Heinrich H.W., (2007), "Industrial Accident Prevent ion - A Scientific Approach", McGraw-Hill Book Comp any
3. National Safety Council and Associate (Data) Publishers Pvt. Ltd., (1991), "Industrial Safety and Poll ution Control Handbook
4. Colling D.A., (1990), "Industrial Safety Management and Technology", Prentice Hall, New Delhi.
5. Della D.E., and Giustina, (1996), "Safety and Environmental Management", Van Nostrand Reinhold International Thomson Publishing Inc.

Web links and Video Lectures (e-Resources):

1. .https://nptel.ac.in/courses/114106017
2. https://youtu.be/8nbOI-0U9Co
3. https://youtu.be/Be9inw8xlw8
4. https://youtu.be/n7oUOUCIblg
5. https://youtu.be/gzgNLvHTrfY
6. https://www.slideshare.net/engkhanmsh/introduction-to-osha-50289682

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

- http://nptel.ac.in
- https://swayam.gov.in

VI Semester

CONSERVATION OF NATURAL RESOURCES			
Course Code	**21CV654**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2+2+0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives: Make the students to learn

1. Learn types of land forms, soil conservation and sustainable land use planning.
2. Apprehend water resources, types, distribution, planning and conservation. Water pollution and types of uses.
3. Know the types of minerals and rocks.
4. Know the atmospheric composition of air, pollution and effects on human beings, animals and plants. Air pollution control.
5. Apprehend basics of biodiversity and ecosystems.

Teaching-Learning Process (General Instructions)

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

1. Power point Presentation
2. Video tube, NPTEL materials
3. Quiz/Assignments/Open book test to develop skills
4. Adopt problem based learning (PBL)to develop analytical and thinking skills
5. Encourage collaborative learning, site visits related to subject and impart practical knowledge
6. Mini projects

Module-1

Land: Land as a resource, types of lands, conservation of land forms, deforestation, effect of land use changes. Soil health, ecological and economic importance of soil, impact of soil degradation on agriculture and food security, need for soil conservation, sustainable land use planning.

Teaching-Learning Process	Chalk and talk, PowerPoint Presentation & PBL

Module-2

Water: Global water resources, Indian water resources, Resources system planning. Water use sectors- domestic, industrial, agriculture. Water deficit and water surplus basins in India, equitable distribution, Inter-basin water transfers, Interlinking of rivers – Himalayan component, peninsular component, issues involved. Ground water, its potential in India, conjunctive use, recharge of ground water. Contamination of ground water, sea water ingress, problems and solutions.

Teaching-Learning Process	Chalk and talk, PowerPoint Presentation & PBL

Module-3

Air: Introduction, composition, sources and classification of air pollutants, National Ambient Air quality standards (NAAQS), Air quality index, effects of air pollution on human health. Economic effects of air pollution. Control of air pollution by equipment, smoke and its control. Ozone depletion –impacts, photochemical changes.

Teaching-Learning Process	Chalk and talk, PowerPoint Presentation and Model preparation

Module-4

Biodiversity: Introduction, Flora and Fauna, Importance of biodiversity, Economic values-medicinal plants, drugs, fisheries biogeochemical cycling. Threat to biodiversity, natural & anthropogenic disturbance, habitat loss. Conservation of biodiversity, National parks, wild life sanctuaries, zoological gardens, gene banks, pollen culture, ecological restoration, social forestry. Ecosystem: Definition, Types: forest, grass land, marine, desert, wetlands, estuarine, lotic, lentic. Abiotic & biotic components of ecosystem.

Teaching-Learning Process	Chalk and talk, PowerPoint Presentation and Field visits.

Module-5

Global warming: concept, indicators, factor and effects. Global climate change-indicators, health impacts, effect on biodiversity. Introduction to global efforts in conservation of biodiversity. .EIA regulations in India, status of EIA in India, list of projects needing environmental clearance under EIA notifications. Case study of hydro power/ thermal power projects

Teaching-Learning Process	Chalk and talk, PowerPoint Presentation and Mini-projects

Course outcome (Course Skill Set)

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

1. Apprehend various components of land as a natural resource and land use planning.
2. Know availability and demand for water resources as applied to India.
3. Analyse the components of air as resource and its pollution.
4. Discuss biodiversity & its role in ecosystem functioning.
5. Critically appreciate the environmental concerns of today.

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

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/mini project, any one of these 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 ten questions. Each question is set for 20 marks. SEE is conducted for 100 marks and Marks scored shall be proportionally reduced to 50 marks.
2. 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:

Books

1. Modi, P.N., "Irrigation Water Resources and Water Power Engineering". Standard Book House, New Delhi. 10th Edition 2019.
2. Raghunath, H.M., "Groundwater" ,3rd Edition, New Age International Publishers, New Delhi, 2007.
3. Krishnan, M.S., "Geology of India & Burma". CBS publishers, New Delhi, 2017.
4. P.Jaya Rami Reddy, "A Textbook of Hydrology", University Science Press, New Delhi, 2011.
5. M N Rao and H V N Rao, "Air pollution", McGraw Hill Publications 2017.
6. Krishnamurthy K.V., "An advanced textbook of Biodiversity- principle & practices." Oxford and IBH publications Co.Pvt ltd, New Delhi. 2004.

Reference Books :

1. Odum, E.P., "Fundamentals of Ecology", W.B sounders, Philadelphia, USA, 1971
2. Singh J.S, Singh S.P & Gupta, S.R., "Ecology, environment and resource conservation", Anamaya publications, 2006.
3. Edmond A. Mathez & Jason E.Smerdon, "Climate Change: The science of Global warming and our energy feature", Columbia University Press, 2009.
4. National Council of Applied Economic Research, "Economic Impact of Interlinking of Rivers Program", Revised Final Report, April 2008.
6. http://nwda.gov.in/content.
7. Madhav Gadagil, "Biodiversity and Indias degraded lands", Indian Academy of Sciences, Volume 22- No

2/3, http://www.jstor.org/pss/4314063
Web links and Video Lectures (e-Resources):
Activity Based Learning (Suggested Activities in Class)/ Practical Based learning • Seminars /Quiz (to assist in GATE preparations) • Demonstrations in lab • Self-Study on simple topics • Simple problems solving by Excel, C+ • Virtual lab experiments

SEMESTER VI

B.E.CIVILENGINEERING
ChoiceBasedCreditSystem(CBCS)andOutcomeBasedEducation(OBE)SE MESTER- VI

EXTENSIVE SURVEY PROJECT

CourseCode	**21CVMP67**	CIEMarks	100
TeachingHours/Week(L:T:P:S)	(0:0:2:0)	SEEMarks	
TotalHours of Pedagogy	60	Total Marks	100
Credits	2	ExamHours	

CourseLearningObjectives:Make the students to

1. PracticalapplicationsofSurveying.
2. Use ofTotalstationandother Field survey and MeasurementEquipment.
3. Planning and execution of field survey and data collection for Infra structure projects such as buildings, Roads, Irrigation Tanks, Water supply schemes.
4. Carry out Preliminary Design of various components of infrastructure projects.
5. Workinteamsandlearn technical skills, drawing skills, timemanagement,communicationandpresentationskills

Teaching-Learning Process (General Instructions)

- The field and design work tobeconductedbetween 4th and 5th semester and between 5th&6thSemesterforatotal duration of4 weeksincludingtrainingontotalstation and other equipment.
- Both field work and design work shall be in batches of students not more than 10 per batch.
- Each project field work shall be of minimum 2 days. The Office work shall be of minimum three days which include data collection, design and drawing of components.
- Preparation of report is to be done during 6th semester.
- Anextensiveprojectpreparationtraininginvolvinginvestigation,collectionofdataistobeconducted. UseofTotalStationiscompulsory. However, any other advanced surveying techniques (like Drone Survey) can be used or demonstrated wherever possible.
- Thestudentshallsubmitaprojectreportconsistingofdesignsanddrawings, one report per batch. The format of the report shall be as per the guidelines for final year project report.
- DrawingsshouldbedoneusingCAD.However, At least one drawing for each project should be drawn manually.
- Studentsshouldlearndatadownloadfromtotalstation,generationofcontours,blockleveling,longitudinalandc ross-sectionaldrawingsandcapacity/volumecalculationusingrelevantsoftwares
- Thecoursecoordinatorsshouldgiveexposureandsimulateactivitiestoachievethecourseoutcomes.
- CIE shall be conducted at the completion of field work and design of each component on a continuous basis

SEE shall be in the form of Vivavoceconductedalongwith6thsemesterexamination. One of the examiners shall be preferably from industry or faculty having industrial experience.

1. **TOWN/HOUSING/LAYOUTPLANNING:**Theworkshallconsistof;
   a. Reconnaissance survey for selection of site and conceptualization of project.
   b. Positioning of Residential area, industrial area, commercial area, and others using Windrose diagram.
   c. Detailed survey required for project execution like contour surveys
   d. Preparation of layout plans as per regulations
   e. Write up on Planning of solid waste management
   f. Preparation of drawing with report as per regulations.

2. **LARGE PUBLIC BUILDING (any one of these: Apartment complex/Shopping Mall/Multilevel parking/Auditorium/ Stadium).**
   a. Selection of site, Contour survey
   b. Land leveling, computation of cut/fill quantity using any software.
   c. Foundation exploration, Soil testing, deciding type of foundation.
   d. Planning various components of structure (No RCC/Steel design)
   e. Preparing architectural drawings. (No quantity estimation)

3. **WATERSUPPLYANDSANITARYPROJECT:**Theworkshallconsistof;
   a. Reconnaissancesurveyforselectionofsiteandconceptualizationofproject.
   b. Identification ofsourcesofwatersupply and alignment of rising main.
   c. Calculation ofquantityofwaterrequiredbasedonexistingand projectedpopulation.
   d. Preparationof layoutmapusingtotalstation.
   e. Alignment SurveyforlayingofwatersupplyandUGD
   f. Locationofsitesforwatertank.Selectionoftypeofwatertank.
   g. Designofallelements of Water treatment plant like aeration tank, sedimentation tank, filtration tank etc.andpreparationofdrawing as per the design withreport.
   h. Designofallelements of Waste Water treatment plant like screening, sedimentation tank etc.andpreparationofdrawing as per the design withreport.
   i. A write up on methods of applying sewage effluents to agricultural farms.

4. **HIGHWAYPROJECT:**Theworkshallconsistof;
   a. Reconnaissance survey for selection of site, comparing site data with topographic maps and conceptualization of project.
   b. Preliminary and detailed investigations to align a new road (min. 1.5 to 2.0 km stretch) between two obligatory points. The investigations shall consist of topographic surveying of strip of land for considering alternate routes and for final alignment. Surveying by using total station. Algnment should be such that there shall be at least one CD work.
   c. Identify locations of CD works and detailed design of one CD work.
   d. Report should justify the selected alignment with details of all geometric designs for traffic and design speed assumed.
   e. Drawing shall include key plan initial alignment, final alignment, longitudinal section along final
   f. alignment, typical cross sections of road, drawings of CD work.

5. **NEWTANKPROJECTS:**Theworkshallconsistof field work and design of components of New tank.
   a. Reconnaissance survey for selection of site and conceptualization of project.
   b. Calculation of water demand (based on population, crop pattern, recreation, industries etc.)
   c. Alignment of center line of the proposed bund, Longitudinal and cross sections of the center line.
   d. Detailed survey required for project execution like Capacity surveys.
   e. Design of bund with stability analysis (with provision for horizonal filter)
   f. Design and details of Waste weir, sluice points, Canal etc. as per requirement
   g. Preparation of drawing as per the design with report.

6. General Awareness Campaign (1 day):

   a. Students should conduct Awareness Program in village about SWACHH BHARATH / Water conservation / Waste disposal / Society hygiene etc
   b. All the details of Awareness Program conducted should be included in the report.

Courseoutcomes: Afterstudyingthiscourse,studentswillbeableto:

1. ApplySurveyingknowledgeandtoolseffectivelyfortheprojects
2. Design the bund, water and sewage treatment plant and highway.
3. Provide sustainable solutions to the ever increasing demands of mankind.
4. Applicationofindividualeffectivenessskillsinteamandorganizationalcontext,goalsetting,timemanagement ,communicationandpresentationskills.

Assessment Details CIE for Mini Project – Extensive survey project

The minimum passing mark for the CIE is 40% of the maximum marks (40 marks).

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 mentoMini- project can be assigned to a group having not more than 10 students.

CIE procedure for Mini-project – Extensive Survey Project:

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.

SEE shall be in the form of Vivavoceconductedalongwith6thsemesterexamination. One of the examiners shall be preferably from industry or faculty having industrial experience.

ReferenceBooks:

1. Urban Planning in India by Amiya Kumar Das. Rawat Publications. 2007.
2. Town Planning by Rangwala, Chariot Publications
3. B.C. Punmia, "Surveying Vol.1", Laxmi Publications pvt. Ltd., New Delhi –2009.
4. B.C. Punmia, "Surveying Vol.2", Laxmi Publications pvt. Ltd., New Delhi.
5. Kanetkar T P and S V Kulkarni , Surveying and Leveling Part I, Pune VidyarthiGrihaPrakashan,1988
6. MG Shah, CM Kale, SY Patki, "Building drawing with an integrated approach to Built Environment Drawing" , Tata McGraw Hill Publishing co. Ltd., New Delhi
7. Gurucharan Singh, "Building Construction", Standard Publishers, & distributors, New Delhi.
8. National Building Code, BIS, New Delhi.
9. S. K. Garg, Environmental Engineering vol-I, Water supply Engineering – M/s Khanna Publishers, New Delhi, 2010
10. B.C. Punmia and Ashok Jain, Environmental Engineering I-Water Supply Engineering, Laxmi Publications (P) Ltd., New Delhi2010.
11. CPHEEO Manual on water supply and treatment engineering, Ministry of Urban Development, Government of India, New Delhi.
12. Punmia B C, Soil Mechanics and Foundation Engineering, Laxmi Publications co., New Delhi.
13. S.K.Garg, "Environmental Engineering vol-II, Water supply Engineering", Khanna Publishers, – New Delhi, 28th edition and 2017
14. S K Khanna and C E G Justo, "Highway Engineering", Nem Chand Bros, Roorkee.
15. Punmia and LalPandey, "Irrigation and Water Power Engineering" Lakshmi Publications, New Delhi.
16. Garg S.K, "Irrigation Engineering and Hydraulic Structures" Khanna publications, New Delhi.
17. Municipal Solid Wastes (Management and Handling) Rules, 2000.Ministry of Environment and Forests Notification, New Delhi, the 25th September, 2000. Amendment – 1357(E) – 08-04-2016
18. Municipal Solid waste management manual, Part II published under Swachh Bharat Mission, Central Public Health and Environmental Engineering Organization (CPHEEO), 2016, Ministry of Urban Development, Government of India.

Web links and Video Lectures (e-Resources):

- NPTEL video lectures on Survey

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

- Seminars/Quiz to understand the subject in depth
- Self-Study on design of hydraulic structures
- Simple problems solving using Excel
- Open source GIS software for preparing Maps

VII Semester

Quantity Survey and Contract Management			
Course Code:	21CV71	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	3	Exam Hours	3

Course objectives: To assist students to

- Understand the need for different type of estimate based on project/client specific requirement.
- Understand and interpret the construction drawings and prepare the quantity estimates of building and other common item of works/projects.
- Be able to apply mathematical principles to estimate the earthwork quantities for construction, earthen embankments, canals etc.
- Understand the need for and author the required general, detailed specifications/method statement for various civil engineering activities.
- Generate a justifiable rate for a civil engineering work by analysing various cost involvement.
- Understand, apply and create the tender and contract document

Teaching-Learning Process (General Instructions)

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

1. Chalk & Talk
2. Demonstration using relevant models / drawings
3. Assignment to measure, draw and estimate of an existing civil engineering entity
4. Demonstration of 3-D modelsof Civil Engineering Entities, PPT Presentations
5. Site Visits, Expert Lectures
6. You Tube Channel – Dr A P J Abdul Kalam University, Uttar Pradesh.

Module-1

Estimation: Type of estimates, Understanding the enclosures of an estimate, General terminology, units of measurement, Preparation of abstract, approximate methods of estimating buildings, cost of materials and recommended labour coefficients. Building Estimate: Methods of taking out quantities and cost (center line method & long and short wall method). Preparation of detailed and abstract estimates for– Buildings – Masonry structures, framed structures. flat, slopped RCC roofs with all building components. Culverts (includes box culvert, pipe culvert and RC slab culverts) manhole and septic tank.

Teaching-Learning Process	1. Chalk & Talk 2. Demonstration using relevant models / drawings 3. Demonstration of 3-D modelsof Civil Engineering Entities, PPT Presentations

Module-2

Estimation of flat, slopped RCC roofs, steel truss. Culverts (including box culvert, pipe culvert and RC slab culverts) manhole and septic tank. Measurement of Earth Work for Roads: Methods for computation of earthwork bymid-section formula, trapezoidal or average end area or mean sectional area formula, prismoidal formula.

Project Preparation: Preliminary Survey Report and Detailed Project Report

Teaching-Learning Process	1. Chalk & Talk 2. Demonstration using relevant models / drawings 3. Demonstration of 3-D modelsof Civil Engineering Entities, PPT Presentations

Module-3

Significance of Microsoft Excel or any other equivalent software in estimation.
Specifications: Definition of specifications, objectives of writing specifications, essentials in specifications, general and detailed specifications of item of works in buildings, specifications of aluminium and wooden partitions, false ceiling, aluminium and fiber doors and windows. Various types of claddings.

Teaching-Learning Process	1. Chalk & Talk 2. Assignment on use of AI & Preparation of a method statement/Open book test

Module-4

Rate analysis: Definition and purpose. Working out quantities and rates for the following standard items of works – earth work in different types of soils, cement concrete of different mixes, bricks and stone masonry, flooring, plastering, RCC works, centering and form work for different RCC items, wood and steel works or doors, windows and ventilators

Teaching-Learning Process	1. Chalk & Talk 2. Assignment on preparing rate for any specified Civil engineering activity/open book test

Module-5

Contracts: Types of contract-essential of contract –legal aspects, penal provision on breach of contract. Definition of the terms-Tender, Earnest money deposit, tender forms, documents and types. Comparative statements, acceptance of contract documents and issue of work orders, duties and liabilities, termination of contract, completion certificate, quality control, right of contractor refund of deposit. Administrative approval - Technical sanction. Nominal muster roll, measurement books – procedure for recording and checking measurements – preparation of bills.

Teaching-Learning Process	1. Expert Lecture 2. Chalk & Talk, PPT

Course outcome (Course Skill Set)

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

1. Develop the quantity estimates for different Civil Engineering structures, works & also communicate the cost abstract in a simple form to the stake holders.
2. Prepare specifications of various Civil Engineering Structures/works, also will be able to analyse the requirement of a structure /work to arrive at a specific cost for completion of the same.
3. Make use of minimum basic knowledge gained in this course to take up entrepreneurship/employment as a contractor.

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

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 ten questions. Each question is set for 20 marks. SEE shall be conducted for 100 marks and marks scored shall be proportionally reduced to 50 marks
2. 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:

Books

1. Datta B.N., "Estimating and costing", UBSPD Publishing House, New Delhi.
2. B.S. Patil, "Civil Engineering Contracts and Estimates", Universities Press.
3. M. Chakraborthi; "Estimation, Costing and Specifications", Laxmi Publications.
4. MORTH Specification for Roads and Bridge Works – IRC New Delhi.

Reference Books:

- .Kohli D.D and Kohli R.C, "Estimating and Costing", 12 th Edition, S.Chand Publishers, 2014.
- Vazirani V.N and Chandola S.P, "Estimating and costing", Khanna Publishers, 2015.
- Rangwala, C. "Estimating, Costing and Valuation", Charotar Publishing House Pvt. Ltd., 2015.
- Duncan Cartlidge , "Quantity Surveyor's Pocket Book", Routledge Publishers, 2012.
- Martin Brook, "Estimating and Tendering for Construction Work", A Butterworth-Heinemann publishers, 2008.
- Robert L Peurifoy , Garold D. Oberlender , " Estimating Construction Costs" – 5ed , Tata McGraw-Hill , New Delhi.
- David Pratt, "Fundamentals of Construction Estimating" – 3rd, Edition.
- PWD Data Book, CPWD Schedule of Rates (SoR). and NH SoR – Karnataka FIDIC Contract

forms. • B.S. Ramaswamy "Contracts and their Management" 3rd, Lexis Nexis(a division of Reed Elsevier India Pvt Ltd).
Web links and Video Lectures (e-Resources):
• (166) Quantity Estimation & Construction Management (KCE-503) For AKTU B.TECH - YouTube
Activity Based Learning (Suggested Activities in Class)/ Practical Based learning • Recording Measurements of an existing building • Preparing Model of a civil engineering structure • Validating the material quantity against calculated quantity (ex: validating quantity of concrete prepared against materials calculated as per requirement

SAMPLE TEMPLATE

VII Semester

	CONSTRUCTION TECHNOLOGY FOR SUBSTRUCTURE & SUPERSTRUCTURES			
	Course Code	**21CV72**	CIE Marks	50
	Teaching Hours/Week (L:T:P: S)	2+0+0	SEE Marks	50
	Total Hours of Pedagogy	25	Total Marks	100
	Credits	2	Exam Hours	03

Course objectives: This course will enable students to:

1. To Understand and appreciate underground construction practices
2. To Understand and appreciate construction of Pile foundations
3. To Understand and appreciate Underwater construction practices

Teaching-Learning Process (General Instructions)

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

1. Blackboard teaching/PowerPoint presentations (if needed)
2. Regular review of students by asking questions based on topics covered in the class.
3. Case Study Presentations

Module-1	
Underground Construction : Underground– Tunnel-Shaft, Sinking and construction, Micro Tunneling, Tunnel driving in hard and soft strata, bedding of conduits, Soil excavation and Compaction Technology.	
Teaching-Learning Process	1. Blackboard teaching/PowerPoint presentations (if needed) 2. Regular review of students by asking questions based on topics covered in the class. 3. Case Study Presentations

Module-2	
Under water construction :Problems encountered in excavation, Underwater drilling, blasting, Grouting methods in soft and hard soil including Jet grouting and Chemical grouting, Dewatering in shallow and deep excavations using different methods, Vacuum Dewatering and Well point system.	
Teaching-Learning Process	1. Blackboard teaching/PowerPoint presentations (if needed) 2. Regular review of students by asking questions based on topics covered in the class. 3. Case Study Presentations

Module-3	
Construction using Concrete Technology: Concrete – Various types and erection methods of shuttering, Operation and erection of Ready Mix Concrete Plant, Pumped Concrete, Concrete mix design with various methods of concreting and also underwater concreting using tremie method, Concreting for under water Construction, Self-compacting concrete.	
Teaching-Learning Process	1. Blackboard teaching/PowerPoint presentations (if needed) 2. Regular review of students by asking questions based on topics covered in the class. 3. Case Study Presentations

Module-4

	Pile Construction : Piling – Single pile and a group piles (Bored and Driven) bored piles, Working loads and ultimate loads on driven and cast- in-situ piles, Piles in land and marine structures. Construction details of precast piles, pre stressed piles, steel piles and friction piles. Pile Capacity - Load test on piles initial and routine for vertical, horizontal, uplift loads and integrity test, failure of piles and causes, Methods of pile driving by Vibration and Construction of micro piles, Diaphragm Walls.	
	Teaching-Learning Process	1. Blackboard teaching/PowerPoint presentations (if needed) 2. Regular review of students by asking questions based on topics covered in the class. 3. Case Study Presentations
	Module-5	
	Coffer Dams: Cofferdams – types, design and construction of single, double wall, Cofferdam. Sheet pile cofferdams, concrete wall movable cofferdam, land cofferdams, soldier construction method. Cofferdam wall by ICOS method, coffer dams with touching and interlocking piles and diaphragm wall. **Caissons:** Types, box, pneumatic and open caissons, Well foundations, details, design and Construction of pneumatic and precast caissons.	
	Teaching-Learning Process	1. Blackboard teaching/PowerPoint presentations (if needed) 2. Regular review of students by asking questions based on topics covered in the class. 3. Case Study Presentations.

Course outcome (Course Skill Set) After completion of the course, students will be able to,

1. Select Appropriate technology for underground constructions.
2. Able to select appropriate pile construction method and testing of piles.
3. Able to select appropriate concreting practices for different constructions
4. Able to select appropriate underwater construction 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). 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 ten questions. Each question is set for 20 marks. SEE shall be conducted for 100 marks and marks scored shall be proportionally reduced to 50 marks
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 2 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:

Books

1. Construction Technology: Analysis, and Choice, 2ed,Bryan, Wiley India

2. Construction Planning, Equipment and methods – Peurifoy-Tata McGraw Hill Publication

3. Construction Equipment Planning and Applications – Dr. Mahesh Varma

4. Brochures Published by various agencies associated with construction.

5. Journals such as CE & CR. Construction world, International Construction. 5. Document Reports of actual major works executed.

6. Construction Technology by Roy Chudley and Roger Greeno, Prentice Hall, 2005.

7. Dr. Kumar Niraj Jha, — Formwork for Concrete Structures‖, Mc Graw Hill Publication9.IS:10262-2016 , "Recommended guidelines for concrete mix design", Bureau of Indian Standards, New Delhi

Web links and Video Lectures (e-Resources):

Activity Based Learning (Suggested Activities in Class) / Practical Based learning ● Seminars/ Quizz(To assist in GATE Preparations ● Field Visits ● Self Study on simple topics ● Case Study presentations

VII Semester

ADVANCED DESIGN OF RCC AND STEEL STRUCTURES			
Course Code	**21CV731**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2+2+0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives:

This course will enable students to

1. Provide basic knowledge in the areas of limit state method and concept of design of RC and Steel structures
2. Identify, formulate and solve engineering problems in RC and Steel Structures
3. Give procedural knowledge to design a system, component or process as per needs and specifications of RC Structures like Retaining wall, Footing, Water tanks, Portal Frames and Steel Structures like Roof Truss, Plate Girder and Gantry Girder.
4. Imbibe the culture of professional and ethical responsibilities by following codal provisions in the analysis, design of RC and Steel Structures.
5. Provide factual knowledge on analysis and design of RC Structural elements, who can participate and succeed in competitive examinations.

Teaching-Learning Process (General Instructions)

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

1. .

Module-1

Footings: Design of rectangular slab, slab-beam type combined footing.
Retaining Walls: Design of cantilever Retaining wall. Design concept of counter fort retaining wall.
Water Tanks: Design of circular water tanks resting on ground (Rigid and Flexible base). Design of rectangular water tanks resting on ground. **As per IS: 3370 (Part IV).**
Portal frames: Design of portal frames with fixed and hinged based supports.

Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos, Nearby construction site visits.

Module-2

Roof Truss: Design of roof truss for different cases of loading, forces in members to given. (Bolted Connection only)
Plate Girder: Design of welded plate girder with intermediate stiffener, bearing stiffener and necessary checks
Gantry Girder: Design of gantry girder with all necessary checks.

Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos, Nearby construction site visits.

Course outcome (Course Skill Set)

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

1. Students will acquire the basic knowledge in design of RCC and Steel Structures.
2. Students will have the ability to follow design procedures as per codal provisions and skills to arrive at structurally safe RC and Steel members.

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 ten questions. Each question is set for 20 marks. SEE shall be conducted for 100 marks and marks scored shall be proportionally reduced to 50 marks
2. 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:

Text Books

1. N Krishna Raju, **"Structural Design and Drawing of Reinforced Concrete and Steel"**, University Press
2. Subramanian N, **"Design of Steel Structures"**, Oxford university Press, New Delhi
3. K S Duggal, **"Design of Steel Structures"**, Tata McGraw Hill, New Delhi

Reference Books:

1. Charles E Salman, Johnson & Mathas, **"Steel Structure Design and Behavior"**, Pearson Publications
2. Nether Cot, et.al, **"Behavior and Design of Steel Structures to EC -III"**, CRC Press
3. P C Verghese, **"Limit State Design of Reinforced Concrete"**, PHI Publications, New Delhi
4. S N Sinha, **"Reinforced Concrete Design"**, McGraw Hill Publication

Web links and Video Lectures (e-Resources):

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

SAMPLE TEMPLATE

VII Semester

ADVANCED GEOTECHNICAL ENGINEERING			
Course Code	**21CV732**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2+2+0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives:

This course will enable students to

1. Gain knowledge of about advanced topics of foundation design and analyses, supplementing their comprehensive knowledge acquired in basic foundation engineering course.
2. Develop profound understanding of shallow and deep foundation analyses.
3. Develop understanding of choice of foundation design parameters.
4. Learn about cause and effect of dynamic loads on foundation.

Teaching-Learning Process (General Instructions)

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

1. .

Module-1

Shallow Foundations: Geotechnical design of Isolated, Combined, Strip, Strap and Raft Foundation Factors influencing the selection of foundation bearing capacity & settlements of raft foundation, Coefficient of sub-grade reaction, Beams on elastic foundation

Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos, Nearby construction site visits.

Module-2

Pile Foundations: Necessity of pile foundations, Classification, Load bearing capacity of single pile by Staticformula, Dynamic formula, Pile load test and Penetration tests. Pile groups, group action of piles in sand and clay, group efficiency of piles, settlement of piles, negative skin friction, laterally loaded piles and under reamedpiles.

Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos, Nearby construction site visits.

Module-3

Environmental Geotechnical Engineering: Relevance, Subsurface Contamination and Contaminant Transport; Waste disposal on Land and Containment, Monitoring of subsurface contamination, Control and Remediation. Engineering Properties of waste and geotechnical reuse, erosion control, sustainability, energy geotechnics Geotechnical aspects of landfills

Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos, Nearby construction site visits.

Module-4

Transportation Geotechnics: Geotechnics of pavements, railway tracks and airfields, Geomaterial includingnon-traditional materials, Asphalt mixtures and hydraulically-bound materials Earthworks for transportation facilities, Construction and maintenance, Performance evaluation and quality control

Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos, Nearby construction site visits.

Module-5

Earthquake Geotechnical Engineering: Effect of earthquake on ground, Primary and Secondary effects of earthquake to geotechnical structures, Liquefaction – Mechanism, Consequence, Factors influencing and mitigation against Liquefaction, Site effects, Wave propagation in soils, Case studies of earthquake damage to geotechnical facilities

Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos, Nearby construction site visits.

Course outcome (Course Skill Set)

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

1. Estimate the size of isolated and combined foundations to satisfy bearing capacity and settlementcriteria.
2. Estimate the load carrying capacity and settlement of single piles and pile groups including laterally loadedpiles.
3. Understand the basics of analysis and design principles of well foundation, drilled piers and caissons.
4. Understand basics of analysis and design principles of machine foundations.

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 ten questions. Each question is set for 20 marks. SEE shall be conducted for 100 marks and marks scored shall be proportionally reduced to 50 marks
2. 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:

Books

Textbooks:

1. Punmia B.C., "Soil Mechanics and Foundation Engineering,Laxmi Publications Co., India.
2. Murthy V.N.S., "Geotechnical Engineering: Principles and Practices of Soil Mechanics and FoundationEngineering", CRC Press, New York.
3. Kramer., "Geotechnical Earthquake Engineering", Pearson Education India; 1st edition.
4. Ikuo Towhata., "Geotechnical Earthquake Engineering" Springer; 2008th edition
5. Sarsby, R., Environmental Geotechnics, Thomas Telford, 2000.

Reference Books:

1. Bowles J.E., "Foundation Analysis and Design", McGraw Hill Pub. Co. New York.
2. Swami Saran, "Analysis and Design of Substructures", Oxford & IBH Pub. Co. Pvt. Ltd., India.
3. R.B. Peck, W.E. Hanson & T.H. Thornburn, "Foundation Engineering", Wiley Eastern Ltd., India.
4. Braja, M. Das, "Principles of Geotechnical Engineering", Cengage Learning, India.
5. Bureau of Indian Standards: IS-1904, IS-6403, IS-8009, IS-2950, IS-2911 and all other relevantcodes.
6. Dingqing Li, james Hyslip, Ted Sussmann and Steven Chrismer "Railway Geotechnics" CRC Press;1st edition

Web links and Video Lectures (e-Resources):

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

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VII Semester

PAVEMENTMATERIALSANDCONSTRUCTION			
Course Code	21CV723	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	(3:0:0:0)	SEE Marks	50
Total Hours of Pedagogy		Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

- Exposestudentstodifferentmaterialswhichareusedinpavementconstruction,impartknowledgeabouttheengineeringpropertiesrequired.
- Totrainstudentstoperformvarioustypesofbituminousmixdesignsaspertheguidelines(MORTH).
- Studentwillgetknowledgeaboutdifferenthighwayconstructionequipmentwiththeirsuitabilityandadaptabilityinvariousfieldscenarios.
- Exposestudentstoconstructionpracticeandqualitycontrolaspectsofembankment,flexibleandrigidpavementaspertherequiredspecifications(MORTH).
- Tointroducestudentstopossibleimprovisationin variouslayersof pavement toincreasethestructuralstrengthbytheuseofnon-basicmaterials(DLC,polythenesheets).

Teaching-Learning Process (General Instructions)

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

1. Blackboard teaching/PowerPoint presentations (if needed)
2. Regular review of students by asking questions based on topics covered in the class.

Module-1

PavementMaterials

Aggregates-

Origin,Classification,Requirements,propertiesandtestsonRoadaggregates,Conceptsofsizeandgradation-designgradation,maximumaggregatesize,aggregateblendingbydifferentmethodstomeetspecification.**Bitumin ous Binders**-Origin,Preparation,PropertiesandChemicalConstitutionofbituminousroadbinders, Requirements. **BituminousemulsionandCutbacks**-Preparation,Characteristics,usesandtest.Adhesionofbitumenbinderstoroadaggregates,Adhesionfailure,Mechanismofstripping,testsandmethodsofimprovingadhesion.

Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class. 3. Compliment the understanding of Pavement materials with Lab demos / virtual Labs.

Module-2

Bituminousmixes: Mechanicalproperties,denseandopentexturedmixes,flexibilityandbrittleness,(NoHveem stabilometerandHubbard-fieldtests)bituminousmixes,DesignmethodsusingRothfutch'smethodonlyandspecification, Marshall mix design, volumetric properties,Problemsonabove.

Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class.

Module-3

Cement and Cement concrete: Material requirement for DLC and PQC, Admixtures, Temp Reinforcement, materials for joints construction, Fibers

Recycled and Alternate Materials – Use of RAP, RCA, Fly ash, Blast furnace Slag, waste plastic, etc. in sustainable pavement construction

Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class.

Module-4

Equipment in highway construction: Various types of equipment for excavation, grading and compaction-theirworkingprinciples,advantagesandlimitations.Specialequipmentforbituminousandcementconcretepavement andstabilizedsoilroadconstruction. **Subgrade:**EarthworkgradingandConstructionofembankmentsandcutsforroads,Preparationof subgrade,qualitycontroltests	
Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class. 3. Plan for site visits for students, where pavement construction is going on.
Module-5	
FlexiblePavements: Specificationsofmaterials,Constructionmethodandfieldcontrolchecksforvarioustypesofflexiblepavementlayers. **CementConcretePavements:**Specificationsandmethodofcementconcretepavementconstruction (PQC, DLC, White topping, Qualitycontroltests, Constructionofvarioustypesofjoints.	
Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class. 3. Plan for site visits for students, where pavement construction is going on.

Course outcome (Course Skill Set)

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

1. Studentswillbeabletoevaluateandassessthesuitabilityofanypavementmaterialtobeusedinvariouscomponentsofpavementbyconductingrequiredtestsasper IS,IRCspecifications
2. StudentswillbeabletoformulatetheproportionsofdifferentsizesofaggregatestosuitgradationcriteriaforvariousmixesasperMORTHandalsodesignbituminousmixes.
3. Studentswillbecompetenttoadaptsuitablemoderntechniqueandequipmentforspeedyandeconomicconstruction.
4. Studentwillbeabletoexecutetheconstructionofembankment,flexible,rigidpavementandperformrequired qualitycontroltestsatdifferentstagesofpavementconstruction.

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 ten questions. Each question is set for 20 marks. SEE shall be conducted for 100 marks and marks scored shall be proportionally reduced to 50 marks
2. 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:

Books

1. HighwayEngineering-Khanna,S.K.,andJusto,C.E.G.:NemChandandBros.Roorkee.
2. ConstructionEquipmentanditsManagement-Sharma,S.C.:KhannaPublishers.
3. HotMixAsphaltMaterials,MixtureDesignandConstruction-FreddyL.Roberts,Kandhal,P.S:UniversityofTexasAustin,Texas.NAPAEducationFoundationLanham,Marylan.
4. RRL,DSIR,'BituminousMaterialsinRoadConstruction',HMSOPublication.
5. RRL,DSIR,'SoilMechanicsforRoadEngineers',HMSOPublication.
6. RelevantIRCcodesandMoRT&Hspecifications

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/
- VTUEDUSATPROGRAMME–20

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

- Seminars/Quiz (To assist in GATE Preparations)
- Demonstrations in Lab
- Self-Study on simple topics
- Simple problems solving using Excel
- Discussion of case studies
- Field visits to construction sites

VII Semester

SOLID WASTE MANAGEMENT			
Course Code	**21CV724**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2+2+0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3hours

Course objectives:

- To provide detailed knowledge and skills in the management, treatment, disposal and recycling options for solid wastes, while focusing on key engineering and technical aspects involved. Understanding of the basic principles of waste and resource management will be supplemented, where appropriate, by practical problem-solving exercises in the context of civil engineering.

Teaching-Learning Process (General Instructions)

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

1. Apart from conventional lecture methods various types of innovative teaching techniques through videos, animation films may be adopted so that the delivered lesson can progress the students in theoretical, applied and practical skills .
2. Arrange visits to nearby solid waste disposal sites
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOTS (Higher-order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
6. Seminars and Quizzes may be arranged for students in respective subjects to develop skills.

Module-1

Introduction : Functional elements of municipal solid waste (MSW) management system, Sources: Sources of Solid waste, Types of solid waste, Physical and Chemical composition of municipal solid waste. Generation rate, Numerical Problems. Environmental implications of open dumping of MSW, Construction debris – management & handling. Rag pickers and their role,Solid waste management 2000 rules with 2016 amendments.

10hours

Teaching-Learning Process	Chalk and talk, Powerpoint presentation

Module-2

Collection: Collection of solid waste- services and systems Haul and stationary container system-numericals, equipments, Transportation: Need of transfer operation, transfer station, transport means and methods, route optimization.

8 hours

Teaching-Learning Process	. Site visit, Powerpoint presentation, Activity based learning

Module-3

TREATMENT / PROCESSING TECHNIQUES: Components separation,volume reduction, size reduction, chemical reduction and biological processing problems.
COMPOSTING: Aerobic and anaerobic composting, factors affectingcomposting, Indore and Bangalore processes, mechanical and semi mechanical composting processes. Vermicomposting.

8 Hours

Teaching-Learning Process	Powerpoint presentation, Site visit, videos,

Module-4

SANITARY LAND FILLING: Different types, trench area, Ramp and pitmethod, site selection, basic steps involved, cell design, prevention of site pollution, leachate & gas collection and control methods, geosynthetic fabrics in sanitary land fills.

INCINERATION: Process – 3 T's, factors affecting incineration process,incinerators – types, prevention of air pollution, pyrolsis, design criteria for incineration.

8 Hours

Teaching-Learning Process	Chalk and talk, Powerpoint presentation, site visit

Module-5

Sources, collection, treatment and disposal:- Biomedical waste and E-waste,

RECYCLE AND REUSE: Material and energy recovery operations, reusein other industries, plastic wastes, environmental significance and reuse.

10 hours

Teaching-Learning Process	Chalk and talk, Powerpoint presentation, videos

Course outcome (Course Skill Set)

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

1. CO1: Identify improper practices of solid waste disposal and their environmental implications. Know the basic engineering principles of solid waste management
2. CO2: Describe the need for economics in collection and transportation of solid waste and clearly discuss various types of collection systems and analyse system dynamics
3. CO3: Understand the management concepts, define 4 R approach, apply PPP model and community involvement for effective management of solid waste
4. CO4: Develop a concise idea on various conventional and advanced treatment options for solid waste
5. CO5: Conceive the design aspects of engineered disposal options and apply the gained knowledge

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

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 ten questions. Each question is set for 20 marks. SEE shall be conducted for 100 marks and marks scored shall be proportionally reduced to 50 marks
2. 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:

Books

1. Tchobanoglous G., Theissen H., and Eliassen R., "Solid Waste Engineering Principles and Management Issues", McGraw Hill, New York. Pavoni J.L., "Handbook of Solid Waste Disposal".
2. Peavy, Rowe and Tchobanoglous, "Environmental Engineering", McGraw Hill.
3. Mantell C.L., (1975), "Solid Waste Management", John Wiley
4.

Web links and Video Lectures (e-Resources):

.Course URL: https://swayam.gov.in/nd1_noc20_ce56/...Prof. Ajay Kalamdhad Civil Engineering IIT Guwahati

- Introduction to solid waste
https://www.youtube.com/watch?v=k0ktJRoRcOA
- Solid waste management
https://www.youtube.com/watch?v=sMeUGwpvLtk
- Municipal Solid Waste Management (Civil Engineering)
https://www.digimat.in/nptel/courses/video/105103205/L01.html
- Primary collection SWM
https://www.digimat.in/nptel/courses/video/105103205/L09.html
- Solid waste types, methods, challenges and solutions
https://www.youtube.com/watch?v=T_pIJiZ8JYI
- Types and sources of SWM
https://www.digimat.in/nptel/courses/video/105103205/L03.html

- Activity Based Learning (Suggested Activities in Class)/ Practical Based learning
http://nptel.ac.in
- https://swayam.gov.in
- https://www.vlab.co.in/participating-institute-amrita-vishwa-vidyapeetham

VII Semester

Design of Hydraulic Structures			
Course Code	**21CV725**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2+2+0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives: Make the students to:

- Analyse and design gravity dam
- Design earth dam and estimate the seepage loss
- Design spillway and apron fror diversion works
- Design CD works and can regulation works

Teaching-Learning Process (General Instructions)

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

1. Power point Presentation, video
2. Video tube, NPTEL materials
3. Quiz/Assignments/Open book test to develop skills
4. Adopt problem based learning (PBL)to develop analytical and thinking skills
5. Encourage collaborative learning in the class with site visits related to subject and impart practical knowledge

Module-1	
Gravity Dam: Introduction, forces acting on dam section, causes of failure, design principles, Principal and Shear stresses, Elementary and practical profile of gravity dam, Drainage gallaries.	8 hours
Teaching-Learning Process	Chalk and talk, Power Point Presentation

Module-2	
Earth Dam: Introduction, Causes of failure, Design criteria, Preliminary section, Determination of phreatic line, Estimation of seepage loss.	8 hours
Teaching-Learning Process	. Chalk and talk, PowerPoint Presentation, Analysis in Laboratory

Module-3	
Spillway: Types, Design of Ogee spillway, Upstream and Downstream profile, Energy dissipation below spillway. Diversion Headwork: Design of weir on permeable soil, Design of impervious foundation using Bligh's and Khosla's theory, Simple problems on floor design.	8 hours
Teaching-Learning Process	Chalk and talk, Power Point Presentation and demonstration in labs

Module-4	
Cross Drainage Works: Introduction, Types, Design considerations, Transition formula, Design of Aqueduct.	8 hours
Teaching-Learning Process	Chalk and talk, Power Point Presentation and demonstration in labs

Module-5	
Canal Regulation Works: Introduction, Functions of Head and Cross regulations, Longitudinal section and their component parts. Canal Falls: Necessity and features of various canal types Canal outlets: Necessity and types.	8 hours

Teaching-Learning Process	Chalk and talk, Power Point Presentation and demonstration in labs and visit to power station as part of industrial visit

Course outcome (Course Skill Set)

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

- Design the gravity dam section and also check its stability.
- Do preliminary design of earth dam and estimate seepage loss
- Design spillway profile and floor of weir on permeable foundation.
- Identify type of regulator for a can system/network

Suggested Learning Resources:

Text Books:

1. S. K. Garg, "Irrigation Engineering and Hydraulic Structures", Khanna Publishers, New Delhi Jayarami Reddy, "A Text Book of Hydrology", Lakshmi Publications, New Delhi.
2. Punmia and Lal Pandey, "Irrigation and Water Power Engineering" Lakshmi Publications, New Delhi.
3. K. R. Arora, " Irrigation, Water Power and Water Resources Engineering", Standard Publishers, New Delhi

Reference Books:

1. Sharma R.K., "Text Book of Irrigation Engineering and Hydraulics", Oxford & IBH Publishing Co., New Delhi.
2. Modi P.N., "Irrigation, Water Resources and Water Power Engineering"- Standard book house, Delhi.

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

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 ten questions. Each question is set for 20 marks. SEE shall be conducted for 100 marks and marks scored shall be proportionally reduced to 50 marks
2. 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

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

- Seminars /Quiz (to assist in GATE preparations)
- Demonstrations in lab
- Self-Study on simple topics
- Simple problems solving by C+
- Virtual lab experiments

VII Semester

REPAIR, RETROFITTING AND REHABILITATION OF STRUCTURES			
Course Code	**21CV726**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2+2+0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives:

This course will enable students to;

1. Investigate the cause of deterioration of concrete structures.
2. Strategies different repair and rehabilitation of structures.
3. Evaluate the performance of the materials for repair

Teaching-Learning Process (General Instructions)

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

1. .

Module-1

General: Introduction and Definition for Repair, Retrofitting, Strengthening and rehabilitation. Physical and Chemical Causes of deterioration of concrete structures, Evaluation of structural damages to the concrete structural elements due to earthquake.

Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos, Nearby construction site visits

Module-2

Damage Assessment: Purpose of assessment, Rapid assessment, Investigation of damage, Evaluation of surface and structural cracks, Damage assessment procedure, destructive, non-destructive and semi destructive testing systems.

Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos, Nearby construction site visits

Module-3

Influence on Serviceability and Durability: Effects due to climate, temperature, chemicals, wear and erosion, Design and construction errors, corrosion mechanism, Effects of cover thickness and cracking, methods of corrosion protection, corrosion inhibitors, corrosion resistant steels, coatings, and cathodic protection.

Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos, Nearby construction site visits

Module-4

Maintenance and Retrofitting Techniques: Definitions: Maintenance, Facts of Maintenance and importance of Maintenance Need for retrofitting, retrofitting of structural members i.e., column and beams by Jacketing technique, Externally bonding(ERB) technique, near surface mounted (NSM) technique, External post-tensioning, Section enlargement and guidelines for seismic rehabilitation of existing building.

Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos, Nearby construction site visits

Module-5

Materials for Repair and Retrofitting: Artificial fiber reinforced polymer like CFRP, GFRP, AFRP and natural fiber like Sisal and Jute. Adhesive like, Epoxy Resin, Special concretes and mortars, concrete chemicals, special elements for accelerated strength gain, Techniques for Repair: Rust eliminators and polymers coating for rebar during repair foamed concrete, mortar and dry pack, vacuum concrete, Gunite and Shot Crete Epoxy injection, Mortar repair for cracks, shoring and

underpinning.

Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos, Nearby construction site visits

Course outcome (Course Skill Set)

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

1. Identify the causes for structural (Concrete) deterioration.
2. Assess the type and extent of damage and carry out damage assessment of structures through various types of tests.
3. Recommend maintenance requirements of the buildings and preventive measures against influencing factors.
4. Select suitable material and suggest an appropriate method for repair and rehabilitation.

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 ten questions. Each question is set for 20 marks. SEE shall be conducted for 100 marks and marks scored shall be proportionally reduced to 50 marks
2. 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 and marks scored shall be proportionally reduced to 50 marks

Suggested Learning Resources:

Text Books

1. Sidney, M. Johnson, "Deterioration, Maintenance and Repair of Structures"
2. Denison Campbell, Allen & Harold Roper, "Concrete Structures – Materials, Maintenance and Repair"- Longman Scientific and Technical.

Reference Books:

1. R.T.Allen and S.C. Edwards, “Repair of Concrete Structures”-Blakie and Sons
2. Raiker R.N., “Learning for failure from Deficiencies in Design, Construction and Service”- R&D Center (SDCPL).
3. CPWD Manual

Web links and Video Lectures (e-Resources):

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

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SAMPLE TEMPLATE

VII Semester

EARTHQUAKE ENGINEERING			
Course Code	**21CV731**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2+2+0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives:

1. Understand the philosophy of Earthquake Resistant Design,
2. Learn behavior of structure during earthquake
3. Understand the concept of Seismic-resistant building architecture
4. Apply the concept of ductile detailing in RC structures.
5. Analyse and earthquake resistant design of multi story RCC building

Teaching-Learning Process (General Instructions)

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

1. .

Module-1	
Design philosophy: Philosophy of earthquake resistant design, earthquake proof v/s earthquake resistant design, four virtues of earthquake resistant structures(strength, stiffness, ductility and configuration), seismic structural configuration, Introduction to IS: 1893 (Part I), IS: 875 (Part V), and IS code provisions	
Teaching-Learning Process	

Module-2	
Behavior of Structures During Earthquake and Earthquake Resistant Features of Structure: Inertia forces in structures, Behavior of Brick and stone Masonry Structures: Behavior of Brick and stone Masonry Walls, Box Action, Different types of Bands, Earthquake Resistant Features of Stone Masonry Structures. Behavior of RC Structures: Load Transfer Path, Strength Hierarchy, Reversal of Stresses, Importance of Beam Column Joints, Importance of Stiffness and Ductility (Capacity Design Concept) in Structures, Effect of Short Column, Effect of Soft Storey, Improper Detailing, Effect of Masonry Infill Walls, Effect of Eccentricity	
Teaching-Learning Process	.

Module-3	
Seismic-resistant building architecture: Introduction; Lateral load resisting systems- moment resisting frame, Building with shear wall or bearing wall system, building with dual system; Building configuration – Problems and solutions; Building characteristics – Mode shape and fundamental period, building frequency and ground period, damping, ductility, seismic weight, hyperstaticity /redundancy, non-structural elements.	
Teaching-Learning Process	

Module-4

Ductility considerations in earthquake resistant design of RCC buildings: Introduction; Impact of ductility; Requirements for ductility; Assessment of ductility–Member/element ductility, Structural ductility; Factor affecting ductility; Ductility factors; Ductility considerations as per IS13920	
Teaching-Learning Process	
Module-5	
Earthquake resistant design of a multi-storey RCC building: Determination of lateral forces on an intermediate plane frame using Equivalent static method and Model analysis using response spectrum; Analysis of the intermediate frame for various load combinations as per IS1893(Part 1); Identification of design forces and moments in the members; Design and detailing of typical flexural member ,typical column, footing and detailing of a exterior joint as per IS13920	
Teaching-Learning Process	
Course outcome (Course Skill Set) At the end of the course the student will be able to : 1. Apply the concept of earthquake engineering in seismic analysis and design of structures	

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

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 ten questions. Each question is set for 20 marks.
2. 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 and marks scored shall be proportionally reduced to 50 marks

Suggested Learning Resources:

Books

1. Earthquake resistance design of structure by Duggal- Oxford University Press.
2. Earthquake – Resistant Design of Building Structures-Dr. Vinod Hosur-- Wiley India
3. Earthquake resistant design of structures- Agarwal, Shrikhande, PHI learning. Reference
4. Dynamics of structure by Clough R.W. and Penzin J. McGraw Hill Civil Engineering Series.
5. Dynamics of structure by Anil Chopra, Prentice Hall India Publication.
6. Dynamics of structure by Mario Paz, CBSPD Publication

Web links and Video Lectures (e-Resources):

- 1. www.nicee.org
- 2. www.eeri.org
- 3. www.gsdma.org
- 4. www.ndma.gov.in
- 5. www.nptel.iitm.ac.in/courses/
- 6. www.nisee.berkeley.edu/elibrary/getpkg?id=NONLIN

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

- 1: Design philosophy of earthquake resistant design.
- 2: Behavior of Brick and stone Masonry Structures.
- 3: Seismic-resistant building architecture.
- 4: Assessment of ductility of Member/element ductility and Structural ductility.
- 5: Determination of lateral forces on an intermediate plane frame using equivalent static

SAMPLE TEMPLATE

VII Semester

GROUND IMPROVEMENT TECHNIQUES			
Course Code	**21CV732**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2+2+0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives:

Thiscoursewillenablestudentsto

1. Understand the fundamental concepts of ground improvement techniques
2. Apply knowledge of mathematics, science and geotechnical engineering to solve problems in the field of modification of ground required for construction of civilengineering structures.
3. Understand the concepts of chemical compaction, grouting and other miscellaneous methods.
4. Impart the knowledge of geosyntheti cs, vibration,grouting and injection.

Teaching-Learning Process (General Instructions)

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

1. .

Module-1	
Mechanical Stabilization: Relative Compaction, Field Compaction Control, Shallow and Deep Compaction, Sand Compaction pile, Vibrofloatation, Dynamic Compaction, Stone Column. Field compaction control- compactive effort & methods of compaction, lift thickness and number of passes, Proctor's needle, Compacting equipment and their suitability.	
Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos, Nearby construction site visits.
Module-2	
Chemical Stabilization Cement, Lime, Flyash and Other Chemicals treatments-Mechanism, Suitability and factors influencing Chemical Stabilization (e.g:Terrazyme, Lignin etc). Field stabilization procedures and case studies.	
Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos, Nearby construction site visits.
Module-3	
Hydraulic Stabilization: Dewatering, Electro-osmosis, Band drains, vertical drains, and Preloading. Electro kinetic dewatering, Other Methods of dewatering, seepage control, filter requirements.	
Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos, Nearby construction site visits.
Module-4	
Reinforced earth: Concept, Components, Technique, advantages and disadvantages and applications **Soil Nailing:** Importance, procedure, advantages and disadvantages	
Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos, Nearby construction site visits.
Module-5	
Geosynthetics:Types of geosynthetics, Mechanical and hydraulic properties, durability, applications of geosynthetics, Gabions and Mattresses, Anchors, Rock bolts, Micro piles	
Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos, Nearby construction site visits.

Course outcome (Course Skill Set)

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

1. Give solutions to solve various problems associated with soil formations having less strength.
2. Use effectively the various methods of ground improvement techniques depending upon the requirements.
3. Utilize properly the locally available materials and techniques for ground improvement so thateconomy in the design of foundations of various civil engineering structures

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 ten questions. Each question is set for 20 marks.
2. 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 and marks scored shall be proportionally reduced to 50 marks

Suggested Learning Resources:

Books

Textbooks:

1. PurushothamaRajP,"GroundImprovementTechniques",LaxmiPublications,NewDelhi.
2. KoernerR.M,"ConstructionandGeotechnicalMethodinFoundationEngineering",McGrawHillPub.C
3. G L Shivakumarbabu, An Introduction to Soil Reinforcement and Geosynthetics, UniversitiesPress (India) Pvt. Ltd

Reference Books:

1. Bell,F.G.,"Methodsoftreatmentofunstableground",Butterworths,London.
2. NelsonJ.D.andMillerD.J,"Expansivesoils",JohnWileyandSons.
3. Ingles.C.G.andMetcalfJ.B,"SoilStabilization;PrinciplesandPractice",Butterworths
4. ManfredHausmann,"Engineeringprinciplesofgroundmodification",McGrawHillPub.Co.,

Web links and Video Lectures (e-Resources):

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

VII Semester

PAVEMENTDESIGN			
Course Code	21CV733	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	(3:0:0:0)	SEE Marks	50
Total Hours of Pedagogy		Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

- Gainknowledgeabouttheprocessofcollecting datarequired fordesign,factorsaffectingpavementdesign,and maintenanceofpavement.
- Excelinthepathofanalysisofstress,strainanddeflectioninpavement.
- Understanddesignconceptsofflexiblepavementbyvariousmethods(CBR,IRC 37-2001,Mcleods, Kansas)andalsothesameofrigidpavementbyIRC58-2002
- Understandthevariouscausesleadingtofailureofpavementandremediesforthesame.
- Developskillstoperformfunctionalandstructuralevaluationofpavementbysuitablemethods.

Teaching-Learning Process (General Instructions)

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

1. Blackboard teaching/PowerPoint presentations (if needed)
2. Regular review of students by asking questions based on topics covered in the class.

Module-1

Introduction: Desirable characteristics of pavement, Types and components, Difference between Highwaypavement and Air field pavement, Design strategies of variables, Functions of sub grade, sub base, Base course,surfacecourse,comparisonbetweenRigidandflexiblepavement FundamentalsofDesignofPavements:Stressesanddeflections,Principle,AssumptionsandLimitationsofBoussinesq'stheory,Burmistertheoryandproblemsonabove.

Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class.

Module-2

Design Factors: Designwheelload,contactpressure, Design life,Traffic factors, climatic factors,Roadgeometry, Subgrade strength and drainage, ESWL concept Determination of ESWL by equivalent deflectioncriteria,Stresscriteria,EWLconcept,andproblemson above. FlexiblepavementDesign:Assumptions,McleodMethod,Kansasmethod,CBRmethod,IRCMethod(old), CSAmethodusingIRC-37-2001, 2012 problemsonabove.

Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class. 3.To make students understand the basic concepts of design methodology as per IRC 37.

Module-3

Flexible Pavement Failures, Maintenance and Evaluation: Types of failures, Causes, Remedial/Maintenancemeasures in flexible pavements, Functional Evaluation by Visual inspection and unevenness measurements,StructuralevaluationbyBenkelmanbeamdeflectionmethod,Fallingweightdeflectometer,GPRmethod.Designfactorsforrunwaypavements, Design methodsfor Airfieldpavementandproblemsonabove.

Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class. 3. Conduct field studies and demos.

Module-4

Stresses in Rigid Pavement: Types of stress, Analysis of Stresses, Westergaard's Analysis, ModifiedWestergaardequations,Criticalstresses,Wheelloadstresses,Warpingstress,Frictionalstress,combinedstresses(usingchart/equations),problemsonabove.

Design ofRigid Pavement: Design of CC pavement by IRC: 58-2002for dual and Tandem axle load, Reinforcement in slabs, Design of Dowel bars, Design of Tie bars, Design factors forRunway

pavements,Designmethodsforairfieldpavements,problemsoftheabove	
Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class.

Module-5

Rigid Pavement Failures, Maintenance and Evaluation: Types of failures, causes, remedial/maintenancemeasures in rigid pavements, Functional evaluation by Visual inspection and unevenness measurements, wheelloadanditsrepetition,propertiesofsubgrade,propertiesofconcrete.Externalconditions,joints,Reinforcement,Requirementsofjoints,Typesofjoints,Expansionjoint,contractionjoint,warpingjoint,constructionjoint,longitudinaljoint,Designofjoints.

Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class. 3. Conduct field studies and demos.

Course outcome (Course Skill Set)

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

1. Systematicallygenerateandcompilerequireddatafordesignofpavement(Highway&Airfield).
2. Analyzestress,strainanddeflectionbyboussinesq's,burmister'sandwestergaard'stheory.
3. DesignrigidpavementandflexiblepavementconformingtoIRC58-2002andIRC37-2001.
4. Evaluatetheperformanceofthepavementandalsodevelopsmaintenancestatementbasedonsitespecificrequirements

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 ten questions. Each question is set for 20 marks.
2. 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 and marks scored shall be proportionally reduced to 50 marks

Suggested Learning Resources:

Books

1. SKKhanna,CEGJusto,andAVeeraragavan,"HighwayEngineering",NemChand&Brothers
2. L.RKadiyaliandDr.N.B. Lal,"PrinciplesandPracticesofHighwayEngineering",Khannapublishers
3. YangH.Huang,"PavementAnalysisandDesign",UniversityofKentucky
4. Yoder&witzorac,"Principlesofpavementdesign",JohnWiley&Sons.
5. Subbarao's,"PrinciplesofPavementDesign".
6. RSrinivasaKumar,"PavementDesign",UniversityPress.
7. RelevantrecentIRCcodes

Web links and Video Lectures (e-Resources):

- .https://nptel.ac.in/courses/105104098

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

- Seminars/Quiz (To assist in GATE Preparations)
- Self-Study on simple topics
- Simple problems solving using Excel
- Guided practice to use IITPave for Pavement Design
- Discussion of case studies & Data collection methods for pavement design

VII Semester

Air Pollution and Control			
Course Code	**21CV734**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2+2+0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives:

1. Study the sources and effects of air pollution
2. Learn the meteorological factors influencing air pollution.
3. Analyze air pollutant dispersion models
4. Illustrate particular and gaseous pollution control methods.

. **Teaching-Learning Process (General Instructions)**

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

1. Apart from conventional lecture methods various types of innovative teaching techniques through videos, animation films may be adopted so that the delivered lesson can progress the students in theoretical, applied and practical skills
2. Encourage collaborative (Group Learning) Learning in the class.
3. Ask at least three HOTS (Higher-order Thinking) questions in the class, which promotes critical thinking.
4. Seminars and Quizzes may be arranged for students in respective subjects to develop skills.
5. Take the students to visit any industries to show the air pollution control equipments.

Module-1

Introduction: Definition, Sources, classification and characterization of air pollutants. Effects of air pollution on health, vegetation & materials. Types of inversion, photochemical smog.

Teaching-Learning Process	Chalk and talk, videos, PowerPoint Presentation

Module-2

Meteorology: Temperature lapse rate & stability, wind velocity & turbulence, plume behavior, measurement of meteorological variables, wind rose diagrams, Plume Rise, estimation of effective stack height and mixing depths

Teaching-Learning Process	. Chalk and talk, videos, PowerPoint Presentation, animations

Module-3

Sampling: Sampling of particulate and gaseous pollutants (Stack, Ambient & indoor air pollution), Monitoring and analysis of air pollutants ($PM_{2.5}$, PM_{10}, SO_X, NO_X, CO, NH_3). Development of air quality models-Gaussian dispersion model-Including Numerical problems.

Teaching-Learning Process	Chalk and talk, videos, PowerPoint Presentation, animations

Module-4

Control Techniques: Particulate matter and gaseous pollutants- settling chambers, cyclone separators, scrubbers, filters & ESP - Including Numerical problems. Site selection for industrial plant location.

Teaching-Learning Process	Chalk and talk, videos, PowerPoint Presentation, animations

Module-5

Air pollution due to automobiles, standards and control methods. Noise pollution- causes, effects and control, noise standards. Environmental issues, global episodes. Environmental laws and acts.

Teaching-Learning Process	Chalk and talk, videos, PowerPoint Presentation, animations

Course outcome (Course Skill Set)

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

1. Identify the major sources of air pollution and understand their effects on health and environment.
2. Evaluate the dispersion of air pollutants in the atmosphere and to develop air quality models.
3. Ascertain and evaluate sampling techniques for atmospheric and stack pollutants.
4. Choose and design control techniques for particulate and gaseous emissions.

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

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 ten questions. Each question is set for 20 marks.
2. 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 and marks scored shall be proportionally reduced to 50 marks

Suggested Learning Resources:

Books

1. M. N. Rao and H V N Rao, "Air pollution", Tata Mc-G raw Hill Publication.

2. H. C. Perkins, “Air pollution”. Tata McGraw Hill Publication.
3. Mackenzie Davis and David Cornwell, “Introduction t o Environmental Engineering” McGraw-Hill Co.

Web links and Video Lectures (e-Resources):

https://www.digimat.in/nptel/courses/video/105104099/L01.html
https://www.digimat.in/nptel/courses/video/105104099/L02.html
https://www.digimat.in/nptel/courses/video/105104099/L03.html

- Activity Based Learning (Suggested Activities in Class)/ Practical Based learning
  http://nptel.ac.in
- https://swayam.gov.in
- https://www.vlab.co.in/participating-institute-amrita-vishwa-vidyapeetham

VII Semester

Open Channel Hydraulics			
Course Code	**21CV735**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2+2+0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives: Make the students to learn

1. To know different classification of flows in open channel
2. Concept o energy for channel design
3. Characteristics of GVF and RVF
4. Characteristics of flow profiles
5. To study different possible energy dissipaters

Teaching-Learning Process (General Instructions)

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

1. Power point Presentation, video
2. Video tube, NPTEL materials
3. Quiz/Assignments/Open book test to develop skills
4. Adopt problem based learning (PBL)to develop analytical and thinking skills
5. Encourage collaborative learning in the class with site visits related to subject and impart practical knowledge

Module-1	
Difference between pipe flow and open channel flow, classification of flow, energy equation, momentum equation, kinetic energy and momentum factors. Concepts, uniform flow equations, conveyance and hydraulic exponent for uniform flow, design of channels for uniform flow.	8 hours
Teaching-Learning Process	Chalk and talk, Power Point Presentation

Module-2	
Concept of specific Energy – Classification of flow. Design of channel, Section Factor, Hydraulic exponent for critical flow critical depth as a flow measurement.	8 hours
Teaching-Learning Process	. Chalk and talk, PowerPoint Presentation, Analysis in Laboratory

Module-3	
Concepts, GVF equation, its different forms, Basic assumptions, Dynamic equation, Characteristics of flow profile and classification. Analysis of flows profiles, Method of singular point and transitional depth, Methods of computation, Practical problems.	8 hours
Teaching-Learning Process	Chalk and talk, Power Point Presentation and demonstration in labs

Module-4	
Gradually Varied Flow Computations: Different methods, direct integration method, Bress's Solution, Chow's solution, direct method, standard step method.	8 hours
Teaching-Learning Process	Chalk and talk, Power Point Presentation and demonstration in labs

Module-5	
Rapidly Varied Flow: Concepts, hydraulic jump in rectangular channels, classification of jumps, characteristics of jump – length location height, application of hydraulic jump stilling basins, shape type-2 and type-4. Hydraulic jump in rectangular channels, Sloping channels, Jump in non rectangular channels, application of hydraulic jump as energy dissipaters.	8 hours

Teaching-Learning Process	Chalk and talk, Power Point Presentation and demonstration in labs and visit to power station as part of industrial visit

Course outcome (Course Skill Set): At the end of the program, the students will be able to:

- Identify flow type in open channel
- Apply concept of energy for channel design
- Compute GVF and RVF profiles for the flow
- Design energy dissipaters for the flow conditions

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

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 ten questions. Each question is set for 20 marks.
2. 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 and marks scored shall be proportionally reduced to 50 marks

Suggested Learning Resources:

Books:

1. Flow through open channel by K. G. Rangaraju, ISBN: 007096565X, 9780070965652, Tata McGraw-Hill, 2001
2. Flow in open channels by K Subramanya, 5th Edition, Tata McGraw-Hill, 2019
3. Open Channel Hydraulics by Ven Te Chow, The Blackburn Press, ISBN-10: 1932846182, ISBN-13: 978-1932846188
4. Open-Channel Flow, Subhash C. Jain, ISBN: 978-0-471-35641-7 October 2000,Wiley Publication
5. Open Channel Hydraulics, 3rd Edition, Terry W. Sturm, ISBN**:** 9781260469707, 2021

VII Semester

MASONRY STRUCTURES			
Course Code	**21CV736**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2+2+0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives:

This course will enable students to

1. Understand properties of masonry units, strength and factors affecting strength.
2. Understand design criteria of various types of wall subjected to different load system.
3. Impart the culture of following the codes for strength, serviceability and durability as an ethics.
4. Provide knowledge in analysis and design of masonry elements for the success in competitive examinations.

Teaching-Learning Process (General Instructions)

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

1. .

Module-1

Masonry Units, Materials, types and masonry construction: Bricks, Stone and Block masonry units-strength, modulus of elasticity and water absorption of masonry materials–classification and properties of mortars. Defects and Errors in masonry construction – cracks in masonry, types, reason for cracking, methods of avoiding cracks.

Strength and Stability: Strength and stability of axially loaded masonry walls, effect of unit strength, mortar strength, joint thickness, rate of absorption, effect of curing, effect of ageing, workmanship. Compressive strength formulae based on elastic theory and empirical formulae.

Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos, Nearby construction site visits.

Module-2

Permissible stresses: Types of walls, permissible compressive stress, stress reduction and shape modification factors, increase in permissible stresses for eccentric vertical and lateral load, permissible tensile stress and shear stresses.

Design Considerations: Effective height of wall sand columns, openings in walls, effective length, effective thickness, slenderness ratio, eccentricity, load dispersion, arching action in lintels. Problems on design considerations for solid walls, cavity walls, wall with pillars.

Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos, Nearby construction site visits.

Module-3

Load considerations and design of Masonry subjected to axial loads: Design criteria, design examples of walls under UDL, solid walls, cavity walls, solid wall supported at the ends by cross wall, walls with piers.

Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos, Nearby construction site visits.

Module-4

Design of walls subjected to concentrated axial loads: Solid walls, cavity walls, solid wall supported at the ends by cross wall, walls with piers, design of wall with openings. **Design of walls subjected to eccentric loads:** Design criteria – stress distribution under eccentric loads –Problems onec centrically loaded solid walls, cavity walls, walls with piers.	
Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos, Nearby construction site visits.
Module-5	
Design of Laterally and transversely loaded walls: Design criteria, design of solid wall under wind loading, design of shear wall – design of compound walls. Introduction to reinforced brick masonry, lintels and slabs. In-filled frames: Types – modes of failures – design criteria of masonry retaining walls.	
Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos, Nearby construction site visits.

Course outcome (Course Skill Set)

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

1. Select suitable material for masonry construction by understanding engineering properties.
2. Compute loads, load combinations and analyze the stresses in masonry.
3. Design masonry under compression (Axial load) for various requirements and conditions.
4. Design masonry under bending (Eccentric, lateral, transverse load) for various requirements and conditions.
5. Assess the behavior of shear wall and reinforced masonry.

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 ten questions. Each question is set for 20 marks.
2. 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 and marks scored shall be proportionally reduced to 50 marks

Suggested Learning Resources:

Text Books

1. Dayaratnam P, "Brick and Reinforced Brick Structures", Scientific International Pvt. Ltd.
2. M. L. Gambhir, "Building and Construction Materials", McGraw Hill education Pvt. Ltd.

Reference Books:

1. Henry, A.W., "Structural Masonry", Macmillan Education Ltd.,1990.
2. IS 1905–1987 "Code of practice for structural use o f un-reinforced masonry- (3rd revision) BIS, New Delhi.
3. SP20(S&T)–1991,"Hand book on masonry design and construction(1st revision) BIS, New Delhi.

Web links and Video Lectures (e-Resources):

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SAMPLE TEMPLATE

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

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VII Semester

FINITE ELEMENT METHOD			
Course Code	**21CV741**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2+2+0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives:

This course will enable students to;

1. Develop analytical skills.
2. Learn principles of analysis of stress and strain.
3. Develop problem solving skills.
4. Understand the principles of FEM for one and two dimensional problems.

Teaching-Learning Process (General Instructions)

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

1. .

Module-1

Theory of elasticity concepts, Energy principles, Rayleigh - Ritz Method, Galerkin method and finite element method, steps in finite element analysis, displacement approach, stiffness matrix and boundary conditions.

Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos.

Module-2

Discritisation; finite representation of infinite bodies and discritisation of very large bodies, Natural Coordinates, Shape functions; polynomial, LaGrange and Serendipity , one dimensional formulations; beam and truss with numerical examples.

Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos.

Module-3

2D formulations; Constant Strain Triangle, Linear Strain Triangle, 4 and 8 noded quadrilateral elements, Numerical Evaluation of Element Stiffness -Computation of Stresses, Static Condensation of nodes, degradation technique, Axisym metric Element.

Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos.

Module-4

Isopara metric concepts; is opera metric, sub parametric and super parametric elements, Jacobian transformation matrix, Stiffness Matrix of Isopara metric Elements, Numerical integration by Gaussian quadrature rule for one, two and three dimensional problems.

Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos.

Module-5

Techniques to solve nonlinearities in structural systems; material, geometric and combined non linearity, incremental and iterative techniques.

Structure of computer program for FEM analysis, description of different modules, exposure to FEM

softwares.	
Teaching-Learning Process	Chalk & Talk, PPT presentation, Youtube videos.

Course outcome (Course Skill Set)

The student will have the knowledge on advanced methods of analysis of structures.

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 ten questions. Each question is set for 20 marks.
2. 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 and marks scored shall be proportionally reduced to 50 marks

Suggested Learning Resources:

Text Books

1. Krishnamoorthy C.S., "Finite Element analysis" -Tata McGraw Hill
2. Desai C &Abel J F.," Introduction to Finite element Method" , East West Press Pvt. Ltd.,
3. Cook R D et.al. "Concepts and applications of Finite Element analysis", John Wiley.

Reference Books:

1. Daryl L Logan, "A first course on Finite element Method", Cengage Learning.

2. Bathe K J - “Finite Element Procedures in Engineering analysis”- Prentice Hall.
Web links and Video Lectures (e-Resources):
• .
Activity Based Learning (Suggested Activities in Class)/ Practical Based learning   •

VII Semester

NUMERICAL METHODS AND APPLICATIONS			
Course Code	**21CV742**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2+2+0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives:

- 1. To introduce numerical methods to solve different types of equations.
- 2. To introduce regression and interpolation techniques.
- 3. To know various methods of Differentiation & Integration.
- 4. To apply the knowledge of these methods to solve practical problems.

Teaching-Learning Process (General Instructions)

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

1. Some lecture material is delivered using online screen casts together with interactive exercises and quizzes. Other lecture material is delivered in traditional face-to-face lecture format.

Module-1

a) Errors: Introduction, Types of errors, Rules for estimate errors, Error propagation, Error in the approximation of function.

b)Roots of Equation: Bracketing Method: Bisection Method, False position method . Open method: Newton-Raphson's method for Single root, multiple root, Iterative method for Non-linear equations. Roots of polynomial: Muller's Method, limited to TWO Iterations. Initial guesses not to be given.

Teaching-Learning Process	

Module-2

Linear Algebraic Equation:

a. Gauss Elimination Method. Pitfalls and improving techniques.

b. LU decomposition method, Gauss-Jacobi and Gauss-Seidel Iteration method

Teaching-Learning Process	.

Module-3

Curve Fitting & Interpolation:

a. Least Square Regression – Linear regression, Parabolic regression

b. Interpolation–Interpolating polynomial, Lagrange's interpolating polynomial, Divided Difference Formula

Teaching-Learning Process	

Module-4

Numerical Differentiation and Integration

a. Newton-Cote's Integration of equation: Trapezoidal rule, Simpson's rules. Integration of Equation: Gauss Quadrature methods.

b. Numerical differentiation: For Equally spaced Data: Forward difference Formula, Central difference Formula, Backward difference Formula. For unequally spaced Data: Divided difference Formula.	
Teaching-Learning Process	
Module-5	
Ordinary Differential Equation: a. Taylor's series method, Picard's Method, Euler's Method, Runge-Kutta 4th Order method b. Boundary value Problem: Finite Difference Method . Eigen value problem: Eigen value problem based on Power method	
Teaching-Learning Process	
Course outcome (Course Skill Set) At the end of the course the student will be able to : 1. Understand and apply various methods to find roots of equations. 2. Learn and Implement different methods to solve simultaneous equations. 3. Understand and apply the methods of Regression and interpolation. 4. Implement various numerical methods for differentiation and Integration. 5. Apply various methods to solve engineering problems with Ordinary differential equations.	

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

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 ten questions. Each question is set for 20 marks.
2. 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 and marks scored shall be proportionally reduced to 50 marks.

Suggested Learning Resources:

Books

1. Higher Engineering Mathematics", Dr. B. S. Grewal, Khanna Publishers, New Delhi, 7th Edition, 2005.

2. "Numerical Methods", Dr. B.S. Grewal, Khanna Publishers, New Delhi, 7th Edition, 2005.

3. "Numerical Methods", E Balguruswamy Tata McGraw-Hill Publication Company Ltd. 8th Edition, 2002.

4. "Numerical Methods", S. Arumugam, A. Thangapandi Isaac and A.Somasundaram, SciTech Publications India Pvt. Ltd. Chennai, 2nd Edition, 2007.

5. "Numerical Methods", Dr. P. Kandasamy, Dr. K. Gunavathi, Dr. K. Thilagavathy. S Chand Publication, New Delhi, 2nd Edition, 2006

6. "Numerical Methods", G. Haribaskaran, Laxmi Publications Pvt. Ltd, New Delhi, 1st Edition, 2006.

Web links and Video Lectures (e-Resources):

- https://nptel.ac.in/courses/111107105
- https://www.coursera.org/learn/numerical-methods-engineers
- https://cosmolearning.org/courses/numerical-methods-and-programing/video-lectures/

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

- At least one problem should be solved based on each method from every module

VII Semester

Environmental Protection and Management			
Course Code	**21CV743**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2+2+0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives:

- This course will enable students to gain knowledge in Environmental protection and Management systems

Teaching-Learning Process (General Instructions)

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

1. Apart from conventional lecture methods various types of innovative teaching techniques through videos, animation films may be adopted so that the delivered lesson can progress the students in theoretical, applied and practical skills .
2. Encourage collaborative (Group Learning) Learning in the class.
3. Ask at least three HOTS (Higher-order Thinking) questions in the class, which promotes critical thinking.
4. Seminars and Quizzes may be arranged for students in respective subjects to develop skills.

Module-1

Environmental Management Standards: Unique Characteristics of Environmental Problems - Systems approach to Corporate environmental management - Classification of Environmental Impact Reduction Efforts -Business Charter for Sustainable Production and Consumption – Tools, Business strategy drivers and Barriers - Evolution of Environmental Stewardship. Environmental Management Principles - National policies on environment, abatement of pollution and conservation of resources - Charter on Corporate responsibility for Environmental protection.

8 hours

Teaching-Learning Process	Chalk and talk, powerpoint presentation

Module-2

Environmental Management Objectives: Environmental quality objectives – Rationale of Environmental standards: Concentration and Mass standards, Effluent and stream standards, Emission and ambient standards, Minimum national standards, environmental performance evaluation: Indicators, benchmarking. Pollution control Vs Pollution Prevention - Opportunities and Barriers – Cleaner production and Clean technology, closing the loops, zero discharge technologies

8 hours

Teaching-Learning Process	. Chalk and talk, powerpoint presentation

Module-3

Environmental Management SystemEMAS: ISO 14000 - EMS as per ISO 14001– benefits and barriers of EMS – Concept of continual improvement and pollution prevention - environmental policy – initial environmental review – environmental aspect and impact analysis – legal and other requirements- objectives and targets – environmental management programs – structure and responsibility – training awareness and competence- communication – documentation and

document control – operational control – monitoring and measurement – management review. 8 hours	
Teaching-Learning Process	Chalk and talk, powerpoint presentation
Module-4	
Environmental Audit: Environmental management system audits as per ISO 19011- – Roles and qualifications of auditors - Environmental performance indicators and their evaluation – Non conformance – Corrective and preventive actions -compliance audits – waste audits and waste minimization planning – Environmental statement (form V) - Due diligence audit 8 hours	
Teaching-Learning Process	Chalk and talk, powerpoint presentation
Module-5	
Applications of EMS : Waste Audits and Pollution Prevention opportunities in Textile , Sugar, Pulp & Paper, Electroplating, , Tanning industry, Dairy, Cement, Chemical industries, etc. Trans boundary movement, disposal, procedures, of hazardous wastes. 8 hours	
Teaching-Learning Process	Chalk and talk, powerpoint presentation

Course outcome (Course Skill Set)

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

1. Appreciate the elements of Corporate Environmental Management systems complying to international environmental management system standards
2. Lead pollution prevention assessment team and implement waste minimization options
3. Develop, Implement, maintain and Audit Environmental Management systems for Organisations

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

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 ten questions. Each question is set for 20 marks.
2. 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 and marks scored shall be proportionally reduced to 50 marks

Suggested Learning Resources:

Books

1. Christopher Sheldon and Mark Yoxon, "Installing Environmental management Systems – a step by step guide" Earthscan Publications Ltd, London, 1999.

2. ISO 14001/14004: Environmental management systems – Requirements and Guidelines – International Organisation for Standardisation, 2004

3. ISO 19011: 2002, "Guidelines for quality and/or Environmental Management System auditing, Bureau of Indian Standards, New Delhi, 2002

4. Paul L Bishop „Pollution Prevention: Fundamentals and Practice , McGraw- Hill International, Boston,2000.

5. Environmental Management Systems: An Implementation Guide for Small and Medium-Sized Organizations, Second Edition, NSF International, Ann Arbor, Michigan, January 2001.

Web links and Video Lectures (e-Resources):

1. .https://youtu.be/fj79O9RSvcA
2. https://youtu.be/XGYbyI0xqmw
3. https://youtu.be/ID_gk0aSo0Y
4. https://nptel.ac.in/courses/120108004
5. https://www.slideshare.net/RajendraGhuge/environmentmanagemnent-notes

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

- http://nptel.ac.in
- https://swayam.gov.in

VII Semester

INTELLIGENT TRANSPORTATION SYSTEMS			
Course Code	21CV744	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	(3:0:0:0)	SEE Marks	50
Total Hours of Pedagogy		Total Marks	100
Credits	03	Exam Hours	03

Course objectives:

Thiscoursewillenablestudentsto

- Have an awareness and scope of transport issues, such as, traffic safety, public transport,advanced vehicle management and control.
- Learn how Intelligent transport systems (ITS)involve the application of information technology and telecommunications to control traffic,informtravellersanddrivers,operatepublictransport,automatingpayments,handleemergencies and incidents, operate commercial fleets and freight exchange, and automatedrivingandsafety.

Teaching-Learning Process (General Instructions)

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

1. Blackboard teaching/PowerPoint presentations (if needed)
2. Regular review of students by asking questions based on topics covered in the class.

Module-1

Basicelementsofintelligenttransportationsystems(ITS),focusingontechnological,systemsandinstitutionalaspects. BenefitsofITS-ITSDatacollectiontechniques– Detectors,AutomaticVehicleLocation(AVL),AutomaticVehicleIdentification(AVI),GeographicInformation Systems(GIS), videodata collection

Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class.

Module-2

Advancedtravelerinformationsystems; transportationnetwork operations;commercialvehicleoperations andintermodalfreight.

Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class.

Module-3

Publictransportationapplications,ITSandregionalstrategictransportationplanning,includingregionalarchitectures.

Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class.

Module-4

ITSandchangingtransportationinstitutions,ITSandsafety,ITSandsecurity,ITSasatechnologydeploymentprogram,research,developmentandbusinessmodels,ITSand sustainablemobility.

Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class.

Module-5

Travel demand management, electronic toll collection, and ITS and road-pricing. AutomatedHighway Systems-Vehicles in Platoons –ITS in World – Overview of ITS Implementations indevelopedcountries, ITS in developingcountries.

Teaching-Learning	1.Blackboard teaching/PowerPoint presentations (if needed)

Process	2.Regular review of students by asking questions based on topics covered in the class.

Course outcome (Course Skill Set)

After studying this course, students would be able to suggest the appropriate system/s invariousfunctionalareasoftransportation.Wouldbeabletoamalgamatethevarioussystems, plan and implement the applications of ITS.Would have learnt the application ofinformation technology and telecommunication to control traffic and also provide advanceinformationtothetravellers,automatichandlingofemergencies andtoimprovesafety.

GraduateAttributes(asperNBA)

- *ScholarshipofKnowledge.*
- *Criticalthinking.*
- *Ethicalpracticesandsocialresponsibility*
- *Useofmoderntools*

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The students have to answer 5 full questions, selecting one full question from each module and marks scored shall be proportionally reduced to 50 marks

Suggested Learning Resources:

Books

1. ChouduryMAandSadekA,"FundamentalsofIntelligentTransportationSystemsPlanning"ArtechHouse.
2. Pradip Kumar Sarkar, Amit Kumar Jain, "Intelligent Transport Systems", PHI LearningPublishers
3. KanPaulChen,JohnMiles,"RecommendationsforWorldRoadAssociation(PIARC)"ITSHandBook2000.
4. Sussman,J.M.,"PerspectiveonITS",ArtechHousePublishers,2005.

5. USDepartmentofTransportation,"NationalITSArchitectureDocumentation",2007(CDROM).
6. Turban. E and Aronson. J. E, "Decision Support Systems and Intelligent Systems"

Web links and Video Lectures (e-Resources):

- .https://nptel.ac.in/courses/105107210
- https://www.civil.iitb.ac.in/tvm/nptel/591_ITS_1/web/web.html

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

- Seminars/Quiz (To assist in GATE Preparations)
- Self-Study on simple topics
- Simple problems solving using Excel
- Discussion of case studies
- Virtual Lab experiments