

**Model Curriculum for  
UG Degree Course  
in  
Electronics Engineering  
(VLSI Design and Technology)**

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Department of Electronics and Communication Engineering  
Jamia Millia Islamia

# **GENERAL COURSE STRUCTURE & CREDIT DISTRIBUTION**

## GENERAL COURSE STRUCTURE & THEME

### A. Definition of Credit:

1 Hr. Lecture (L) per week	1 Credit
1 Hr. Tutorial (T) per week	1 Credit
1 Hr. Practical (P) per week	0.5 Credit
2 Hours Practical (P) per week	1 Credit

**B. Range of Credits:** In the light of the fact that a typical Model Four-year Under Graduate degree program in Engineering has about 163 credits, the total number of credits proposed for the four-year B. Tech/B.E. in Electronics Engineering (VLSI Design and Technology) (Engineering & Technology) is kept as 161.

**C. Structure of UG Program in VLSI Design and Technology:** The structure of UG program in Electronics Engineering (VLSI Design and Technology) shall have essentially the following categories of courses with the breakup of credits as given:

S.No.	Category	Credit Breakup for VLSI Design & Tech
1	Humanities and Social Sciences including Management courses	15
2	Basic Science courses	23
3	Engineering Science courses including workshop, drawing, basics of electronics/electrical/mechanical/computer etc.	17
4	Professional core courses	64
5	Professional Elective courses relevant to chosen specialization/branch	12
6	Open subjects – Electives from other technical and /or emerging subjects	12
7	Project work, seminar and internship in industry or elsewhere	18
8	Mandatory Courses [Environmental Sciences, Induction Program, Indian Constitution, Essence of Indian Knowledge Tradition]	(non-credit)
	<b>Total</b>	<b>161*</b>

*\*Minor variation is allowed as per need of the respective disciplines.*

### D. Course code and definition:

Course code	Definitions
L	Lecture
T	Tutorial
P	Practical
C	Credits
BSC	Basic Science Courses
ESC	Engineering Science Courses
HSMC	Humanities and Social Sciences including Management courses
PCC-CS	Professional core courses

PEC -CS	Professional Elective courses
OEC-CS	Open Elective courses
LC	Laboratory course
MC	Mandatory courses

➤ **Category-wise Courses**

**HUMANITIES & SOCIAL SCIENCES COURSES [HSM]**

(i) Number of Humanities & Social Science Courses: 5

(ii) Credits: 15

Sl. No	Code No.	Course Title	Semester	Hours per week			Total Credits
				Lecture	Tutorial	Practical	
1	HSM-01	English for Technical Writing	I	2	0	2	3
2	HSM-02	Universal Human Values-II: Understanding Harmony And Ethical Human Conduct	II	2	1	0	3
4	HSM-03	Management-I (Organizational Behaviour)/ Finance & Accounting	IV	3	0	0	3
5	HSM-04	Humanities – I	V	3	0	0	3
6	HSM-05	Humanities – II	VII	3	0	0	3
<b>Total Credits</b>							<b>15</b>

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**BASIC SCIENCE COURSE [BSC]**

Sl. No	Code No.	Course Title	Semester	Hours per week			Total Credits
				Lecture	Tutorial	Practical	
1	BS-01	Physics-I (Introduction to Electromagnetic Theory )	I	3	1	2	5
2	BS-02	Mathematics-I (Calculus and Linear Algebra)	I	3	1	0	4
3	BS-03	Chemistry-I	II	3	0	2	4
4	BS-04	Mathematics-II (Probability and Statistics)	II	3	1	0	4
5	BS-05	Biology for Engineers	II	3	0	0	3
6	BS-05	Slot for BS	III	3	0	0	3
<b>Total Credits</b>							<b>23</b>

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**ENGINEERING SCIENCE COURSE [ESC]**

Sl. No	Code No.	Course Title	Semester	Hours per week			Total Credits
				Lecture	Tutorial	Practical	
1	ES-01	Basic Electrical Engineering	I	2	1	2	4
2	ES-02	Engineering Graphics & Design	I	1	0	4	3
3	ES-03	Design Thinking	I	0	0	2	1
4	ES-04	Programming for Problem Solving	II	2	0	4	4
5	ES-05	Digital Fabrication / Workshop/Manufacturing Practices	II	0	0	4	2
6	ES-06	Numerical Techniques	IV	2	0	2	3
<b>Total Credits</b>							<b>17</b>

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**PROFESSIONAL CORE COURSES [PCC]**

Sr. No	Course Code	Course Title	Preferred Semester	Hrs /Week L: T: P	Credits
1	XC01	Electronic Devices	III	3:0:0	3
2	XC02	Electronics Devices Lab	III	0:0:2	1
3	XC03	Digital System Design	III	3:0:0	3

4	XC04	Digital System Design Lab	III	0:0:2	1
5	XC05	Signals and Systems	III	3:0:0	3
6	XC06	Network Theory	III	3:0:0	3
7	XC07	Probability Theory and Stochastic Processes	III	3:1:0	4
8	XC-08	Analog Circuits	IV	3:0:0	3
9	XC-09	Analog Circuits Lab	IV	0:0:2	1
10	XC-10	Microcontrollers and Computer Architecture	IV	3:0:0	3
11	XC-11	Microcontrollers Lab	IV	0:0:2	1
12	XC-12	Analog and Digital Communication	IV	3:0:0	3
13	XC-13	Introduction to Microfabrication	IV	3:0:0	3
14	XC-14	Introduction to Microfabrication Lab { Foundry Familiarization workshop / MOOC virtual lab }	IV	0:0:2	1
15	XC-15	Introduction to VLSI lifecycle	IV	0:0:1	1
16	XC-16	Digital Signal Processing	V	3:1:0	4
17	XC-17	Electromagnetic Waves	V	0:0:2	1
18	XC-18	Electromagnetic Waves Lab	V	3:1:0	4
19	XC-19	VLSI Design	V	3:0:0	3
20	XC-20	VLSI Design Lab	V	0:0:2	1
21	XC-21	Control Systems	V	3:0:0	3
22	XC-22	Embedded Systems	V	3:0:0	3
23	XC-23	Embedded Systems Lab	V	0:0:2	1
24	XC-24	VLSI Verification and Testing	VI	3:0:0	3
25	XC-25	VLSI Verification and Testing Lab	VI	0:0:2	1
26	XC-26	Semiconductor Equipment Design and Technology	VI	3:0:0	3
27	XC-27	Semiconductor Materials Synthesis and Characterization	VI	3:0:0	3
<b>*28</b>	<b>XC-28</b>	<b>Seminar</b>	<b>VII</b>	<b>0:0:2</b>	<b>1</b>
<b>*29</b>	<b>XC-29</b>	<b>Internship /Project Phase-1</b>	<b>VII</b>	<b>0:0:4</b>	<b>2</b>
*XC-28 and XC-29 is already included in “project work, seminar and internship in industry or elsewhere” table				<b>Total</b>	<b>64</b>

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**PROFESSIONAL ELECTIVE [PE]**

S. No	Code No.	Course Title	Semester	Hours per week			Total Credits
				Lecture	Tutorial	Practical	
1	PE	Elective – I	VI	3	0	0	3
2	PE	Elective - II	VII	3	0	0	3
3	PE	Elective-III	VII	3	0	0	3
4	PE	Elective-IV	VIII	3	0	0	3
<b>Total Credits</b>							<b>12</b>

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**OPEN ELECTIVE COURSES [OE]**

S.No	Code No.	Course Title	Semester	Hours per week			Total Credits
				Lecture	Tutorial	Practical	
1	OE	Open Elective – I	VI	3	0	0	3
2	OE	Open-Elective-II	VII	3	0	0	3
3	OE	Open-Elective-III	VII	3	0	0	3
4	OE	Open-Elective-IV	VIII	3	0	0	3
<b>Total Credits</b>							<b>12</b>

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**PROJECT WORK, SEMINAR AND INTERNSHIP IN INDUSTRY OR ELSEWHERE**

Sl. No	Course Code	Course Title	Semester	Hours per week			Total Credits
				Lecture	Tutorial	Practical	
1	XC-P1	Micro Project	IV	0	0	4	2
2	XC-P2	Mini Project	VI	0	0	6	3
3	XC-28	Seminar	VII	0	0	0	1
4	XC-29	Internship/ Project Phase-1	VII	0	0	4	2
5	XC-P3	Project	VIII	0	0	20	10
<b>Total Credits</b>							<b>18</b>

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## INDUCTION PROGRAM

The Essence and Details of Induction program can also be understood from the ‘Detailed Guide on Student Induction program’, as available on AICTE Portal, (Link:<https://www.aicteindia.org/sites/default/files/Detailed%20Guide%20on%20Student%20Induction%20program.pdf>). For more, Refer **Appendix II**.

Induction program (mandatory)	Three-week duration
Induction program for students to be offered right at the start of the first year.	<ul style="list-style-type: none"> <li>• Physical activity</li> <li>• Creative Arts</li> <li>• Universal Human Values</li> <li>• Literary</li> <li>• Proficiency Modules</li> <li>• Lectures by Eminent People</li> <li>• Visits to local Areas</li> <li>• Familiarization to Dept./Branch &amp; Innovations</li> </ul>

### E. Mandatory Visits/ Workshop/Expert Lectures:

- a. It is mandatory to arrange one industrial visit every semester for the students of each branch.
- b. It is mandatory to conduct a One-week workshop during the winter break after fifth semester on professional/ industry/ entrepreneurial orientation.
- c. It is mandatory to organize at least one expert lecture per semester for each branch by inviting resource persons from domain specific industry.

### F. Evaluation Scheme (Suggestive only):

- a. **For Theory Courses:**  
(The weightage of Internal assessment is 40% and for End Semester Exam is 60%)  
The student has to obtain at least 40% marks individually both in internal assessment and end semester exams to pass.
- b. **For Practical Courses:**  
(The weightage of Internal assessment is 60% and for End Semester Exam is 40%)  
The student has to obtain at least 40% marks individually both in internal assessment and end semester exams to pass.
- c. **For Summer Internship / Projects / Seminar etc.**  
Evaluation is based on work done, quality of report, performance in viva-voce, presentation etc.

**Note:** The internal assessment is based on the student’s performance in mid semester tests (two best out of three), quizzes, assignments, class performance, attendance, viva-voce in practical, lab record etc.



# **SEMESTER WISE STRUCTURE**

## SEMESTER I

S. No.	Course Code	Course Title	L	T	P	Credit
<b>3 WEEKS COMPULSORY INDUCTION PROGRAM (UHV-I)</b>						
1	BS-01	Physics (Introduction to Electromagnetic Theory )	3	1	2	5
2	BS-02	Mathematics-I	3	1	0	4
3	ES-01	Basic Electrical Engineering	2	1	2	4
4	ES-02	Engineering Graphics & Design	1	0	4	3
5	HSM-01	English for Technical Writing	2	0	2	3
6	ES-03	Design Thinking	0	0	2	1
7	AU-01^	IDEA Lab Workshop	2	0	4	0
<b>TOTAL</b>			<b>13</b>	<b>3</b>	<b>16</b>	<b>20</b>

## SEMESTER II

S. No.	Course Code	Course Title	L	T	P	Credit
1	BS-03	Chemistry	3	0	2	4
2	BS-04	Mathematics-II	3	1	0	4
3	ES-04	Programming for Problem Solving	2	0	4	4
4	BS-05	Biology for Engineers	3	0	0	3
5	ES-05	Digital Fabrication / Workshop/Manufacturing Practices	0	0	4	2
6	HSM-02	Universal Human Values	2	1	0	3
7	AU-02^	Sports and Yoga or NSS/NCC	2	0	0	0
<b>TOTAL</b>			<b>15</b>	<b>2</b>	<b>10</b>	<b>20</b>

^ represent "Audit Course".

### SEMESTER-III

S. No.	Course Code	Course Title	L	T	P	Credit
1	XC-01	Electronic Devices	3	0	0	3
2	XC-02	Electronic Devices Lab	0	0	2	1
3	XC-03	Digital System Design	3	0	0	3
4	XC-04	Digital System Design Lab	0	0	2	1
5	XC-05	Signals and Systems	3	0	0	3
6	XC-06	Network Theory	3	0	0	3
7	XC-07	Probability Theory and Stochastic Processes	3	1	0	4
8	BS-06	Slot for BS Course				3
9	ML-01	Slot for Mandatory Learning Course (Audit Course)				0
<b>TOTAL</b>						<b>21</b>

### SEMESTER-IV

S. No.	Course Code	Course Title	L	T	P	Credit
1	XC-08	Analog Circuits	3	0	0	3
2	XC-09	Analog Circuits Lab	0	0	2	1
3	XC-10	Microcontrollers and Computer Architecture	3	0	0	3
4	XC-11	Microcontrollers Lab	0	0	2	1
5	XC-12	Analog and Digital Communication	3	0	0	3
6	XC-13	Introduction to Microfabrication	3	0	0	3
7	XC-14	Introduction to Microfabrication Lab { Foundry Familiarization workshop / MOOC virtual lab }	0	0	2	1
8	XC-15	Introduction to VLSI lifecycle	1	0	0	1
9	XC-P1	Micro Project	0	0	4	2
10	ES-06	Numerical Techniques	2	0	2	3
11	HSM-03	Slot for HM Course				3
12	ML-02	Slot for Mandatory Learning Course (Audit Course)				0
<b>TOTAL</b>						<b>24</b>

**SEMESTER-V**

S. No.	Course Code	Course Title	L	T	P	Credit
1	XC-16	Digital Signal Processing	3	1	0	4
2	XC-17	Electromagnetic Waves	3	1	0	4
3	XC-18	Electromagnetic Waves Lab	0	0	2	1
4	XC-19	VLSI Design	3	0	0	3
5	XC-20	VLSI Design Lab	0	0	2	1
6	XC-21	Control Systems	3	0	0	3
7	XC-22	Embedded Systems	3	0	0	3
8	XC-23	Embedded Systems Lab	0	0	2	1
9	HSM-04	Slot for HM Course				3
10	ML-03	Slot for Mandatory Learning Course (Audit Course)				0
<b>TOTAL</b>						<b>23</b>

**SEMESTER-VI**

S. No.	Course Code	Course Title	L	T	P	Credit
1	XC-24	VLSI Verification and Testing	3	0	0	3
2	XC-25	VLSI Verification and Testing Lab	0	0	2	1
3	XC-26	Semiconductor Equipment Design and Technology	3	0	0	3
5	XC-27	Semiconductor Materials Synthesis and Characterization	3	0	0	3
6	PE-1	Program Elective-1	3	0	0	3
7	OE-1	Open Elective-1	3	0	0	3
8	XC-P2	Mini Project	0	0	6	3
<b>TOTAL</b>						<b>19</b>

### SEMESTER-VII

S. No.	Course Code	Course Title	L	T	P	Credit
1	PE-2	Program Elective-2	3	0	0	3
2	PE-3	Program Elective-3	3	0	0	3
3	OE-2	Open Elective-2	3	0	0	3
4	OE-3	Open Elective-3	3	0	0	3
5	HSM-5	Slot for HSM Course	3	0	0	3
6	XC-28	Seminar	0	0	2	1
7	XC-29	Internship /Project Phase -1	0	0	4	2
<b>TOTAL</b>						<b>18</b>

### SEMESTER-VIII

S. No.	Course Code	Course Title	L	T	P	Credit
1	PE-04	Program Elective-4	3	0	0	3
2	OE-04	Open Elective-4	3	0	0	3
3	XC-P3	Project	0	0	20	10
<b>TOTAL</b>						<b>16</b>

(XCEL\*: Course to be selected from the list of Program Electives)

# **SEMESTER – I**

## SEMESTER I

Course Code	:	BS -01
Course Title	:	Physics- I
Number of Credits	:	5 (L: 3, T: 1, P: 2)
Course Category	:	Basic Science Courses
Course Contents in Physics	:	i. Introduction to Electromagnetic Theory

**Course Objectives:** To enhance the fundamental knowledge in Physics and its applications relevant to various streams of Engineering and Technology.

<b>1. Introduction to Electromagnetic Theory</b>
Pre-requisites (if any): Mathematics course with vector calculus

### **Module I: Electrostatics in vacuum**

Calculation of electric field and electrostatic potential for a charge distribution; Divergence and curl of electrostatic field; Laplace's and Poisson's equations for electrostatic potential and uniqueness of their solution and connection with steady state diffusion and thermal conduction; Practical examples like Faraday's cage and coffee-ring effect; Boundary conditions of electric field and electrostatic potential; method of images; energy of a charge distribution and its expression in terms of electric field.

### **Module II: Electrostatics in a linear dielectric medium**

Electrostatic field and potential of a dipole. Bound charges due to electric polarization; Electric displacement; boundary conditions on displacement; Solving simple electrostatics problems in presence of dielectrics – Point charge at the centre of a dielectric sphere, charge in front of a dielectric slab, dielectric slab and dielectric sphere in uniform electric field.

### **Module III: Magnetostatics**

Bio-Savart law, Divergence and curl of static magnetic field; vector potential and calculating it for a given magnetic field using Stokes' theorem; the equation for the vector potential and its solution for given current densities.

### **Module IV: Magnetostatics in a linear magnetic medium**

Magnetization and associated bound currents; auxiliary magnetic field H; Boundary conditions on B and H. Solving for magnetic field due to simple magnets like a bar magnet; magnetic susceptibility and ferromagnetic, paramagnetic and diamagnetic materials; Qualitative discussion of magnetic field in presence of magnetic materials.

### **Module V: Faraday's law**

Faraday's law in terms of EMF produced by changing magnetic flux; equivalence of Faraday's law and motional EMF; Lenz's law; Electromagnetic braking and its applications; Differential form of

Faraday's law expressing curl of electric field in terms of time-derivative of magnetic field and calculating electric field due to changing magnetic fields in quasi-static approximation; energy stored in a magnetic field.

### **Module VI: Displacement current, Magnetic field due to time-dependent electric field and Maxwell's equations**

Continuity equation for current densities; Modifying equation for the curl of magnetic field to satisfy continuity equation; displacement current and magnetic field arising from time dependent electric field; calculating magnetic field due to changing electric fields in quasistatic approximation. Maxwell's equation in vacuum and non-conducting medium; Energy in an electromagnetic field; Flow of energy and Poynting vector with examples. Qualitative discussion of momentum in electromagnetic fields.

### **Module VII: Electromagnetic waves**

The wave equation; Plane electromagnetic waves in vacuum, their transverse nature and polarization; relation between electric and magnetic fields of an electromagnetic wave; energy carried by electromagnetic waves and examples. Momentum carried by electromagnetic waves and resultant pressure. Reflection and transmission of electromagnetic waves from a non-conducting medium-vacuum interface for normal incidence.

### **Laboratory - Introduction to Electromagnetic Theory**

Choice of experiments from the following:

- Experiments on electromagnetic induction and electromagnetic braking;
- LC circuit and LCR circuit;
- Resonance phenomena in LCR circuits;
- Magnetic field from Helmholtz coil;
- Measurement of Lorentz force in a vacuum tube.

### **TEXTBOOKS/REFERENCES:**

1. [AICTE's Prescribed Textbook: Physics \(Introduction to Electromagnetic Theory\) with Lab Manual, Khanna Book Publishing Company.](#)
2. David Griffiths, Introduction to Electrodynamics
3. Halliday and Resnick, Physics
4. W. Saslow, Electricity, magnetism and light

### **Alternative NPTEL/SWAYAM Course:**

S. No.	NPTEL Course Name	Instructor	Host Institute
1	INTRODUCTION TO ELECTROMAGNETIC THEORY	PROF. MANOJ HARBOLA	IIT KANPUR



**EXPERIMENTS THAT MAY BE PERFORMED THROUGH VIRTUAL LABS:**

S. No.	Experiment Name	Experiment Link(s)
1	LC circuit and LCR circuit;	<ol style="list-style-type: none"> <li><a href="http://vlab.amrita.edu/?sub=1&amp;brch=75&amp;sim=326&amp;cnt=1">http://vlab.amrita.edu/?sub=1&amp;brch=75&amp;sim=326&amp;cnt=1</a></li> <li><a href="http://vlab.amrita.edu/?sub=1&amp;brch=75&amp;sim=330&amp;cnt=1">http://vlab.amrita.edu/?sub=1&amp;brch=75&amp;sim=330&amp;cnt=1</a></li> <li><a href="http://vlab.amrita.edu/?sub=1&amp;brch=75&amp;sim=318&amp;cnt=1">http://vlab.amrita.edu/?sub=1&amp;brch=75&amp;sim=318&amp;cnt=1</a></li> <li><a href="http://vlab.amrita.edu/?sub=1&amp;brch=75&amp;sim=325&amp;cnt=1">http://vlab.amrita.edu/?sub=1&amp;brch=75&amp;sim=325&amp;cnt=1</a></li> <li><a href="http://vlabs.iitkgp.ernet.in/asnm/exp12/index.htm">http://vlabs.iitkgp.ernet.in/asnm/exp12/index.htm</a></li> </ol>
2	Resonance phenomena in LCR circuits	<a href="http://vlab.amrita.edu/?sub=1&amp;brch=75&amp;sim=325&amp;cnt=1">http://vlab.amrita.edu/?sub=1&amp;brch=75&amp;sim=325&amp;cnt=1</a>

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<b>Course Code</b>	:	<b>BS-02</b>
<b>Course Title</b>	:	<b>Mathematics- I</b>
<b>Number of Credits</b>	:	<b>4 (L: 3, T: 1, P: 0)</b>
<b>Course Category</b>	:	<b>Basic Science Courses</b>

**Course Objectives:** The goal of this course is to achieve conceptual understanding and to retain the best traditions of traditional calculus. The syllabus is designed to provide the basic tools of calculus mainly for the purpose of modelling the engineering problems mathematically and obtaining solutions. This is a foundation course which mainly deals with topics such as single variable and multivariable calculus and plays an important role in the understanding of science, engineering, economics and computer science, among other disciplines.

**Course Contents:**

**Module 1: Basic Calculus:** (6 hours)

Curvature, evolutes and involutes; Evaluation of definite and improper integrals; Beta and Gamma functions and their properties; Applications of definite integrals to evaluate surface areas and volumes of revolutions.

**Module 2: Single-variable Calculus (Differentiation):** (6 hours)

Rolle's Theorem, Mean value theorems and applications; Extreme values of functions; Linear approximation; Indeterminate forms and L'Hospital's rule.

**Module 3: Sequences and series:** (10 hours)

Limits of sequence of numbers, Calculation of limits, Infinite series; Tests for convergence; Power series, Taylor and Maclaurin series; Taylor theorem, convergence of Taylor series, error estimates.

**Module 4: Multivariable Calculus (Differentiation):** (8 hours)

Limit, continuity and partial derivatives, directional derivatives, gradient, total derivative; Tangent plane and normal line; Maxima, minima and saddle points; Method of Lagrange multipliers.

**Module 5: Multivariable Calculus (Integration):** (10 hours)

Multiple Integration: Double integrals (Cartesian), change of order of integration in double integrals, Change of variables (Cartesian to polar), Applications: areas and volumes, Center of mass and Gravity (constant and variable densities); Triple integrals (Cartesian), orthogonal curvilinear coordinates, Simple applications involving cubes, sphere and rectangular parallelepipeds; Scalar line integrals, vector line integrals, scalar surface integrals, vector surface integrals, Gradient, curl and divergence, Theorems of Green, Gauss and Stokes.

**TEXTBOOKS/REFERENCES:**

1. [AICTE's Prescribed Textbook: Mathematics-I \(Calculus & Linear Algebra\), Khanna Book Publishing Co.](#)
2. Reena Garg, Engineering Mathematics, Khanna Book Publishing Company, 2022.
3. Reena Garg, Advanced Engineering Mathematics, Khanna Book Publishing Company, 2021.
4. G.B. Thomas and R.L. Finney, Calculus and Analytic geometry, 9<sup>th</sup> Edition, Pearson, Reprint, 2002.
5. Erwin Kreyszig, Advanced Engineering Mathematics, 9<sup>th</sup> Edition, John Wiley & Sons, 2006.
6. Ramana B.V., Higher Engineering Mathematics, Tata McGraw Hill New Delhi, 11<sup>th</sup> Reprint, 2010.
7. Veerarajan T., Engineering Mathematics for first year, Tata McGraw-Hill, New Delhi, 2008.
8. N.P. Bali and Manish Goyal, A text book of Engineering Mathematics, Laxmi Publications, Reprint, 2008.
9. B.S. Grewal, Higher Engineering Mathematics, Khanna Publishers, 36<sup>th</sup> Edition, 2010.

**Note:** The modules have been prepared keeping the following from the Textbooks/References in mind:

- (1) Module 1: The relevant sections from Chapters 2, 6 and 11 of [3].
- (2) Module 2: Sections 3.1, 3.2, 3.3, 3.7 & 6.6 of [1].
- (3) Module 3: Sections 8.1-8.6, 8.8-8.10 of [1].
- (4) Module 4: Sections 12.1-12.5, 12.7-12.9 of [1].
- (1) Module 5: Sections 13.1 – 13.7, 14.1 – 14.8 of [1].

**Course outcomes:** The objective of this course is to familiarize the prospective engineers with techniques in calculus, multivariate differentiation and integration. It aims to equip the students with standard concepts and tools at an intermediate to advanced level that will serve them well towards tackling more advanced level of mathematics and applications that they would find useful in their disciplines.

The students will learn

- To apply differential and integral calculus to notions of curvature and to improper integrals. Apart from some other applications they will have a basic understanding of Beta and Gamma functions.
- The fallouts of Rolle's Theorem that is fundamental to application of analysis to Engineering problems.
- The tool of power series and Fourier series for learning advanced Engineering Mathematics.
- To deal with functions of several variables that are essential in most branches of engineering.
- To acquaint the student with mathematical tools needed in evaluating multiple integrals and their usage.

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<b>Course Code</b>	<b>:</b>	<b>ES-01</b>
<b>Course Title</b>	<b>:</b>	<b>Basic Electrical Engineering</b>
<b>Number of Credits</b>	<b>:</b>	<b>4 (L: 2, T: 1, P: 2)</b>
<b>Course Category</b>	<b>:</b>	<b>Engineering Science Courses</b>

**Course Objective:** The objective of this Course is to provide the students with an introductory and broad treatment of the field of Electrical Engineering.

**Course Contents:**

**Module I:** D. C. Circuits covering, Ohm's Law and Kirchhoff's Laws; Analysis of series, parallel and series-parallel circuits excited by independent voltage sources; Power and energy; Electromagnetism covering, Faradays Laws, Lenz's Law, Fleming's Rules, Statically and dynamically induced EMF; Concepts of self-inductance, mutual inductance and coefficient of coupling; Energy stored in magnetic fields;

**Module II:** Single Phase A.C. Circuits covering, Generation of sinusoidal voltage- definition of average value, root mean square value, form factor and peak factor of sinusoidal voltage and current and phasor representation of alternating quantities; Analysis with phasor diagrams of R, L, C, RL, RC and RLC circuits; Real power, reactive power, apparent power and power factor, series, parallel and series- parallel circuits; Three Phase A.C. Circuits covering, Necessity and Advantages of three phase systems, Generation of three phase power, definition of Phase sequence, balanced supply and balanced load; Relationship between line and phase values of balanced star and delta connections; Power in balanced three phase circuits, measurement of power by two wattmeter method;

**Module III:** Transformers covering, Principle of operation and construction of single phase transformers (core and shell types). EMF equation, losses, efficiency and voltage regulation; Synchronous Generators covering, Principle of operation; Types and constructional features; EMF equation;

**Module IV:** DC Machines covering, working principle of DC machine as a generator and a motor; Types and constructional features; EMF equation of generator, relation between EMF induced and

terminal voltage enumerating the brush drop and drop due to armature reaction; DC motor working principle; Back EMF and its significance, torque equation; Types of D.C. motors, characteristics and applications; Necessity of a starter for DC motor;

**Module V:** Three Phase Induction Motors covering; Concept of rotating magnetic field; Principle of operation, types and constructional features; Slip and its significance; Applications of squirrel cage and slip ring motors; Necessity of a starter, star-delta starter.

**Module VI:** Sources of Electrical Power covering, Introduction to Wind, Solar, Fuel cell, Tidal, Geothermal, Hydroelectric, Thermal-steam, diesel, gas, nuclear power plants; Concept of cogeneration, and distributed generation;

**TEXT/REFERENC S BOOKS:**

1. [AICTE's Prescribed Textbook: Basic Electrical Engineering, Khanna Book Publishing.](#)
2. Ritu Sahdev (2022), Basic Electrical Engineering, Khanna Book Publishing.
3. Nagrath I.J. and D. P. Kothari (2001), Basic Electrical Engineering, Tata McGraw Hill.
4. Hayt and Kimberly, Engineering Circuit Analysis, Tata McGraw Hill.
5. Kulshreshtha D.C. (2009), Basic Electrical Engineering, Tata McGraw Hill.
6. Rajendra Prasad (2009), Fundamentals of Electrical Engineering, Prentice Hall, India Hughes, E. (2005)

**Alternative NPTEL/SWAYAM Course:**

S. No.	NPTEL Course Name	Instructor	Host Institute
1	BASIC ELECTRIC CIRCUITS	PROF. ANKUSH SHARMA	IIT KANPUR
2	BASIC ELECTRICAL CIRCUITS	PROF. NAGENDRA KRISHNAPURA	IITM
3	FUNDAMENTALS OF ELECTRICAL ENGINEERING	PROF. DEBAPRIYA DAS	IIT KGP

**COURSE OUTCOMES:**

The students will learn:

1. To explain strong basics of Electrical Engineering and practical implementation of Electrical fundamentals.
2. To identify different applications of commonly used electrical machinery.

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<b>Course Code</b>	<b>:</b>	<b>ES-02</b>
<b>Course Title</b>	<b>:</b>	<b>Engineering Graphics &amp; Design</b>
<b>Number of Credits</b>	<b>:</b>	<b>3 (L: 1, T: 0, P: 4)</b>
<b>Course Category</b>	<b>:</b>	<b>Engineering Science Courses</b>

**COURSE OBJECTIVE(S):**

The objective of this Course is to provide the basic knowledge about Engineering Drawing. Detailed concepts are given in projections, technical drawing, dimensioning and specifications, so useful for a student in preparing for an engineering career.

**COURSE CONTENTS:**

**Traditional Engineering Graphics:** Principles of Engineering Graphics; Orthographic Projection; Descriptive Geometry; Drawing Principles; Isometric Projection; Surface Development; Perspective; Reading a Drawing; Sectional Views; Dimensioning & Tolerances; True Length, Angle; intersection, Shortest Distance.

**Computer Graphics: Engineering Graphics** Software; -Spatial Transformations; Orthographic Projections; Model Viewing; Co-ordinate Systems; Multi-view Projection; Exploded Assembly; Model Viewing; Animation; Spatial Manipulation; Surface Modelling; Solid Modelling; Introduction to Building Information Modelling (BIM).

*(Except the basic essential concepts, most of the teaching part can happen concurrently in the laboratory)*

**Module I: Introduction to Engineering Drawing**

Principles of Engineering Graphics and their significance, usage of Drawing instruments, lettering, Conic sections including the Rectangular Hyperbola (General method only); Cycloid, Epicycloid, Hypocycloid and Involute; Scales – Plain, Diagonal and Vernier Scales;

**Module II: Orthographic Projections**

Principles of Orthographic Projections-Conventions - Projections of Points and lines inclined to both planes; Projections of planes inclined Planes - Auxiliary Planes;

**Module III: Projections of Regular Solids**

Covering those inclined to both the Planes- Auxiliary Views; Draw simple annotation, dimensioning and scale. Floor plans that include: windows, doors, and fixtures such as WC, bath, sink, shower, etc.

**Module IV: Sections and Sectional Views of Right Angular Solids**

Prism, Cylinder, Pyramid, Cone – Auxiliary Views; Development of surfaces of Right Regular Solids - Prism, Pyramid, Cylinder and Cone; Draw the sectional orthographic views of geometrical solids, objects from industry and dwellings (foundation to slab only).

### **Module V: Isometric Projections**

Principles of Isometric projection – Isometric Scale, Isometric Views, Conventions; Isometric Views of lines, Planes, Simple and compound Solids; Conversion of Isometric Views to Orthographic Views and Vice-versa, Conventions;

### **Module VI: Overview of Computer Graphics**

Listing the computer technologies that impact on graphical communication, Demonstrating knowledge of the theory of CAD software [such as: The Menu System, Toolbars (Standard, Object Properties, Draw, Modify and Dimension), Drawing Area (Background, Crosshairs, Coordinate System), Dialog boxes and windows, Shortcut menus (Button Bars), The Command Line (where applicable), The Status Bar, Different methods of zoom as used in CAD, Select and erase objects.; Isometric Views of lines, Planes, Simple and compound Solids];

### **Module VII: Customization & CAD Drawing**

Consisting of set up of the drawing page and the printer, including scale settings, setting up of Modules and drawing limits; ISO and ANSI standards for coordinate dimensioning and tolerancing; Orthographic constraints, Snap to objects manually and automatically; Producing drawings by using various coordinate input entry methods to draw straight lines, Applying various ways of drawing circles;

### **Module VIII: Annotations, layering & other functions**

Covering applying dimensions to objects, applying annotations to drawings; Setting up and use of Layers, layers to create drawings, Create, edit and use customized layers; Changing line lengths through modifying existing lines (extend/lengthen); Printing documents to paper using the print command; orthographic projection techniques; Drawing sectional views of composite right regular geometric solids and project the true shape of the sectioned surface; Drawing annotation, Computer-aided design (CAD) software modeling of parts and assemblies. Parametric and non-parametric solid, surface, and wireframe models. Part editing and two-dimensional documentation of models. Planar projection theory, including sketching of perspective, isometric, multiview, auxiliary, and section views. Spatial visualization exercises. Dimensioning guidelines, tolerancing techniques; dimensioning and scale multi views of dwelling;

### **Module IX: Demonstration of a simple team design project that illustrates**

Geometry and topology of engineered components: creation of engineering models and their presentation in standard 2D blueprint form and as 3D wire-frame and shaded solids; meshed topologies for engineering analysis and tool-path generation for component manufacture; geometric dimensioning and tolerancing; Use of solid-modeling software for creating associative models at the component and assembly levels; floor plans that include: windows, doors, and fixtures such as WC, bath, sink, shower, etc. Applying colour coding according to building drawing practice; Drawing sectional elevation showing foundation to ceiling; Introduction to Building Information Modelling (BIM).

### **Text/Reference Books:**

1. [AICTE's Prescribed Textbook: Engineering Graphics & Design Khanna Book Publishing.](#)

- Jain, Maheshwari, Gautam (2021), Engineering Graphics & Design, Khanna Book Publishing.
- Bhatt N.D., Panchal V.M. & Ingle P.R., (2014), Engineering Drawing, Charotar Publishing House.
- Shah, M.B. & Rana B.C. (2008), Engineering Drawing and Computer Graphics, Pearson Education.
- Agrawal B. & Agrawal C. M. (2012), Engineering Graphics, TMH Publication
- Narayana, K.L. & P Kannaiah (2008), Text book on Engineering Drawing, Scitech Publishers.
- (Corresponding set of) CAD Software Theory and User Manuals.

**Alternative NPTEL/SWAYAM Course:**

S. No.	NPTEL Course Name	Instructor	Host Institute
1	PROF. RAJARAM LAKKARAJU	IIT KGP	ENGINEERING DRAWING AND COMPUTER GRAPHICS
2	PROF. NIHAR RANJAN PATRA	IIT KANPUR	ENGINEERING GRAPHICS

**Course Outcomes:**

All phases of manufacturing or construction require the conversion of new ideas and design concepts into the basic line language of graphics. Therefore, there are many areas (civil, mechanical, electrical, architectural and industrial) in which the skills of the CAD technicians play major roles in the design and development of new products or construction. Students prepare for actual work situations through practical training in a new state-of-the-art computer designed CAD laboratory using engineering software. This course is designed to address:

- to prepare you to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
- to prepare you to communicate effectively
- to prepare you to use the techniques, skills, and modern engineering tools necessary for engineering practice

The students will learn:

- To describe engineering design and its place in society.
- To discuss the visual aspects of engineering design.
- To use engineering graphics standards.
- To illustrate solid modelling.
- To use computer-aided geometric design.
- To design creating working drawings.
- To inspect engineering communication.

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<b>Course Code</b>	:	<b>HSM-01</b>
<b>Course Title</b>	:	<b>English for Technical Writing</b>
<b>Number of Credits</b>	:	<b>3 (L: 2, T: 0, P: 2)</b>
<b>Course Category</b>	:	<b>Humanities &amp; Social Science Courses</b>

**Course Objective:**

- To provide learning environment to practice listening, speaking, reading and writing skills.
- To assist the students to carry on the tasks and activities through guided instructions and materials.
- To effectively integrate English language learning with employability skills and training.
- To provide hands-on experience through case-studies, mini-projects, group and individual presentations.

**Course Content:**

**Module I:** Vocabulary Building

- 1.1. The concept of Word Formation
- 1.2. Root words from foreign languages and their use in English
- 1.3. Acquaintance with prefixes and suffixes from foreign languages in English to form derivatives.
- 1.4. Synonyms, antonyms, and standard abbreviations.

**Module II:** Basic Writing Skills

- 1.1. Sentence Structures
- 1.2. Use of phrases and clauses in sentences
- 1.3. Importance of proper punctuation
- 1.4. Creating coherence
- 1.5. Organizing principles of paragraphs in documents
- 1.6. Techniques for writing precisely

**Module III:** Identifying Common Errors in Writing

- 1.1. Subject-verb agreement
- 1.2. Noun-pronoun agreement
- 1.3. Misplaced modifiers
- 1.4. Articles
- 1.5. Prepositions
- 1.6. Redundancies
- 1.7. Clichés

**Module IV:** Nature and Style of sensible Writing

- 1.1. Describing
- 1.2. Defining
- 1.3. Classifying
- 1.4. Providing examples or evidence
- 1.5. Writing introduction and conclusion



**Module V: Writing Practices**

- 1.1. Comprehension
- 1.2. Précis Writing
- 1.3. Essay Writing

**Module VI: Oral Communication**

(This Module involves interactive practice sessions in Language Lab)

- Listening Comprehension
- Pronunciation, Intonation, Stress and Rhythm
- Common Everyday Situations: Conversations and Dialogues
- Communication at Workplace
- Interviews
- Formal Presentations

**Text/Reference Books:**

1. [AICTE's Prescribed Textbook: English \(with Lab Manual\), Khanna Book Publishing Co.](#)
2. Effective Communication Skills. Kul Bhushan Kumar, Khanna Book Publishing, 2022.
3. Practical English Usage. Michael Swan. OUP. 1995.
4. Remedial English Grammar. F.T. Wood. Macmillan.2007
5. On Writing Well. William Zinsser. Harper Resource Book. 2001
6. Study Writing. Liz Hamp-Lyons and Ben Heasley. Cambridge University Press. 2006.
7. Communication Skills. Sanjay Kumar and PushpLata. Oxford University Press. 2011.
8. Exercises in Spoken English. Parts. I-III. CIEFL, Hyderabad. Oxford University Press.

**Alternative NPTEL/SWAYAM Course:**

S. No.	NPTEL Course Name	Instructor	Host Institute
1	ENGLISH LANGUAGE FOR COMPETITIVE EXAMS	PROF. AYSHA IQBAL	IIT MADRAS
2.	TECHNICAL ENGLISH FOR ENGINEERS	PROF. AYSHA IQBAL	IITM

**Course Outcomes:** The student will acquire basic proficiency in English including reading and listening comprehension, writing and speaking skills.

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<b>Course Code</b>	<b>:</b>	<b>ES-03</b>
<b>Course Title</b>	<b>:</b>	<b>Design Thinking</b>
<b>Number of Credits</b>	<b>:</b>	<b>1 (L: 0, T: 0, P: 2)</b>
<b>Course Category</b>	<b>:</b>	<b>Engineering Science Courses</b>

**COURSE OBJECTIVE(S):**

The objective of this Course is to provide the new ways of creative thinking and Learn the innovation cycle of Design Thinking process for developing innovative products which useful for a student in preparing for an engineering career.

**COURSE CONTENTS:**

**Unit 1: An Insight to Learning**

Understanding the Learning Process, Kolb’s Learning Styles, Assessing and Interpreting

**Unit 2: Remembering Memory**

Understanding the Memory process, Problems in retention, Memory enhancement techniques

**Unit 3: Emotions: Experience & Expression**

Understanding Emotions: Experience & Expression, Assessing Empathy, Application with Peers

**Unit 4: Basics of Design Thinking**

Definition of Design Thinking, Need for Design Thinking, Objective of Design Thinking, Concepts & Brainstorming, Stages of Design Thinking Process (explain with examples) – **Empathize, Define, Ideate, Prototype, Test**

**Unit 5: Being Ingenious & Fixing Problem**

Understanding Creative thinking process, Understanding Problem Solving, Testing Creative Problem Solving

**Unit 6: Process of Product Design**

Process of Engineering Product Design, Design Thinking Approach, Stages of Product Design, Examples of best product designs and functions, **Assignment – Engineering Product Design**

**Unit 7: Prototyping & Testing**

What is Prototype? Why Prototype? Rapid Prototype Development process, Testing, **Sample Example**, Test Group Marketing

**Unit 8: Celebrating the Difference**

Understanding Individual differences & Uniqueness, Group Discussion and Activities to encourage the understanding, acceptance and appreciation of Individual differences

**Unit 9: Design Thinking & Customer Centricity**

Practical Examples of Customer Challenges, Use of Design Thinking to Enhance Customer Experience, Parameters of Product experience, Alignment of Customer Expectations with Product Design

### **Unit 10: Feedback, Re-Design & Re-Creat**

Feedback loop, Focus on User Experience, Address “ergonomic challenges, User focused design, rapid prototyping & testing, final product, Final Presentation – **“Solving Practical Engineering Problem through Innovative Product Design & Creative Solution”**”.

#### **Course Outcomes (CO):**

Student will able to

1. Compare and classify the various learning styles and memory techniques and Apply them in their engineering education
2. Analyze emotional experience and Inspect emotional expressions to better understand users while designing innovative products
3. Develop new ways of creative thinking and Learn the innovation cycle of Design Thinking process for developing innovative products
4. Propose real-time innovative engineering product designs and Choose appropriate frameworks, strategies, techniques during prototype development
5. Perceive individual differences and its impact on everyday decisions and further Create a better customer experience

#### **Text/Reference Books:**

1. E Balaguruswamy (2022), Developing Thinking Skills (The way to Success), Khanna Book Publishing Company.

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<b>Course Code</b>	:	<b>AU-01</b>
<b>Course Title</b>	:	<b>IDEA Lab Workshop</b>
<b>Number of Credits</b>	:	<b>0 (L: 2, T: 0, P: 4)</b>
<b>Course Category</b>	:	<b>AU-101</b>
<b>Prerequisites</b>	:	<b>None</b>

**course Objectives:**

1. To learn all the skills associated with the tools and inventory associated with the IDEA Lab.
2. Learn useful mechanical and electronic fabrication processes.
3. Learn necessary skills to build useful and standalone system/ project with enclosures.
4. Learn necessary skills to create print and electronic documentation for the system/project

**Course Contents:**

Unit #	Topics	
1	<p>Electronic component familiarization, Understanding electronic system design flow. Schematic design and PCB layout and Gerber creation using EagleCAD. Documentation using Doxygen, Google Docs, Overleaf. Version control tools - GIT and GitHub.</p> <p>Basic 2D and 3D designing using CAD tools such as FreeCAD, Sketchup, Prusa Slicer, FlatCAM, Inkspace, OpenBSP and VeriCUT.</p>	<p>Introduction to basic hand tools - Tape measure, combination square, Vernier calliper, hammers, fasteners, wrenches, pliers, saws, tube cutter, chisels, vice and clamps, tapping and threading. Adhesives</p> <p>Introduction to Power tools: Power saws, band saw, jigsaw, angle grinder, belt sander, bench grinder, rotary tools. Various types of drill bits,</p>
2	<p>Familiarization and use of basic measurement instruments - DSO including various triggering modes, DSO probes, DMM, LCR bridge, Signal and function generator. Logic analyzer and MSO. Bench power supply (with 4-wire output)</p> <p>Circuit prototyping using (a) breadboard, (b) Zero PCB (c) ‘Manhattan’ style and (d) custom PCB. Single, double and multilayer PCBs. Single and double-sided PCB prototype fabrication in the lab. Soldering using soldering iron/station. Soldering using a temperature controlled reflow oven. Automated circuit assembly</p>	<p>Mechanical cutting processes - 3-axis CNC routing, basic turning, milling, drilling and grinding operations, Laser cutting, Laser engraving etc.</p> <p>Basic welding and brazing and other joining techniques for assembly.</p> <p>Concept of Lab aboard a Box.</p>

	and soldering using pick and place machines.	
3.	Electronic circuit building blocks including common sensors. Arduino and Raspberry Pi programming and use. Digital Input and output. Measuring time and events. PWM. Serial communication. Analog input. Interrupts programming. Power Supply design (Linear and Switching types), Wireless power supply, USB PD, Solar panels, Battery types and charging	3D printing and prototyping technology – 3D printing using FDM, SLS and SLA. Basics of 3D scanning, point cloud data generation for reverse engineering.  Prototyping using subtractive cutting processes. 2D and 3D Structures for prototype building using Laser cutter and CNC routers.  Basics of IPR and patents; Accessing and utilizing patent information in IDEA Lab
4.	Discussion and implementation of a mini project.	
5.	Documentation of the mini project (Report and video).	

**Laboratory Activities:**

S. No.	List of Lab activities and experiments
1.	Schematic and PCB layout design of a suitable circuit, fabrication and testing of the circuit.
2.	Machining of 3D geometry on soft material such as soft wood or modelling wax.
3.	3D scanning of computer mouse geometry surface. 3D printing of scanned geometry using FDM or SLA printer.
4.	2D profile cutting of press fit box/casing in acrylic (3 or 6 mm thickness)/cardboard, MDF (2 mm) board using laser cutter & engraver.
5.	2D profile cutting on plywood /MDF (6-12 mm) for press fit designs.
6.	Familiarity and use of welding equipment.
7.	Familiarity and use of normal and wood lathe.

8.	Embedded programming using Arduino and/or Raspberry Pi.
9.	Design and implementation of a capstone project involving embedded hardware, software and machined or 3D printed enclosure.

**Reference Books:**

S. No.	Title
1.	<a href="#"><u>AICTE's Prescribed Textbook: Workshop / Manufacturing Practices (with Lab Manual), Khanna Book Publishing.</u></a>
2.	All-in-One Electronics Simplified, A.K. Maini; 2021. ISBN-13: 978-9386173393, Khanna Book Publishing Company, New Delhi.
3.	Simplified Q&A - Data Science with Artificial Intelligence, Machine Learning and Deep Learning, Rajiv Chopra, ISBN: 978-9355380821, Khanna Book Publishing Company, New Delhi.
4.	3D Printing & Design, Dr. Sabrie Soloman, ISBN: 978-9386173768, Khanna Book Publishing Company, New Delhi.
5.	The Big Book of Maker Skills: Tools & Techniques for Building Great Tech Projects. Chris Hackett. Weldon Owen; 2018. ISBN-13: 978-1681884325.
6.	The Total Inventors Manual (Popular Science): Transform Your Idea into a Top-Selling Product. Sean Michael Ragan (Author). Weldon Owen; 2017. ISBN-13: 978-1681881584.
7.	Make: Tools: How They Work and How to Use Them. Platt, Charles. Shroff/Maker Media. 2018. ISBN-13: 978-9352137374
8.	The Art of Electronics. 3 <sup>rd</sup> edition. Paul Horowitz and Winfield Hill. Cambridge University Press. ISBN: 9780521809269
9.	Practical Electronics for Inventors. 4 <sup>th</sup> edition. Paul Sherz and Simon Monk. McGraw Hill. ISBN-13: 978-1259587542
10.	Encyclopedia of Electronic Components (Volume 1, 2 and 3). Charles Platt. Shroff Publishers. ISBN-13: 978-9352131945, 978-9352131952, 978-9352133703
11.	Building Scientific Apparatus. 4 <sup>th</sup> edition. John H. Moore, Christopher C. Davis, Michael A. Coplan and Sandra C. Greer. Cambridge University Press. ISBN-13: 978-0521878586
12.	Programming Arduino: Getting Started with Sketches. 2 <sup>nd</sup> edition. Simon Monk. McGraw Hill. ISBN-13: 978-1259641633
13.	Make Your Own PCBs with EAGLE: From Schematic Designs to Finished Boards. Simon Monk and Duncan Amos. McGraw Hill Education. ISBN-13 : 978-1260019193.

14.	Pro GIT. 2 <sup>nd</sup> edition. Scott Chacon and Ben Straub. A press. ISBN-13 : 978-1484200773
15.	Venuvinod, PK., MA. W., Rapid Prototyping – Laser Based and Other Technologies, Kluwer.
16.	Ian Gibson, David W Rosen, Brent Stucker., “Additive Manufacturing Technologies: Rapid Prototyping to Direct Digital Manufacturing”, Springer, 2010
17.	Chapman W.A.J, “Workshop Technology”, Volume I, II, III, CBS Publishers and distributors, 5 <sup>th</sup> Edition,2002.

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# **SEMESTER – II**



## SEMESTER II

<b>Course Code</b>	<b>:</b>	<b>BS-03</b>
<b>Course Title</b>	<b>:</b>	<b>Chemistry- I</b>
<b>Number of Credits</b>	<b>:</b>	<b>4 (L: 3, T: 0, P: 2)</b>
<b>Course Category</b>	<b>:</b>	<b>Basic Science Course</b>

### Course Objective:

The objective of the Chemistry I is to acquaint the students with the basic phenomenon/concepts of chemistry, the student faces during course of their study in the industry and Engineering field. The student with the knowledge of the basic chemistry, will understand and explain scientifically the various chemistry related problems in the industry/engineering field. The student will be able to understand the new developments and breakthroughs efficiently in engineering and technology. The introduction of the latest (R&D oriented) topics will make the engineering student upgraded with the new technologies.

### Course Content:

#### Module I: Atomic and Molecular Structure

Schrodinger equation. Particle in a box solutions and their applications for conjugated molecules and nanoparticles. Forms of the hydrogen atom wave functions and the plots of these functions to explore their spatial variations. Molecular orbitals of diatomic molecules and plots of the multicentre orbitals. Equations for atomic and molecular orbitals. Energy level diagrams of diatomic. Pi-molecular orbitals of butadiene and benzene and aromaticity. Crystal field theory and the energy level diagrams for transition metal ions and their magnetic properties. Band structure of solids and the role of doping on band structures.

#### Module II: Spectroscopic techniques and applications

Principles of spectroscopy and selection rules. Electronic spectroscopy. Fluorescence and its applications in medicine. Vibrational and rotational spectroscopy of diatomic molecules. Applications. Nuclear magnetic resonance and magnetic resonance imaging, surface characterization techniques. Diffraction and scattering.

#### Module III: Intermolecular forces and potential energy surfaces

Ionic, dipolar and van Der Waals interactions. Equations of state of real gases and critical phenomena. Potential energy surfaces of H<sub>3</sub>, H<sub>2</sub>F and HCN and trajectories on these surfaces.

#### Module IV: Use of free energy in chemical equilibria (6 lectures)

Thermodynamic functions: energy, entropy and free energy. Estimations of entropy and free energies. Free energy and emf. Cell potentials, the Nernst equation and applications. Acid base, oxidation reduction and solubility equilibria. Water chemistry. Corrosion. Use of free energy considerations in

metallurgy through Ellingham diagrams.

### **Module V: Periodic properties**

Effective nuclear charge, penetration of orbitals, variations of s, p, d and f orbital energies of atoms in the periodic table, electronic configurations, atomic and ionic sizes, ionization energies, electron affinity and electronegativity, polarizability, oxidation states, coordination numbers and geometries, hard soft acids and bases, molecular geometries.

### **Module VI: Stereochemistry**

Representations of 3 dimensional structures, structural isomers and stereoisomers, configurations and symmetry and chirality, enantiomers, diastereomers, optical activity, absolute configurations and conformational analysis. Isomerism in transitional metal compounds.

### **Module VII: Organic reactions and synthesis of a drug molecule**

Introduction to reactions involving substitution, addition, elimination, oxidation, reduction, cyclization and ring openings. Synthesis of a commonly used drug molecule.

### **LABORATORY**

Choice of 10-12 experiments from the following:

1. Determination of surface tension and viscosity.
2. Thin layer chromatography.
3. Ion exchange column for removal of hardness of water.
4. Determination of chloride content of water.
5. Colligative properties using freezing point depression.
6. Determination of the rate constant of a reaction.
7. Determination of cell constant and conductance of solutions.
8. Potentiometry - determination of redox potentials and emfs.
9. Synthesis of a polymer/drug.
10. Saponification/acid value of an oil.
11. Chemical analysis of a salt.
12. Lattice structures and packing of spheres.
13. Models of potential energy surfaces.
14. Chemical oscillations- Iodine clock reaction.
15. Determination of the partition coefficient of a substance between two immiscible liquids.
16. Adsorption of acetic acid by charcoal.
17. Use of the capillary viscosimeters to demonstrate the isoelectric point as the pH of minimum viscosity for gelatin sols and/or coagulation of the white part of egg.

### **Text/Reference Books:**

1. [AICTE's Prescribed Textbook: Chemistry – I with Lab Manual, Khanna Book Publishing.](#)
2. Engineering Chemistry, by Manisha Agrawal.
3. University chemistry, by B. H. Mahan
4. Chemistry: Principles and Applications, by M. J. Sienko and R. A. Plane
5. Fundamentals of Molecular Spectroscopy, by C. N. Banwell
6. Engineering Chemistry (NPTEL Web-book), by B. L. Tembe, Kamaluddin and M. S. Krishnan
7. Physical Chemistry, by P. W. Atkins

8. Organic Chemistry: Structure and Function by K. P. C. Vollhardt and N. E. Schore, 5th Edition  
<http://bcs.whfreeman.com/vollhardtschore5e/default.asp>

**Alternative NPTEL/SWAYAM Course:**

S. No.	NPTEL Course Name	Instructor	Host Institute
1	CHEMISTRY - I	PROF. MANGALA SUNDER KRISHNAN	IITM

**EXPERIMENTS THAT MAY BE PERFORMED THROUGH VIRTUAL LABS:**

S. No.	Experiment Name	Experiment Link(s)
1	Determination of surface tension and viscosity.	<a href="http://pcv-au.vlabs.ac.in/physical-chemistry/Determination_of_Viscosity_of_Organic_Solvents/">http://pcv-au.vlabs.ac.in/physical-chemistry/Determination_of_Viscosity_of_Organic_Solvents/</a>
2	Ion exchange column for removal of hardness of water.	<a href="http://icv-au.vlabs.ac.in/inorganic-chemistry/Water_Analysis_Determination_of_Chemical_Parameters/">http://icv-au.vlabs.ac.in/inorganic-chemistry/Water_Analysis_Determination_of_Chemical_Parameters/</a>
3	Determination of chloride content of water.	<a href="http://vlabs.iitb.ac.in/vlabs-dev/labs/nitk_labs/Environmental_Engineering_1/experiments/determination-of-chloride-nitk/simulation.html">http://vlabs.iitb.ac.in/vlabs-dev/labs/nitk_labs/Environmental_Engineering_1/experiments/determination-of-chloride-nitk/simulation.html</a>
4	Colligative properties using freezing point depression.	<a href="http://pcv-au.vlabs.ac.in/physical-chemistry/Cryoscopy/">http://pcv-au.vlabs.ac.in/physical-chemistry/Cryoscopy/</a>
5	Determination of the rate constant of a reaction.	<a href="http://pcv-au.vlabs.ac.in/physical-chemistry/EMF_Measurement/">http://pcv-au.vlabs.ac.in/physical-chemistry/EMF_Measurement/</a>
6	Determination of cell constant and conductance of solutions.	<a href="http://icv-au.vlabs.ac.in/inorganic-chemistry/Water_Analysis_Determination_of_Physical_Parameters/">http://icv-au.vlabs.ac.in/inorganic-chemistry/Water_Analysis_Determination_of_Physical_Parameters/</a>
7	Potentiometry - determination of redox potentials and emfs.	<a href="http://pcv-au.vlabs.ac.in/physical-chemistry/EMF_Measurement/">http://pcv-au.vlabs.ac.in/physical-chemistry/EMF_Measurement/</a>
8	Saponification/acid value of an oil.	<a href="http://biotech01.vlabs.ac.in/bio-chemistry/Estimation_of_Saponification_Value_of_Fats_or_Oils/">http://biotech01.vlabs.ac.in/bio-chemistry/Estimation_of_Saponification_Value_of_Fats_or_Oils/</a>
9	Lattice structures and packing of spheres.	<a href="https://vlab.amrita.edu/?sub=1&amp;brch=282&amp;sim=370&amp;cnt=1">https://vlab.amrita.edu/?sub=1&amp;brch=282&amp;sim=370&amp;cnt=1</a>

**Course Outcomes:** The concepts developed in this course will aid in quantification of several concepts in chemistry that have been introduced at the 10+2 levels in schools. Technology is being increasingly based on the electronic, atomic and molecular level modifications. Quantum theory is more than 100 years old and to understand phenomena at nanometre levels, one has to base the description of all chemical processes at molecular levels. The course will enable the students:

- To analyse microscopic chemistry in terms of atomic and molecular orbitals and intermolecular forces.
- To rationalise bulk properties and processes using thermodynamic considerations.
- To distinguish the ranges of the electromagnetic spectrum used for exciting different molecular energy levels in various spectroscopic techniques
- To rationalise periodic properties such as ionization potential, electronegativity, oxidation states and electronegativity.
- To list major chemical reactions that are used in the synthesis of molecules.

**Laboratory Outcomes:** The chemistry laboratory course will consist of experiments illustrating the principles of chemistry relevant to the study of science and engineering. The students will learn:

- To estimate rate constants of reactions from concentration of reactants/products as a function of time.
- To measure molecular/system properties such as surface tension, viscosity, conductance of solutions, redox potentials, chloride content of water, etc.
- To synthesize a small drug molecule and analyze a salt sample.

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<b>Course Code</b>	<b>:</b>	<b>BS-04</b>
<b>Course Title</b>	<b>:</b>	<b>Mathematics- II</b>
<b>Number of Credits</b>	<b>:</b>	<b>4 (L: 3, T: 1, P: 0)</b>
<b>Course Category</b>	<b>:</b>	<b>Basic Science Course</b>

**Course Objective:** Mathematics fundamental necessary to formulate, solve and analyze engineering problems.

**Course Content:**

**Module 1: Matrices** (10 hours)

Linear Systems of Equations; Linear Independence; Rank of a Matrix; Determinant, Inverse of a matrix, rank-nullity theorem; System of linear equations; Symmetric, skew-symmetric and orthogonal matrices; Determinants; Eigenvalues and eigenvectors; Orthogonal transformation; Diagonalization of matrices; Cayley-Hamilton Theorem.

**Module 2: First order ordinary differential equations:** (6 hours)

Exact, linear and Bernoulli's equations. Equations not of first degree: equations solvable for p, equations solvable for y, equations solvable for x and Clairaut's type.

**Module 3: Ordinary differential equations of higher orders:** (8 hours)

Second order linear differential equations with variable coefficients: Euler-Cauchy equations, solution by variation of parameters; Power series solutions: Legendre's equations and Legendre polynomials, Frobenius method, Bessel's equation and Bessel's functions of the first kind and their properties.

**Module 4: Complex Variable – Differentiation:** (8 hours):

Differentiation, Cauchy-Riemann equations, analytic functions, harmonic functions, finding harmonic conjugate; elementary analytic functions (exponential, trigonometric, logarithm) and their properties; Conformal mappings, Mobius transformations and their properties.

**Module 5: Complex Variable – Integration:** (8 hours):

Contour integrals, Cauchy-Goursat theorem (without proof), Cauchy Integral formula (without proof), Liouville's theorem and Maximum-Modulus theorem (without proof); Taylor's series, zeros of analytic functions, singularities, Laurent's series; Residues, Cauchy Residue theorem (without proof), Evaluation of definite integral involving sine and cosine, Evaluation of certain improper integrals using the Bromwich contour.

**TEXTBOOKS/REFERENCES:**

1. [AICTE's Prescribed Textbook: Mathematics-II \(Calculus, Ordinary Differential Equations and Complex Variable\), Khanna Book Publishing Co.](#)
2. Reena Garg, Engineering Mathematics, Khanna Book Publishing Company, 2022.
3. Reena Garg, Advanced Engineering Mathematics, Khanna Book Publishing Company, 2021.
4. Erwin Kreyszig, Advanced Engineering Mathematics, 10<sup>th</sup> Edition, John Wiley & Sons, 2006.
5. Veerarajan T., Engineering Mathematics for first year, Tata McGraw-Hill, New Delhi, 2008.
6. W. E. Boyce and R. C. DiPrima, Elementary Differential Equations and Boundary Value Problems, 9<sup>th</sup> Edn., Wiley India, 2009.
7. D. Poole, Linear Algebra: A Modern Introduction, 2<sup>nd</sup> Edition, Brooks/Cole, 2005.
8. S. L. Ross, Differential Equations, 3<sup>rd</sup> Ed., Wiley India, 1984.
9. E. A. Coddington, An Introduction to Ordinary Differential Equations, Prentice Hall India, 1995.
10. E. L. Ince, Ordinary Differential Equations, Dover Publications, 1958.
11. J. W. Brown and R. V. Churchill, Complex Variables and Applications, 7<sup>th</sup> Ed., Mc-Graw Hill, 2004.
12. N.P. Bali and Manish Goyal, A text book of Engineering Mathematics, Laxmi Publications, Reprint, 2008.
13. B.S. Grewal, Higher Engineering Mathematics, Khanna Publishers, 36<sup>th</sup> Edition, 2010.

**Note:** The modules have been prepared keeping the following from the Textbooks/References in mind:

- (1) Module 1: Sections 7.3-7.5, 7.7, 7.8, 8.1-8.4 of [1].
- (2) Module 2: Sections 1.4, 1.5 of [1]; Section 5.1 of [2].
- (3) Module 3: Sections 2.5, 2.6, 2.10, 5.1, 5.3, 5.4, 5.5 of [1].
- (4) Module 4: Sections 13.3 – 13.7, 17.1 – 17.3 of [1].
- (5) Module 5: Sections 14.1 – 14.4, 15.2 – 15.4, 16.1 – 16.4 of [1].

**COURSE OUTCOMES:** The objective of this course is to familiarize the prospective engineers with techniques in matrices, ordinary differential equations and complex variables. It aims to equip the students to deal with advanced level of mathematics and applications that would be essential for their disciplines.

The students will learn:

- The essential tool of matrices and linear algebra in a comprehensive manner.
- The effective mathematical tools for the solutions of differential equations that model physical processes.
- The tools of differentiation and integration of functions of a complex variable that are used in various techniques dealing engineering problems.

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<b>Course Code</b>	<b>:</b>	<b>ES-04</b>
<b>Course Title</b>	<b>:</b>	<b>Programming for Problem Solving</b>
<b>Number of Credits</b>	<b>:</b>	<b>4 (L: 2, T: 0, P: 4)</b>
<b>Course Category</b>	<b>:</b>	<b>Engineering Science Courses</b>

**Course Objectives:**

1. To learn the fundamentals of computers.
2. To understand the various steps in program development.
3. To learn the syntax and semantics of C programming language.
4. To learn the usage of structured programming approach in solving problems.
5. To understated and formulate algorithm for programming script
6. To analyze the output based on the given input variables

**Course Contents:**

**Module I:** Introduction to Programming; Introduction to components of a computer system (disks, memory, processor, where a program is stored and executed, operating system, compilers etc.)

Idea of Algorithm: steps to solve logical and numerical problems. Representation of Algorithm: Flowchart/Pseudocode with examples.

From algorithms to programs; source code, variables (with data types) variables and memory locations, Syntax and Logical Errors in compilation, object and executable code.

**Module II:** Arithmetic expressions and precedence.

**Module III:** Conditional Branching and Loops. Writing and evaluation of conditionals and consequent branching. Iteration and loops.

**Module IV:** Arrays, Arrays (1-D, 2-D), Character arrays and Strings

**Module V:** Basic Algorithms, Searching, Basic Sorting Algorithms (Bubble, Insertion and Selection), Finding roots of equations, notion of order of complexity through example programs (no formal definition required)

**Module VI:** Function, Functions (including using built in libraries), Parameter passing in functions, call by value, Passing arrays to functions: idea of call by reference

**Module VII:** Recursion, Recursion as a different way of solving problems. Example programs, such as Finding Factorial, Fibonacci series, Ackerman function etc. Quick sort or Merge sort.

**Module VIII:** Structures, Defining structures and Array of Structures

**Module IX:** Pointers, Idea of pointers, Defining pointers, Use of Pointers in self-referential structures, notion of linked list (no implementation)

**Module X:** File handling (only if time is available, otherwise should be done as part of the lab).

**PRACTICALS:**

1. Familiarization with programming environment
2. Simple computational problems using arithmetic expressions
3. Problems involving if-then-else structures
4. Iterative problems e.g., sum of series
5. 1D Array manipulation
6. Matrix problems, String operations
7. Simple functions
8. Programming for solving Numerical methods problems
9. Recursive functions
10. Pointers and structures
11. File operations

**TEXT/REFERENCE BOOKS:**

1. [AICTE's Prescribed Textbook: Programming for Problem Solving, Khanna Book Publishing Co.](#)
2. Byron Gottfried, Schaum's Outline of Programming with C, McGraw-Hill.
3. E. Balaguruswamy, Programming in ANSI C, Tata McGraw-Hill.
4. Brian W. Kernighan and Dennis M. Ritchie, The C Programming Language, Prentice Hall of India.

**Alternative NPTEL/SWAYAM Course:**

S. No.	NPTEL Course Name	Instructor	Host Institute
1	INTRODUCTION TO PROGRAMMING IN C	PROF. SATYADEV NANDAKUMAR	IITK
2	PROBLEM SOLVING THROUGH PROGRAMMING IN C	PROF. ANUPAM BASU	IIT KGP

**EXPERIMENTS THAT MAY BE PERFORMED THROUGH VIRTUAL LABS:**

S. No.	Experiment Name	Experiment Link(s)
1	Simple computational problems using arithmetic expressions.	<a href="http://ps-iiith.vlabs.ac.in/exp7/Introduction.html?do_main=Computer%20Science&amp;lab=Problem%20Solving%20Lab">http://ps-iiith.vlabs.ac.in/exp7/Introduction.html?do_main=Computer%20Science&amp;lab=Problem%20Solving%20Lab</a>
2	Iterative problems e.g., sum of series.	<a href="http://ps-iiith.vlabs.ac.in/exp4/Introduction.html?do_main=Computer%20Science&amp;lab=Problem%20Solving%20Lab">http://ps-iiith.vlabs.ac.in/exp4/Introduction.html?do_main=Computer%20Science&amp;lab=Problem%20Solving%20Lab</a>
3	1D Array manipulation.	<a href="http://cse02-iiith.vlabs.ac.in/exp4/index.html">http://cse02-iiith.vlabs.ac.in/exp4/index.html</a>
4	Matrix problems, String operations.	<a href="http://ps-iiith.vlabs.ac.in/exp5/Introduction.html?do_main=Computer%20Science&amp;lab=Problem%20Solving%20Lab">http://ps-iiith.vlabs.ac.in/exp5/Introduction.html?do_main=Computer%20Science&amp;lab=Problem%20Solving%20Lab</a>
5	Simple functions.	<a href="http://cse02-iiith.vlabs.ac.in/exp2/index.html">http://cse02-iiith.vlabs.ac.in/exp2/index.html</a>
6	Programming for solving Numerical methods problems.	<a href="http://ps-iiith.vlabs.ac.in/exp1/Introduction.html?do_main=Computer%20Science&amp;lab=Problem%20Solving%20Lab">http://ps-iiith.vlabs.ac.in/exp1/Introduction.html?do_main=Computer%20Science&amp;lab=Problem%20Solving%20Lab</a>
7	Recursive functions.	<a href="http://ps-iiith.vlabs.ac.in/exp6/Introduction.html?do_main=Computer%20Science&amp;lab=Problem%20Solving%20Lab">http://ps-iiith.vlabs.ac.in/exp6/Introduction.html?do_main=Computer%20Science&amp;lab=Problem%20Solving%20Lab</a>

**COURSE OUTCOMES:** The student will learn following through lectures:

- To formulate simple algorithms for arithmetic and logical problems.
- To translate the algorithms to programs (in C language).
- To test and execute the programs and correct syntax and logical errors.
- To implement conditional branching, iteration and recursion.
- To decompose a problem into functions and synthesize a complete program using divide and conquer approach.
- To use arrays, pointers and structures to formulate algorithms and programs.
- To apply programming to solve matrix addition and multiplication problems and searching and sorting problems.
- To apply programming to solve simple numerical method problems, namely root finding of function, differentiation of function and simple integration.



The student will learn following through Practicals:

- To formulate the algorithms for simple problems.
- To translate given algorithms to a working and correct program.
- To be able to correct syntax errors as reported by the compilers.
- To be able to identify and correct logical errors encountered at run time.
- To be able to write iterative as well as recursive programs.
- To be able to represent data in arrays, strings and structures and manipulate them through a program.
- To be able to declare pointers of different types and use them in defining self-referential structures.
- To be able to create, read and write to and from simple text files.

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<b>BS-05</b>	<b>Biology (Biology for Engineers)</b>	<b>2L:1T:0P</b>	<b>3 credits</b>
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### **Module 1.** Introduction

**Purpose:** To convey that Biology is as important a scientific discipline as Mathematics, Physics and Chemistry

Bring out the fundamental differences between science and engineering by drawing a comparison between eye and camera, Bird flying and aircraft. Mention the most exciting aspect of biology as an independent scientific discipline. Why we need to study biology? Discuss how biological observations of 18<sup>th</sup> Century that lead to major discoveries. Examples from Brownian motion and the origin of thermodynamics by referring to the original observation of Robert Brown and Julius Mayor. These examples will highlight the fundamental importance of observations in any scientific inquiry.

### **Module 2.** Classification

**Purpose:** To convey that classification per se is not what biology is all about. The underlying criterion, such as morphological, biochemical or ecological be highlighted.

Hierarchy of life forms at phenomenological level. A common thread weaves this hierarchy Classification. Discuss classification based on (a) cellularity- Unicellular or multicellular (b) ultrastructure- prokaryotes or eucaryotes. (c) energy and Carbon utilization -Autotrophs, heterotrophs, lithotropes (d) Ammonia excretion – aminotelic, uricotelic, ureotelic (e) Habitata- aquatic or terrestrial (e) Molecular taxonomy- three major kingdoms of life. A given organism can come under different category based on classification. Model organisms for the study of biology come from different groups. E.coli, S.cerevisiae, D. Melanogaster, C. elegance, A. Thaliana, M. musculus

### **Module 3 -Genetics**

**Purpose:** To convey that “Genetics is to biology what Newton’s laws are to Physical Sciences” Mendel’s laws, Concept of segregation and independent assortment. Concept of allele. Gene mapping, Gene interaction, Epistasis. Meiosis and Mitosis be taught as a part of genetics. Emphasis to be give not to the mechanics of cell division nor the phases but how genetic material passes from parent to offspring. Concepts of recessiveness and dominance. Concept of mapping of phenotype to genes. Discuss about the single gene disorders in humans. Discuss

the concept of complementation using human genetics.

#### **Module 4.-Biomolecules**

**Purpose:** To convey that all forms of life has the same building blocks and yet the manifestations are as diverse as one can imagine

Molecules of life. In this context discuss monomeric units and polymeric structures. Discuss about sugars, starch and cellulose. Amino acids and proteins. Nucleotides and DNA/RNA. Two carbon units and lipids

#### **Module 5. Enzymes**

**Purpose:** To convey that without catalysis life would not have existed on earth

Enzymology: How to monitor enzyme catalyzed reactions. How does an enzyme catalyze reactions. Enzyme classification. Mechanism of enzyme action. Discuss at least two examples. Enzyme kinetics and kinetic parameters. Why should we know these parameters to understand biology? RNA catalysis.

#### **Module 6. Information Transfer**

**Purpose:** The molecular basis of coding and decoding genetic information is universal

Molecular basis of information transfer. DNA as a genetic material. Hierarchy of DNA structure- from single stranded to double helix to nucleosomes. Concept of genetic code. Universality and degeneracy of genetic code. Define gene in terms of complementation and recombination. DICOM Image formats, The DNA Technology (Use and Application) Regulation Bill, 2019

#### **Module 7. Macromolecular analysis**

**Purpose:** How to analyses biological processes at the reductionistic level

Proteins- structure and function. Hierarch in protein structure. Primary secondary, tertiary and quaternary structure. Proteins as enzymes, transporters, receptors and structural elements.

#### **Module 8.- Metabolism**

**Purpose:** The fundamental principles of energy transactions are the same in physical and biological world.

Thermodynamics as applied to biological systems. Exothermic and endothermic versus endergonic and exergoinc reactions. Concept of  $K_{eq}$  and its relation to standard free energy. Spontaneity. ATP as an energy currency. This should include the breakdown of glucose to  $CO_2 + H_2O$  (Glycolysis and Krebs cycle) and synthesis of glucose from  $CO_2$  and  $H_2O$  (Photosynthesis). Energy yielding and energy consuming reactions. Concept of Energy charge

#### **Module 9. Microbiology**

Concept of single celled organisms. Concept of species and strains. Identification and classification of microorganisms. Microscopy. Ecological aspects of single celled organisms. Sterilization and media compositions. Growth kinetics.

### **References:**

- 1) General Biology, Uma Devi Koduru, Khanna Book Publishing Company.
- 2) Biology: A global approach: Campbell, N. A.; Reece, J. B.; Urry, Lisa; Cain, M, L.; Wasserman, S. A.; Minorsky, P. V.; Jackson, R. B. Pearson Education Ltd
- 3) Outlines of Biochemistry, Conn, E.E; Stumpf, P.K; Bruening, G; Doi, R.H., John Wiley and Sons
- 4) Principles of Biochemistry (V Edition), By Nelson, D. L.; and Cox, M. M.W.H. Freeman and Company
- 5) Molecular Genetics (Second edition), Stent, G. S.; and Calender, R.W.H. Freeman and company, Distributed by Satish Kumar Jain for CBS Publisher
- 6) Microbiology, Prescott, L.M J.P. Harley and C.A. Klein 1995. 2nd edition Wm, C. Brown Publishers

### **Course Outcomes**

After studying the course, the student will be able to:

- Describe how biological observations of 18<sup>th</sup> Century that lead to major discoveries.
- Convey that classification *per se* is not what biology is all about but highlight the underlying criteria, such as morphological, biochemical and ecological
- Highlight the concepts of recessiveness and dominance during the passage of genetic material from parent to offspring
- Convey that all forms of life have the same building blocks and yet the manifestations are as diverse as one can imagine
- Classify enzymes and distinguish between different mechanisms of enzyme action.
- Identify DNA as a genetic material in the molecular basis of information transfer.
- Analyse biological processes at the reductionistic level
- Apply thermodynamic principles to biological systems.
- Identify and classify microorganisms

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<b>Course Code</b>	<b>:</b>	<b>ES-05</b>
<b>Course Title</b>	<b>:</b>	<b>Digital Fabrication / Workshop/Manufacturing Practices</b>
<b>Number of Credits</b>	<b>:</b>	<b>2 (L: 0, T: 0, P: 4)</b>
<b>Course Category</b>	<b>:</b>	<b>Engineering Science Courses</b>

<b>ES- 05</b>	<b>Digital Fabrication</b>	<b>0L:0T:4P</b>	<b>2 credits</b>
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**Course Objective:**

The course is designed to impart knowledge and skills related to 3D printing technologies, selection of material and equipment and develop a product using this technique in Industry 4.0 environment.

**Course Content:**

**1. 3D Printing (Additive Manufacturing)**

Introduction, Process, Classification, Advantages, Additive V/s Conventional Manufacturing processes, Applications.

**2. CAD for Additive Manufacturing**

CAD Data formats, Data translation, Data loss, STL format.

**5. Additive Manufacturing Techniques**

- 3.1 Stereo- Lithography, LOM, FDM, SLS, SLM, Binder Jet technology.
- 3.2 Process, Process parameter, Process Selection for various applications.
- 3.3 Additive Manufacturing Application Domains: Aerospace, Electronics, Health Care, Defence, Automotive, Construction, Food Processing, Machine Tools

**4. Materials**

- 4.1 Polymers, Metals, Non-Metals, Ceramics
- 4.2 Various forms of raw material- Liquid, Solid, Wire, Powder; Powder Preparation and their desired properties, Polymers and their properties.
- 4.3 Support Materials

## 5. Additive Manufacturing Equipment

- 5.1 Process Equipment- Design and process parameters
- 5.2 Governing Bonding Mechanism
- 5.3 Common faults and troubleshooting
- 5.4 Process Design

## 6. Post Processing: Requirement and Techniques

### 7. Product Quality

- 7.1 Inspection and testing
- 7.2 Defects and their causes

## LIST OF PRACTICALS

1. 3D Modelling of a single component.
2. Assembly of CAD modelled Components
3. Exercise on CAD Data Exchange.
6. Generation of .stl files.
7. Identification of a product for Additive Manufacturing and its AM process plan.
8. Printing of identified product on an available AM machine.
9. Post processing of additively manufactured product.
10. Inspection and defect analysis of the additively manufactured product.
11. Comparison of Additively manufactured product with conventional manufactured counterpart.

### Text/Reference Books:

1. [AICTE's Prescribed Textbook: Workshop / Manufacturing Practices \(with Lab Manual\), Khanna Book Publishing Co.](#)
2. Lan Gibson, David W. Rosen and Brent Stucker, "Additive Manufacturing Technologies: Rapid Prototyping to Direct Digital Manufacturing", Springer, 2010.
3. Andreas Gebhardt, "Understanding Additive Manufacturing: Rapid Prototyping, Rapid Tooling, Rapid Manufacturing", Hanser Publisher, 2011.
4. Sabrie Soloman, "3D Printing and Design", Khanna Publishing House, Delhi.
5. CK Chua, Kah Fai Leong, "3D Printing and Rapid Prototyping- Principles and Applications", World Scientific, 2017.
6. J.D. Majumdar and I. Manna, "Laser-Assisted Fabrication of Materials", Springer Series in Material Science, 2013.
7. L. Lu, J. Fuh and Y.S. Wong, "Laser-Induced Materials and Processes for Rapid Prototyping", Kulwer Academic Press, 2001.
8. Zhiqiang Fan And Frank Liou, "Numerical Modelling of the Additive Manufacturing (AM) Processes of Titanium Alloy", InTech, 2012.

**Course Outcomes:**

After completion of this course, the students will be able to:

1. Develop CAD models for 3D printing.
2. Import and Export CAD data and generate .stl file.
3. Select a specific material for the given application.
4. Select a 3D printing process for an application.
5. Produce a product using 3D Printing or Additive Manufacturing (AM).

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<b>ES- 05</b>	<b>Workshop/Manufacturing Practices</b>	<b>0L:0T:4P</b>	<b>2 credits</b>
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**Course Objective:**

1. To provide exposure to the students with hands on experience on various basic engineering practices in Civil, Mechanical, Electrical and Electronics Engineering.
2. To have a study and hands-on-exercise on plumbing and carpentry components.
3. To have a practice on gas welding, foundry operations and fitting
4. To have a study on measurement of electrical quantities, energy and resistance to earth.
5. To have a practice on soldering.

**Course Content:**

**Module I:** Manufacturing Methods- casting, forming, machining, joining, advanced manufacturing methods.

**Module II:** CNC machining, Additive manufacturing.

**Module III:** Fitting operations & power tools.

**Module IV:** Electrical & Electronics.

**Module V:** Carpentry.

**Module VI:** Plastic moulding, glass cutting.

**Module VII:** Metal casting.

**Module VIII:** Welding (arc welding & gas welding), brazing.

**Practicals:**

1. Machine shop
2. Fitting shop
3. Carpentry
4. Electrical & Electronics
5. Welding shop (Arc welding + Gas welding)
6. Casting
7. Smithy
8. Plastic moulding & Glass Cutting

*Examinations could involve the actual fabrication of simple components, utilizing one or more of the techniques covered above.*

**Suggested Text/Reference Books:**

1. Hajra Choudhury S.K., Hajra Choudhury A.K. and Nirjhar Roy S.K., “Elements of Workshop Technology”, Vol. I 2008 and Vol. II 2010, Media promoters and publishers private limited, Mumbai.
2. Kalpakjian S. And Steven S. Schmid, “Manufacturing Engineering and Technology”, 4th edition, Pearson Education India Edition, 2002.
3. Gowri P. Hariharan and A. Suresh Babu,” Manufacturing Technology – I” Pearson Education, 2008.
4. Roy A. Lindberg, “Processes and Materials of Manufacture”, 4th edition, Prentice Hall India, 1998.
5. Rao P.N., “Manufacturing Technology”, Vol. I and Vol. II, Tata McGraw Hill House, 2017.

**EXPERIMENTS THAT MAY BE PERFORMED THROUGH VIRTUAL LABS:**

S. No.	Experiment Name	Experiment Link(s)
1	Welding shop (Arc welding + Gas welding).	<a href="http://mm-coep.vlabs.ac.in/LaserSpotWelding/Theory.html?domain=Mechanical%20Engineering&amp;lab=Welcome%20to%20Micromachining%20laboratory">http://mm-coep.vlabs.ac.in/LaserSpotWelding/Theory.html?domain=Mechanical%20Engineering&amp;lab=Welcome%20to%20Micromachining%20laboratory</a>
2	Casting	<a href="http://fab-coep.vlabs.ac.in/exp7/Theory.html?domain=Mechanical%20Engineering&amp;lab=Welcome%20to%20FAB%20laboratory">http://fab-coep.vlabs.ac.in/exp7/Theory.html?domain=Mechanical%20Engineering&amp;lab=Welcome%20to%20FAB%20laboratory</a>

**Course Outcomes:** Upon completion of this course, the students will gain knowledge of the different manufacturing processes which are commonly employed in the industry, to fabricate components using different materials.

**Laboratory Outcomes:**

Upon completion of this laboratory course, students will be able:

- To fabricate components with their own hands.
- To relate practical knowledge of the dimensional accuracies and dimensional tolerances possible with different manufacturing processes.
- To design small devices of their interest by assembling different components.

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<b>HSM (H-102)</b>	<b>Universal Human Values-II: Understanding Harmony And Ethical Human Conduct</b>	<b>2L:1T:0P</b>	<b>3 Credits</b>
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**Pre-requisites:** None. Universal Human Values 1 (Desirable)

## **1-COURSES ON HUMAN VALUES**

During the Induction Program, students would get an initial exposure to human values through Universal Human Values-I. This exposure is to be augmented by this compulsory full semester foundation course.

### **Objectives of UHV-II Course**

This introductory course input is intended:

1. To help the students appreciate the essential complementarity between 'VALUES' and 'SKILLS' to ensure sustained happiness and prosperity which are the core aspirations of all human beings.
2. To facilitate the development of a Holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the Human reality and the rest of existence. Such a holistic perspective forms the basis of Universal Human Values and movement towards value-based living in a natural way.
3. To highlight plausible implications of such a Holistic understanding in terms of ethical human conduct, trustful and mutually fulfilling human behavior and mutually enriching interaction with Nature.

Thus, this course is intended to provide a much-needed orientational input in value education to the young enquiring minds.

### **Salient Features of the Course**

The salient features of this course are:

1. It presents a universal approach to value education by developing the right understanding of reality (i.e. a worldview of the reality “as it is”) through the process of self-exploration.
2. The whole course is presented in the form of a dialogue whereby a set of proposals about various aspects of the reality are presented and the students are encouraged to self-explore the proposals by verifying them on the basis of their natural acceptance within oneself and validate experientially in living.
3. The prime focus throughout the course is toward affecting a qualitative transformation in the life of the student rather than just a transfer of information.
4. While introducing the holistic worldview and its implications, a critical appraisal of the prevailing notions is also made to enable the students discern the difference on their own right.

### **Course Methodology**

1. The methodology of this course is explorational and thus universally adaptable. It involves a systematic and rational study of the human being vis-à-vis the rest of existence.
2. The course is in the form of 28 lectures (discussions) and 14 practice sessions.
3. It is free from any dogma or value prescriptions.



4. It is a process of self-investigation and self-exploration, and not of giving sermons. Whatever is found as truth or reality is stated as a proposal and the students are facilitated to verify it in their own right, based on their Natural Acceptance and subsequent Experiential Validation – the whole existence is the lab and every activity is a source of reflection.
5. This process of self-exploration takes the form of a dialogue between the teacher and the students to begin with, and then to continue within the student in every activity, leading to continuous self-evolution.
6. This self-exploration also enables them to critically evaluate their pre-conditionings and present beliefs.

## **2-COURSE TOPICS**

The course has 28 lectures and 14 tutorials in 5 modules. The lectures and tutorials are of 01-hour duration. Tutorial sessions are to be used to explore and practice what has been proposed during the lecture sessions.

The Teacher's Manual provides the outline for lectures as well as practice sessions. The teacher is expected to present the issues to be discussed as propositions and encourage the students to have a dialogue.

**The syllabus for the lectures and practice sessions is given below:**

### **Module 1 – Introduction to Value Education (6 lectures and 3 tutorials for practice session)**

**Lecture 1:** Right Understanding, Relationship and Physical Facility (Holistic Development and the Role of Education)

**Lecture 2:** Understanding Value Education

**Tutorial 1: Practice Session PS1**     Sharing about Oneself

**Lecture 3:** Self-exploration as the Process for Value Education

**Lecture 4:** Continuous Happiness and Prosperity – the Basic Human Aspirations

**Tutorial 2: Practice Session PS2**     Exploring Human Consciousness

**Lecture 5:** Happiness and Prosperity – Current Scenario

**Lecture 6:** Method to Fulfill the Basic Human Aspirations

**Tutorial 3: Practice Session PS3**     Exploring Natural Acceptance

### **Expected outcome:**

The students start exploring themselves: get comfortable with each other and with the teacher; they start appreciating the need and relevance for the course.

The students start finding that technical education without study of human values can generate more problems than solutions. They also start feeling that lack of understanding of human values is the root cause of most of the present-day problems; and a sustained solution could emerge only through understanding of value-based living. Any solution brought out through fear, temptation of dogma will not be sustainable.

The students are able to see that verification on the basis of natural acceptance and experiential validation through living is the only way to verify right or wrong, and referring to any external source like text or

instrument or any other person cannot enable them to verify with authenticity; it will only develop assumptions.

The students are able to see that their practice in living is not in harmony with their natural acceptance most of the time, and all they need to do is to refer to their natural acceptance to overcome this disharmony.

The students are able to see that lack of right understanding leading to lack of relationship is the major cause of problems in their family and not the lack of physical facility in most of the cases, while they have given higher priority to earning of physical facility in their life giving less value to or even ignoring relationships and not being aware that right understanding is the most important requirement for any human being.

### **Module 2 – Harmony in the Human Being (6 lectures and 3 tutorials for practice session)**

**Lecture 7:** Understanding Human being as the Co-existence of the Self and the Body

**Lecture 8:** Distinguishing between the Needs of the Self and the Body

**Tutorial 4: Practice Session PS4** Exploring the difference of Needs of Self and Body

**Lecture 9:** The Body as an Instrument of the Self

**Lecture 10:** Understanding Harmony in the Self

**Tutorial 5: Practice Session PS5** Exploring Sources of Imagination in the Self

**Lecture 11:** Harmony of the Self with the Body

**Lecture 12:** Programme to ensure self-regulation and Health

**Tutorial 6: Practice Session PS6** Exploring Harmony of Self with the Body

#### **Expected outcome:**

The students are able to see that they can enlist their desires and the desires are not vague. Also they are able to relate their desires to 'I' and 'Body' distinctly. If any desire appears related to both, they are able to see that the feeling is related to I while the physical facility is related to the body. They are also able to see that 'I' and Body are two realities, and most of their desires are related to 'I' and not body, while their efforts are mostly centered on the fulfilment of the needs of the body assuming that it will meet the needs of 'I' too.

The students are able to see that all physical facility they are required for a limited time in a limited quantity. Also, they are able to see that in case of feelings, they want continuity of the naturally acceptable feelings and they do not want feelings which are not naturally acceptable even for a single moment.

The students are able to see that activities like understanding, desire, thought and selection are the activities of 'I' only the activities like breathing, palpitation of different parts of the body are fully the activities of the body with the acceptance of 'I' while the activities they do with their sense organs like hearing through ears, seeing through eyes, sensing through touch, tasting through tongue and smelling through nose or the activities they do with their work organs like hands, legs etc. are such activities that require the participation of both 'I' and body.

The students become aware of their activities of 'I' and start finding their focus of attention at different moments. Also they are able to see that most of their desires are coming from outside (through preconditioning or sensation) and are not based on their natural acceptance

The students are able to list down activities related to proper upkeep of the body and practice them in their daily routine. They are also able to appreciate the plants wildly growing in and around the campus which can be beneficial in curing different diseases.

### **Module 3 – Harmony in the Family and Society (6 lectures and 3 tutorials for practice session)**

**Lecture 13:** Harmony in the Family – the Basic Unit of Human Interaction

**Lecture 14:** 'Trust' – the Foundational Value in Relationship

**Tutorial 7: Practice Session PS7** Exploring the Feeling of Trust

**Lecture 15:** 'Respect' – as the Right Evaluation

**Tutorial 8: Practice Session PS8** Exploring the Feeling of Respect

**Lecture 16:** Other Feelings, Justice in Human-to-Human Relationship

**Lecture 17:** Understanding Harmony in the Society

**Lecture 18:** Vision for the Universal Human Order

**Tutorial 9: Practice Session PS9** Exploring Systems to fulfil Human Goal

#### **Expected outcome:**

The students are able to note that the natural acceptance (intention) is always for living in harmony, only competence is lacking! We generally evaluate ourselves on the basis of our intention and others on the basis of their competence! We seldom look at our competence and others' intention as a result we conclude that I am a good person and other is a bad person.

The students are able to see that respect is right evaluation, and only right evaluation leads to fulfilment in relationship. Many present problems in the society are an outcome of differentiation (lack of understanding of respect), like gender biasness, generation gap, caste conflicts, class struggle, dominations through power play, communal violence, clash of isms and so on so forth. All these problems can be solved by realizing that the other is like me as he has the same natural acceptance, potential and program to ensure a happy and prosperous life for them and for others through he may have different body, physical facility or beliefs.

The students are able to use their creativity for education children. The students are able to see that they can play a role in providing value education for children. They are able to put in simple words the issues that are essential to understand for children and comprehensible to them. The students are able to develop an outline of holistic model for social science and compare it with the existing model.

### **Module 4 – Harmony in the Nature/Existence (4 lectures and 2 tutorials for practice session)**

**Lecture 19:** Understanding Harmony in the Nature

**Lecture 20:** Interconnectedness, self-regulation and Mutual Fulfilment among the Four Orders of Nature

**Tutorial 10: Practice Session PS10** Exploring the Four Orders of Nature

**Lecture 21:** Realizing Existence as Co-existence at All Levels

**Lecture 22:** The Holistic Perception of Harmony in Existence

**Tutorial 11: Practice Session PS11** Exploring Co-existence in Existence

**Expected outcome:**

The students are able to differentiate between the characteristics and activities of different orders and study the mutual fulfilment among them. They are also able to see that human beings are not fulfilling to other orders today and need to take appropriate steps to ensure right participation (in terms of nurturing, protection and right utilization) in the nature.

The students feel confident that they can understand the whole existence; nothing is a mystery in this existence. They are also able to see the interconnectedness in the nature, and point out how different courses of study relate to the different units and levels. Also, they are able to make out how these courses can be made appropriate and holistic.

**Module 5 – Implications of the Holistic Understanding – a Look at Professional Ethics (6 lectures and 3 tutorials for practice session)**

**Lecture 23:** Natural Acceptance of Human Values

**Lecture 24:** Definitiveness of (Ethical) Human Conduct

**Tutorial 12: Practice Session PS12** Exploring Ethical Human Conduct

**Lecture 25:** A Basis for Humanistic Education, Humanistic Constitution and Universal Human Order

**Lecture 26:** Competence in Professional Ethics

**Tutorial 13: Practice Session PS13** Exploring Humanistic Models in Education

**Lecture 27:** Holistic Technologies, Production Systems and Management Models-Typical Case Studies

**Lecture 28:** Strategies for Transition towards Value-based Life and Profession

**Tutorial 14: Practice Session PS14** Exploring Steps of Transition towards Universal Human Order

**Expected outcome:**

The students are able to present sustainable solutions to the problems in society and nature. They are also able to see that these solutions are practicable and draw roadmaps to achieve them.

The students are able to grasp the right utilization of their knowledge in their streams of Technology/Engineering/Management/any other area of study to ensure mutual fulfilment. E.g. mutually enriching production system with rest of nature.

The students are able to sincerely evaluate the course and share with their friends. They are also able to suggest measures to make the course more effective and relevant. They are also able to make use of their understanding in the course for the happy and prosperous family and society.

**Guidelines and Content for Practice Sessions (Tutorials)**

In order to connect the content of the proposals with practice (living), 14 practice sessions have been designed. The full set of practice sessions is available in the Teacher's Manual as well as the website.

Practice Sessions for Module 1 – Introduction to Value Education

PS1 Sharing about Oneself

- PS2 Exploring Human Consciousness
- PS3 Exploring Natural Acceptance

Practice Sessions for Module 2 – Harmony in the Human Being

- PS4 Exploring the difference of Needs of Self and Body
- PS5 Exploring Sources of Imagination in the Self
- PS6 Exploring Harmony of Self with the Body

Practice Sessions for Module 3 – Harmony in the Family and Society

- PS7 Exploring the Feeling of Trust
- PS8 Exploring the Feeling of Respect
- PS9 Exploring Systems to fulfil Human Goal

Practice Sessions for Module 4 – Harmony in the Nature (Existence)

- PS10 Exploring the Four Orders of Nature
- PS11 Exploring Co-existence in Existence

Practice Sessions for Module 5 – Implications of the Holistic Understanding – a Look at Professional Ethics

- PS12 Exploring Ethical Human Conduct
- PS13 Exploring Humanistic Models in Education
- PS14 Exploring Steps of Transition towards Universal Human Order

As an example, PS 7 is a practice session in module 3 regarding trust. It is explained below:

**PS 7:** Form small groups in the class and in that group initiate dialogue and ask the eight questions related to trust. The eight questions are:

- |  |   |
|--|---|
| 1a. Do I want to make myself happy?        | 1b. Am I able to make myself always happy?      |
| 2a. Do I want to make the other happy?     | 2b. Am I able to make the other always happy?   |
| 3a. Does the other want to make him happy? | 3b. Is the other able to make him always happy? |
| 4a. Does the other want to make me happy?  | 4b. Is the other able to make me always happy?  |
| Intention (Natural Acceptance)             | Competence                                      |
| What is the answer?                        | What is the answer?                             |

Let each student answer the questions for himself/herself and everyone else. Discuss the difference between intention and competence. Observe whether you evaluate your intention and competence as well as the others' intention and competence.

**Expected outcome of PS 7:** The students are able to see that the first four questions are related to our Natural Acceptance i.e. intention and the next four to our Competence. They are able to note that the intention is always correct, only competence is lacking! We generally evaluate ourselves on the basis of

our intention and others on the basis of their competence! We seldom look at our competence and others' intention, as a result we conclude that I am a good person and other is a bad person.

### **3-READINGS:**

#### **3-1-Text Book and Teachers Manual**

- a. The Textbook - A Foundation Course in Human Values and Professional Ethics, R R Gaur, R Asthana, G P Bagaria, 2<sup>nd</sup> Revised Edition, Excel Books, New Delhi, 2019. ISBN 978-93-87034-47-1
- b. The Teacher's Manual- Teachers' Manual for A Foundation Course in Human Values and Professional Ethics, RR Gaur, R Asthana, G P Bagaria, 2<sup>nd</sup> Revised Edition, Excel Books, New Delhi, 2019. ISBN 978-93-87034-53
- c. [Professional Ethics and Human Values, Premvir Kapoor, ISBN: 978-93-86173-652, Khanna Book Publishing Company, New Delhi, 2022.](#)

#### **3-2-Reference Books**

1. JeevanVidya: EkParichaya, A Nagaraj, JeevanVidyaPrakashan, Amarkantak, 1999.
2. Human Values, A.N. Tripathi, New Age Intl. Publishers, New Delhi, 2004.
3. The Story of Stuff (Book).
4. The Story of My Experiments with Truth - by Mohandas Karamchand Gandhi
5. Small is Beautiful - E. F Schumacher.
6. Slow is Beautiful - Cecile Andrews
7. Economy of Permanence - J C Kumarappa
8. Bharat Mein Angreji Raj – Pandit Sunderlal
9. Rediscovering India - by Dharampal
10. Hind Swaraj or Indian Home Rule - by Mohandas K. Gandhi
11. India Wins Freedom - Maulana Abdul Kalam Azad
12. Vivekananda - Romain Rolland (English)
13. Gandhi - Romain Rolland (English)

#### **4-MODE OF CONDUCT (L-T-P-C 2-1-0-3)**

Lecture hours are to be used for interactive discussion, placing the proposals about the topics at hand and motivating students to reflect, explore and verify them.

Tutorial hours are to be used for practice sessions.

While analysing and discussing the topic, the faculty mentor's role is in pointing to essential elements to help in sorting them out from the surface elements. In other words, help the students explore the important or critical elements.

In the discussions, particularly during practice sessions (tutorials), the mentor encourages the student to connect with one's own self and do self-observation, self-reflection and self-exploration.

Scenarios may be used to initiate discussion. The student is encouraged to take up "ordinary" situations rather than "extra-ordinary" situations. Such observations and their analyses are shared and discussed with other students and faculty mentor, in a group sitting.

Tutorials (experiments or practical) are important for the course. The difference is that the laboratory is everyday life, and practical are how you behave and work in real life. Depending on the nature of topics, worksheets, home assignment and/or activity are included. The practice sessions (tutorials) would also provide support to a student in performing actions commensurate to his/her beliefs. It is intended that this would lead to development of commitment, namely behaving and working based on basic human values.

It is recommended that this content be placed before the student as it is, in the form of a basic foundation course, without including anything else or excluding any part of this content. Additional content may be offered in separate, higher courses.

**This course is to be taught by faculty from every teaching department.**

**Teacher preparation with a minimum exposure to at least one 8-day Faculty Development Program on Universal Human Values is deemed essential.**

#### **5-SUGGESTED ASSESSMENT:**

This is a compulsory credit course. The assessment is to provide a fair state of development of the student, so participation in classroom discussions, self-assessment, peer assessment etc. will be used in evaluation.

#### **Example:**

Assessment by faculty mentor: 10 marks

Self-assessment: 10 marks

Assessment by peers: 10 marks

Socially relevant project/Group Activities/Assignments: 20 marks

Semester End Examination: 50 marks

The overall pass percentage is 40%. In case the student fails, he/she must repeat the course.

#### **6-OUTCOME OF THE COURSE:**

By the end of the course, students are expected to become more aware of themselves, and their surroundings (family, society, nature); they would become more responsible in life, and in handling problems with sustainable solutions, while keeping human relationships and human nature in mind. They would have better critical ability. They would also become sensitive to their commitment towards what they have understood (human values, human relationship and human society). It is hoped that they would be able to apply what they have learnt to their own self in different day-to-day settings in real life, at least a beginning would be made in this direction.

Therefore, the course and further follow up is expected to positively impact common graduate attributes like:

1. Holistic vision of life
2. Socially responsible behaviour
3. Environmentally responsible work
4. Ethical human conduct
5. Having Competence and Capabilities for Maintaining Health and Hygiene
6. Appreciation and aspiration for excellence (merit) and gratitude for all

This is only an introductory foundational input. It would be desirable to follow it up by

- a) Faculty-student or mentor-mentee programs throughout their time with the institution
- b) Higher level courses on human values in every aspect of living.

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<b>Course Code</b>	:	<b>AU- 02</b>
<b>Course Title</b>	:	<b>Sports and Yoga</b>
<b>Number of Credits</b>	:	<b>0 (L: 2<sup>^</sup>, T: 0, P: 0)</b>
<b>Course Category</b>	:	<b>AU</b>

### **Course Objective(s):**

- To make the students understand the importance of sound health and fitness principles as they relate to better health.
- To expose the students to a variety of physical and yogic activities aimed at stimulating their continued inquiry about Yoga, physical education, health and fitness.
- To create a safe, progressive, methodical and efficient activity based plan to enhance improvement and minimize risk of injury.
- To develop among students an appreciation of physical activity as a lifetime pursuit and a means to better health.

### **Course Contents:**

#### **Module I: Introduction to Physical Education**

- Meaning & definition of Physical Education
- Aims & Objectives of Physical Education
- Changing trends in Physical Education



## **Module II: Olympic Movement**

- Ancient & Modern Olympics (Summer & Winter)
- Olympic Symbols, Ideals, Objectives & Values
- Awards and Honours in the field of Sports in India (Dronacharya Award, Arjuna Award, Dhayanchand Award, Rajiv Gandhi Khel Ratna Award etc.)

## **Module III: Physical Fitness, Wellness & Lifestyle**

- Meaning & Importance of Physical Fitness & Wellness
- Components of Physical fitness
- Components of Health related fitness
- Components of wellness
- Preventing Health Threats through Lifestyle Change
- Concept of Positive Lifestyle

## **Module IV: Fundamentals of Anatomy & Physiology in Physical Education, Sports and Yoga**

- Define Anatomy, Physiology & Its Importance
- Effect of exercise on the functioning of Various Body Systems. (Circulatory System, Respiratory System, Neuro-Muscular System etc.)

## **Module V: Kinesiology, Biomechanics & Sports**

- Meaning & Importance of Kinesiology & Biomechanics in Physical Edu. & Sports
- Newton's Law of Motion & its application in sports.
- Friction and its effects in Sports.

## **Module VI: Postures**

- Meaning and Concept of Postures.
- Causes of Bad Posture.
- Advantages & disadvantages of weight training.
- Concept & advantages of Correct Posture.
- Common Postural Deformities – Knock Knee; Flat Foot; Round Shoulders; Lordosis, Kyphosis, Bow Legs and Scoliosis.
- Corrective Measures for Postural Deformities

## **Module VII: Yoga**

- Meaning & Importance of Yoga
- Elements of Yoga
- Introduction - Asanas, Pranayama, Meditation & Yogic Kriyas
- Yoga for concentration & related Asanas (Sukhasana; Tadasana; Padmasana & Shashankasana)
- Relaxation Techniques for improving concentration - Yog-nidra

### **Module VIII: Yoga & Lifestyle**

- Asanas as preventive measures.
- Hypertension: Tadasana, Vajrasana, Pavan Muktasana, Ardha Chakrasana, Bhujangasana, Sharasana.
- Obesity: Procedure, Benefits & contraindications for Vajrasana, Hastasana, Trikonasana, Ardh Matsyendrasana.
- Back Pain: Tadasana, Ardh Matsyendrasana, Vakrasana, Shalabhasana, Bhujangasana.
- Diabetes: Procedure, Benefits & contraindications for Bhujangasana, Paschimottasana, Pavan Muktasana, Ardh Matsyendrasana.
- Asthema: Procedure, Benefits & contraindications for Sukhasana, Chakrasana, Gomukhasana, Parvatasana, Bhujangasana, Paschimottasana, Matsyasana.

### **Module IX: Training and Planning in Sports**

- Meaning of Training
- Warming up and limbering down
- Skill, Technique & Style
- Meaning and Objectives of Planning.
- Tournament – Knock-Out, League/Round Robin & Combination.

### **Module X: Psychology & Sports**

- Definition & Importance of Psychology in Physical Edu. & Sports
- Define & Differentiate Between Growth & Development
- Adolescent Problems & Their Management
- Emotion: Concept, Type & Controlling of emotions
- Meaning, Concept & Types of Aggressions in Sports.
- Psychological benefits of exercise.
- Anxiety & Fear and its effects on Sports Performance.
- Motivation, its type & techniques.
- Understanding Stress & Coping Strategies.

### **Module XI: Doping**

- Meaning and Concept of Doping
- Prohibited Substances & Methods
- Side Effects of Prohibited Substances

### **Module XII: Sports Medicine**

- First Aid – Definition, Aims & Objectives.
- Sports injuries: Classification, Causes & Prevention.
- Management of Injuries: Soft Tissue Injuries and Bone & Joint Injuries

### **Module XIII: Sports / Games**

Following subtopics related to any one Game/Sport of choice of student out of:  
Athletics, Badminton, Basketball, Chess, Cricket, Kabaddi, Lawn Tennis,  
Swimming, Table Tennis, Volleyball, Yoga etc.

- History of the Game/Sport.
- Latest General Rules of the Game/Sport.
- Specifications of Play Fields and Related Sports Equipment.
- Important Tournaments and Venues.
- Sports Personalities.
- Proper Sports Gear and its Importance.

#### **Text Books/References:**

1. Modern Trends and Physical Education by Prof. Ajmer Singh.
2. Light On Yoga By B.K.S. Iyengar.
3. Health and Physical Education – NCERT (11th and 12th Classes)

**Course Outcomes:** On successful completion of the course the students will be able:

1. To practice Physical activities and Hatha Yoga focusing on yoga for strength, flexibility, and relaxation.
2. To learn techniques for increasing concentration and decreasing anxiety which leads to stronger academic performance.
3. To learn breathing exercises and healthy fitness activities
4. To understand basic skills associated with yoga and physical activities including strength and flexibility, balance and coordination.
5. To perform yoga movements in various combination and forms.
6. To assess current personal fitness levels.
7. To identify opportModuleies for participation in yoga and sports activities.
8. To develop understanding of health-related fitness components: cardiorespiratory endurance, flexibility and body composition etc.
9. To improve personal fitness through participation in sports and yogic activities.
10. To develop understanding of psychological problems associated with the age and lifestyle.
11. To demonstrate an understanding of sound nutritional practices as related to health and physical performance.
12. To assess yoga activities in terms of fitness value.
13. To identify and apply injury prevention principles related to yoga and physical fitness activities.
14. To understand and correctly apply biomechanical and physiological principles elated to exercise and training.

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<b>HSMC (H-102)</b>	<b>Universal Human Values-II: Understanding Harmony And Ethical Human Conduct</b>	<b>2L:1T:0P</b>	<b>3 Credits</b>
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**Pre-requisites:** None. Universal Human Values 1 (Desirable)

## **1-COURSES ON HUMAN VALUES**

During the Induction Program, students would get an initial exposure to human values through Universal Human Values-I. This exposure is to be augmented by this compulsory full semester foundation course.

### **Objectives of UHV-II Course**

This introductory course input is intended:

4. To help the students appreciate the essential complementarity between 'VALUES' and 'SKILLS' to ensure sustained happiness and prosperity which are the core aspirations of all human beings.
5. To facilitate the development of a Holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the Human reality and the rest of existence. Such a holistic perspective forms the basis of Universal Human Values and movement towards value-based living in a natural way.
6. To highlight plausible implications of such a Holistic understanding in terms of ethical human conduct, trustful and mutually fulfilling human behavior and mutually enriching interaction with Nature.

Thus, this course is intended to provide a much-needed orientational input in value education to the young enquiring minds.

### **Salient Features of the Course**

The salient features of this course are:

5. It presents a universal approach to value education by developing the right understanding of reality (i.e. a worldview of the reality “as it is”) through the process of self-exploration.
6. The whole course is presented in the form of a dialogue whereby a set of proposals about various aspects of the reality are presented and the students are encouraged to self-explore the proposals by verifying them on the basis of their natural acceptance within oneself and validate experientially in living.
7. The prime focus throughout the course is toward affecting a qualitative transformation in the life of the student rather than just a transfer of information.
8. While introducing the holistic worldview and its implications, a critical appraisal of the prevailing notions is also made to enable the students discern the difference on their own right.

### **Course Methodology**

7. The methodology of this course is explorational and thus universally adaptable. It involves a systematic and rational study of the human being vis-à-vis the rest of existence.
8. The course is in the form of 28 lectures (discussions) and 14 practice sessions.
9. It is free from any dogma or value prescriptions.

10. It is a process of self-investigation and self-exploration, and not of giving sermons. Whatever is found as truth or reality is stated as a proposal and the students are facilitated to verify it in their own right, based on their Natural Acceptance and subsequent Experiential Validation – the whole existence is the lab and every activity is a source of reflection.
11. This process of self-exploration takes the form of a dialogue between the teacher and the students to begin with, and then to continue within the student in every activity, leading to continuous self-evolution.
12. This self-exploration also enables them to critically evaluate their pre-conditionings and present beliefs.

## **2-COURSE TOPICS**

The course has 28 lectures and 14 tutorials in 5 modules. The lectures and tutorials are of 01-hour duration. Tutorial sessions are to be used to explore and practice what has been proposed during the lecture sessions.

The Teacher's Manual provides the outline for lectures as well as practice sessions. The teacher is expected to present the issues to be discussed as propositions and encourage the students to have a dialogue.

**The syllabus for the lectures and practice sessions is given below:**

### **Module 1 – Introduction to Value Education (6 lectures and 3 tutorials for practice session)**

**Lecture 1:** Right Understanding, Relationship and Physical Facility (Holistic Development and the Role of Education)

**Lecture 2:** Understanding Value Education

**Tutorial 1: Practice Session PS1**     Sharing about Oneself

**Lecture 3:** Self-exploration as the Process for Value Education

**Lecture 4:** Continuous Happiness and Prosperity – the Basic Human Aspirations

**Tutorial 2: Practice Session PS2**     Exploring Human Consciousness

**Lecture 5:** Happiness and Prosperity – Current Scenario

**Lecture 6:** Method to Fulfill the Basic Human Aspirations

**Tutorial 3: Practice Session PS3**     Exploring Natural Acceptance

### **Expected outcome:**

The students start exploring themselves: get comfortable with each other and with the teacher; they start appreciating the need and relevance for the course.

The students start finding that technical education without study of human values can generate more problems than solutions. They also start feeling that lack of understanding of human values is the root cause of most of the present-day problems; and a sustained solution could emerge only through understanding of value-based living. Any solution brought out through fear, temptation of dogma will not be sustainable.

The students are able to see that verification on the basis of natural acceptance and experiential validation through living is the only way to verify right or wrong, and referring to any external source like text or

instrument or any other person cannot enable them to verify with authenticity; it will only develop assumptions.

The students are able to see that their practice in living is not in harmony with their natural acceptance most of the time, and all they need to do is to refer to their natural acceptance to overcome this disharmony.

The students are able to see that lack of right understanding leading to lack of relationship is the major cause of problems in their family and not the lack of physical facility in most of the cases, while they have given higher priority to earning of physical facility in their life giving less value to or even ignoring relationships and not being aware that right understanding is the most important requirement for any human being.

### **Module 2 – Harmony in the Human Being (6 lectures and 3 tutorials for practice session)**

**Lecture 7:** Understanding Human being as the Co-existence of the Self and the Body

**Lecture 8:** Distinguishing between the Needs of the Self and the Body

**Tutorial 4: Practice Session PS4** Exploring the difference of Needs of Self and Body

**Lecture 9:** The Body as an Instrument of the Self

**Lecture 10:** Understanding Harmony in the Self

**Tutorial 5: Practice Session PS5** Exploring Sources of Imagination in the Self

**Lecture 11:** Harmony of the Self with the Body

**Lecture 12:** Programme to ensure self-regulation and Health

**Tutorial 6: Practice Session PS6** Exploring Harmony of Self with the Body

### **Expected outcome:**

The students are able to see that they can enlist their desires and the desires are not vague. Also they are able to relate their desires to 'I' and 'Body' distinctly. If any desire appears related to both, they are able to see that the feeling is related to I while the physical facility is related to the body. They are also able to see that 'I' and Body are two realities, and most of their desires are related to 'I' and not body, while their efforts are mostly centered on the fulfilment of the needs of the body assuming that it will meet the needs of 'I' too.

The students are able to see that all physical facility they are required for a limited time in a limited quantity. Also, they are able to see that in case of feelings, they want continuity of the naturally acceptable feelings and they do not want feelings which are not naturally acceptable even for a single moment.

The students are able to see that activities like understanding, desire, thought and selection are the activities of 'I' only the activities like breathing, palpitation of different parts of the body are fully the activities of the body with the acceptance of 'I' while the activities they do with their sense organs like hearing through ears, seeing through eyes, sensing through touch, tasting through tongue and smelling through nose or the activities they do with their work organs like hands, legs etc. are such activities that require the participation of both 'I' and body.

The students become aware of their activities of 'I' and start finding their focus of attention at different moments. Also they are able to see that most of their desires are coming from outside (through preconditioning or sensation) and are not based on their natural acceptance

The students are able to list down activities related to proper upkeep of the body and practice them in their daily routine. They are also able to appreciate the plants wildly growing in and around the campus which can be beneficial in curing different diseases.

### **Module 3 – Harmony in the Family and Society (6 lectures and 3 tutorials for practice session)**

**Lecture 13:** Harmony in the Family – the Basic Unit of Human Interaction

**Lecture 14:** 'Trust' – the Foundational Value in Relationship

**Tutorial 7: Practice Session PS7** Exploring the Feeling of Trust

**Lecture 15:** 'Respect' – as the Right Evaluation

**Tutorial 8: Practice Session PS8** Exploring the Feeling of Respect

**Lecture 16:** Other Feelings, Justice in Human-to-Human Relationship

**Lecture 17:** Understanding Harmony in the Society

**Lecture 18:** Vision for the Universal Human Order

**Tutorial 9: Practice Session PS9** Exploring Systems to fulfil Human Goal

#### **Expected outcome:**

The students are able to note that the natural acceptance (intention) is always for living in harmony, only competence is lacking! We generally evaluate ourselves on the basis of our intention and others on the basis of their competence! We seldom look at our competence and others' intention as a result we conclude that I am a good person and other is a bad person.

The students are able to see that respect is right evaluation, and only right evaluation leads to fulfilment in relationship. Many present problems in the society are an outcome of differentiation (lack of understanding of respect), like gender biasness, generation gap, caste conflicts, class struggle, dominations through power play, communal violence, clash of isms and so on so forth. All these problems can be solved by realizing that the other is like me as he has the same natural acceptance, potential and program to ensure a happy and prosperous life for them and for others through he may have different body, physical facility or beliefs.

The students are able to use their creativity for education children. The students are able to see that they can play a role in providing value education for children. They are able to put in simple words the issues that are essential to understand for children and comprehensible to them. The students are able to develop an outline of holistic model for social science and compare it with the existing model.

### **Module 4 – Harmony in the Nature/Existence (4 lectures and 2 tutorials for practice session)**

**Lecture 19:** Understanding Harmony in the Nature

**Lecture 20:** Interconnectedness, self-regulation and Mutual Fulfilment among the Four Orders of Nature

**Tutorial 10: Practice Session PS10** Exploring the Four Orders of Nature

**Lecture 21:** Realizing Existence as Co-existence at All Levels

**Lecture 22:** The Holistic Perception of Harmony in Existence

**Tutorial 11: Practice Session PS11** Exploring Co-existence in Existence

**Expected outcome:**

The students are able to differentiate between the characteristics and activities of different orders and study the mutual fulfilment among them. They are also able to see that human beings are not fulfilling to other orders today and need to take appropriate steps to ensure right participation (in terms of nurturing, protection and right utilization) in the nature.

The students feel confident that they can understand the whole existence; nothing is a mystery in this existence. They are also able to see the interconnectedness in the nature, and point out how different courses of study relate to the different units and levels. Also, they are able to make out how these courses can be made appropriate and holistic.

**Module 5 – Implications of the Holistic Understanding – a Look at Professional Ethics (6 lectures and 3 tutorials for practice session)**

**Lecture 23:** Natural Acceptance of Human Values

**Lecture 24:** Definitiveness of (Ethical) Human Conduct

**Tutorial 12: Practice Session PS12** Exploring Ethical Human Conduct

**Lecture 25:** A Basis for Humanistic Education, Humanistic Constitution and Universal Human Order

**Lecture 26:** Competence in Professional Ethics

**Tutorial 13: Practice Session PS13** Exploring Humanistic Models in Education

**Lecture 27:** Holistic Technologies, Production Systems and Management Models-Typical Case Studies

**Lecture 28:** Strategies for Transition towards Value-based Life and Profession

**Tutorial 14: Practice Session PS14** Exploring Steps of Transition towards Universal Human Order

**Expected outcome:**

The students are able to present sustainable solutions to the problems in society and nature. They are also able to see that these solutions are practicable and draw roadmaps to achieve them.

The students are able to grasp the right utilization of their knowledge in their streams of Technology/Engineering/Management/any other area of study to ensure mutual fulfilment. E.g. mutually enriching production system with rest of nature.

The students are able to sincerely evaluate the course and share with their friends. They are also able to suggest measures to make the course more effective and relevant. They are also able to make use of their understanding in the course for the happy and prosperous family and society.

**Guidelines and Content for Practice Sessions (Tutorials)**

In order to connect the content of the proposals with practice (living), 14 practice sessions have been designed. The full set of practice sessions is available in the Teacher’s Manual as well as the website.

Practice Sessions for Module 1 – Introduction to Value Education

PS1 Sharing about Oneself



PS2 Exploring Human Consciousness

PS3 Exploring Natural Acceptance

Practice Sessions for Module 2 – Harmony in the Human Being

PS4 Exploring the difference of Needs of Self and Body

PS5 Exploring Sources of Imagination in the Self

PS6 Exploring Harmony of Self with the Body

Practice Sessions for Module 3 – Harmony in the Family and Society

PS7 Exploring the Feeling of Trust

PS8 Exploring the Feeling of Respect

PS9 Exploring Systems to fulfil Human Goal

Practice Sessions for Module 4 – Harmony in the Nature (Existence)

PS10 Exploring the Four Orders of Nature

PS11 Exploring Co-existence in Existence

Practice Sessions for Module 5 – Implications of the Holistic Understanding – a Look at Professional Ethics

PS12 Exploring Ethical Human Conduct

PS13 Exploring Humanistic Models in Education

PS14 Exploring Steps of Transition towards Universal Human Order

As an example, PS 7 is a practice session in module 3 regarding trust. It is explained below:

**PS 7:** Form small groups in the class and in that group initiate dialogue and ask the eight questions related to trust. The eight questions are:

1a. Do I want to make myself happy?

1b. Am I able to make myself always happy?

2a. Do I want to make the other happy?

2b. Am I able to make the other always happy?

3a. Does the other want to make him happy?

3b. Is the other able to make him always happy?

4a. Does the other want to make me happy?

4b. Is the other able to make me always happy?

Intention (Natural Acceptance)

Competence

What is the answer?

What is the answer?

Let each student answer the questions for himself/herself and everyone else. Discuss the difference between intention and competence. Observe whether you evaluate your intention and competence as well as the others' intention and competence.

**Expected outcome of PS 7:** The students are able to see that the first four questions are related to our Natural Acceptance i.e. intention and the next four to our Competence. They are able to note that the intention is always correct, only competence is lacking! We generally evaluate ourselves on the basis of

our intention and others on the basis of their competence! We seldom look at our competence and others' intention, as a result we conclude that I am a good person and other is a bad person.

### **3-READINGS:**

#### **3-1-Text Book and Teachers Manual**

- a. The Textbook - A Foundation Course in Human Values and Professional Ethics, R R Gaur, R Asthana, G P Bagaria, 2<sup>nd</sup> Revised Edition, Excel Books, New Delhi, 2019. ISBN 978-93-87034-47-1
- b. The Teacher's Manual- Teachers' Manual for A Foundation Course in Human Values and Professional Ethics, RR Gaur, R Asthana, G P Bagaria, 2<sup>nd</sup> Revised Edition, Excel Books, New Delhi, 2019. ISBN 978-93-87034-53
- c. [Professional Ethics and Human Values, Premvir Kapoor, ISBN: 978-93-86173-652, Khanna Book Publishing Company, New Delhi, 2022.](#)

#### **3-2-Reference Books**

1. JeevanVidya: EkParichaya, A Nagaraj, JeevanVidyaPrakashan, Amarkantak, 1999.
2. Human Values, A.N. Tripathi, New Age Intl. Publishers, New Delhi, 2004.
3. The Story of Stuff (Book).
4. The Story of My Experiments with Truth - by Mohandas Karamchand Gandhi
5. Small is Beautiful - E. F Schumacher.
6. Slow is Beautiful - Cecile Andrews
7. Economy of Permanence - J C Kumarappa
8. Bharat Mein Angreji Raj – Pandit Sunderlal
9. Rediscovering India - by Dharampal
10. Hind Swaraj or Indian Home Rule - by Mohandas K. Gandhi
11. India Wins Freedom - Maulana Abdul Kalam Azad
12. Vivekananda - Romain Rolland (English)
13. Gandhi - Romain Rolland (English)

#### **4-MODE OF CONDUCT (L-T-P-C 2-1-0-3)**

Lecture hours are to be used for interactive discussion, placing the proposals about the topics at hand and motivating students to reflect, explore and verify them.

Tutorial hours are to be used for practice sessions.

While analysing and discussing the topic, the faculty mentor's role is in pointing to essential elements to help in sorting them out from the surface elements. In other words, help the students explore the important or critical elements.

In the discussions, particularly during practice sessions (tutorials), the mentor encourages the student to connect with one's own self and do self-observation, self-reflection and self-exploration.

Scenarios may be used to initiate discussion. The student is encouraged to take up” ordinary” situations rather than” extra-ordinary” situations. Such observations and their analyses are shared and discussed with other students and faculty mentor, in a group sitting.

Tutorials (experiments or practical) are important for the course. The difference is that the laboratory is everyday life, and practical are how you behave and work in real life. Depending on the nature of topics, worksheets, home assignment and/or activity are included. The practice sessions (tutorials) would also provide support to a student in performing actions commensurate to his/her beliefs. It is intended that this would lead to development of commitment, namely behaving and working based on basic human values.

It is recommended that this content be placed before the student as it is, in the form of a basic foundation course, without including anything else or excluding any part of this content. Additional content may be offered in separate, higher courses.

**This course is to be taught by faculty from every teaching department.**

**Teacher preparation with a minimum exposure to at least one 8-day Faculty Development Program on Universal Human Values is deemed essential.**

#### **5-SUGGESTED ASSESSMENT:**

This is a compulsory credit course. The assessment is to provide a fair state of development of the student, so participation in classroom discussions, self-assessment, peer assessment etc. will be used in evaluation.

#### **Example:**

Assessment by faculty mentor: 10 marks

Self-assessment: 10 marks

Assessment by peers: 10 marks

Socially relevant project/Group Activities/Assignments: 20 marks

Semester End Examination: 50 marks

The overall pass percentage is 40%. In case the student fails, he/she must repeat the course.

#### **6-OUTCOME OF THE COURSE:**

By the end of the course, students are expected to become more aware of themselves, and their surroundings (family, society, nature); they would become more responsible in life, and in handling problems with sustainable solutions, while keeping human relationships and human nature in mind.

They would have better critical ability. They would also become sensitive to their commitment towards what they have understood (human values, human relationship and human society). It is hoped that they would be able to apply what they have learnt to their own self in different day-to-day settings in real life, at least a beginning would be made in this direction.

Therefore, the course and further follow up is expected to positively impact common graduate attributes like:

7. Holistic vision of life
8. Socially responsible behaviour
9. Environmentally responsible work
10. Ethical human conduct
11. Having Competence and Capabilities for Maintaining Health and Hygiene
12. Appreciation and aspiration for excellence (merit) and gratitude for all

This is only an introductory foundational input. It would be desirable to follow it up by

- a) Faculty-student or mentor-mentee programs throughout their time with the institution
- b) Higher level courses on human values in every aspect of living.

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# **SEMESTER – III**

### SEMESTER III

<b>XC-01</b>	<b>Electronic Devices</b>	<b>3L:0T:0P</b>	<b>3 credits</b>
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#### Course Contents:

Introduction to Semiconductor Physics: Review of Quantum Mechanics, Electrons in periodic Lattices, E-k diagrams. Energy bands in intrinsic and extrinsic silicon; Carrier transport: diffusion current, drift current, mobility and resistivity; sheet resistance, design of resistors

Generation and recombination of carriers; Poisson and continuity equation P-N junction characteristics, I-V characteristics, and small signal switching models; Avalanche breakdown, Zener diode, Schottky diode

Bipolar Junction Transistor, I-V characteristics, Ebers-Moll Model, MOS capacitor, C-V characteristics, MOSFET, I-V characteristics, and small signal models of MOS transistor, LED, photodiode and solar cell;

Integrated circuit fabrication process: oxidation, diffusion, ion implantation, photolithography, etching, chemical vapor deposition, sputtering, twin-tub CMOS process.

**NPTEL Reference: <https://nptel.ac.in/courses/117106091>**

#### Text /Reference Books:

1. G. Streetman, and S. K. Banerjee, —Solid State Electronic Devices,|| 7th edition, Pearson,2014.
2. D. Neamen , D. Biswas "Semiconductor Physics and Devices," McGraw-Hill Education
3. S. M. Sze and K. N. Kwok, —Physics of Semiconductor Devices,|| 3rd edition, John Wiley & Sons, 2006.
4. C.T. Sah, —Fundamentals of solid state electronics,|| World Scientific Publishing Co. Inc, 1991.
5. Y. Tsvividis and M. Colin, —Operation and Modeling of the MOS Transistor,|| Oxford Univ.Press, 2011.
6. A.K. Maini, N. Maini, All-in-One Electronics Simplified, Khanna Book Publishing, New Delhi, 2021.
7. A.K. Maini, Analog Electronics, Khanna Book Publishing, New Delhi, 2022.

#### Course Outcomes:

At the end of this course students will demonstrate the ability to

1. Understand the principles of semiconductor Physics
2. Understand and utilize the mathematical models of semiconductor junctions and MOS transistors for circuits and systems.

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#### **XC-02: Electronic Devices Lab (0L:0T:2P) (1 credit)**

Hands-on experiments related to the course contents of XC01

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<b>XC-03</b>	<b>Digital System Design</b>	<b>3L:0T:0P</b>	<b>3 credits</b>
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### Course Contents:

Logic Simplification and Combinational Logic Design: Review of Boolean Algebra and De Morgan's Theorem, SOP & POS forms, Canonical forms, Karnaugh maps up to 6 variables, Binary codes, Code Conversion.

MSI devices like Comparators, Multiplexers, Encoder, Decoder, Driver & Multiplexed Display, Half and Full Adders, Subtractors, Serial and Parallel Adders, BCD Adder, Barrel shifter and ALU.

Sequential Logic Design: Building blocks like S-R, JK and Master-Slave JK FF, Edge triggered FF, Ripple and Synchronous counters, Shift registers, Finite state machines, Design of synchronous FSM, Algorithmic State Machines charts. Designing synchronous circuits like Pulse train generator, Pseudo Random Binary Sequence generator, Clock generation

Logic Families and Semiconductor Memories: TTL NAND gate, Specifications, Noise margin, Propagation delay, fan-in, fan-out, Tristate TTL, ECL, CMOS families and their interfacing, Memory elements, Concept of Programmable logic devices like FPGA. Logic implementation using Programmable Devices.

VLSI Design flow: Design entry: Schematic, FSM & HDL, different modeling styles in VHDL, Data types and objects, Dataflow, Behavioral and Structural Modeling, Synthesis and Simulation VHDL constructs and codes for combinational and sequential circuits.

**NPTEL Course (if any):** <https://nptel.ac.in/courses/117106086>

### Text/Reference Books:

1. M. Morris Mano and Michel D. Ciletti, Digital Design with an introduction to HDL, VHDL and Verilog, Sixth edition Pearson education
2. R. Anand, Digital System Design Using VHDL, Khanna Book Publishing Company.
3. R. Anand, Digital Electronics, Khanna Book Publishing Company.
4. R.P. Jain, —Modern digital Electronics, Tata McGraw Hill, 4th edition, 2009.
5. Douglas Perry, —VHDL, Tata McGraw Hill, 4th edition, 2002.
6. W.H. Gothmann, —Digital Electronics- An introduction to theory and practice, PHI, 2nd edition, 2006.
7. D.V. Hall, —Digital Circuits and Systems, Tata McGraw Hill, 1989
8. Charles Roth, —Digital System Design using VHDL, Tata McGraw Hill 2nd edition 2012.

### Course outcomes:

At the end of this course students will demonstrate the ability to

1. Design and analyze combinational logic circuits
2. Design & analyze modular combinational circuits with MUX/DEMUX, Decoder, Encoder
3. Design & analyze synchronous sequential logic circuits
4. Use HDL & appropriate EDA tools for digital logic design and simulation

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**XC-04: Digital System Design Laboratory [0L: 0T: 2P] (1 credit)**

Hands-on experiments related to the course contents XC03

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<b>XC-05</b>	<b>Signals and Systems</b>	<b>3L:0T:0P</b>	<b>3 credits</b>
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**Course Contents:**

Signals and systems as seen in everyday life, and in various branches of engineering and science.

Energy and power signals, continuous and discrete time signals, continuous and discrete amplitude signals. System properties: linearity: additivity and homogeneity, shift-invariance, causality, stability, realizability.

Linear shift-invariant (LSI) systems, impulse response and step response, convolution, input-output behavior with aperiodic convergent inputs. Characterization of causality and stability of linear shift-invariant systems. System representation through differential equations and difference equations.

Periodic and semi-periodic inputs to an LSI system, the notion of a frequency response and its relation to the impulse response, Fourier series representation, the Fourier Transform, convolution/multiplication and their effect in the frequency domain, magnitude and phase response, Fourier domain duality. The Discrete-Time Fourier Transform (DTFT) and the Discrete Fourier Transform (DFT). Parseval's Theorem. The idea of signal space and orthogonal bases,

The Laplace Transform, notion of eigen functions of LSI systems, a basis of eigen functions, region of convergence, poles and zeros of system, Laplace domain analysis, solution to differential equations and system behavior.

The z-Transform for discrete time signals and systems- eigen functions, region of convergence, z-domain analysis.

State-space analysis and multi-input, multi-output representation. The state-transition matrix and its role. The Sampling Theorem and its implications- Spectra of sampled signals. Reconstruction: ideal interpolator, zero-order hold, first-order hold, and so on. Aliasing and its effects. Relation between continuous and discrete time systems.

**NPTEL course (if any):** <https://nptel.ac.in/courses/10810410>

**Text/Reference books:**

1. R. Anand, Signals and Systems, Khanna Publishing House, 2019.
2. A.V. Oppenheim, A.S. Willsky and I.T. Young, "Signals and Systems", Prentice Hall, 1983.
3. R.F. Ziemer, W.H. Tranter and D.R. Fannin, "Signals and Systems - Continuous and Discrete", 4th edition, Prentice Hall, 1998.
4. Simon Haykin, Barry van Veen, "Signals and Systems", John Wiley and Sons (Asia) Private Limited, c1998.
5. Robert A. Gabel, Richard A. Roberts, "Signals and Linear Systems", John Wiley and Sons, 1995.



**Course outcomes:**

At the end of this course students will demonstrate the ability to

1. Analyze different types of signals
2. Represent continuous and discrete systems in time and frequency domain using different transforms
3. Investigate whether the system is stable
4. Sampling and reconstruction of a signal

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<b>XC-06</b>	<b>Network Theory</b>	<b>3L:0T:0P</b>	<b>3 credits</b>
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**Course Contents:**

Node and Mesh Analysis, matrix approach of network containing voltage and current sources, and reactances, source transformation and duality. Network theorems: Superposition, reciprocity, Thevenin's, Norton's, Maximum power Transfer, compensation and Tellegen's theorem as applied to AC. circuits. Trigonometric and exponential Fourier series: Discrete spectra and symmetry of waveform, steady state response of a network to non-sinusoidal periodic inputs, power factor, effective values, Fourier transform and continuous spectra, three phase unbalanced circuit and power calculation.

Laplace transforms and properties: Partial fractions, singularity functions, waveform synthesis, analysis of RC, RL, and RLC networks with and without initial conditions with Laplace transforms evaluation of initial conditions.

Transient behavior, concept of complex frequency, Driving points and transfer functions poles and zeros of admittance function, their properties, sinusoidal response from pole-zero locations, convolution theorem and Two four port network and interconnections, Behaviors of series and parallel resonant circuits, Introduction to band pass, low pass, high pass and band reject filters.

**NPTEL Course (if any):** <https://nptel.ac.in/courses/108106075>

**Text/Reference Books:**

1. Van, Valkenburg.; —Network analysis; Prentice hall of India, 2000
2. Sudhakar, A., Shyammoan, S. P.; —Circuits and Network; Tata McGraw-Hill New Delhi, 1994
3. A William Hayt, —Engineering Circuit Analysis; 8th Edition, McGraw-Hill Education
4. Ashfaq Husain, Networks and Systems, Khanna Book Publishing, 2021.

**Course Outcomes:**

At the end of this course students will demonstrate the ability to

1. Understand basics electrical circuits with nodal and mesh analysis.
2. Appreciate electrical network theorems.
3. Apply Laplace Transform for steady state and transient analysis.
4. Determine different network functions.
5. Appreciate the frequency domain techniques.

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<b>XC-07</b>	<b>Probability and Stochastic Processes</b>	<b>3L:0T:0P</b>	<b>3 credits</b>
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**Course Contents:**

Sets and set operations; Probability space; Conditional probability and Bayes theorem; Combinatorial probability and sampling models.

Discrete random variables, probability mass function, probability distribution function, example random variables and distributions; Continuous random variables, probability density function, probability distribution function, example distributions

Joint distributions, functions of one and two random variables, moments of random variables; Conditional distribution, densities and moments; Characteristic functions of a random variable; Markov, Chebyshev and Chernoff bounds;

Random sequences and modes of convergence (everywhere, almost everywhere, probability, distribution and mean square); Limit theorems; Strong and weak laws of large numbers, central limit theorem.

Random process. Stationary processes. Mean and covariance functions. Ergodicity. Transmission of random process through LTI. Power spectral density.

**NPTEL course (if any):** <https://archive.nptel.ac.in/courses/117/105/117105085/>

**Text/Reference Books:**

1. H. Stark and J. Woods, "Probability and Random Processes with Applications to Signal Processing," Third Edition, Pearson Education
2. A.Papoulis and S. Unnikrishnan Pillai, "Probability, Random Variables and Stochastic Processes," Fourth Edition, McGraw Hill.
3. K. L. Chung, Introduction to Probability Theory with Stochastic Processes, Springer International
4. P. G. Hoel, S. C. Port and C. J. Stone, Introduction to Probability, UBS Publishers,
5. P. G. Hoel, S. C. Port and C. J. Stone, Introduction to Stochastic Processes, UBS Publishers
6. S. Ross, Introduction to Stochastic Models, Harcourt Asia, Academic Press.

**Course Outcomes:**

At the end of this course students will demonstrate the ability to

1. Understand representation of random signals
2. Investigate characteristics of random processes
3. Make use of theorems related to random signals
4. To understand propagation of random signals in LTI systems.

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# **SEMESTER – IV**

## SEMESTER IV

XC-08	Analog circuits	3L:0T:0P	3 credits
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### Course Contents:

Diode Circuits, Amplifier models: Voltage amplifier, current amplifier, trans-conductance amplifier and trans-resistance amplifier. Biasing schemes for BJT and FET amplifiers, bias stability, various frequency transistor models, estimation of voltage gain, input resistance, output resistance etc., design procedure for particular specifications, low frequency analysis of multistage amplifiers.

High frequency transistor models, frequency response of single stage and multistage amplifiers, cascode amplifier. Various classes of operation (Class A, B, AB, C etc.), their power efficiency and linearity issues. Feedback topologies: Voltage series, current series, voltage shunt, current shunt, effect of feedback on gain, bandwidth etc., calculation with practical circuits, concept of stability, gain margin and phase margin.

Oscillators: Review of the basic concept, Barkhausen criterion, RC oscillators (phase shift, Wien bridge etc.), LC oscillators (Hartley, Colpitt, Clapp etc.), non-sinusoidal oscillators.

Current mirror: Basic topology and its variants, V-I characteristics, output resistance and minimum sustainable voltage (V<sub>ON</sub>), maximum usable load. Differential amplifier: Basic structure and principle of operation, calculation of differential gain, common mode gain, CMRR and ICMR. OP-AMP design: design of differential amplifier for a given specification, design of gain stages and output stages, compensation.

OP-AMP applications: review of inverting and non-inverting amplifiers, integrator and differentiator, summing amplifier, precision rectifier, Schmitt trigger and its applications. Active filters: Low pass, high pass, band pass and band stop, design guidelines.

Digital-to-analog converters (DAC): Weighted resistor, R-2R ladder, resistor string etc. Analog-to-digital converters (ADC): Single slope, dual slope, successive approximation, flash etc. Switched capacitor circuits: Basic concept, practical configurations, application in amplifier, integrator, ADC etc.

**NPTEL course:** <https://nptel.ac.in/courses/108106084>

### Text/Reference Books:

1. A.V.N. Tilak, Design of Analog Circuits, Khanna Publishing House, 2022.
2. A.S. Sedra and K.C. Smith, Microelectronic Circuits, sixth edition, Oxford University Press
3. J.V. Wait, L.P. Huelsman and GA Korn, Introduction to Operational Amplifier theory and applications, McGraw Hill, 1992.
4. J. Millman and A. Grabel, Microelectronics, 2nd edition, McGraw Hill, 1988.
5. P. Horowitz and W. Hill, The Art of Electronics, 2nd edition, Cambridge University Press, 1989.
6. Paul R. Gray and Robert G. Meyer, Analysis and Design of Analog Integrated Circuits, John Wiley, 3rd Edition

**Course Outcomes:**

At the end of this course students will demonstrate the ability to

1. Understand the characteristics of diodes and transistors
2. Design and analyze various rectifier and amplifier circuits
3. Design sinusoidal and non-sinusoidal oscillators
4. Understand the functioning of OP-AMP and design OP-AMP based circuits
5. Design ADC and DAC

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<b>XC-09</b>	<b>Analog circuits lab</b>	<b>0L:0T:2P</b>	<b>1 credit</b>
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Hands-on experiments related to the course contents XC08

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<b>XC-10</b>	<b>Microcontrollers and Computer Architecture</b>	<b>3L:0T:0P</b>	<b>3 credits</b>
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**Course Contents:**

Functional units of a computer, Von Neumann and Harvard computer architectures, CISC and RISC architectures. Processor Architecture – General internal architecture, Address bus, Data bus, control bus. Register set – status register, accumulator, program counter, stack pointer, general purpose registers. Processor operation – instruction cycle, instruction fetch, instruction decode, instruction execute, timing response, instruction sequencing and execution. Algorithms for binary multiplication and division. Fixed and floating-point number representation.

Introduction to Microprocessor, Microprocessor architecture and its operations, Memory, Input & output devices, Logic devices for interfacing, The 8085 MPU, Example of an 8085 based computer, Memory interfacing. Basic interfacing concepts, interfacing output displays, Interfacing input devices, Memory mapped I/O,

Data Transfer operations, Arithmetic operations, Logic Operations, Branch operation, Addressing modes, Writing assembly language programs, Programming techniques: looping, counting and indexing. Additional data transfer and 16 bit arithmetic instruction, Arithmetic operations related to memory, Logic operation: rotate, compare, counter and time delays. Subroutines. Interrupts

8255 Programmable peripheral interface, interfacing keyboard and seven segment display, 8254 (8253) programmable interval timer, 8259A programmable interrupt controller, Direct Memory Access and 8237 DMA controller.

Microcontrollers and Embedded Processors. Architecture – Block diagram of 8051, Pin configuration, Registers, Internal Memory, Timers, Port Structures, Interrupts. Assembly Language Programming -

Addressing Modes, Instruction set (Detailed study of 8051 instruction set is required).

Simple programming examples in assembly language. Interfacing with 8051 using Assembly language programming: LED, Seven segment LED display. Programming in C – Declaring variables, Simple examples – delay generation, port programming, code conversion. Interfacing of – LCD display, Keyboard, Stepper Motor, DAC and ADC -- with 8051 and its programming. 8051 Timers/Counters - Modes and Applications. Serial Data Transfer – SFRs of serial port, working, Programming the 8051 to transfer data serially.

**NPTEL course:** <https://nptel.ac.in/courses/106102157>

**Text/Reference Books:**

1. Computer System Architecture, Mano M M , Prentice Hall India
2. 8085 Microprocessor Architecture, Applications and Programming, Ramesh S Gaonkar, Penram International
3. The 8051 microcontroller and Embedded systems, Muhammed Ali Mazidi & Janice Gill Mazidi, Pearson Education

**Course Outcomes:**

At the end of the course, the students will be able to

1. Explain the functional units with respect to computer architecture
2. Develop simple programmes using 8085/8051 assembly language
3. Interface 8085 with peripherals using assembly language
4. Interface 8051 with peripherals using assembly language/C

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<b>XC-11</b>	<b>Microcontrollers Lab</b>	<b>0L:0T:2P</b>	<b>1 credit</b>
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Hands-on experiments related to the course contents XC10

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<b>XC-12</b>	<b>Analog and Digital Communication</b>	<b>3L:0T:0P</b>	<b>3 credits</b>
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**Course Contents:**

Review of signals and systems, Frequency domain representation of signals, Principles of Amplitude Modulation Systems- DSB, SSB and VSB modulations. Angle Modulation, Representation of FM and PM signals, Spectral characteristics of angle modulated signals.

Review of probability and random process. Gaussian and white noise characteristics, Noise in amplitude modulation systems, Noise in Frequency modulation systems. Pre-emphasis and De-emphasis, Threshold effect in angle modulation.

Pulse modulation. Sampling process. Pulse Amplitude and Pulse code modulation (PCM), Differential pulse code modulation. Delta modulation, Noise considerations in PCM, Time Division multiplexing, Digital Multiplexers.

Elements of Detection Theory, Optimum detection of signals in noise, Coherent communication with waveforms- Probability of Error evaluations. Baseband Pulse Transmission- Inter symbol Interference and Nyquist criterion. Pass band Digital Modulation schemes- Phase Shift Keying, Frequency Shift Keying, Quadrature Amplitude Modulation, Continuous Phase Modulation and Minimum Shift Keying.

Digital Modulation tradeoffs. Optimum demodulation of digital signals over band-limited channels- Maximum likelihood sequence detection (Viterbi receiver). Equalization Techniques. Synchronization and Carrier Recovery for Digital modulation.

**Text/Reference Books:**

1. Haykin S., "Communications Systems", John Wiley and Sons, 2001.
2. Proakis J. G. and Salehi M., "Communication Systems Engineering", Pearson Education, 2002.
3. Taub H. and Schilling D.L., "Principles of Communication Systems", Tata McGraw Hill, 2001.
4. Wozencraft J. M. and Jacobs I. M., "Principles of Communication Engineering", John Wiley, 1965.
5. Barry J. R., Lee E. A. and Messerschmitt D. G., "Digital Communication", Kluwer Academic Publishers, 2004.
6. Proakis J.G., "Digital Communications", 4th Edition, McGraw Hill, 2000.
7. R. Anand, Communication Systems, Khanna Book Publishing Company, 2011.

**Course Outcomes:**

At the end of this course students will demonstrate the ability to

1. Analyze and compare different analog modulation schemes for their efficiency and bandwidth
2. Analyze the behavior of a communication system in presence of noise
3. Investigate pulsed modulation system and analyze their system performance
4. Analyze different digital modulation schemes and can compute the bit error performance

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<b>XC-13</b>	<b>Introduction to Microfabrication</b>	<b>3L:0T:0P</b>	<b>3 credits</b>
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### Course Contents:

**Introduction:** History of IC's; Operation & Models for Devices of Interest: CMOS and MEMS. Electronic Materials: Crystal Structures, Defects in Crystals, Si, Poly Si, Si Crystal Growth. Clean room and Wafer Cleaning: Definition, Need of Clean Room, RCA cleaning of Si.

**Oxidation:** Dry and Wet Oxidation, Kinetics of Oxidation, Oxidation Rate Constants, Dopant Redistribution, Oxide Charges, Device Isolation, LOCOS, Oxidation System

**Lithography:** Overview of Lithography, Radiation Sources, Masks, Photoresist, Components of Photoresist Optical Aligners, Resolution, Depth of Focus, Advanced Lithography: E-beam Lithography, X-ray Lithography, Ion Beam Lithography.

**Diffusion:** Pre-Deposition and Drive-in Diffusion Modeling, Dose, 2-Step Diffusions, Successive Diffusion, Lateral Diffusion, Series Resistance, Junction Depth, Irvin's Curves, Diffusion System. Ion Implantation: Problems in Thermal Diffusion, Advantages of Ion Implantation, Applications in ICs, Ion Implantation System, Mask, Energy Loss Mechanisms, Depth Profile, Range & Straggle, Lateral Straggle, Dose, Junction Depth, Ion Implantation Damage, Post Implantation Annealing, Ion Channeling, Multi Energy Implantation

**Thin Film Deposition:** Physical Vapor Deposition: Thermal evaporation, Resistive Evaporation, Electron beam evaporation, Laser ablation, Sputtering Chemical Vapor Deposition: Advantages and disadvantages of Chemical Vapor deposition (CVD) techniques over PVD techniques, reaction types, Boundaries and Flow, Different kinds of CVD techniques: APCVD, LPCVD, Metalorganic CVD (MOCVD), Plasma Enhanced CVD etc.

**Etching:** Anisotropy, Selectivity, Wet Etching, Plasma Etching, Reactive Ion Etching.

Overview of Interconnects, Contacts, Metal gate/Poly Gate, Metallization, Problems in Aluminum Metal contacts, Al spike, Electromigration, Metal Silicides, Multi-Level Metallization, Planarization, Inter Metal Dielectric

### Text/Reference Books:

1. Silicon VLSI Technology, Plummer, Deal and Griffin, 1st Edition, Pearson Education, 2009
2. Fundamental of Semiconductor Fabrication, Sze and May, 2nd Edition, Wiley India, 2009
3. Silicon Process Technology, S K Gandhi, 2nd Edition, Wiley India, 2009

### Course Objectives:

At the end of this course students will demonstrate the ability to

1. Elucidate the CMOS process flow
2. Analyze various critical processing steps in microfabrication
3. Appreciate the advanced methods involved in IC fabrication.
4. Analyze the advancements in CMOS process fabrication with scaling in technology.

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<b>XC-14</b>	<b>Introduction to Microfabrication lab</b>	<b>0L:0T:2P</b>	<b>1 credit</b>
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Hands-on experiments related to the course contents XC-13

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<b>XC-15</b>	<b>Introduction to VLSI Life Cycle</b>	<b>1L:0T:0P</b>	<b>1 credits</b>
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**Course Contents:**

System & Architectural Design: Defining a system specification, performance analysis, cost analysis, identifying various functional blocks/modules; categorizing them in terms of digital, analog, RF and mixed signal blocks

Functional verification, logic design: Verifying the functionality of blocks, behavioral description, logic minimization, synthesis, verification and testing

Circuit Optimization and Physical Design: Optimization of synthesized blocks for various performance metric, Introduction to placement and route, Layout Vs Schematic (LVS) verification, Design for Manufacturability.

Tape Out: Post layout simulations, Process Voltage Testing, Process Design Kit, Design Rule Check, GDSII

Fabrication and Packaging: CMOS process flow, dicing, various types of packaging.

**Text /Reference Books:**

1. Sneh Saurabh, "Introduction to VLSI Design flow", Cambridge University Press.
2. N. H. E. Weste and C. Harris, "Principles of CMOS VLSI Design: A System Perspective, 3rd Edition, Pearson Education 2007
3. M.Morris Mano and Michel.D.Ciletti, Digital Design with an introduction to HDL, VHDL and Verilog, Sixth edition Pearson education

**Course Outcomes:**

At the end of this course students will demonstrate the ability to

1. Understand the intricacies in VLSI Design flow
2. Understand overall process of VLSI Design flow starting from system level all the way to the transistor level

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# **SEMESTER – V**

## SEMESTER - V

<b>XC-16</b>	<b>Digital Signal Processing</b>	<b>3L:0T:0P</b>	<b>3 credits</b>
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### Course Contents:

Discrete time signals: Sequences; representation of signals on orthogonal basis; Sampling and reconstruction of signals; Discrete systems attributes, Z-Transform, Analysis of LSI systems, frequency Analysis, Inverse Systems, Discrete Fourier Transform (DFT), Fast Fourier Transform Algorithm, Implementation of Discrete Time Systems

Design of FIR Digital filters: Window method, Park-McClellan's method. Design of IIR Digital Filters: Butterworth, Chebyshev and Elliptic Approximations; Lowpass, Bandpass, Bandstop and High pass filters.

Effect of finite register length in FIR filter design. Parametric and non-parametric spectral estimation. Introduction to multirate signal processing. Application of DSP.

### Text/Reference Books:

1. S.K.Mitra, Digital Signal Processing: A computer based approach. TMH
2. A.V. Oppenheim and Schafer, Discrete Time Signal Processing, Prentice Hall, 1989.
3. John G. Proakis and D.G. Manolakis, Digital Signal Processing: Principles, Algorithms And Applications, Prentice Hall, 1997.
4. L.R. Rabiner and B. Gold, Theory and Application of Digital Signal Processing, Prentice Hall, 1992.
5. J.R. Johnson, Introduction to Digital Signal Processing, Prentice Hall, 1992.
6. D.J.DeFatta, J. G. Lucas and W.S.Hodgkiss, Digital Signal Processing, John Wiley & Sons, 1988.

### Course Outcomes:

At the end of this course students will demonstrate the ability to

1. Represent signals mathematically in continuous and discrete time and frequency domain
2. Get the response of an LSI system to different signals
3. Design of different types of digital filters for various applications

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<b>XC-17</b>	<b>Electromagnetic Waves</b>	<b>3L:0T:0P</b>	<b>3 credits</b>
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**Course Contents:**

Transmission Lines- Equations of Voltage and Current on TX line, Propagation constant and characteristic impedance, and reflection coefficient and VSWR, Impedance Transformation on Loss- less and Low loss Transmission line, Power transfer on TX line, Smith Chart, Admittance Smith Chart, Applications of transmission lines: Impedance Matching, use transmission line sections as circuit elements.

Maxwell's Equations- Basics of Vectors, Vector calculus, Basic laws of Electromagnetics, Maxwell's Equations, Boundary conditions at Media Interface.

Uniform Plane Wave- Uniform plane wave, Propagation of wave, Wavepolarization, Poincare's Sphere, Wave propagation in conducting medium, phase and group velocity, Power flow and Poynting vector, Surface current and power loss in a conductor

Plane Waves at a Media Interface- Plane wave in arbitrary direction, Reflection and refraction at dielectric interface, Total internal reflection, wave polarization at media interface, Reflection from a conducting boundary.

Wave propagation in parallel planewaveguide, Analysis of waveguide general approach, Rectangular waveguide, Modal propagation in rectangular waveguide, Surface currents on the waveguide walls, Field visualization, Attenuation in waveguide.

Radiation: Solution for potential function, Radiation from the Hertz dipole, Power radiated by hertz dipole, Radiation Parameters of antenna, receiving antenna, Monopole and Dipole antenna,

**Text/Reference Books:**

1. R.K. Shevgaonkar, Electromagnetic Waves, Tata McGraw Hill India, 2005
2. R.L. Yadav, Electromagnetic Fields and Waves, Khanna Book Publishing, 2021.
3. E.C. Jordan & K.G. Balmain, Electromagnetic waves & Radiating Systems, Prentice Hall, India
4. Narayana Rao, N: Engineering Electromagnetics, 3rd ed., Prentice Hall, 1997.
5. David Cheng, Electromagnetics, Prentice Hall

**Course Outcomes:**

At the end of this course students will demonstrate the ability to

1. Understand characteristics and wave propagation on high frequency transmission lines
2. Carryout impedance transformation on TL
3. Use sections of transmission line sections for realizing circuit elements
4. Characterize uniform plane wave
5. Calculate reflection and transmission of waves at media interface
6. Analyze wave propagation on metallic waveguides in modal form
7. Understand principle of radiation and radiation characteristics of an antenna

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<b>XC-18</b>	<b>Electromagnetic Waves lab</b>	<b>0L:0T:2P</b>	<b>1 credit</b>
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Hands-on experiments related to the course contents XC16

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<b>XC-19</b>	<b>VLSI Design</b>	<b>3L:0T:0P</b>	<b>3 credits</b>
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### Course Contents:

Overview of VLSI Design: Historical perspective, overview of VLSI design methodologies, VLSI design flow, design hierarchy, concepts of regularity, modularity, and locality, VLSI design styles, design quality, packaging technology, CAD technology.

MOS Transistor Theory: Introduction to The metal oxide semiconductor (MOS) structure, Long-channel I-V characteristics, C-V characteristics, non-linear I-V effects, DC transfer characteristics.

Introduction to ASIC and SoC, Overview of ASIC flow, functional verification, RTL-GATE level synthesis, synthesis optimization techniques, pre-layout timing verification, static timing analysis, floor-planning, placement and routing, extraction, post layout timing verification, extraction.

CMOS Process Technology: Fabrication process flow- basic steps, the CMOS n-Well process, layout design rules, stick diagram, full-custom mask layout design

MOS Inverter (Static Characteristics): Resistive-load inverter, inverter with n-type 16 MOSFET load, CMOS inverter

MOS Inverters (Switching Characteristics and Interconnects effects): Delay-time definitions, calculation of delay times, logical efforts, inverter design with delay constraints, estimation of interconnect parasitics, calculation of interconnect delay, Bus vs. Network-onChip (NoC), switching power dissipation of CMOS inverters.

Combination CMOS Logic Circuits: MOS logic circuits with depletion nMOS loads, CMOS logic circuits, complex logic circuits, CMOS transmission gates (pass gates), ratioed, dynamic and pass transistor logic circuits.

Sequential MOS logic circuits: Behaviour of bi-stable elements, SR latch circuits, clocked latch and flip-flop circuits, CMOS D-latch and edge-triggered flip-flop. Timing path, Setup time and hold time static, example of setup and hold time static, setup and hold slack, clock skew and jitter, Clock, reset and power distributions.

Semiconductor Memories: Memory Design, SRAM, DRAM structure and implementations

Recent Trends in VLSI Design & its research issues in industry: System case studies. Design automation of VLSI Systems: basic concepts. Deep Sub-micron Technologies: Some Design Issues

### Text/Reference Books:

1. N. H. E. Weste and C. Harris, "Principles of CMOS VLSI Design: A System Perspective, 3rd Edition, Pearson Education 2007.

2. J. Rabaey, A. Chandrakasan and B. Nikolic, Digital Integrated Circuits: A Design Perspective, 2nd Edition, Prentice Hall 2004.

**Course Outcomes:**

At the end of this course students will demonstrate the ability to

1. provide an overview of the digital IC design techniques
2. Understand the characteristics of CMOS inverter.
3. Analyze the static and dynamic characteristics of CMOS circuits
4. Design and implementation of combinational and sequential circuits
5. Evaluate the performance of CMOS circuits

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<b>XC-20</b>	<b>VLSI Design Lab</b>	<b>0L:0T:2P</b>	<b>1 credit</b>
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Hands-on experiments related to the course contents XC16

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<b>XC-21</b>	<b>Control Systems</b>	<b>3L:0T:0P</b>	<b>3 credits</b>
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**Course Contents:**

Introduction to control problem- Industrial Control examples. Transfer function. System with dead- time. System response. Control hardware and their models: potentiometers, synchros, LVDT, dc and ac servomotors, tacho-generators, electrohydraulic valves, hydraulic servomotors, electro pneumatic valves, pneumatic actuators. Closed-loop systems. Block diagram and signal flow graph analysis.

Feedback control systems- Stability, steady-state accuracy, transient accuracy, disturbance rejection, insensitivity and robustness. proportional, integral and derivative systems. Feed-forward and multi- loop control configurations, stability concept, relative stability, Routh stability criterion.

Time response of second-order systems, steady-state errors and error constants. Performance specifications in time-domain. Root locus method of design. Lead and lag compensation.

Frequency-response analysis- Polar plots, Bode plot, stability in frequency domain, Nyquist plots. Nyquist stability criterion. Performance specifications in frequency-domain. Frequency-domain methods of design, Compensation & their realization in time & frequency domain. Lead and Lag compensation. Op-amp based and digital implementation of compensators. Tuning of process controllers. State variable formulation and solution.

State variable Analysis- Concepts of state, state variable, state model, state models for linear continuous time functions, diagonalization of transfer function, solution of state equations, concept of controllability & observability.

Introduction to Optimal control & Nonlinear control, Optimal Control problem, Regulator problem, Output regulator, tracking problem. Nonlinear system – Basic concept & analysis.

**Text/Reference Books:**

1. Gopal. M., —Control Systems: Principles and Design, Tata McGraw-Hill, 1997.
2. Ambikapathy A., Control Systems, Khanna Book Publications, 2019.
3. Kuo, B.C., —Automatic Control System, Prentice Hall, sixth edition, 1993.
4. Ogata, K., —Modern Control Engineering, Prentice Hall, second edition, 1991.
5. Nagrath & Gopal, —Modern Control Engineering, New Age International, New Delhi

**Course Outcomes:**

At the end of this course students will demonstrate the ability to

1. Characterize a system and find its study state behavior
2. Investigate stability of a system using different tests
3. Design various controllers
4. Solve linear, non-linear and optimal control problems

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XC-22	Embedded Systems	3L:0T:0P	3 credits
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**Course Contents:**

Introduction to Embedded systems: Motivation based on applications of embedded systems, Basics of Embedded systems, functional block

Modeling of Embedded system: Mathematical modeling of physical systems to fit into embedded systems, Continuous Dynamics, Discrete Dynamics, Hybrid Systems, actor models, Composition of State Machines

Microcontrollers, Sensors, Actuators, Basics of Microcontrollers, 8951, Arduino microcontroller development board, I/Os, Sensors, Actuators

Interfacing between analog and digital blocks, signal conditioning, digital signal processing. sub-system interfacing, interfacing with external systems, user interfacing. Design tradeoffs due to process compatibility, thermal considerations, etc., Software aspects of embedded systems: real time programming languages and operating systems for embedded systems.

**Text/Reference Books:**

1. J.W. Valvano, "Embedded Microcomputer System: Real Time Interfacing", Brooks/Cole, 2000.
2. Jack Ganssle, "The Art of Designing Embedded Systems", Newness, 1999.
3. V.K. Madiseti, "VLSI Digital Signal Processing", IEEE Press (NY, USA), 1995.
4. David Simon, "An Embedded Software Primer", Addison Wesley, 2000.
5. K.J. Ayala, "The 8051 Microcontroller: Architecture, Programming, and Applications", Penram Intl, 1996.

**Course Outcomes:**

At the end of the course, students will demonstrate the ability to:

1. Suggest design approach using advanced controllers to real-life situations.

2. Design interfacing of the systems with other data handling / processing systems.
3. Appreciate engineering constraints like energy dissipation, data exchange speeds etc.

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<b>XC-23</b>	<b>Embedded Systems lab</b>	<b>0L:0T:2P</b>	<b>1 credits</b>
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Hands-on experiments related to the course contents XC21

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# **SEMESTER – VI**

## SEMESTER VI

<b>XC-24</b>	<b>VLSI Verification and Testing</b>	<b>3L:0T:0P</b>	<b>3 credits</b>
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### Course Contents:

Physical faults and their modeling. Fault equivalence and dominance; fault collapsing, Fault simulation: parallel, deductive and concurrent techniques; critical path tracing.

Test generation for combinational circuits: Boolean difference, D-algorithm, Podem, random etc. Exhaustive, random and weighted test pattern generation; aliasing and its effect on fault coverage.

PLA testing: cross-point fault model, test generation, easily testable designs.

Memory testing: permanent, intermittent and pattern-sensitive faults; test generation.

Delay faults and hazards; test pattern generation techniques, ATPG and its different types

Test pattern generation for sequential circuits: ad-hoc and structures techniques scan path and LSSD, boundary scan

Built-in self-test techniques: LBIST and MBIST. Verification: logic level (combinational and sequential circuits), RTL-level (data path and control path). Verification of embedded systems. Use of formal techniques: decision diagrams, logic-based approaches.

ASIC/IP Verification, direct and random testing, Error detection and correction codes.

### Text/Reference Books:

1. Essentials of Electronic Testing, M. L. Bushnell and V. D. Agrawal, 3rd Kluwer Academic Publishers 2002
2. Delay Fault Testing for VLSI Circuits, A. Krstic and K-T Cheng, 3rd Kluwer Academic Publishers. 2003
3. Testing of Digital Systems, N. K. Jha and S. Gupta, 2nd, Cambridge University Press. 2003
4. Digital Systems Testing and Testable Design, M. Abramovici, M. A. Breuer and A. D. Friedman, 3rd, Wiley-IEEE Press. 1994
5. Fault Tolerant and Fault Testable P. K. Lala, 4th, Hardware Design, Prentice-Hall.
6. All-in-One Electronics Simplified, A.K. Maini & Nakul Maini, Khanna Book Publishing.

### Course Outcomes:

1. Extend knowledge of the requirement of fault modeling in VLSI circuits.
2. Generate test vectors to test a circuit efficiently covering maximum faults.
3. Demonstrate the concept of Memory testing techniques
4. Discuss about Built-in-Self Test and its application in modern digital design
5. Use modern tools for testing and verification.

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<b>XC-25</b>	<b>VLSI Verification and Testing lab</b>	<b>0L:0T:2P</b>	<b>1 credits</b>
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Hands-on experiments related to the course contents XC23

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<b>XC-26</b>	<b>Semiconductor Equipment Design and Technology</b>	<b>3L:0T:0P</b>	<b>3 credits</b>
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### Course Contents:

**Fundamentals of vacuum technology-** nomenclature and definition, pressure regions, gas properties and laws, molecular processes and kinetic theory, gas flow calculations, technology of vacuum pumps- throughput, pumping speed, forevacuum and high vacuum pumping, pump system design, diaphragm pumps, vacuum blowers, diffusion pumps, cryogenic pumps, turbomolecular pumps, pumps for ultra-high vacuum, vacuum measurements, types of gauges, mass analysis and spectrometry, mass flow control and measurement, vacuum valves, flanges and components, vacuum feedthroughs, vacuum seals, vacuum leak detectors, vacuum chambers and viewports, outgassing, vacuum applications such as sputtering, plasma etching, CVD, epitaxy, electron spectroscopies

### Plasma Science and Technology

Plasma physics- Motion of individual electrons and ions in electric and magnetic fields- Single, collisionless, particles in DC and AC electric fields, Particle orbits in magnetic fields, Space charge and collective effects, Debye shielding, Plasma oscillations and plasma frequency, Plasma shielding and plasma sheaths, Response to DC, RF and microwave fields, Plasma potential, Characteristic electron and ion transit times

Introduction to Plasma Reactors- Chamber pump systems, load locks, mass flow control, hazardous gas handling, effluent control, Pressure gauges / control (Piranhi, thermocouple, ionization, baratron, convectron) Wafer chucks (Clamps/Electrostatic chucks)

RF and microwave power sources and coupling- Power sources, matching networks, feedthroughs and coupling

RF Capacitively and Inductively coupled plasmas- Spatial variations of plasma potential, electric field, charge density and energy, optical emission, Sheaths at powered, grounded and floating surfaces, parameters, models, matching networks, Ion bombardment - energy / time / frequency/ power dependencies

Applications in processes- etching, deposition, sputtering, ashing

**Text/Reference Books:**

1. V.V. Rao, T.B. Ghosh, K.L. Chopra., Vacuum Science and Technology, Allied Publishers Ltd., New Delhi
2. Handbook of Vacuum Science and Technology- Dorothy M. Hoffman, Bawa Singh, John H. Thomas, III, Academic Press
3. Handbook of Vacuum Technology: Karl Jousten, Wiley
4. Plasma Etching: Fundamentals and Applications: 7 (Series on Semiconductor Science and Technology)- M. Sugawara, OUP Oxford
5. Plasma Etching in Semiconductor Fabrication- Russ Morgan, Elsevier
6. Fundamentals of Plasma Physics- J. A. Bittencourt, Springer India
7. Plasma Physics and Engineering- Alexander Fridman, Lawrence Kennedy, CRC Press

**Course Outcome:**

1. Understand Basics of Vacuum Technology
2. Understand Basics of Plasma Technology
3. Ability to analyze vacuum and plasma based semiconductor equipment

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XC-27	Semiconductor materials synthesis and characterization	3L:0T:0P	3 credits
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### Course Contents:

Principles of extraction, pyrometallurgical processes, material and heat balance of processes, thermodynamics of processes; introduction to laws, thermodynamic equilibrium, thermochemistry, Ellingham diagram. Process kinetics; introduction to chemical kinetics and rate processes, heterogeneous kinetics, kinetics of liquid-liquid reactions, concepts of reactor design. Structure & properties of molten liquids.

Production of metallurgical grade (MG) Si: Carbothermic reduction, principle, operation and practice of sub-merged arc furnace, energy and process calculation, refining & impurities control in molten MG Si. Production of electronic grade (EG) Si: Concept of fluidized bed reactor, Siemens Process. Crystal Growth: Crystal growth processes (Bridgman and its variants, Czochralski), heat and species transfer during non-steady and steady state plane-front growth, interface instability and effect of convection on interface stability

XRD (Bulk and thin film), Microscopy (Optical, SEM, TEM, SPM), UV-Visible spectroscopy, Photoluminescence, Raman spectroscopy

### Text/Reference Books:

1. Principles of Extractive Metallurgy, Terkel Rosenqvist, McGraw-Hill Book Company, 1973
2. Stoichiometry and Thermodynamics of Metallurgical Processes: Y K Rao, Cambridge University Press, 2009
3. Handbook of Extractive Metallurgy: Fathi Habashi; Wiley-VCH, 1997
4. Solar-Grade Silicon: Refining and Recycling: L Zhang et al, CRC Press, 2013
5. Scheel and Capper: Crystal Growth Technology: From Fundamentals and Simulation to Large-scale Production, John Wiley & Sons, 2008
6. Nakajima and Usami: Crystal Growth of Si for Solar Cell, Springer, 2009
7. Essentials of Metallurgical Thermodynamics, R.H. Tupkary, Khanna Book Publishing, 2016.

### Course Outcome:

1. Understand the Silicon extraction and purification process
2. Understand Crystallography of Si and various methods of growth
3. Understand key methods of physicochemical, morphological and analytical characterization techniques

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# Appendix

# Appendix - 1

## Program Elective Courses:

<b>Sr. No.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Preferred Semester</b>	<b>Hrs /Week L: T: P</b>	<b>Credits</b>
1	XCEL1	Analog IC Design	VI	3:0:0	3
2	XCEL2	Semiconductor Device Modeling	VI	3:0:0	3
3	XCEL3	CAD for VLSI	VIII	3:0:0	3
4	XCEL4	Semiconductor Optoelectronics	VIII	3:0:0	3
5	XCEL5	Introduction to MEMS	VI	3:0:0	3
6	XCEL6	Semiconductor Packaging and Testing	VII	3:0:0	3
7	XCEL7	Mixed Signal Design	VII	3:0:0	3
8	XCEL8	Bio-Medical Electronics	VIII	3:0:0	3
9	XCEL9	RF Microelectronics	VII	3:0:0	3
10	XCEL10	Digital Image Processing	VII	3:0:0	3
11	XCEL11	Low Power VLSI	VII	3:0:0	3
12	XCEL12	High Speed Interfacing Circuits	VIII	3:0:0	3
13	XCEL13	Power Converters Design	VII	3:0:0	3
14	XCEL14	Organic Electronics	VIII	3:0:0	3
15	XCEL15	Flexible Electronics	VIII	3:0:0	3
16	XCEL16	Nanoelectronics	VII	3:0:0	3
17	XCEL17	Heterojunction Device Physics	VIII	3:0:0	3
18	XCEL18	Internet of Things	VII	3:0:0	3

19	XCEL19	Cyber Security	VI	3:0:0	3
20	XCEL20	Artificial Intelligence and Machine Learning	VII	3:0:0	3
21	XCEL21	Quantum Computing	VI	3:0:0	3



<b>XCEL1</b>	<b>Analog IC Design</b>	<b>3L:0T:0P</b>	<b>3 credits</b>
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**Detailed Contents:**

Introduction to MOSFETS, Simple MOSFET circuits, Threshold voltage model, Capacitance model, Mobility model, MOSFET basics, Basic current mirrors, Cascode current mirrors, Active current mirrors with large and small signal analysis, MOSFET in integrated circuits, Common mode properties.

Noise- Statistical characteristics of noise- Types of noise: significance of flicker and thermal. Analysis and representation of noise in single-stage amplifiers: CG, CS, CD (source follower) and cascode stage and noise in differential pairs. Representation of noise in circuits- Noise in single-stage amplifiers- Noise in differential pairs- Noise Bandwidth.

Feedback topologies (voltage-voltage, current-voltage, voltage-current, current-voltage) and the noise and the loading effect analysis, Negative feedback, Stability of negative feedback systems, Stability and frequency compensation: Specification analysis, multi-pole system, three-stage opamp, phase margin Frequency compensation, pole-zero doublet analysis.

Design of the CMOS operational amplifiers: One-stage opamps and two-stage opamps, Gain boosting techniques, folded cascode, telescopic amplifier, common mode feedback (CMFB) amplifier, Three-stage opamp architectures, opamp specifications analysis, Design of high-speed and high-gain amplifiers.

CMOS amplifier Frequency response: Miller effect, common source (CS), common gate (CG), common drain (CD) stages, and cascode stage Analog layout techniques for MIM, MOM and fringe capacitor.

**NPTEL course (if any):** <https://nptel.ac.in/courses/108106105>.

**Text/Reference Books:**

1. “Design of Analog CMOS Integrated Circuits” by Behzad Razavi, McGraw Hill Education (1 September 2000).
2. CMOS Analog Circuit Design” by Phillip Allen and Douglas R. Holberg, OUP USA; Third Edition edition (1 September 2011).
3. “Operation and Modeling of the MOS Transistor” by Yannis Tsividis, Oxford University Press; 2 edition, June 26, 2003.
4. “Microelectronic Circuits-Theory & Applications” by A.S. Sedra and K.C. Smith, Adapted by A.N. Chandorkar, 6th Edition, Oxford, 2013.
5. A.V.N. Tilak, Design of Analog Circuits, Khanna Publishing House, 2022.

**Course Outcomes:** At the end of this course, students will demonstrate the ability to

1. Realize the concepts of Analog MOS devices and current mirror circuits.
2. Design different configurations of Amplifiers and feedback circuits.
3. Analyze the characteristics of the frequency response of the amplifier and its noise.
4. Analyze the performance of the stability and frequency compensation techniques of Op- Amp Circuits.

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<b>XCEL2</b>	<b>Semiconductor Device Modelling</b>	<b>3L:0T:0P</b>	<b>3 credits</b>
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### Detailed Contents:

Semiconductors in Equilibrium and Carrier Transport, Semiconductor Materials, Carrier Concentration, Carrier Drift, Carrier Diffusion, Generation and Recombination Process, Continuity Equation, Thermionic Emission, Tunnelling, Ballistic Transport, High Field Effects, Physics of Junction Devices: Thermal Equilibrium Condition, Depletion region, Depletion, and Diffusion Capacitances, Current-Voltage characteristics, Charge Storage and Transient behavior, Junction Breakdown, Metal Semiconductor Contacts, forward and reverse-biased junctions, reverse-bias breakdown, transient, and a-c conditions.

Physics of Bipolar devices: Transistor action, Static Characteristics, minority carrier distribution and terminal currents, generalized biasing, secondary effects, Frequency Response and Switching, Semiconductor Heterojunctions.

Field-Effect Transistors: JFET- current-voltage characteristics, effects in real devices, high-frequency and high-speed issues, Metal Insulator Semiconductor FET.

MOSFET- basic operation and fabrication, ideal MOS capacitor, Energy band diagram in equilibrium and under bias, Flat band voltage, Potential Balance and charge balance, Effect of gate body voltage on surface condition, Accumulation and depletion, Inversion, CV Characteristics, Frequency response, threshold voltages, output and transfer characteristics of MOSFET, short channel and Narrow width effects, MOSFET scaling.

Optoelectronics Devices: Light emitting diodes, Lasers, Photoconductors, Junction Photodiodes, Avalanche Photodiodes, Solar Cells, SPICE Models for Semiconductor Devices: MOSFET Level 1, Level 2 and level 3 model, Model parameters; SPICE models of p-n diode and BJT.

### Text/Reference Books:

1. B. G. Streetman and S. Banerjee, Solid State Electronic Devices, 6th Edition, PHI Private Limited, 2011.
2. T. A. Fjeldly, T. Ytterdal, and M. Shur, "Introduction to Device Modelling and Circuit Simulation", John Wiley, 1998.
3. Introduction to Semiconductor Materials and devices by M.S Tyagi, John Wiley & Sons, 5<sup>th</sup> Edition, 2005.
4. G. Massobrio and P. Antognetti, Semiconductor Device Modelling with SPICE, 2nd Edition, TMH, 2010.
5. C. C. Hu, Modern Semiconductor Devices for Integrated Circuits, Pearson Education, 2010.
6. P. Bhattacharya, Semiconductor Optoelectronics Devices, 2nd Edition, PHI, 2009.
7. A.K. Maini, N. Maini, All-in-One Electronics Simplified, Khanna Book Publishing, New Delhi, 2021.
8. A.K. Maini, Analog Electronics, Khanna Book Publishing, New Delhi, 2022.

**Course Outcomes:**

At the end of this course, students will demonstrate the ability to

1. Explain the equations, approximations, and techniques available for deriving a model with specified properties, for a general device characteristic with known qualitative theory.
2. Apply suitable approximations and techniques to derive the model starting from drift-diffusion transport equations (assuming these equations hold).
3. Offer clues to a qualitative understanding of the physics of a new device and conversion of this understanding into equations.
4. Simulate characteristics of a simple device using MATLAB, and SPICE tools.

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<b>XCEL3</b>	<b>CAD for VLSI</b>	<b>3L:0T:0P</b>	<b>3 credits</b>
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**Detailed Contents:**

Overview of digital logic design, Simplification of switching functions, K-map-based reduction of switching functions.

Combinational logic design, Complex combinational logic modules such as multiplexers/demultiplexers, decoders, PLAs, and their use in standardized combinational logic design.

Memory elements and time delay concepts, Flip-flops, latches, registers; Sequential circuit concepts and state diagrams; Clock-mode sequential circuits analysis and design; Synthesis of state diagrams; Fundamental-mode sequential circuits.

Analysis and design, hazards, races, and cycles. Logic element realization: Ideal switch based implementation; Logic families; FET switches; MOS switch-based logic realization; NMOS and CMOS logic-Pass transistor logic; Algorithmic optimization of combinational logic; VLSI realization of combinational logic.

Language-based description of complex digital systems; RTL descriptions and design language representation; Levels of description; Behavioral and structural descriptions; VHDL and Verilog.

**Text/Reference Books:**

1. De Micheli G., Synthesis and Optimization of Digital Circuits, McGraw Hill, (1994).
2. Devadas, S. A., Abhijith Ghosh, A., and Keutzer, K., Logic Synthesis, Kluwer Academic, (1998).
3. Brunvand, E., Digital VLSI Chip Design with Cadence and Synopsys CAD Tools, Addison-Wesley, (2010).
4. R. Anand, Digital System Design Using VHDL, Khanna Book Publishing Company.
5. R. Anand, Digital Electronics, Khanna Book Publishing Company.
6. Gerez, S.H., Algorithms for VLSI Design Automation, Wiley, (1999).
7. Pan, D.Z., VLSI Physical Design Automation, The University of Texas at Austin, (2015).
8. Nowick, S. M., Bhardwaj, K. Computer-Aided Design of Digital Systems, Columbia University, (2016).

### Course Outcomes:

At the end of this course students will demonstrate the ability to

1. This course deals with the fundamentals of Computer-Aided Design (CAD) tools for the design, analysis, synthesis, test, verification.
2. Design and analysis of Computer-Aided Design (CAD) tools for the routing and placement of digital Very Large-Scale Integration (VLSI) systems.

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<b>XCEL4</b>	<b>Semiconductor Optoelectronics</b>	<b>3L:0T:0P</b>	<b>3 credits</b>
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### Detailed Contents:

Review of Semiconductor Device Physics: Energy bands in solids, the E-k diagram, Density of states, Occupation probability, Fermi level, and quasi-Fermi levels, p-n junctions, Schottky junction, and Ohmic contacts. Semiconductor optoelectronic materials, Bandgap modification, Heterostructures, and Quantum Wells.

Interaction of photons with electrons and holes in a semiconductor: Rates of emission and absorption, Condition for amplification by stimulated emission, the laser amplifier.

Semiconductor Photon Sources: Electroluminescence. The LED: Device structure, materials and characteristics. The Semiconductor Laser: Basic structure, theory, and device characteristics, direct current modulation, Quantum-well lasers; DFB-, DBR- and vertical-cavity surface-emitting lasers (VCSEL), Laser diode arrays, Device packages, and handling.

Semiconductor Optical Amplifiers & Modulators: Semiconductor optical amplifiers (SOA), SOA, characteristics and some applications, Quantum-confined Stark Effect and Electro-Absorption Modulators.

Semiconductor Photodetectors: Types of photodetectors, Photoconductors, Single junction under illumination: photon and carrier-loss mechanisms, Noise in photodetection; Photodiodes, PIN diodes, and APDs: structure, materials, characteristics, and device performance. Photo-transistors, solar cells, and CCDs. Optoelectronic integrated circuits - OEICs.

**NPTEL course (if any):** <https://nptel.ac.in/courses/115102026>.

### Text/Reference Books:

1. B. E. A. Saleh and M. C. Teich, Fundamentals of Photonics, John Wiley & Sons, Inc., 2nd Ed. (2007), Ch.16, 17, and 18.
2. P. Bhattacharya, Semiconductor Optoelectronic Devices, Prentice Hall of India (1997).
3. J. Singh, Semiconductor Optoelectronics: Physics and Technology, McGraw-Hill Inc. (1995).
4. G. Keiser, Optical Fiber Communications, McGraw-Hill Inc., 3rd Ed. (2000), Ch.4, 6.
5. A. Yariv and P. Yeh, Photonics: Optical Electronics in Modern Communications, Oxford University Press, New York (2007), 6th Ed. Ch.15-17.
6. J. M. Senior, Optical Fiber Communication: Principles and Practice, Prentice Hall of India, 2nd Ed. (1994), Ch.6-8.

### Course Outcomes:

At the end of this course, students will demonstrate the ability to

1. Acquire a fundamental understanding of the basic physics behind optoelectronic devices.
2. Develop a basic understanding of light-emitting diodes.
3. Develop detailed knowledge of laser operating principles and structures.
4. Acquire a depth understanding of photodetectors.
5. Acquire detailed knowledge of solar cells and optoelectronic modulation and switching devices.
6. Develop a basic understanding of optoelectronic integrated circuits.

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<b>XCEL5</b>	<b>Introduction to MEMS</b>	<b>3L:0T:0P</b>	<b>3 credits</b>
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### Detailed Contents:

Introduction to MEMS: Historical Background, Scaling Effects. Micro/Nano Sensors, Review of Basic MEMS fabrication modules, Oxidation, Deposition Techniques, Lithography (LIGA), and Etching.

Micromachining, Surface Micromachining, sacrificial layer processes, Stiction, Bulk Micromachining, Isotropic Etching, and Anisotropic Etching, Wafer Bonding, Mechanics of solids in MEMS/NEMS.

Micro-actuators and Micro-sensors: Micro-sensors, acoustic wave sensors, biomedical and nano-sensors, chemical sensors, optical sensors, pressure sensors, thermal sensors, micro-actuation through thermal forces, SMA-Piezo electric crystals, and electrostatic forces, magnetic actuation, micro-grippers, micro-motors, micro-valves, micropumps, micro-accelerometers.

Materials, Mechanics and design of micro-systems: Silicon as a substrate, compounds, piezo-resistors, polymers, and packaging materials, micro-fabrication and micro-etching: static bending of thin plates, thermo mechanics and thin film mechanics.

Case studies of MEMS Products: Micro-fluidic devices, micro/nano transducers, blood pressure sensors, microphone-acceleration sensors, gyroscope, an overview of micro-system packaging.

**NPTEL course (if any):** <https://nptel.ac.in/courses/117105082>.

### Text/Reference Books:

1. Marc Madou, Fundamentals of Microfabrication and Nanotechnology (3 rd edition);
2. Stephen D. Senturia, Microsystem Design.
3. Gregory T.A. Kovacs, Micromachined Transducers.
4. Guozhong Cao, Ying, Nanostructure and Nano materials, synthesis, properties and applications, World Scientific Publishing Co. 2011.
5. Chang Liu, Foundation of MEMS, Pearson Education, ISBN (978-81-317-6475-6).

**Course Outcomes:**

At the end of this course, students will demonstrate the ability to

1. Understand fundamental principles of sensing and actuation and corresponding scaling laws in MEMS.
2. Gain a comprehensive perspective of various fabrication processes and materials used in microfabrication.
3. Understand the principle, design, and fabrication techniques of leading exemplary devices in the MEMS industry.
4. Design basic MEMS devices using relevant mechanical/electrical/fluidic engineering principles.

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<b>XCEL6</b>	<b>Semiconductor Packaging and Testing</b>	<b>3L:0T:0P</b>	<b>3 credits</b>
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**Detailed Contents:**

Overview of electronic systems packaging: Introduction and Objectives of the course definition of a system and history of semiconductors, Products and levels of packaging, Packaging aspects of handheld products, Case studies in the application.

Semiconductor Packaging Overview: Basics of Semiconductor and Process flowchart; Video on “Sand-to-Silicon”, Wafer fabrication, inspection and testing, Wafer packaging; Packaging evolution, Chip connection choices, Wire bonding, TAB and flipchip-1, TAB and flipchip-2, Need for packaging & Single chip packages or modules (SCM), Commonly used packages and advanced packages, Materials in packages, Thermal mismatch in packages, Current trends in packaging, Multichip modules (MCM)-type, System-in- package (SIP), Packaging roadmaps, Hybrid circuits.

Electrical Design considerations in systems packaging (L. Umanand): Electrical Issues – I Resistive Parasitic, Electrical Issues – II; Capacitive and Inductive Parasitic, Electrical Issues – III; Layout guidelines and the Reflection problem, Electrical Issues – IV; Interconnection, CAD for Printed Wiring Boards: Benefits from CAD; Introduction to DFM, DFR & DFT, Components of a CAD package and its highlights, Design Flow considerations; Beginning a circuit design with schematic work and component layout, Demo and examples of layout and routing; Technology file generation from CAD; DFM checklist and design rules; Design for Reliability.

Printed Wiring Board Technologies: Board-level packaging aspects, Review of CAD output files for PCB fabrication, Photo plotting, and mask generation, Process flow-chart; Vias; PWB substrates, Surface preparation, Photoresist and application methods, UV exposure and developing, Printing technologies for PWBs, PWB etching, Resist stripping, Screen-printing technology, Through-hole manufacture process steps, Panel and pattern plating methods, Solder mask for PWBs, Multilayer PWBs; Introduction to microvias, Microvia technology, and Sequential build-up technology process flow for high-density interconnects, Conventional Vs HDI technologies; Flexible circuits.

Surface Mount Technology: SMD benefits; Design issues; Introduction to soldering, Reflow, and Wave Soldering methods to attach SMDs, Solders: Wetting of solders; Flux and its properties, Defects in wave soldering, Vapor phase soldering, BGA soldering, and desoldering/Repair, SMT failures, SMT failure library, Tin Whiskers, Tin-lead, and lead-free solders; Phase diagrams, Thermal profiles for reflow soldering, Lead-free alloys, Lead-free solder considerations; Green electronics; RoHS compliance and e-waste recycling issues.

Thermal Design considerations in systems packaging, Introduction to embedded passives: Need for embedded passives, Design Library, Embedded resistor processes, Embedded capacitors; Processes for embedding capacitors.

**NPTEL course (if any):** <http://nptel/courses/108108031>

**Text/Reference Books:**

1. Rao R. Tummala, Fundamentals of Microsystems Packaging, McGraw Hill, NY, 2001.
2. William D. Brown, Advanced Electronic Packaging, IEEE Press, 1999.
3. Bosshart, Printed Circuit Boards Design and Technology, TataMcGraw Hill, 1988.
4. Blackwell (Ed), The electronic packaging handbook, CRC Press, 2000.

**Course Outcomes:**

At the end of this course, students will demonstrate the ability to

1. Give a comprehensive introduction to the various packaging types used along with the associated thermal, speed, signal, and integrity power issues.
2. Enable the design of packages that can withstand higher temperatures, vibrations, and shock.
3. Design of PCBs that minimize the EMI and operate at a higher frequency
4. Analyze the concepts of Testing and testing methods.

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<b>XCEL7</b>	<b>Mixed-signal Design</b>	<b>3L:0T:0P</b>	<b>3 credits</b>
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**Detailed Contents:**

Building blocks for CMOS amplifiers: design of current mirrors, differential amplifiers, CMOS operational transconductance amplifiers: design of single ended telescopic cascode, folded cascode and two-stage amplifiers.

Frequency compensation schemes: Miller compensation, Ahuja compensation and Nested Miller compensation.

Design of fully differential amplifiers, discussion of common mode feedback circuits. Switched capacitor circuits, design of switched capacitor amplifiers and integrators, effect of opamp finite gain, bandwidth and offset, circuit techniques for reducing effects of opamp imperfections, switches and charge injection and clock feed-through effects.

Design of sample and hold and comparators. Fundamentals of data converters; Nyquist rate A/D converters (Flash, interpolating, folding flash, SAR, and pipelined architectures); Nyquist rate D/A converters - voltage, current and charge mode converters, hybrid, and segmented converters); Oversampled A/D and D/A converters.

Design of PLL's and DLL's and frequency synthesizers.

### **Text/Reference Books:**

1. R. Gregorian and Temes - Analog MOS integrated circuits for signal processing.
2. R.Gregorian - Introduction to CMOS opamps and comparators.
3. D.Johns and K.Martin - Analog integrated circuit design.
4. B.Razavi - Monolithic Phase-locked loops and clock recovery circuits: Theory and design.

### **Course Outcomes:**

At the end of this course, students will demonstrate the ability to

1. understanding of metal-oxide-semiconductor field-effect transistors and the relationship of process technology with models used for analog IC.
2. CMOS digital circuits will be introduced and analyzed. It provides exposure to the complex, non-digital behavior of the devices and circuits with which digital systems are implemented. Emphasis is given on the circuit design, optimization, and layouts.

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<b>XCEL8</b>	<b>Bio-Medical Electronics</b>	<b>3L:0T:0P</b>	<b>3 credits</b>
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### **Detailed Contents:**

Cell and its structure – Resting and Action Potential – Nervous system and its fundamentals - Basic components of a biomedical system- Cardiovascular systems- Respiratory systems -Kidney and blood flow - Biomechanics of bone - Biomechanics of soft tissues - Basic mechanics of spinal column and limbs -Physiological signal.Sensors and Transducers: Signal Acquisition, Transduction, Tactics, and Signal Processing for Improved Sensing, Electrodes: Limb electrodes –floating electrodes – pregelled disposable electrodes,needle, surface electrodes, Microelectrodes, Strain Gauges, Quartz Pressure Sensors, Matching Sensors to Circuits, Temperature, Capacitive, and Inductive Transducers.

Bioelectric Amplifiers: Signal Processing Circuits, Practical Op-Amps, Isolation Amplifiers Chopper Stabilized Amplifiers, Electrocardiographs: The Heart as a Potential Source, The ECG Waveform, The Standard Lead System, Other ECG Signals, The ECG Preamplifier ECG Readout Devices, ECG Machines, ECG Maintenance/Troubleshooting.

Physiological Pressure and Other Cardiovascular Measurements and Devices: Physiological Pressures, Pressure Measurements, Blood Pressure Measurements Oscillometric, and Ultrasonic Noninvasive Pressure Measurements.



Pressure Amplifier Designs, Ac Carrier Amplifiers, Systolic, Diastolic, and Mean Detector Circuits, Pressure Differentiation (dP/dT) Circuits, Practical Problems in Pressure Monitoring, Step-Function Frequency Response Test, Defibrillator Circuits, Pacemakers.

Medical Ultrasonography: Ultrasound Transducers, Absorption, and Attenuation of Ultrasound Energy, Biological Effects of Ultrasound, Doppler Effect, Transcutaneous Doppler Flow Detector, Flowmeters, Ultrasonic Blood Pressure Measurement.

**Text/Reference Books:**

1. Khandpur R.S, Handbook of Biomedical Instrumentation, Tata McGraw-Hill, New Delhi, 2 Edition, 2003.
2. Joseph J. Carr and John M. Brown, Introduction to Biomedical Equipment and Technology, 4<sup>th</sup> edition. Upper Saddle River, New Jersey: Prentice-Hall, 2001.
3. Sabrie Soloman, 3D Bioprinting Revolution, Khanna Publishing House, 2020.

**Course Outcomes:**

At the end of this course, students will demonstrate the ability to

1. An ability to conduct standard tests, measurements, and experiments and to analyze and interpret the result to improve processes.
2. Have adequate knowledge about different types of Electrodes, Transducers, and Amplifiers.
3. Understand the important and modern methods of imaging techniques.

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<b>XCEL10</b>	<b>Digital image processing</b>	<b>3L:0T:0P</b>	<b>3 credits</b>
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**Detailed Contents:**

Introduction to digital image processing : What is image processing, Different types of images, Visual perception, Image sensing and Acquisition, Quantization, Sampling, color image processing, Revision of Mathematical concepts for image processing, Intensity transformation, Filtering in spatial and Frequency domain: Image negatives, Log transformations, Histogram processing, Spatial filter: smoothing and Sharpening, Discrete Fourier transform, properties of 2-D DFT, Image smoothing and Sharpening in Fourier domain

Image transforms: Two-dimensional orthogonal and Unitary transforms, Optimum transform, Properties of Unitary transforms, 2D DFT, Cosine transforms, Hadamard transforms, KL transforms, Comparison of image transforms, Edge detection: Gradient and Laplacian based edge detection, Diffusion based edge detection: Isotropic and anisotropic diffusion.

Wavelet transform for Image Processing: Multi resolution expansion, Wavelet functions, Wavelet Series expansion, Continuous and Discrete Wavelet transforms, Wavelet transforms for two-dimensional signals (images), Applications of wavelet transforms for edge extraction, noise suppression.

Image segmentation: Thresholding, region-based Morphological Watersheds, Bayesian-base image segmentation. Image restoration and reconstruction: Models of image degradation, noise models, Spatial and Frequency domain-based approaches for image restoration, Inverse filtering, Wiener Filtering, Bayesian denoising.

Image Compression: Spatial and Temporal redundancy, Basic image compression models, compression standards, basic compression methods: Huffman coding, Run-length coding, Block transform coding, Predictive coding. Color Image Processing: Color Fundamentals, Color Models, Color transformation, smoothing, sharpening and edge detection in color images.

**Text/Reference Books:**

1. R. C. Gonzalez and R. E. Woods, " Digital Image Processing" Third edition, Pearson Education, 2009.
2. Anil K Jain, "Fundamental of Digital Image Processing", Prentice Hall, 1989.
3. A. C. Bovik, "The essential guide to image processing", Second edition, Academic Press, 2009.
4. A. M. Teekalp, "Digital Video Processing", Prentice Hall PTR, 1995.

**Course outcome:**

At the end of this course, students will demonstrate the ability to

1. Review the fundamental concepts of a digital image processing system.
2. Analyze images in the frequency domain using various transforms.
3. Evaluate the techniques for image enhancement and image restoration.
4. Categorize various compression techniques.
5. Interpret Image compression standards.
6. Interpret image segmentation and representation techniques.

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<b>XCEL11</b>	<b>Low power VLSI</b>	<b>3L:0T:0P</b>	<b>3 credits</b>
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**Detailed Contents:**

Basics of MOS circuits: MOS Transistor structure and device modeling MOS Inverters MOS Combinational Circuits - Different Logic Families.

Sources of Power dissipation: Dynamic Power Dissipation Short Circuit Power Switching Power Gliching Power Static Power Dissipation Degrees of Freedom.

Supply Voltage Scaling Approaches: Device feature size scaling Multi-Vdd Circuits Architectural level approaches: Parallelism, Pipelining Voltage scaling using high-level transformations Dynamic voltage scaling Power Management

Switched Capacitance Minimization Approaches: Hardware Software Tradeoff Bus Encoding Two's complement Vs Sign Magnitude Architectural Optimization Clock Gating Logic styles.

Leakage Power minimization Approaches: Variable-threshold-voltage CMOS (VTCMOS) approach

multi-threshold-voltage CMOS (MTCMOS) approach Power gating Transistor stacking Dual-Vt assignment approach (DTCMOS)

**NPTEL Course (if any):** <https://nptel.ac.in/courses/106105034>.

Text/Reference Books:

1. Sung Mo Kang, Yusuf Leblebici, CMOS Digital Integrated Circuits, Tata Mcgrag Hill.
2. Neil H. E. Weste and K. Eshraghian, Principles of CMOS VLSI Design, 2nd Edition, Addison Wesley (Indian reprint).
3. A. Bellamour, and M. I. Elmasri, Low Power VLSI CMOS Circuit Design, Kluwer Academic Press, 1995.
4. Anantha P. Chandrakasan and Robert W. Brodersen, Low Power Digital CMOS Design, Kluwer Academic Publishers, 1995.
5. Kaushik Roy and Sharat C. Prasad, Low-Power CMOS VLSI Design, Wiley-Interscience, 2000.

**Course outcome:**

At the end of this course, students will demonstrate the ability to

1. Capability to recognize advanced issues in VLSI systems, specific to the deep-submicron silicon technologies.
2. Students able to understand deep submicron CMOS technology and digital CMOS design styles.
3. To design chips used for battery-powered systems and high-performance circuits.

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<b>XCEL13</b>	<b>Power converters design</b>	<b>3L:0T:0P</b>	<b>3 credits</b>
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**Detailed Contents:**

Review of basic power electronics principles, Introduction to various power electronics supplies. Performance parameters for power electronics supplies and their measurement.

DC to DC converters: Analysis and design of cuk converters, two quadrant and full bridge Non isolated converters, Isolated converters, i.e., flyback, forward, push-pull, half- bridge, full bridge Zeta, and SEPIC topology, block diagram of converter control, modeling such as averaged model, linearized and state space model Design of DC inductor, Concept of integrated magnetic.

Soft switching DC to DC converters, zero current switching topologies, zero voltage switching topologies, generalized switch cell, ZCT and ZVT DC converters, design, and simulation.

Pulse width modulation rectifiers, properties of ideal rectifiers, Realization of near deal rectifiers, CCM boost converter, DCM flyback converters, control of current waveforms, AC Choppers: Modeling and analysis of AC choppers, harmonics control using symmetrical and asymmetrical waveform pattern, design, and simulation.

Static un-interruptible power supply, on-line, off-line and line interactive UPS, modes of operation, batteries and converters selection and design for UPS, performance evaluation of UPS, power factor correction techniques, control of UPS.

**Text/Reference Books:**

1. P.S. Bimbhra, Power Electronics, Khanna Book Publishing Company, 2022.
2. Issa Batarseh, “Power Electronics Circuits”, John Wiley & Sons Inc 2004.
3. Ned Mohan, “Power Electronics: Converters, Applications, and Design”, John Wiley; Sons Inc 2003.
4. 3. M. H. Rashid, “Power Electronics Circuits, Devices and Applications”, third edition Pearson Education India, 2009. 4. L. Umanand, “Power Electronics Essential and Applications”, Wiley India 2009.
5. 4. R. W. Erickson and D. Maksimovic, “Fundamentals of Power Electronics”, Springer Science & Business Media, 2013.
6. 5. Y.S Lee, “Computer Aided Analysis and Design of Switch Mode Power Supplies”, Marcel Dekker, New York 1993.
7. D. C. Griffith, “Uninterruptible Power Supplies”, Marcel Dekker Inc, New York 1993.
8. K. Billing, “Switch Mode Power Supply Handbook”, third edition McGraw Hill, Boston 2010.
9. Madhukar Waware, D. S. More, Vijay Mohale, Abhay Wagh, Power Electronics and Its Applications, Khanna Publishing House, 2022.

**Course outcomes:**

At the end of this course students will demonstrate the ability to

1. Understanding of power electronics concepts, be able to classify DC-DC and AC/DC power electronic converters as per the performance requirement of Power Supplies.
2. Analyse and design conventional DC-DC converter topologies and be capable of developing their mathematical models aiding the steady state and transient analysis.
3. Develop understanding of conventional AC/DC converter topologies and be able to classify and design them based on their power stages, control aspects and other issues like source current quality control etc.
4. Able to classify the different layouts of uninterruptible power supplies, compare the applicable control strategies and identify the various standards followed in this area

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<b>XCEL15</b>	<b>Flexible Electronics</b>	<b>3L:0T:0P</b>	<b>3 credits</b>
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**Detailed Contents:**

Introduction to Flexible and Printed Electronics: Evolution of Flexible Electronics, review of cutting-edge research on electronics that can be flexible, plastic, stretchable, conformable or printed. Electronic materials, components, and systems, applications for IoT.

Materials, Processing, and Manufacturing: Various semiconductors, dielectric, and conducting materials, Organic semiconductors, from chemical bonds to bands, Charge injection and transport,

Examples of printable functional materials, Thin-film Deposition and Processing Methods for Flexible Devices, Solution-based Patterning Processes; Ink-jet printing, gravure, and other processes, surface energy effects, multilayer patterning.

Flexible Thin-Film Transistors and Circuits: Thin-Film Transistor; Device structure and performance, Electrical characteristics, parameter extraction, characterization methods for rigid and flexible devices, electrical stability, printed transistors; organic/polymer, metal-oxide, electrolyte gated, Case studies; sub micrometer OTFTs and gravure printed OTFTs, From transistors to circuits.

Circuits on flexible and non-silicon substrates, Contacts, and Interfaces to Organic and Inorganic Electronic Devices: Schottky contacts, defects, carrier recombination, the effect of applied mechanical strain.

Other Flexible Devices and System Integration: Organic Light Emitting Diodes, Organic Solar Cells, thin flexible OLED displays, OLED lighting, smart wallpaper, sensors, logic, and memory, RFID tags, Latest applications of printed electronics, Encapsulation, Roll to roll printing processes, Integration Issues, and Designs for the Future.

#### **Text/Reference Books:**

1. G. Nisato, D. Lupo, S. Ganz (Editors) (2016), Organic and Printed Electronics: Fundamentals and Applications, CRC Press.
2. M. M. Hussain and N. El-Atab, *Handbook of Flexible and Stretchable Electronics*, CRC Press, 2020.
3. Sabrie Soloman, *3D Bioprinting Revolution*, Khanna Publishing House, 2020.
4. Large Area and Flexible Electronics, Mario Caironi & Yong-Young Noh (Editors (2015), WILEY-VCH.
5. Wong, William S., and Alberto Salleo, (Eds.) (2009) Flexible electronics: materials and applications. Vol. 11. Springer
6. Recent Journal Papers form Flexible and Printed Electronics, IOP, and Organic Electronics, Elsevier.

#### **Course Outcomes:**

At the end of this course, students will demonstrate the ability to

1. Identify the advantages, drawbacks, performances, complementarity, and uniqueness of large-area manufacturing vs. silicon technology.
2. Integrate the operation principles, architectures, and processing of main devices and systems fabricated for flexible electronics.
3. Predict systems integration issues and propose methods for integration and encapsulation of printed devices and systems.

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<b>XCEL16</b>	<b>Nanoelectronics</b>	<b>3L:0T:0P</b>	<b>3 credits</b>
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### Detailed Contents:

Overview: Nanodevices, Nano materials, Nano characterization, Definition of Technology node, Basic CMOS Process flow, MOS Scaling theory, Issues in scaling MOS transistors: short channel effects, Description of a typical 65 nm CMOS technology.

Requirements for Nonclassical MOS transistor, MOS capacitor, Role of interface quality and related process techniques, Gate oxide thickness scaling trend, SiO<sub>2</sub> vs High-k gate dielectrics. Integration issues of high-k Interface states, bulk charge, band offset, stability, reliability – Qbd high field, possible candidates, CV and IV techniques.

Metal gate transistor: Motivation, requirements, Integration Issues, Transport in Nano MOSFET, velocity saturation, ballistic transport, injection velocity, velocity overshoot.

SOI - PDSOI and FDSOI, Ultrathin body SOI – double gate transistors, integration issues, Vertical transistors - FinFET and Surround gate FET, Metal source/drain junctions – Properties of Schottky junctions on Silicon, Germanium, and compound semiconductors-Work function pinning. Germanium Nano MOSFETs: strain, quantization, Advantages of Germanium over Silicon, PMOS versus NMOS.

Compound semiconductors – material properties, MESFETs Compound semiconductors MOSFETs in the context of channel quantization and strain, Heterostructure MOSFETs exploiting novel materials, strain, quantization.

Synthesis of Nanomaterials: CVD, Nucleation and Growth, ALD, Epitaxy, MBE. Compound semiconductor hetero-structure growth and characterization: Quantum wells and Thickness measurement techniques: Contact - step height, Optical - reflectance and ellipsometry. AFM. Characterization techniques for nanomaterials: FTIR, XRD, AFM, SEM, TEM, EDAX etc. Applications and interpretation of results. Emerging nano materials: Nanotubes, nanorods and other nano structures, LB technique, soft lithography etc. Microwave-assisted synthesis, Self-assembly etc.

### Text/Reference Books:

1. Fundamentals of Modern VLSI Devices, Y. Taur and T. Ning, Cambridge University Press.
2. Silicon VLSI Technology, Plummer, Deal, Griffin Pearson Education India.
3. Encyclopedia of Materials Characterization, Edited by: Brundle, C.Richard; Evans, Charles A. Jr.;Wilson, Shaun ; Elsevier.

### Course outcomes:

At the end of this course, students will demonstrate the ability to

1. Understand the fundamentals of classical CMOS technology and the issues in scaling MOSFET in the sub-100nm regime.
2. Students are able to analyze the non-classical transistors with new device structures and nanomaterials.
3. Understand the issues in realizing Germanium and compound semiconductor MOSFET and extensive materials characterization techniques that help in designing high-performance transistors.

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<b>XCEL17</b>	<b>Heterojunction Device Physics</b>	<b>3L:0T:0P</b>	<b>3 credits</b>
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**Detailed Contents:**

Semiconductor abrupt junctions, Equilibrium conditions, the contact potential, space charge at a semiconductor junction, qualitative description of current flow at a junction, minority, and majority carrier currents, carrier injection, minority carrier distributions, variation of the quasi-Fermi levels with the position, junction current from excess minority carriers, junction breakdown mechanisms, capacitance of p-n junctions.

Semiconductor heterojunctions: Types of heterojunctions, energy band diagrams of heterostructures, current-voltage and, capacitance-voltage characteristics of anisotype heterojunctions, heterojunction bipolar transistors, electrical and optical characteristics of LEDs, laser gain semiconductor band system, high electron mobility transistor, hot electron heterojunction transistor.

2D electron gas and Quantum wells: 2D electron gas in Si and GaAs MOS structures, effect of applied bias on energy bands of the MOS capacitors, bias dependence of capacitance, free charge carrier transfer.

Triangular quantum wells (both finite and infinite), coupled quantum wells, and superlattices, double heterostructure lasers, single quantum well lasers, multiple quantum well lasers. Optical absorption due to electronic transitions in quantum wells .

Transport properties of heterostructures and quantum devices: Effect of electric field parallel and perpendicular to the interfaces, effects of constant magnetic field, Landau levels, magneto conductivity in a 2D heterostructure. One-D and Zero-D quantum structures.

The density of states in 3D, 2D, 1D and 0D structures, 1D and 0D optical phenomena and optical devices, quantum confined stark effect, quantum well modulators, self-electro-optic effect devices, resonant tunneling devices, the coulomb blockade, single electron transistor.

**Text/Reference Books:**

1. Semiconductor heterojunctions by B. L. Sharma and R. K. Purohit, Pergamon press.
2. Heterojunction and metal-semiconductor junctions by A. R. Milnes and D. L. Hench, Academic press.
3. Solar cells by H. J. Hovel.
4. Solid-state electronic devices by B. G. Streetman.
5. Luminescence and LED by E. W. Williams and R. Hall.
6. Semiconductor physics and applications by M. Balkanski and R. F. Wallis, Oxford University Press.

**Course outcomes:**

At the end of this course, students will demonstrate the ability to

1. Understand the band structure of heterojunction devices and transport mechanisms.
2. Analyze the electrical behavior of 2D heterojunctions.
3. Understand the density of states in different dimensional structures like 0D, 1D, 2D, and 3D.

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<b>XCEL18</b>	<b>Internet of things</b>	<b>3L:0T:0P</b>	<b>3 credits</b>
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### **Detailed Contents:**

An introduction to IoT systems: Introduction and motivation of IoT systems, Hardware components of IoT systems: A quick overview of different components---micro-controllers, SoCs, communication modules, power supply and sensing modules---of off-the-shelf prototyping boards, e.g., Arduino UNO, MSP430 LaunchPad; NodeMCU, STM32.

The software component of IoT systems: Introduction to IDEs for off-the-shelf boards, e.g., Arduino IDE, Wasmote IDE, Code composed studio; Contiki-OS and RIOT OS; 6LowPAN network stack; Sensor interfacing; GPIO programming.

Communication paradigm of IoT systems: Different wireless standards, e.g., IEEE802.15.4, ZigBee, BLE, IEEE802.11; link layer technologies, Medium Access Control; Routing; Application layer protocols; Network topologies.

Performance evaluation of IoT systems: Developing mathematical models for energy consumption, Optimal node placement, and resource allocation over wireless sensor networks to meet QoS requirements. Introduction to Python programming, Introduction to Raspberry Pi, Implementation of IoT with Raspberry Pi. Implementation of IoT with Raspberry Pi (contd), Introduction to SDN, SDN for IoT.SDN for IoT (contd), Data Handling and Analytics.

Cloud Computing, Cloud Computing(contd), Sensor-Cloud. Fog Computing, Smart Cities and Smart Homes, Connected Vehicles, Smart Grid, Industrial IoT, Industrial IoT (contd), Case Study: Agriculture, Healthcare, Activity Monitoring.

**NPTEL Course (if any):** <https://nptel.ac.in/courses/1061051676>

### **Text/Reference Books:**

1. "Internet of Things", by Dr. Jeeva Jose, Khanna Book Publishing Company, New Delhi.
2. "Introduction to Security of Cyber-Physical Systems", by Dr. Jeeva Jose & Vijo Mathew, Khanna Book Publishing Company.
3. "The Internet of Things: Enabling Technologies, Platforms, and Use Cases", by Pethuru Raj and Anupama C. Raman (CRC Press).
4. "Internet of Things: A Hands-on Approach", by Arshdeep Bahga and Vijay Madisetti (Universities Press).
5. David Hanes et al., IoT Fundamentals: Networking Technologies, Protocols and Use Cases for the Internet of Things, First edition, Pearson, 2017.
6. Parry Lea, Internet of Things for Architects: Architecting IoT Solutions by Implementing Sensors, Communication Infrastructure, Edge Computing, Analytics, and Security, Packt Publishing Limited, 2018.

### **Course outcomes:**

At the end of this course, students will demonstrate the ability to

1. students will be familiar with different prototyping boards and their components. They will be able to choose an appropriate board/component for designing an IoT system.



2. Have hands-on experience in programming off-the-shelf boards using respective IDEs. Additionally, they will be able to choose appropriate libraries for interfacing with external sensors, or communication modules.
3. Be versed in different communication standards and technologies. They will be able to choose appropriate communication technology/technologies for designing an IoT system.
4. Be knowledgeable about Medium Access Protocols, routing algorithms and their implementations.
5. Able to compare different IoT systems in terms of different performance metrics: network lifetime, power consumption, reliability of the network etc.
6. Able to design a small-scale IoT system for several real-world applications

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<b>XCEL19</b>	<b>Cyber security</b>	<b>3L:0T:0P</b>	<b>3 credits</b>
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### **Detailed Contents:**

Defining Cyberspace and Overview of Computer and Web-technology, Architecture of cyberspace, Communication and web technology, Internet, World wide web, Advent of internet, Internet infrastructure for data transfer and governance, Internet society, Regulation of cyberspace, Concept of cyber security, Issues and challenges of cyber security.

Classification of cyber-crimes, Common cyber-crimes- cyber-crime targeting computers and mobiles, cyber-crime against women and children, financial frauds, social engineering attacks, malware and ransomware attacks, zero day and zero click attacks, Cybercriminals modus-operandi , Reporting of cyber-crimes, Remedial and mitigation measures, Legal perspective of cyber-crime, IT Act 2000 and its amendments, Cyber-crime and offences, Organisations dealing with Cyber-crime and Cyber security in India, Case studies.

Introduction to Social networks. Types of Social media, Social media platforms, Social media monitoring, Hashtag, Viral content, Social media marketing, Social media privacy, Challenges, opportunities and pitfalls in online social network, Security issues related to social media, Flagging and reporting of inappropriate content, Laws regarding posting of inappropriate content, Best practices for the use of Social media, Case studies.

Definition of E- Commerce, Main components of E-Commerce, Elements of E-Commerce security, E-Commerce threats, E-Commerce security best practices, Introduction to digital payments, Components of digital payment and stake holders, Modes of digital payments- Banking Cards, Unified Payment Interface (UPI), e-Wallets, Unstructured Supplementary Service Data (USSD), Aadhar enabled payments, Digital payments related common frauds and preventive measures. RBI guidelines on digital payments and customer protection in unauthorised banking transactions. Relevant provisions of Payment Settlement Act,2007.

End Point device and Mobile phone security, Password policy, Security patch management, Data backup, Downloading and management of third-party software, Device security policy, Cyber Security best practices, Significance of host firewall and Ant-virus, Management of host firewall and Anti-virus, Wi-Fi security, Configuration of basic security policy and permissions.

**Text/Reference Books:**

1. Introduction to Security of Cyber-Physical Systems”, by Dr. Jeeva Jose & Vijo Mathew, Khanna Book Publishing Company.
2. Cyber Crime and its Prevention in Easy Steps, Debtoru Chatterjee, Khanna Publishing House.
3. Cyber Attacks and Counter-Measures Made Simple, Debtoru Chatterjee, Khanna Publishing House.
4. Cyber Crime Impact in the New Millennium, by R. C Mishra, Auther Press. Edition 2010. 2. Cyber Security Understanding Cyber Crimes, Computer Forensics and Legal Perspectives by Sumit Belapure and Nina Godbole, Wiley India Pvt. Ltd. (First Edition, 2011).
5. Security in the Digital Age: Social Media Security Threats and Vulnerabilities by Henry A. Oliver, Create Space Independent Publishing Platform. (Pearson, 13th November, 2001)
6. Electronic Commerce by Elias M. Awad, Prentice Hall of India Pvt Ltd.
7. Cyber Laws: Intellectual Property & E-Commerce Security by Kumar K, Dominant Publishers.
8. Network Security Bible, Eric Cole, Ronald Krutz, James W. Conley, 2nd Edition, Wiley India Pvt. Ltd.
9. Fundamentals of Network Security by E. Maiwald, McGraw Hill.
10. Mastering Hacking, Harsh Bothra, Khanna Book Publishing.

**Course outline:** At the end of this course, students will demonstrate the ability to

1. Understand the concept of Cyber security and issues and challenges associated with it.
2. Understand the cyber-crimes, their nature, legal remedies and as to how report the crimes through available platforms and procedures.
3. Understand various privacy and security concerns on online Social media and understand the reporting procedure of inappropriate content, underlying legal aspects and best practices for the use of Social media platforms.
4. Understand the basic concepts related to E-Commerce and digital payments.
5. Understand the basic security aspects related to Computer and Mobiles. They will be able to use basic tools and technologies to protect their devices.

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<b>XCEL20</b>	<b>Artificial intelligence and machine learning</b>	<b>3L:0T:0P</b>	<b>3 credits</b>
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**Detailed Contents:**

Logic and Knowledge Representation - Knowledge base - Ontology - Commonsense Knowledge Representation of Commonsense knowledge – Graphical models – Belief networks - State space representation – Vector representation - Propositional logic and predicate logic - Propositional and predicate logic - Syntax - Informal and formal semantics - Validity, satisfiability - Semantic entailment - Equivalence - De Morgan’s laws - Decidable problems - Many-sorted logic - first-order, aspects of higher-order logic.

Automated Reasoning– Formal program techniques: specification by pre- and post-conditions, derivation and verification of programs, invariants. Strategic Reasoning in AI - Agents, strategic behaviours of agents in multiagent systems (MAS) by using the language of alternating-time temporal logic (ATL), an extension of the temporal logics CTL and LTL which allows to express game-theoretical notions such as the existence of a winning strategy for a group of agents - Expert system-based reasoning - Production system, semantic network, and frame - Soft computing based reasoning – Fuzzy logic.

Decision Theory Decision-Making: basics of utility theory, decision theory, sequential decision problems, decision networks, elementary game theory, sample applications; Problem-solving through Search: forward and backward, state-space, blind, heuristic, hill climbing, best-first, A, A\*, AO\*, minimax, constraint propagation, intelligent search, meta-heuristics, problem-reduction, neural and stochastic; Intelligent agents - reactive, deliberative, goal-driven, utility-driven, and learning agents Artificial Intelligence programming techniques; Planning: planning as search, partial order planning, construction and use of planning graph.

Introduction: Machine learning, Terminologies in machine learning, Types of machine learning: supervised, unsupervised, semi-supervised learning. Discriminative Models: Least Square Regression, Gradient Descent Algorithm, Univariate and Multivariate Linear Regression, Prediction Model, probabilistic interpretation, Regularization, Logistic regression, multi-class classification, Support Vector Machines- Large margin classifiers, Nonlinear SVM, kernel functions, SMO algorithm. Model evaluation and improvement, Regularization, Bias Variance, Hyperparameter Tuning. Computational Learning theory- Sample complexity, exhausted version space, PAC Learning, agnostic learner, VC dimensions, Sample complexity - Mistake bounds.

Gaussian models: Multivariate Gaussian distributions, Maximum Likelihood Estimate, inferring parameters, Mixture models, EM algorithm for clustering and learning with latent variables. Generative models: Linear Discriminative Analysis, Naïve Bayes classifier, Decision trees, Ensemble models – Bagging and Boosting. Unsupervised Learning Algorithms: Dimensionality Reduction Principal Component Analysis (PCA), Singular Value Decomposition (SVD). Clustering – Hierarchical, Partitioned clustering: K-means, PAM, explainable AI (XAI), Approaching an ML problem.

#### **Text/Reference Books:**

1. Russell, Norvig, Artificial Intelligence: A Modern Approach, Third edition, Prentice Hall, 2010.
2. M.C. Trivedi, A Classical Approach to Artificial Intelligence, Khanna Book Publishing Company, 2020.
3. Jeeva Jose, Machine Learning using Python, Khanna Book Publishing Company, 2020.
4. Rajiv Chopra, Simplified Q&A - Data Science with Artificial Intelligence, Machine Learning and Deep Learning, Khanna Book Publishing Company, 2022.
5. Tsang, Foundations of constraint satisfaction, Academic press, 1993.
6. Gendreau, Michel, and Jean-Yves Potvin, Handbook of metaheuristics, Springer, 2010.
7. Tom Mitchell, "Machine Learning", McGraw Hill, 1997
8. E. Alpaydin, "Introduction to Machine Learning", PHI, 2005.
9. Andrew Ng, Machine learning yearning, <https://www.deeplearning.ai/machine-learningyearning/>
10. Aurélien Geron, "Hands-On Machine Learning with Scikit-Learn and TensorFlow", Shroff/O'Reilly, 2017
11. Andreas Müller and Sarah Guido, "Introduction to Machine Learning with Python: A Guide for Data Scientists", Shroff/O'Reilly, 2016
12. Alejandro Barredo Arrieta, Natalia D'íaz-Rodríguez, Javier Del Ser, et.al., "Explainable Artificial Intelligence (XAI): Concepts, taxonomies, opportunities and challenges toward responsible AI, Information Fusion", Volume 58, 2020, Pages 82-115, ISSN 1566-2535, <https://doi.org/10.1016/j.inffus.2019.12.012>.

### Course Outcomes:

At the end of this course students will demonstrate the ability to

1. Understand foundation principles, mathematical tools, and program paradigms of AI.
2. Apply intelligent agents for Artificial Intelligence programming techniques.
3. Apply problem solving through search for AI applications.
4. Apply logic and reasoning techniques to AI applications.
5. Develop a good understanding of fundamental principles of machine learning.
6. Formulation of a Machine Learning problem.
7. Develop a model using supervised/unsupervised machine learning algorithms for classification/prediction/clustering.
8. Evaluate performance of various machine learning algorithms on various data sets of a domain.
9. Design and Concrete implementations of various machine learning algorithms to solve a given problem using languages such as Python.

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<b>XCEL21</b>	<b>Quantum Computing</b>	<b>3L:0T:0P</b>	<b>3 credits</b>
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### Detailed Contents:

Review of Quantum Mechanics and Motivation for Quantum Computation Qubit: The qubit state - matrix and Bloch sphere representation - computational basis unitary evolution.

Multi-qubit states - No-cloning theorem - Superdense coding - Pure states to Bell states – Bell inequalities. Protocols with multi-qubits: Swapping - Teleportation - gates: CNOT - Toffoli gate - NAND - FANOUT - Walsh Hadamard.

Measurement: Projective operators - General, Projective and POVM measure, Ensemble: Density operators - pure and mixed ensemble - time evolution – post measurement density operator. Composite systems: Partial trace - Reduced density operator - Schmidt decomposition, Purification-bipartite entanglement.

Quantum computing: Classical computing using qubits - Quantum parallelism - Deutsch's algorithm -Deutsch Josza algorithm.

Quantum circuits: Basic gates - ABC decomposition - Gray codes - Universal gates - Principle of deferred and implicit measurements - Quantum Fourier transform - applications: phase estimation, order finding - factoring, discrete logarithm and hidden subgroup problems - Role of prime factoring in classical cryptography - search algorithms.

Quantum error correcting codes, Physical realization of qubits.

### Text/Reference Books:

1. Quantum Computation and Quantum Information, M. A. Nielsen and I. L. Chuang,

Cambridge University Press

2. Quantum Information and Computation, CIT Lecture Notes by J. Preskill.
3. Quantum Theory: Concepts and Methods, Asher Peres, Kluwer Academic Publishers.

**Course Outcomes:**

At the end of this course, students will demonstrate the ability to

1. Students would learn the framework of quantum computation, and how that may be useful for future quantum technologies.

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## **Appendix – II**

### **A Guide to Induction Program**

## Appendix – II: A Guide to Induction Program

### Introduction

In its 49th meeting, held on 14th March 2017, AICTE approved a package of measures for further improving the quality of technical education in the country. This 3-week mandatory Student Induction Program (SIP) based on Universal Human Values (UHV) is one of these key measures.

The SIP is intended to prepare newly admitted undergraduate students for the new stage in their life by facilitating a smooth transition from their home and school environment into the college and university environment.

The present form of the Student Induction Program (SIP) has taken inspiration from and gratefully acknowledges the many efforts in this direction. In particular the Foundation Program at IIT Gandhinagar<sup>1</sup> (July 2011) and the course in Universal Human Values and Professional Ethics<sup>2</sup> (IIIT Hyderabad, 2005; AKTU Lucknow, 2009 and PTU Jalandhar, 2011; overall about 35 universities); and also, the mentorship, internship and apprenticeship programs<sup>3</sup> of several institutions. The SIP amalgamates all the three into an integrated whole, which leads to its high effectiveness in terms of building a healthy lifestyle, creativity, bonding and character. It develops sensitivity towards self and one's relationships, builds awareness about others and society beyond the individual, and also in bonding with their own batch-mates and senior students as well as faculty members.

The purpose of this document along with accompanying details are to help institutions / colleges in understanding the spirit of the Induction Program and implementing it.

It is in line with the thoughts expressed in the NEP 2020:

*“Education is fundamental for achieving **full human potential**, developing an **equitable and just society**, and promoting **National development**”.*

*“The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values”.*

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<sup>1</sup> IIT Gandhinagar places great emphasis on not only educating successful engineers of the future, but also creating well-rounded personalities, who contribute to society, are respectful of and can adapt to their surroundings, and prove themselves to be great thinkers and problem solvers in all avenues of life. In 2011, in line with this vision, It took the bold step to introduce a five week Foundation Program for incoming 1st year UG students. It involved activities such as games, art, etc.; also science and other creative workshops as well as lectures by eminent resource persons. To enable undivided attention on this, normal classes were scheduled only after this program was over.

<sup>2</sup> The foundation course was started in 2005 at IIIT Hyderabad. In 2009, UP Technical University (now AKTU) introduced it in all academic programs across their 550 colleges. From there on, it has been included in the curriculum of many universities, particularly in technical universities, in quite a natural manner, filling a long-felt need. After AKTU, it was IKG-Punjab Technical University in 2011, then Royal University of Bhutan in 2012 and so on. By 2020, more than 40 universities in India and both universities of Bhutan have been offering this foundation course. Since 2017, it has been a compulsory credit course in AICTE's model curriculum for all UG courses. Faculty from all departments are involved in conducting the course. The content is universal, rational, verifiable and leading to harmony. The mode is a self-exploration (and not sermonising or lecturing). Faculty are to be prepared beforehand. The results have been quite encouraging.

<sup>3</sup> Many institutes setup mentor-mentee network under which 1<sup>st</sup> year students are divided into small groups, each assigned to a senior student as a Student Buddy, and to a faculty member as a Faculty Mentor. Thus, a new student has their guidance through regular interactions. They can discuss their aims and aspirations as well as concerns whether social, psychological, financial, academic, or otherwise.

*“It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution”.*

*“Education must build character, enable learners to be ethical, rational, compassionate, and caring, while at the same time prepare them for gainful, fulfilling employment”.*

*“The curriculum must include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture, and values, in addition to science and mathematics, to develop all aspects and capabilities of learners; and make education more well-rounded, useful, and fulfilling to the learner”.*

So, when new students join an institution, they are to be welcomed and oriented to the institute, its vision, people, purpose, culture and values, policies, programs, rules and regulations etc. through a well-planned 3-week interaction before regular classes start.

Education aims at developing the students to their full potential, so that they are able to participate meaningfully not only in their profession, but also in their family, society and their natural environment. That requires the development of their values as well as skills.

Engineering colleges were established to train graduates in their respective branch/department of study, be ready for the job market, but also have a holistic outlook towards life and have a desire and competence to work for national needs and beyond. The graduating student must have the knowledge and skills in the area of his study. However, s(he) must also have a broad understanding of society and relationships. Besides the above, several meta-skills and underlying values are needed. Character needs to be nurtured as an essential quality by which s(he) would understand and fulfil his/her responsibility as an engineer, a family member, a citizen etc.

The same applies to all other branches of study – be it professional, vocational or any other area of academic. The graduating student must be a good human being and have the skills in their area of study.

Each family, institution, region, community etc. have evolved their way of life, their cultures over a period of time. The new students are going from one culture to another. Today, a major issue is that one culture tends to be opposed to other cultures. This is because their basic assumptions, and therefore thoughts, are different. Even though there are commonalities at the core value level, the conflict is at the level of expression and details.

With this situation, it is imperative to

- Articulate the essence or core aspects of human culture and civilization, i.e. understand universal human values like trust and respect, love and compassion
- Appreciate the various expressions, different approaches taken in different regions

Our effort is in the context of the whole humanity. However, when it comes to exemplifying these essential concepts, we will have to take to local or national expressions.

In SIP, we want to provide an exposure to essence in the context of the whole humanity first. Then we can take a representative cross-section of all cultures as expressions of this essence. A yardstick to evaluate these various options is provided to guide the student towards a humanistic culture founded on the truth and universal human values like love and compassion.



*For example: We want to live with fulfilment as a society. This part is common, universal. To exemplify this, we may expose students to traditional Indian culture and philosophy as well as contemporary western culture and thought.*

The intent is:

- Connecting the basic principles through specific examples
- To see and appreciate various cultures, to see the commonality amongst them, in the light of clarity about human culture and civilisation.
- To evaluate any specific example, system or culture, with a view to fill the gaps, rather than to criticise or reject it. Further, we can also be mutually enriching for other cultures.

### Student Induction Program (SIP)

With this background, the SIP has been formulated with specific goals to help students to:

- Become familiar with the ethos and culture of the institution (based on institutional culture and practices)
- Set a healthy daily routine, create bonding in batch as well as between faculty members and students
- Get an exposure to a holistic vision of life, develop awareness, sensitivity and understanding of the  
Self---family---Society---Nation---International---Entire Nature
- Facilitate them in creating new bonds with peers and seniors who accompany them through their college life and beyond
- Overcome weaknesses in some essential professional skills – only for those who need it (e.g. Mathematics, Language proficiency modules)

The SIP consists of different activities which includes meeting new students, socializing with teachers and other people in the university. Secondly associating with the Local area or city, knowing different departments, associating with the department heads, local stores and necessary shops for the survival at new place. Basically, getting information about the rules and regulations of the university which includes do's and don'ts. Other activities which may involve students in several creative, cultural and co- curricular activities through which they can explore themselves and get idea about their intrinsic desires and interests which may help them in the long run. In order to make it worth, at the initial level of joining of student various seminars, lectures by eminent personalities, sessions by the appointed mentor for the student is being done to make them more familiar with the university environment. It has been seen that student after schooling when moves towards further studies for either under graduation or post-graduation has got so many confusions and false knowledge about the college and the curriculum. They should know the basic idea about the fruits and prospects of the particular course and the university or institute in which they are entering. To have faith about their choices and to know that after completion, they will be well equipped with the values and skills which may aid to their future goals and let them work for their personal motives, society and the Nation's development.

The various modules or core areas recommended for the 3-week SIP are:

**SIP Module 1: Universal Human Values I (UHV I)**

**22 hours**

The purpose is to help develop a holistic perspective about life. A self-reflective methodology of teaching is adopted. It opens the space for the student to explore his/her

role (value) in all aspects of living – as an individual, as a member of a family, as a part of the society and as a unit in nature. Through this process of self-exploration, students are able to discover the values intrinsic in them. The session-wise topics are given below:

Session No.	Topic Title	Aspirations and Issues	Basic Realities (underlying harmony)
1	Welcome and Introductions	Getting to know each other	Self-exploration
2 and 3	Aspirations and Concerns	Individual academic, career... Expectations of family, peers, society, nation... Fixing one's goals	Basic human aspirations Need for a holistic perspective Role of UHV
4 and 5	Self-Management	Self-confidence, peer pressure, time management, anger, stress... Personality development, self-improvement...	Harmony in the human being
6 and 7	Health	Health issues, healthy diet, healthy lifestyle Hostel life	Harmony of the Self and Body Mental and physical health
8, 9, 10 and 11	Relationships	Home sickness, gratitude towards parents, teachers and others Ragging and interaction Competition and cooperation Peer pressure	Harmony in relationship Feelings of trust, respect... gratitude, glory, love
12	Society	Participation in society	Harmony in the society
13	Natural Environment	Participation in nature	Harmony in nature/existence
14	Sum Up	Review role of education Need for a holistic perspective	Information about UHV-II course, mentor and buddy
15	Self-evaluation and Closure	Sharing and feedback	

**SIP Module 2: Physical Health and Related Activities**

**51 hours**

This module is intended to help understand the basic principles to remain healthy and fit and practice them through a healthy routine which includes exercise, games etc.

**SIP Module 3: Familiarization of Department/ Branch and Innovation**

**06 hours**

This module is for introducing and relating the student to the institution/department/branch; how it plays a role in the development of the society, the state, region, nation and the world at large and how students can participate in it.

**SIP Module 4: Visit to a Local Area**

**10 hours**

To relate to the social environment of the educational institution as well as the area in which it is situated through interaction with the people, place, history, politics...

**SIP Module 5: Lectures by Eminent People**

**06 hours**

Listening to the life and times of eminent people from various fields like academics, industry etc. about careers, art, self-management and so on enriches the student's perspective and provides a holistic learning experience.

**SIP Module 6: Proficiency Modules**

**06 hours**

This module is to help fill the gaps in basic competency required for further inputs to be absorbed. It includes effort to make student proficient in interpersonal communication and expression as well as awareness about linguistic and thereafter NLP.

**SIP Module 7: Literature / Literary Activities**

**30 hours**

Through the exposure of local, national and international literature, this module is aimed at helping the student learn about traditional as well as contemporary values and thought.

**SIP Module 8: Creative Practices**

**49 hours**

This module is to help develop the clarity of humanistic culture and its creative, joyful expression through practice of art forms like dance, drama, music, painting, pottery, sculpture etc.

**SIP Module 9: Extra Curricular Activities**

**06 hours**

This is a category under which things that are not placed in any of the above may be placed. Some clubs and hobby group may be made for each of the above categories, so that students may pursue them even after SIP.

The recommended hours to be allocated are given above. Depending on the available faculty, staff, infrastructure, playgrounds, class timings, hostellers and day scholars etc., the timetable for these activities may be drawn up. Of course, colleges may conduct an inaugural function at the beginning of the SIP; and they may also conduct a celebratory closing ceremony at the end of the SIP.

In particular, during the lockdown phase, appropriate care may be taken and some or all activities may be planned in distance-learning or on-line mode.

**Sample 3-week Activity List**

<b>Week 1</b>	Inaugural Function  Regular SIP Activities (See Hours Plan)
<b>Week 2</b>	Regular SIP Activities (See Hours Plan)
<b>Week 3</b>	Regular SIP Activities (See Hours Plan)  Valedictory and Closing Ceremony (Celebration)

**Implementation**

Every institution/college is expected to conduct the 3-week SIP under the guidance of the Director/Principal or Dean Students or a senior faculty member. For this, the institution is

expected to make an SIP Cell / team, which will be responsible for planning, and then implementation of the SIP.

A UHV Cell is expected to be set up at each college and university. At the college, it will be managed by the UHV Convener / Coordinator under the chairpersonship of the director/principal. Faculty members and some students will be the members. They will coordinate the UHV activities like UHV-I during SIP, UHV-II, the faculty mentoring program and student buddy program throughout the student's association with the institute/college. The UHV Cell will work to incorporate human values in every aspect of education at the institute/college. Preparing UHV Faculty (Mentors) is one of its important activities.

### **Follow up**

The SIP is only the beginning of the interaction with newly joined students.

An important part of the SIP is to associate one faculty mentor to every small groups of about 20 students; and also associate one senior student buddy to an even smaller groups of about 5 students for the guidance required for holistic development of the newly joined student throughout his/her time in the institution/college.

These activities are to be continued in the ongoing academic program along with other cultural activities through various student clubs which are largely be managed by students with the help of one or more faculty mentors. One of the main responsibilities of the faculty mentors would be helping the clubs to review their activities in alignment with human values.

### **Assessing the Implementation and Impact**

The institution / college is expected to take feedback and prepare appropriate reports for assessing the impact and for further improvement of SIP. The basic feedback forms are included with the SIP Teaching Materials.

The SIP and its further follow up is expected to positively impact common graduate attributes like:

- Holistic vision of life
- Socially responsible behaviour
- Environmentally responsible work
- Ethical human conduct

Having Competence and Capabilities for Maintaining Health and Hygiene

Appreciation and aspiration for excellence (merit) and gratitude for all

AICTE will conduct periodic assessment to ascertain the implementation efforts and impact of the SIP and related activities.

### **Faculty Development**

To ensure the implementation of SIP, and in particular to prepare the faculty, the National Coordination Committee for Student Induction (NCC-IP) has been formed. It offers various faculty development programs (FDPs) with the support from AICTE HQ and Regional Offices.

**UHV Faculty (Mentors):** Every institution is expected to prepare UHV Faculty in the ratio of 1:20 (1 faculty per 20 newly admitted students). Faculty from every teaching

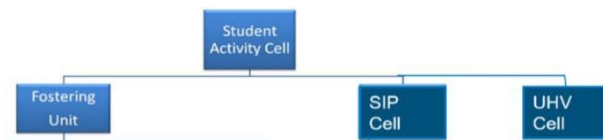
department are to be prepared. The basic preparation is participation in an 8-day FDP-SI (UHV).

**Faculty for other Modules:** Institutions/colleges generally have faculty, coaches, student clubs, alumni for these areas. FDP and comprehensive material will also be made available.

### Student Activity Cell (SAC) – SIP Cell, UHV Cell and Fostering Unit

Student Activity Cell will have three cells or units:

- Fostering Unit – for coordinating various student clubs and activities in alignment with human values and IKS through various student clubs
- SIP Cell – for coordinating the annual SIP
- UHV Cell – for coordinating regular UHV activities, including UHV-I during SIP and UHV-II during future semesters, faculty mentoring and student buddy programs etc.



Each cell / unit will have some axis. E.g. the Fostering Unit will have 3 axis:

- UHV Axis – for UHV inputs and activities after the SIP
- Health Axis – for health oriented inputs and activities after SIP
- Career Axis – for career related inputs



Each axis will have one or more dimensions. E.g. the UHV Axis will have two dimensions:

- UHV Dimension
- Social Work Dimension



- Details of the clubs will be based on local conditions.
- Director or Principal or Dean of Student affairs will be the Chairman of Student Activity Cell
- SIP Cell (or Induction Unit) will be managed by faculty members with the help of student volunteers. 5 to 7 faculty members will be the members. The SIP Cell

will be responsible for planning, organization, coordination and reporting of the annual Student Induction Program with the help of other faculty members and student volunteers

- UHV Cell will be managed by the UHV Convener / Coordinator under the chairpersonship of the director/principal. Faculty members and some students will be the members. They will coordinate the UHV activities like UHV-I during SIP, UHV-II 3rd/4th semester, faculty mentoring program and student buddy program throughout the student's association with the institute/college. UHV Cell will work to incorporate human values in every aspect of education at the institute/college. Preparing UHV Faculty (Mentors) is one of its activities
- Fostering unit will largely be managed by students with the help of one fostering unit faculty mentor. Student will be coordinators for axis, dimensions and clubs. Fostering unit will take support from induction unit as and when required. It will be responsible for coordinating various student clubs and activities in alignment with human values and Indian Knowledge System

#### **SIP Teaching Material and More Details**

The SIP Handbook as well as detailed guides and material for each of the modules is available on the AICTE website (<http://www.fdp-si.aicte-india.org/download.php>).

#### **Details and Reference Documents:**

- G012 SIP Handbook v2
- Teaching Material for UHV-I v2.1
- Teaching Material for SIP modules 2 to 9 v1
- G008 Facilitator (Mentor) Manual Version 2.1
- G911 UHV Cell, Nodal and Resource Centres
- G009 RP Development Process v2

#### **#Note: For CSE UG Students only**

The Department of Telecommunications, Ministry of Communication, Government of India is going to auction 5G spectrum shortly. The adoption of 5G will accelerate employment generation in telecom and technology industry. The 5G Technology will penetrate the entire telecom ecosystem of hardware, software and services that are critical for implementation of other futuristic technologies like Internet of Thing (IoT), Machine-to-Machine (M2M) communication, edge computing etc. Innovative applications in various sectors like agriculture, transportation, power etc. will use and requires knowledge of inherent features of 5G. There will be huge requirement of market ready talent pool in 5G technology.

Considering the need for specialized courses and modules on 5G Technology, National Telecommunication Institute for Policy & Research, Innovation & Training (NTIPRIT)-Department of Telecommunication, after due consultation with academia and industry, sent a proposal to AICTE vide No. 1-3/2020-NTI.TS-SD dated 09.03.2021 to include the following:

- A full Semester course on "Advanced Mobile Communications" for UG
- A 14-hour 5G awareness Program for UG Students;

*5G Awareness Programme for UG students (14 hours)*

*Course Title: Introduction to 5G*

Topics to be covered

1. IMT2020 enhancements in comparison to IMT Advanced
2. 5G potential and applications
3. Usage scenarios: eMBB, URLLC, MMTC
4. Spectrum for 5G and spectrum sharing
5. Millimeter wave communication and small cells
6. New Radio: SA and NSA mode
7. Massive MIMO and beam forming
8. Multi-access edge computing
9. Software defined networks
10. Network slicing
11. Current state of deployment
12. Large cell scenarios: LMLC

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