



**JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY: KAKINADA**  
**KAKINADA – 533 003, Andhra Pradesh, India**  
**DEPARTMENT OF ELECTRICAL AND ELECTRONICS ENGINEERING**

### COURSE STRUCTURE-R19

#### I Year – I SEMESTER

Sl. No	Course Code	Subjects	L	T	P	Credits
1	HS1101	English	3	0	0	3
2	BS1101	Mathematics - I	3	0	0	3
3	BS1106	Applied Chemistry	3	0	0	3
4	ES1101	Programming for Problem Solving Using C	3	0	0	3
5	ES1103	Engineering Drawing	1	0	3	2.5
6	HS1102	English Lab	0	0	3	1.5
7	BS1107	Applied Chemistry Lab	0	0	3	1.5
8	ES1102	Programming for Problem Solving Using C Lab	0	0	3	1.5
9	MC1101	Environmental Science	3	0	0	0
<b>Total Credits</b>			<b>16</b>	<b>0</b>	<b>12</b>	<b>19</b>

#### I Year – II SEMESTER

Sl. No	Course Code	Subjects	L	T	P	Credits
1	BS1202	Mathematics – II	3	0	0	3
2	BS1203	Mathematics – III	3	0	0	3
3	BS1204	Applied Physics	3	0	0	3
4	ES1212	Fundamentals of Computers	3	0	0	3
5	ES1217	Electrical Circuit Analysis - I	3	0	0	3
6	ES1218	Electrical Engineering Workshop	0	0	3	1.5
7	BS1205	Applied Physics Lab	0	0	3	1.5
8	HS1203	Communication Skills Lab	0	1	2	2
9	PR1201	Engineering Exploration Project	0	0	2	1
<b>Total Credits</b>			<b>15</b>	<b>1</b>	<b>10</b>	<b>21</b>



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<b>I Year - I Semester</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>ENGLISH (HS1101)</b>					

#### **Introduction**

The course is designed to train students in receptive (listening and reading) as well as productive and interactive (speaking and writing) skills by incorporating a comprehensive, coherent and integrated approach that improves the learners' ability to effectively use English language in academic/ workplace contexts. The shift is from *learning about the language* to *using the language*. On successful completion of the compulsory English language course/s in B.Tech., learners would be confident of appearing for international language qualification/proficiency tests such as IELTS, TOEFL, or BEC, besides being able to express themselves clearly in speech and competently handle the writing tasks and verbal ability component of campus placement tests. Activity based teaching-learning methods would be adopted to ensure that learners would engage in actual use of language both in the classroom and laboratory sessions.

#### **Course Objectives**

- Facilitate effective listening skills for better comprehension of academic lectures and English spoken by native speakers
- Focus on appropriate reading strategies for comprehension of various academic texts and authentic materials
- Help improve speaking skills through participation in activities such as role plays, discussions and structured talks/oral presentations
- Impart effective strategies for good writing and demonstrate the same in summarizing, writing well organized essays, record and report useful information
- Provide knowledge of grammatical structures and vocabulary and encourage their appropriate use in speech and writing

#### **Learning Outcomes**

At the end of the module, the learners will be able to

- understand social or transactional dialogues spoken by native speakers of English and identify the context, topic, and pieces of specific information
- ask and answer general questions on familiar topics and introduce oneself/others
- employ suitable strategies for skimming and scanning to get the general idea of a text and locate specific information
- recognize paragraph structure and be able to match beginnings/endings/headings with paragraphs
- form sentences using proper grammatical structures and correct word forms



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## COURSE STRUCTURE-R19

### Unit 1:

**Lesson-1: A Drawer full of happiness** from “Infotech English”, Maruthi Publications

**Lesson-2: Deliverance by Premchand** from “The Individual Society”, Pearson Publications.  
 (Non-detailed)

**Listening:** Listening to short audio texts and identifying the topic. Listening to short audio texts and identifying the context and specific pieces of information to answer a series of questions both in speaking and writing.

**Speaking:** Asking and answering general questions on familiar topics such as home, family, work, studies and interests. Self introductions and introducing others.

**Reading:** Skimming text to get the main idea. Scanning to look for specific pieces of information.

**Reading for Writing:** Paragraph writing (specific topics) using suitable cohesive devices; linkers, sign posts and transition signals; mechanics of writing - punctuation, capital letters.

**Vocabulary:** Technical vocabulary from across technical branches (20) GRE Vocabulary (20) (Antonyms and Synonyms, Word applications) Verbal reasoning and sequencing of words.

**Grammar:** Content words and function words; word forms: verbs, nouns, adjectives and adverbs; nouns: countables and uncountables; singular and plural basic sentence structures; simple question form - wh-questions; word order in sentences.

**Pronunciation:** Vowels, Consonants, Plural markers and their realizations

### Unit 2:

**Lesson-1: Nehru’s letter to his daughter Indira on her birthday** from “Infotech English”, Maruthi Publications

**Lesson-2: Bosom Friend by Hira Bansode** from “The Individual Society”, Pearson Publications. (Non-detailed)

**Listening:** Answering a series of questions about main idea and supporting ideas after listening to audio texts, both in speaking and writing.

**Speaking:** Discussion in pairs/ small groups on specific topics followed by short structured talks. Functional English: Greetings and leave takings.



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### COURSE STRUCTURE-R19

**Reading:** Identifying sequence of ideas; recognizing verbal techniques that help to link the ideas in a paragraph together.

**Reading for Writing:** Summarizing - identifying main idea/s and rephrasing what is read; avoiding redundancies and repetitions.

**Vocabulary:** Technical vocabulary from across technical branches (20 words). GRE Vocabulary Analogies (20 words) (Antonyms and Synonyms, Word applications)

**Grammar:** Use of articles and zero article; prepositions.

**Pronunciation:** Past tense markers, word stress-di-syllabic words

#### **Unit 3:**

**Lesson-1: Stephen Hawking-Positivity ‘Benchmark’** from “**Infotech English**”, Maruthi Publications

**Lesson-2: Shakespeare’s Sister by Virginia Woolf** from “**The Individual Society**”, Pearson Publications. (Non-detailed)

**Listening:** Listening for global comprehension and summarizing what is listened to, both in speaking and writing.

**Speaking:** Discussing specific topics in pairs or small groups and reporting what is discussed. Functional English: Complaining and Apologizing.

**Reading:** Reading a text in detail by making basic inferences - recognizing and interpreting specific context clues; strategies to use text clues for comprehension. Critical reading.

**Reading for Writing:** Summarizing - identifying main idea/s and rephrasing what is read; avoiding redundancies and repetitions. Letter writing-types, format and principles of letter writing. E-mail etiquette, Writing CV’s.

**Vocabulary:** Technical vocabulary from across technical branches (20 words). GRE Vocabulary (20 words) (Antonyms and Synonyms, Word applications) Association, sequencing of words

**Grammar:** Verbs - tenses; subject-verb agreement; direct and indirect speech, reporting verbs for academic purposes.

**Pronunciation:** word stress-poly-syllabic words



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## COURSE STRUCTURE-R19

### Unit 4:

**Lesson-1: Liking a Tree, Unbowed: Wangari Maathai-biography** from “**Infotech English**”, Maruthi Publications

**Lesson-2: Telephone Conversation-Wole Soyinka** from “**The Individual Society**”, Pearson Publications. (Non-detailed)

**Listening:** Making predictions while listening to conversations/ transactional dialogues without video (only audio); listening to audio-visual texts.

**Speaking:** Role plays for practice of conversational English in academic contexts (formal and informal) - asking for and giving information/directions. Functional English: Permissions, Requesting, Inviting.

**Reading:** Studying the use of graphic elements in texts to convey information, reveal trends/patterns/relationships, communicative process or display complicated data.

**Reading for Writing:** Information transfer; describe, compare, contrast, identify significance/trends based on information provided in figures/charts/graphs/tables. Writing SOP, writing for media.

**Vocabulary:** Technical vocabulary from across technical branches (20 words) GRE Vocabulary (20 words) (Antonyms and Synonyms, Word applications) Cloze Encounters.

**Grammar:** Quantifying expressions - adjectives and adverbs; comparing and contrasting; degrees of comparison; use of antonyms

**Pronunciation:** Contrastive Stress

### Unit 5:

**Lesson-1: Stay Hungry-Stay foolish** from “**Infotech English**”, Maruthi Publications

**Lesson-2: Still I Rise by Maya Angelou** from “**The Individual Society**”, Pearson Publications. (Non-detailed)

**Listening:** Identifying key terms, understanding concepts and interpreting the concepts both in speaking and writing.



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### **COURSE STRUCTURE-R19**

**Speaking:** Formal oral presentations on topics from academic contexts - without the use of PPT slides. Functional English: Suggesting/Opinion giving.

**Reading:** Reading for comprehension. RAP Strategy Intensive reading and Extensive reading techniques.

**Reading for Writing:** Writing academic proposals- writing research articles: format and style.

**Vocabulary:** Technical vocabulary from across technical branches (20 words) GRE Vocabulary (20 words) (Antonyms and Synonyms, Word applications) Coherence, matching emotions.

**Grammar:** Editing short texts – identifying and correcting common errors in grammar and usage (articles, prepositions, tenses, subject verb agreement)

**Pronunciation:** Stress in compound words

**Prescribed text books for theory:**

1. “Infotech English”, Maruthi Publications. (Detailed)
2. “The Individual Society”, Pearson Publications. (Non-detailed)

**Reference books:**

1. Bailey, Stephen. Academic writing: A handbook for international students. Routledge, 2014.
2. Chase, Becky Tarver. Pathways: Listening, Speaking and Critical Thinking. Heinley ELT; 2nd Edition, 2018.
3. Skillful Level 2 Reading & Writing Student's Book Pack (B1) Macmillan Educational.
4. Hewings, Martin. Cambridge Academic English (B2). CUP, 2012.



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**COURSE STRUCTURE-R19**

I Year - I Semester		L	T	P	C
		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>MATHEMATICS-I (BS1101)</b> <b>(Common to all Branch's for I Year B. Tech)</b>					

**Course Objectives:**

- This course will illuminate the students in the concepts of calculus.
- To enlighten the learners in the concept of differential equations and multivariable calculus.
- To equip the students with standard concepts and tools at an intermediate to advanced level mathematics to develop the confidence and ability among the students to handle various real world problems and their applications.

**Course Outcomes:** At the end of the course, the student will be able to

- utilize mean value theorems to real life problems (L3)
- solve the differential equations related to various engineering fields (L3)
- familiarize with functions of several variables which is useful in optimization (L3)
- Apply double integration techniques in evaluating areas bounded by region (L3)
- students will also learn important tools of calculus in higher dimensions. Students will become familiar with 2- dimensional and 3-dimensional coordinate systems (L5 )

**UNIT I: Sequences, Series and Mean value theorems:**

**(10 hrs)**

Sequences and Series: Convergences and divergence – Ratio test – Comparison tests – Integral test – Cauchy's root test – Alternate series – Leibnitz's rule.

Mean Value Theorems (without proofs): Rolle's Theorem – Lagrange's mean value theorem – Cauchy's mean value theorem – Taylor's and Maclaurin's theorems with remainders.



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### COURSE STRUCTURE-R19

**UNIT II: Differential equations of first order and first degree: (10 hrs)**

Linear differential equations – Bernoulli's equations – Exact equations and equations reducible to exact form.

Applications: Newton's Law of cooling – Law of natural growth and decay – Orthogonal trajectories – Electrical circuits.

**UNIT III: Linear differential equations of higher order: (10 hrs)**

Non-homogeneous equations of higher order with constant coefficients – with non-homogeneous term of the type  $e^{ax}$ ,  $\sin ax$ ,  $\cos ax$ , polynomials in  $x^n$ ,  $e^{ax} V(x)$  and  $x^n V(x)$  – Method of Variation of parameters.

Applications: LCR circuit, Simple Harmonic motion.

**UNIT IV: Partial differentiation: (10 hrs)**

Introduction – Homogeneous function – Euler's theorem – Total derivative – Chain rule – Jacobian – Functional dependence – Taylor's and Mc Laurent's series expansion of functions of two variables.

Applications: Maxima and Minima of functions of two variables without constraints and Lagrange's method (with constraints).

**UNIT V: Multiple integrals: (8 hrs)**

Double and Triple integrals – Change of order of integration – Change of variables.

Applications: Finding Areas and Volumes.

**Text Books:**

1. **B. S. Grewal**, Higher Engineering Mathematics, 43<sup>rd</sup> Edition, Khanna Publishers.
2. **B. V. Ramana**, Higher Engineering Mathematics, 2007 Edition, Tata Mc. Graw Hill Education.

**Reference Books:**

1. **Erwin Kreyszig**, Advanced Engineering Mathematics, 10<sup>th</sup> Edition, Wiley-India.
2. **Joel Hass, Christopher Heil and Maurice D. Weir**, Thomas calculus, 14<sup>th</sup> Edition, Pearson.
3. **Lawrence Turyn**, Advanced Engineering Mathematics, CRC Press, 2013.
4. **Srimantha Pal, S C Bhunia**, Engineering Mathematics, Oxford University Press.



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		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>APPLIED CHEMISTRY (BS1106)</b>					

Knowledge of basic concepts of Chemistry for Engineering students will help them as professional engineers later in design and material selection, as well as utilizing the available resources.

**Learning Objectives:**

- **Importance** of usage of plastics in household appliances and composites (FRP) in aerospace and automotive industries.
- **Outline** the basics for the construction of electrochemical cells, batteries and fuel cells. Understand the mechanism of corrosion and how it can be prevented.
- **Express** the increase in demand as wide variety of advanced materials are introduced; which have excellent engineering properties.
- **Explain** the crystal structures, and the preparation of semiconductors. Magnetic properties are also studied.
- **Recall** the increase in demand for power and hence alternative sources of power are studied due to depleting sources of fossil fuels. Advanced instrumental techniques are introduced.

**UNIT I POLYMER TECHNOLOGY**

**Polymerisation:-** Introduction-methods of polymerization (emulsion and suspension)-physical and mechanical properties.

**Plastics:** Compounding-fabrication (compression, injection, blown film, extrusion) - preparation, properties and applications of PVC, polycarbonates and Bakelite-mention some examples of plastic materials used in electronic gadgets, recycling of e-plastic waste.

**Elastomers:-** Natural rubber-drawbacks-vulcanization-preparation, properties and applications of synthetic rubbers (Buna S, thiokol and polyurethanes).

**Composite materials:** Fiber reinforced plastics-conducting polymers-biodegradable polymers-biopolymers-biomedical polymers.

**Learning Outcomes: At the end of this unit, the students will be able to**

- **Outline** the properties of polymers and various additives added and different methods of forming plastic materials.
- **Explain** the preparation, properties and applications of some plastic materials.
- **Interpret** the mechanism of conduction in conducting polymers .
- **Discuss** natural and synthetic rubbers and their applications.

**UNIT II: ELECTROCHEMICAL CELLS AND CORROSION**



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### COURSE STRUCTURE-R19

Single electrode potential-Electrochemical series and uses of series-standard hydrogen electrode, calomel electrode-concentration cell-construction of glass electrode-Batteries: Dry cell, Ni-Cd cells, Ni-Metal hydride cells, Li ion battery, zinc air cells–Fuel cells: H<sub>2</sub>-O<sub>2</sub>, CH<sub>3</sub>OH-O<sub>2</sub>, phosphoric acid, molten carbonate.

**Corrosion:-** Definition-theories of corrosion (chemical and electrochemical)-galvanic corrosion, differential aeration corrosion, stress corrosion, waterline corrosion-passivity of metals-galvanic series-factors influencing rate of corrosion-corrosion control (proper designing, cathodic protection)-Protective coatings: Surface preparation, cathodic and anodic coatings, electroplating, electroless plating (nickel). Paints (constituents, functions, special paints).

**Learning Outcomes: At the end of this unit, the students will be able to**

- **Explain** the theory of construction of battery and fuel cells.
- **Categorize** the reasons for corrosion and study some methods of corrosion control.

#### UNIT III: MATERIAL CHEMISTRY

**Part I : Non-elemental semiconducting materials:-** Stoichiometric, controlled valency & chalcogen photo/semiconductors-preparation of semiconductors (distillation, zone refining, Czochralski crystal pulling, epitaxy, diffusion, ion implantation) - Semiconductor devices (p-n junction diode as rectifier, junction transistor).

**Insulators & magnetic materials:** electrical insulators-ferro and ferri magnetism-Hall effect and its applications.

#### **Part II:**

**Nano materials:-** Introduction-sol-gel method- characterization by BET, SEM and TEM methods-applications of graphene-carbon nanotubes and fullerenes: Types, preparation and applications

**Liquid crystals:-** Introduction-types-applications.

**Super conductors:-**Type –I, Type II-characteristics and applications

**Learning Outcomes: At the end of this unit, the students will be able to**

- **Understand** the importance of materials like nanomaterials and fullerenes and their uses.
- **Understand** liquid crystals and superconductors.
- **Understand** the preparation of semiconductors.

#### UNIT IV: ADVANCED CONCEPTS/TOPICS IN CHEMISTRY

**Computational chemistry:** Introduction, Ab Initio studies

**Molecular switches:** characteristics of molecular motors and machines, Rotaxanes and Catenanes as artificial molecular machines, prototypes – linear motions in rotaxanes, an acid-base controlled molecular shuttle, a molecular elevator, an autonomous light-powered molecular motor

**Learning Outcomes: At the end of this unit, the students will be able to**

- **Obtain** the knowledge of computational chemistry
- **Understand** importance molecular machines





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		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>PROGRAMMING FOR PROBLEM SOLVING USING C (ES1101)</b>					

#### COURSE OBJECTIVES:

**The objectives of Programming for Problem Solving Using C are**

- 1) To learn about the computer systems, computing environments, developing of a computer program and Structure of a C Program
- 2) To gain knowledge of the operators, selection, control statements and repetition in C
- 3) To learn about the design concepts of arrays, strings, enumerated structure and union types. To learn about their usage.
- 4) To assimilate about pointers, dynamic memory allocation and know the significance of Preprocessor.
- 5) To assimilate about File I/O and significance of functions

#### **UNIT I**

**Introduction to Computers:** Creating and running Programs, Computer Numbering System, Storing Integers, Storing Real Numbers

**Introduction to the C Language:** Background, C Programs, Identifiers, Types, Variable, Constants, Input/output, Programming Examples, Scope, Storage Classes and Type Qualifiers.

**Structure of a C Program:** Expressions Precedence and Associativity, Side Effects, Evaluating Expressions, Type Conversion Statements, Simple Programs, Command Line Arguments.

#### **UNIT II**

**Bitwise Operators:** Exact Size Integer Types, Logical Bitwise Operators, Shift Operators.

**Selection & Making Decisions:** Logical Data and Operators, Two Way Selection, Multiway Selection, More Standard Functions

**Repetition:** Concept of Loop, Pretest and Post-test Loops, Initialization and Updating, Event and Counter Controlled Loops, Loops in C, Other Statements Related to Looping, Looping Applications, Programming Examples

#### **UNIT III**

**Arrays:** Concepts, Using Array in C, Array Application, Two Dimensional Arrays, Multidimensional Arrays, Programming Example – Calculate Averages

**Strings:** String Concepts, C String, String Input / Output Functions, Arrays of Strings, String Manipulation Functions String/ Data Conversion, A Programming Example – Morse Code

**Enumerated, Structure, and Union:** The Type Definition (Type def), Enumerated Types, Structure, Unions, and Programming Application

#### **UNIT IV**



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### COURSE STRUCTURE-R19

**Pointers:** Introduction, Pointers to pointers, Compatibility, L value and R value

**Pointer Applications:** Arrays, and Pointers, Pointer Arithmetic and Arrays, Memory Allocation Function, Array of Pointers, Programming Application

**Processor Commands:** Processor Commands

#### UNIT V

**Functions:** Designing, Structured Programs, Function in C, User Defined Functions, Inter-Function Communication, Standard Functions, Passing Array to Functions, Passing Pointers to Functions, Recursion

**Text Input / Output:** Files, Streams, Standard Library Input / Output Functions, Formatting Input / Output Functions, Character Input / Output Functions

**Binary Input / Output:** Text versus Binary Streams, Standard Library, Functions for Files, Converting File Type.

#### TEXT BOOKS:

1. Programming for Problem Solving, Behrouz A. Forouzan, Richard F. Gilberg, CENGAGE
2. The C Programming Language, Brian W. Kernighan, Dennis M. Ritchie, 2e, Pearson

#### REFERENCES:

1. Computer Fundamentals and Programming, Sumithabha Das, Mc Graw Hill
2. Programming in C, Ashok N. Kamthane, Amit Kamthane, Pearson
3. Computer Fundamentals and Programming in C, Pradip Dey, Manas Ghosh, OXFORD

#### COURSE OUTCOMES:

Upon the completion of the course the student will learn

- 1) To write algorithms and to draw flowcharts for solving problems
- 2) To convert flowcharts/algorithms to C Programs, compile and debug programs
- 3) To use different operators, data types and write programs that use two-way/ multi-way selection
- 4) To select the best loop construct for a given problem
- 5) To design and implement programs to analyze the different pointer applications
- 6) To decompose a problem into functions and to develop modular reusable code
- 7) To apply File I/O operations



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**COURSE STRUCTURE-R19**

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		<b>1</b>	<b>0</b>	<b>3</b>	<b>2.5</b>
<b>ENGINEERING DRAWING (ES1103)</b>					

**Course Objective:** Engineering drawing being the principal method of communication for engineers, the objective is to introduce the students, the techniques of constructing the various types of polygons, curves and scales. The objective is also to visualize and represent the 3D objects in 2D planes with proper dimensioning, scaling etc.

**Unit I**

**Objective:** To introduce the students to use drawing instruments and to draw polygons, Engg. Curves.

**Polygons:** Constructing regular polygons by general methods, inscribing and describing polygons on circles.

**Curves:** Parabola, Ellipse and Hyperbola by general and special methods, cycloids, involutes, tangents & normals for the curves.

**Scales:** Plain scales, diagonal scales and vernier scales

**Unit II**

**Objective:** To introduce the students to use orthographic projections, projections of points & simple lines. To make the students draw the projections of the lines inclined to both the planes.

**Orthographic Projections:** Reference plane, importance of reference lines, projections of points in various quadrants, projections of lines, line parallel to both the planes, line parallel to one plane and inclined to other plane.

Projections of straight lines inclined to both the planes, determination of true lengths, angle of inclination and traces.

**Unit III**

**Objective:** The objective is to make the students draw the projections of the plane inclined to both the planes.

Projections of planes: regular planes perpendicular/parallel to one reference plane and inclined to the other reference plane; inclined to both the reference planes.

**Unit IV**

**Objective:** The objective is to make the students draw the projections of the various types of solids in different positions inclined to one of the planes.

Projections of Solids – Prisms, Pyramids, Cones and Cylinders with the axis inclined to both the planes.

**Unit V**



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**COURSE STRUCTURE-R19**

**Objective:** The objective is to represent the object in 3D view through isometric views. The student will be able to represent and convert the isometric view to orthographic view and vice versa.

Conversion of isometric views to orthographic views; Conversion of orthographic views to isometric views.

Computer Aided Design, Drawing practice using Auto CAD, Creating 2D&3D drawings of objects using Auto CAD

**Note:**In the End Examination there will be no question from CAD.

**TEXT BOOKS:**

1. Engineering Drawing by N.D. Butt, Chariot Publications
2. Engineering Drawing by Agarwal & Agarwal, Tata McGraw Hill Publishers

**REFERENCE BOOKS:**

1. Engineering Drawing by K.L.Narayana & P. Kannaiah, Scitech Publishers
2. Engineering Graphics for Degree by K.C. John, PHI Publishers
3. Engineering Graphics by PI Varghese, McGrawHill Publishers
4. Engineering Drawing + AutoCad – K Venugopal, V. Prabhu Raja, New Age

**Course Outcome:** The student will learn how to visualize 2D & 3D objects.



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	<b>0</b>	<b>0</b>	<b>3</b>	<b>1.5</b>
<b>ENGLISH LAB (HS1102)</b>				

**UNIT I:**

Vowels, Consonants, Pronunciation, Phonetic Transcription

**UNIT II:**

Past tense markers, word stress-di-syllabic words, Poly-Syllabic words

**UNIT III:**

Rhythm & Intonation

**UNIT IV:**

Contrastive Stress (Homographs)

**UNIT V:**

Word Stress: Weak and Strong forms  
 Stress in compound words

**References books:**

1. Infotech English, Maruthi Publications (with Compact Disc).
2. Exercises in Spoken English Part 1,2,3,4, OUP and CIEFL.
3. English Pronunciation in use- Mark Hancock, Cambridge University Press.
4. English Phonetics and Phonology-Peter Roach, Cambridge University Press.
5. English Pronunciation in use- Mark Hewings, Cambridge University Press.
6. English Pronunciation Dictionary- Daniel Jones, Cambridge University Press.
7. English Phonetics for Indian Students- P. Bala Subramanian, Mac Millan Publications.



**JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY: KAKINADA**  
**KAKINADA – 533 003, Andhra Pradesh, India**  
**DEPARTMENT OF ELECTRICAL AND ELECTRONICS ENGINEERING**

### COURSE STRUCTURE-R19

<b>I Year - I Semester</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>3</b>	<b>1.5</b>
<b>APPLIED CHEMISTRY LAB (BS1107)</b>					

Introduction to Chemistry laboratory – Molarity, normality, primary, secondary standard solutions,  
 volumetric titrations, quantitative analysis

1. Determination of HCl using standard  $\text{Na}_2\text{CO}_3$  solution.
2. Determination of alkalinity of a sample containing  $\text{Na}_2\text{CO}_3$  and NaOH.
3. Determination of Mn (II) using standard oxalic acid solution.
4. Determination of ferrous iron using standard  $\text{K}_2\text{Cr}_2\text{O}_7$  solution.
5. Determination of copper (II) using standard hypo solution.
6. Determination of temporary and permanent hardness of water using standard EDTA solution.
7. Determination of iron (III) by a colorimetric method.
8. Determination of the concentration of acetic acid using sodium hydroxide (pH-metry method).
9. Determination of the concentration of strong acid vs strong base (by conductometric method).
10. Determination of strong acid vs strong base (by potentiometric method).
11. Determination of  $\text{Mg}^{+2}$  present in an antacid.
12. Determination of  $\text{CaCO}_3$  present in an egg shell.
13. Estimation of Vitamin C.
14. Determination of phosphoric content in soft drinks.
15. Adsorption of acetic acid by charcoal.
16. Preparation of nylon-6, 6 and Bakelite (demonstration only).

Of the above experiments at-least 10 assessment experiments should be completed in a semester.

**Outcomes:** The students entering into the professional course have practically very little exposure to lab classes. The experiments introduce volumetric analysis; redox titrations with different indicators; EDTA titrations; then they are exposed to a few instrumental methods of chemical analysis. Thus at the end of the lab course, the student is exposed to different methods of chemical analysis and use of some commonly employed instruments. They thus acquire some experimental skills.

#### Reference Books

1. A Textbook of Quantitative Analysis, Arthur J. Vogel.



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### COURSE STRUCTURE-R19

<b>I Year - I Semester</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>3</b>	<b>1.5</b>
<b>PROGRAMMING FOR PROBLEM SOLVING USING C LAB (ES1202)</b>					

**Course Objectives:**

- 1) Apply the principles of C language in problem solving.
- 2) To design flowcharts, algorithms and knowing how to debug programs.
- 3) To design & develop of C programs using arrays, strings pointers & functions.
- 4) To review the file operations, preprocessor commands.

**Exercise 1:**

1. Write a C program to print a block F using hash (#), where the F has a height of six characters and width of five and four characters.
2. Write a C program to compute the perimeter and area of a rectangle with a height of 7 inches and width of 5 inches.
3. Write a C program to display multiple variables.

**Exercise 2:**

1. Write a C program to calculate the distance between the two points.
2. Write a C program that accepts 4 integers p, q, r, s from the user where r and s are positive and p is even. If q is greater than r and s is greater than p and if the sum of r and s is greater than the sum of p and q print "Correct values", otherwise print "Wrong values".

**Exercise 3:**

1. Write a C program to convert a string to a long integer.
2. Write a program in C which is a Menu-Driven Program to compute the area of the various geometrical shape.
3. Write a C program to calculate the factorial of a given number.

**Exercise 4:**

1. Write a program in C to display the n terms of even natural number and their sum.
2. Write a program in C to display the n terms of harmonic series and their sum.  
 $1 + 1/2 + 1/3 + 1/4 + 1/5 \dots 1/n$  terms.
3. Write a C program to check whether a given number is an Armstrong number or not.

**Exercise 5:**

1. Write a program in C to print all unique elements in an array.
2. Write a program in C to separate odd and even integers in separate arrays.
3. Write a program in C to sort elements of array in ascending order.

**Exercise 6:**

1. Write a program in C for multiplication of two square Matrices.
2. Write a program in C to find transpose of a given matrix.



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### COURSE STRUCTURE-R19

**Exercise 7:**

1. Write a program in C to search an element in a row wise and column wise sorted matrix.
2. Write a program in C to print individual characters of string in reverse order.

**Exercise 8:**

1. Write a program in C to compare two strings without using string library functions.
2. Write a program in C to copy one string to another string.

**Exercise 9:**

1. Write a C Program to Store Information Using Structures with Dynamically Memory Allocation
2. Write a program in C to demonstrate how to handle the pointers in the program.

**Exercise 10:**

1. Write a program in C to demonstrate the use of & (address of) and \*(value at address) operator.
2. Write a program in C to add two numbers using pointers.

**Exercise 11:**

1. Write a program in C to add numbers using call by reference.
2. Write a program in C to find the largest element using Dynamic Memory Allocation.

**Exercise 12:**

1. Write a program in C to swap elements using call by reference.
2. Write a program in C to count the number of vowels and consonants in a string using a pointer.

**Exercise 13:**

1. Write a program in C to show how a function returning pointer.
2. Write a C program to find sum of n elements entered by user. To perform this program, allocate memory dynamically using malloc( ) function.

**Exercise 14:**

1. Write a C program to find sum of n elements entered by user. To perform this program, allocate memory dynamically using calloc( ) function. Understand the difference between the above two programs
2. Write a program in C to convert decimal number to binary number using the function.

**Exercise 15:**

1. Write a program in C to check whether a number is a prime number or not using the function.
2. Write a program in C to get the largest element of an array using the function.

**Exercise 16:**

1. Write a program in C to append multiple lines at the end of a text file.
2. Write a program in C to copy a file in another name.
3. Write a program in C to remove a file from the disk.



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**COURSE STRUCTURE-R19**

**Course Outcomes:**

**By the end of the Lab, the student**

- 1) Gains Knowledge on various concepts of a C language.
- 2) Able to draw flowcharts and write algorithms.
- 3) Able design and development of C problem solving skills.
- 4) Able to design and develop modular programming skills.
- 5) Able to trace and debug a program



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**COURSE STRUCTURE-R19**

<b>I Year - I Semester</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>ENVIRONMENTAL SCIENCE (MC1101)</b>					

**Learning Objectives:**

The objectives of the course are to impart:

- Overall understanding of the natural resources.
- Basic understanding of the ecosystem and its diversity.
- Acquaintance on various environmental challenges induced due to unplanned anthropogenic activities.
- An understanding of the environmental impact of developmental activities.
- Awareness on the social issues, environmental legislation and global treaties.

**UNIT-I:**

**Multidisciplinary nature of Environmental Studies:** Definition, Scope and Importance – Sustainability: Stockholm and Rio Summit–Global Environmental Challenges: Global warming and climate change, acid rains, ozone layer depletion, population growth and explosion, effects;. Role of information technology in environment and human health.

**Ecosystems:** Concept of an ecosystem. - Structure and function of an ecosystem; Producers, consumers and decomposers. - Energy flow in the ecosystem - Ecological succession. - Food chains, food webs and ecological pyramids; Introduction, types, characteristic features, structure and function of Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystems.

**UNIT-II:**

**Natural Resources:** Natural resources and associated problems.

Forest resources: Use and over – exploitation, deforestation – Timber extraction – Mining, dams and other effects on forest and tribal people.

Water resources: Use and over utilization of surface and ground water – Floods, drought, conflicts over water, dams – benefits and problems.

Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources.

Food resources: World food problems, changes caused by non-agriculture activities-effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity.

Energy resources: Growing energy needs, renewable and non-renewable energy sources use of alternate energy sources.

Land resources: Land as a resource, land degradation, Wasteland reclamation, man induced landslides, soil erosion and desertification; Role of an individual in conservation of natural resources; Equitable use of resources for sustainable lifestyles.



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### COURSE STRUCTURE-R19

#### UNIT-III:

**Biodiversity and its conservation:** Definition: genetic, species and ecosystem diversity-classification - Value of biodiversity: consumptive use, productive use, social-Biodiversity at national and local levels. India as a mega-diversity nation - Hot-spots of biodiversity - Threats to biodiversity: habitat loss, man-wildlife conflicts. - Endangered and endemic species of India – Conservation of biodiversity: conservation of biodiversity.

**UNIT – IV Environmental Pollution:** Definition, Cause, effects and control measures of Air pollution, Water pollution, Soil pollution, Noise pollution, Nuclear hazards. Role of an individual in prevention of pollution. - Pollution case studies, Sustainable Life Studies. Impact of Fire Crackers on Men and his well being.

**Solid Waste Management:** Sources, Classification, effects and control measures of urban and industrial solid wastes. Consumerism and waste products, Biomedical, Hazardous and e – waste management.

**UNIT – V Social Issues and the Environment:** Urban problems related to energy -Water conservation, rain water harvesting-Resettlement and rehabilitation of people; its problems and concerns. Environmental ethics: Issues and possible solutions. Environmental Protection Act - Air (Prevention and Control of Pollution) Act. –Water (Prevention and control of Pollution) Act -Wildlife Protection Act -Forest Conservation Act-Issues involved in enforcement of environmental legislation. -Public awareness.

**Environmental Management:** Impact Assessment and its significance various stages of EIA, preparation of EMP and EIS, Environmental audit. Ecotourism, Green Campus – Green business and Green politics.

The student should Visit an Industry / Ecosystem and submit a report individually on any issues related to Environmental Studies course and make a power point presentation.

#### Text Books:

1. Environmental Studies, K. V. S. G. Murali Krishna, VGS Publishers, Vijayawada
2. Environmental Studies, R. Rajagopalan, 2<sup>nd</sup> Edition, 2011, Oxford University Press.
3. Environmental Studies, P. N. Palanisamy, P. Manikandan, A. Geetha, and K. Manjula Rani; Pearson Education, Chennai

#### Reference:

1. Text Book of Environmental Studies, Deeshita Dave & P. Udaya Bhaskar, Cengage Learning.
2. A Textbook of Environmental Studies, Shaashi Chawla, TMH, New Delhi
3. Environmental Studies, Benny Joseph, Tata McGraw Hill Co, New Delhi
4. Perspectives in Environment Studies, Anubha Kaushik, C P Kaushik, New Age International Publishers, 2014



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**COURSE STRUCTURE-R19**

<b>I Year - II Semester</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>MATHEMATICS - II (BS1202)</b> <b>(Common to all Branch's for I Year B. Tech)</b>					

**Course Objectives:**

- To instruct the concept of Matrices in solving linear algebraic equations
- To elucidate the different numerical methods to solve nonlinear algebraic equations
- To disseminate the use of different numerical techniques for carrying out numerical integration.
- To equip the students with standard concepts and tools at an intermediate to advanced level mathematics to develop the confidence and ability among the students to handle various real world problems and their applications.

**Course Outcomes:** At the end of the course, the student will be able to

- develop the use of matrix algebra techniques that is needed by engineers for practical applications (L6)
- solve system of linear algebraic equations using Gauss elimination, Gauss Jordan, Gauss Seidel (L3)
- evaluate approximating the roots of polynomial and transcendental equations by different algorithms (L5)
- apply Newton's forward & backward interpolation and Lagrange's formulae for equal and unequal intervals (L3)
- apply different algorithms for approximating the solutions of ordinary differential equations to its analytical computations (L3)

**Unit I: Solving systems of linear equations, Eigen values and Eigen vectors: (10 hrs)**

Rank of a matrix by echelon form and normal form – Solving system of homogeneous and non-homogeneous equations linear equations – Gauss Elimination for solving system of equations – Eigen values and Eigen vectors and their properties.



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### COURSE STRUCTURE-R19

**Unit-II: Cayley-Hamilton theorem and Quadratic forms: (10 hrs)**

Cayley-Hamilton theorem (without proof) – Finding inverse and power of a matrix by Cayley-Hamilton theorem – Reduction to Diagonal form – Quadratic forms and nature of the quadratic forms – Reduction of quadratic form to canonical forms by orthogonal transformation.

Singular values of a matrix, singular value decomposition (Ref. Book – 1).

**UNIT III: Iterative methods: (8 hrs)**

Introduction – Bisection method – Secant method – Method of false position – Iteration method – Newton-Raphson method (One variable and simultaneous Equations) – Jacobi and Gauss-Seidel methods for solving system of equations.

**UNIT IV: Interpolation: (10 hrs)**

Introduction – Errors in polynomial interpolation – Finite differences – Forward differences – Backward differences – Central differences – Relations between operators – Newton's forward and backward formulae for interpolation – Interpolation with unequal intervals – Lagrange's interpolation formula – Newton's divide difference formula.

**UNIT V: Numerical integration and solution of ordinary differential equations: (10 hrs)**

Trapezoidal rule – Simpson's  $1/3^{\text{rd}}$  and  $3/8^{\text{th}}$  rule – Solution of ordinary differential equations by Taylor's series – Picard's method of successive approximations – Euler's method – Runge-Kutta method (second and fourth order).

**Text Books:**

1. **B. S. Grewal**, Higher Engineering Mathematics, 43<sup>rd</sup> Edition, Khanna Publishers.
2. **B. V. Ramana**, Higher Engineering Mathematics, 2007 Edition, Tata Mc. Graw Hill Education.

**Reference Books:**

1. **David Poole**, Linear Algebra- A modern introduction, 4<sup>th</sup> Edition, Cengage.
2. **Steven C. Chapra**, Applied Numerical Methods with MATLAB for Engineering and Science, Tata Mc. Graw Hill Education.



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3. **M. K. Jain, S. R. K. Iyengar and R. K. Jain**, Numerical Methods for Scientific and Engineering Computation, New Age International Publications.
4. **Lawrence Turyn**, Advanced Engineering Mathematics, CRC Press.



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**COURSE STRUCTURE-R19**

<b>I Year - II Semester</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>MATHEMATICS - III (BS1203)</b> <b>(Common to all Branch's for I Year B. Tech)</b>					

**Course Objectives:**

- To familiarize the techniques in partial differential equations
- To furnish the learners with basic concepts and techniques at plus two level to lead them into advanced level by handling various real world applications.

**Course Outcomes:** At the end of the course, the student will be able to

- interpret the physical meaning of different operators such as gradient, curl and divergence (L5)
- estimate the work done against a field, circulation and flux using vector calculus (L5)
- apply the Laplace transform for solving differential equations (L3)
- find or compute the Fourier series of periodic signals (L3)
- know and be able to apply integral expressions for the forwards and inverse Fourier transform to a range of non-periodic waveforms (L3)
- identify solution methods for partial differential equations that model physical processes (L3)

**Unit – I: Vector calculus: (10 hrs)**

Vector Differentiation: Gradient – Directional derivative – Divergence – Curl – Scalar Potential.

Vector Integration: Line integral – Work done – Area – Surface and volume integrals – Vector integral theorems: Greens, Stokes and Gauss Divergence theorems (without proof).

**Unit –II: Laplace Transforms: (10 hrs)**

Laplace transforms of standard functions – Shifting theorems – Transforms of derivatives and integrals – Unit step function – Dirac's delta function – Inverse Laplace transforms – Convolution theorem (with out proof).



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### COURSE STRUCTURE-R19

Applications: Solving ordinary differential equations (initial value problems) using Laplace transforms.

**Unit –III: Fourier series and Fourier Transforms: (10 hrs)**

Fourier Series: Introduction – Periodic functions – Fourier series of periodic function – Dirichlet's conditions – Even and odd functions – Change of interval – Half-range sine and cosine series.

Fourier Transforms: Fourier integral theorem (without proof) – Fourier sine and cosine integrals – Sine and cosine transforms – Properties – inverse transforms – Finite Fourier transforms.

**Unit –IV: PDE of first order: (8 hrs)**

Formation of partial differential equations by elimination of arbitrary constants and arbitrary functions – Solutions of first order linear (Lagrange) equation and nonlinear (standard types) equations.

**UNIT V: Second order PDE and Applications: (10 hrs)**

Second order PDE: Solutions of linear partial differential equations with constant coefficients – RHS term of the type  $e^{ax+by}$ ,  $\sin(ax+by)$ ,  $\cos(ax+by)$ ,  $x^m y^n$ .

Applications of PDE: Method of separation of Variables – Solution of One dimensional Wave, Heat and two-dimensional Laplace equation.

**Text Books:**

1. **B. S. Grewal**, Higher Engineering Mathematics, 43<sup>rd</sup> Edition, Khanna Publishers.
2. **B. V. Ramana**, Higher Engineering Mathematics, 2007 Edition, Tata Mc. Graw Hill Education.

**Reference Books:**

1. **Erwin Kreyszig**, Advanced Engineering Mathematics, 10<sup>th</sup> Edition, Wiley-India.
2. **Dean. G. Duffy**, Advanced Engineering Mathematics with MATLAB, 3<sup>rd</sup> Edition, CRC Press.



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3. **Peter O' Neil**, Advanced Engineering Mathematics, Cengage.
4. **Srimantha Pal, S C Bhunia**, Engineering Mathematics, Oxford University Press.



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**COURSE STRUCTURE-R19**

<b>I Year - II Semester</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>APPLIED PHYSICS (BS1204)</b>					

**Course Objectives:**

Physics curriculum which is re-oriented to the needs of Circuital branches of graduate engineering courses offered by Jawaharlal Nehru Technological University Kakinada that serves as a transit to understand the branch specific advanced topics. The course is designed to:

- Impart Knowledge of Physical Optics phenomena like Interference and Diffraction required to design instruments with higher resolution.
- Understand the physics of Semiconductors and their working mechanism for their utility in sensors.
- To impart the knowledge of materials with characteristic utility in appliances.

**UNIT-I**

**(10hrs)**

**WAVE OPTICS:** Principle of Superposition - Interference of light - Conditions for sustained Interference - Interference in thin films (reflected geometry) - Newton's Rings (reflected geometry).

Diffraction - Fraunhofer Diffraction - Diffraction due to Single slit (quantitative), Double slit, N-slits and circular aperture (qualitative) – Intensity distribution curves - Diffraction Grating – Grating spectrum – missing order – resolving power – Rayleigh's criterion – Resolving powers of Microscope, Telescope and grating (qualitative).

**Unit Outcomes:**

*The students will be able to*

- **explain** the need of coherent sources and the conditions for sustained interference.
- **analyze** the differences between interference and diffraction with applications.
- **illustrate** the resolving power of various optical instruments.



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## COURSE STRUCTURE-R19

### UNIT-II

(9hrs)

**QUANTUM MECHANICS:** Introduction – Matter waves – de Broglie’s hypothesis – Davisson-Germer experiment – G. P. Thomson experiment – Heisenberg’s Uncertainty Principle –interpretation of wave function – Schrödinger Time Independent and Time Dependent wave equations – Particle in a potential box.

**Unit Outcomes:**

*The students will be able to*

- **explain** the fundamental concepts of quantum mechanics.
- **analyze** the physical significance of wave function.
- **apply** Schrödinger’s wave equation for energy values of a free particle .

### UNIT-III

(10hrs)

**FREE ELECTRON THEORY & BAND THEORY OF SOLIDS :** Introduction – Classical free electron theory (merits and demerits only) - Quantum Free electron theory – electrical conductivity based on quantum free electron theory – Fermi Dirac distribution function – Temperature dependence of Fermi-Dirac distribution function - expression for Fermi energy - Density of states .

Bloch’s theorem (qualitative) – Kronig-Penney model(qualitative) – energy bands in crystalline solids – E Vs K diagram – classification of crystalline solids – effective mass of electron –  $m^*$  Vs K diagram - concept of hole.

**Unit Outcomes:**

*The students will be able to*

- **explain** the various electron theories.
- **calculate** the Fermi energy.
- **analyze** the physical significance of wave function .
- **interpret** the effects of temperature on Fermi Dirac distribution function.
- **summarise** various types of solids based on band theory.

### UNIT-IV

(9hrs)

**SEMICONDUCTOR PHYSICS:** Introduction – Intrinsic semi conductors - density of charge carriers - Electrical conductivity – Fermi level – extrinsic semiconductors - p-type & n-type - Density of charge carriers - Dependence of Fermi energy on carrier concentration and



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### COURSE STRUCTURE-R19

temperature – Hall effect- Hall coefficient - Applications of Hall effect - Drift and Diffusion currents – Einstein’s equation.

**Learning Outcomes:**

*The students will be able to*

- **classify** the energy bands of semiconductors.
- **outline** the properties of n-type and p-type semiconductors.
- **identify** the type of semiconductor using Hall effect.

**UNIT-V**

**(10 hrs)**

**MAGNETISM & DIELECTRICS:** Introduction – Magnetic dipole moment – Magnetization – Magnetic susceptibility and permeability – Origin of permanent magnetic moment – Bohr magneton – Classification of magnetic materials: Dia, para & Ferro – Domain concept of Ferromagnetism - Hysteresis – soft and hard magnetic materials – applications of Ferromagnetic material.

Introduction - Dielectric polarization – Dielectric Polarizability, Susceptibility and Dielectric constant-types of polarizations: Electronic and Ionic (Quantitative), Orientational polarizations (qualitative) – Lorentz Internal field – Claussius-Mossoti equation - Frequency dependence of polarization – Applications of dielectrics.

**Unit Outcomes:**

*The students will be able to*

- **explain** the concept of polarization in dielectric materials.
- **summarize** various types of polarization of dielectrics .
- **interpret** Lorentz field and Claussius- Mosotti relation in dielectrics.
- **classify** the magnetic materials based on susceptibility and their temperature dependence.
- **explain** the applications of dielectric and magnetic materials .
- **Apply** the concept of magnetism to magnetic devices.

**TEXT BOOKS:**

1. “A Text book of Engineering Physics” by M.N. Avadhanulu, P.G.Kshirsagar - S.Chand Publications, 2017.
2. “Engineering Physics” by D.K.Bhattacharya and Poonam Tandon, Oxford press (2015).
3. “Engineering Physics” by R.K Gaur. and S.L Gupta., - Dhanpat Rai publishers, 2012.

**REFERENCE BOOKS:**

1. “Engineering Physics” by M. R. Srinivasan, New Age international publishers (2009).



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2. “Optics” by Ajoy Ghatak, 6<sup>th</sup> Edition McGraw Hill Education, 2017.
3. “Solid State Physics” by A. J. Dekker, Mc Millan Publishers (2011).



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### COURSE STRUCTURE-R19

<b>I Year - II Semester</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>FUNDAMENTALS OF COMPUTER SCIENCE (ES1212)</b>					

#### COURSE OBJECTIVES:

This course is designed to:

1. Explain the concepts of computers and classify based on type and generation.
2. Demonstrate the techniques of writing algorithms pseudo codes & schematic flow of logic in software development process.
3. Teach about the purpose of networks and types of networks and media to connect the computers
4. Teach about Operating Systems and its concepts.
5. Illustrate about database architecture and its components
6. Illustrate about distributed computing, peer to peer, grid, cloud on demand and utility computing.

#### **UNIT I:**

**A Simple Computer System:** Central processing unit, the further need of secondary storage, Types of memory, Hardware, Software and people.

**Peripheral Devices:** Input, Output and storage, Data Preparation, Factors affecting input, Input devices, Output devices, Secondary devices, Communication between the CPU and Input/ Output devices. (Text Book 1)

#### **UNIT II:**

**Problem Solving and Programming:** Algorithm development, Flowcharts, Looping, some programming features, Pseudo code, the one-zero game, some structured programming concepts, documents.

**Programming Languages:** Machine Language and assembly language, high -level and low level languages, Assemblers, Compilers, and Interpreters (Text Book 1)

#### **UNIT III:**

**Computer Networks :** Introduction to computer Networks, Network topologies-Bus topology, star topology, Ring topology, Mesh topology, Hybrid topology, Types of Networks: Local area Network, Wide Area Networks, Metropolitan Networks, Campus/ Corporate Area Network, Personal Area Network, Network Devices- Hub, Repeater, Switch, Bridge, Router, Gateway, Network interface Card, Open System Inter connection Model (Text Book 2)



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### **COURSE STRUCTURE-R19**

**Operating systems:** Introduction, Evolution of operating systems, Process Management-Process control block, Process operations, Process scheduling, Command Interpreter, Popular operating systems- Microsoft DOS, Microsoft Windows, UNIX and Linux. (Text Book 2)

#### **UNIT IV:**

**Database Systems:** File-Oriented Approach, Database-oriented Approach-Components of Database system, Advantages & Disadvantages of Database approach, Applications of Database systems, Database views, Three-schema architecture, Database models-Hierarchical model, Network Model, relational Model, Object-oriented Data Model, Components of database management systems, Retrieving Data through Queries (Text Book 2)

**Computer Systems and Development:** Investigation, Analysis, Design, system processing and general program design, Presentation to management and users, Implementation, Documents. (Text Book 1)

#### **UNIT V:**

**Emerging Computer Technologies:** Distributed Networking, Peer-to-peer Computing, Categorization of Peer-to-peer system Applications of Peer-to-peer networks, Grid Computing-components of Grid computing, Applications of Grid computing,, Cloud Computing-characteristics of cloud computing systems, cloud computing services, cloud computing architecture, cloud computing applications, Cloud computing concerns

**Wireless Networks:** Wireless network operations, Types of wireless networks, security in wireless Networks, Limitations of wireless Networks, Bluetooth – Bluetooth Piconets, Avoiding Interference in Bluetooth Devices, Bluetooth Security, Differences between Bluetooth and Wireless Networks. (Text Book 2)

#### **TEXT BOOKS:**

1. An Introduction to Computer studies –Noel Kalicharan-Cambridge
2. Fundamentals of Computers –Reema Thareja-Oxford higher education

#### **REFERENCES:**

1. Introduction to Information Technology – ITL education Solution Limited, Pearson
2. Computer Science and overview-J. Glenn Brookshear, Dennis Brylow-Pearson



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**COURSE OUTCOMES:**

On completion of the course the student will be able to

1. Explain the concept of input and output devices of Computers and how it works and recognize the basic terminology used in computer programming.
2. Recognize the Computer networks, types of networks and topologies.
3. Summarize the concepts of Operating Systems and Databases.
4. Recite the Advanced Computer Technologies like Distributed Computing & Wireless Networks.



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**COURSE STRUCTURE-R19**

<b>I Year - II Semester</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>ELECTRICAL CIRCUIT ANALYSIS - I (ES1217)</b>					

**Preamble:**

This course introduces the basic concepts of circuit analysis which is the foundation for all subjects of the Electrical Engineering discipline. The emphasis of this course is laid on the basic analysis of circuits which includes single phase circuits, magnetic circuits, network theorems, transient analysis and network topology.

**Learning Objectives:**

- To study the concepts of passive elements, types of sources and various network reduction techniques.
- To understand the applications of network topology to electrical circuits.
- To study the concept of magnetic coupled circuit.
- To understand the behavior of RLC networks for sinusoidal excitations.
- To study the performance of R-L, R-C and R-L-C circuits with variation of one of the parameters and to understand the concept of resonance.
- To understand the applications of network theorems for analysis of electrical networks.

**UNIT-I**

**Introduction to Electrical Circuits**

Basic Concepts of passive elements of R, L, C and their V-I relations, Sources (dependent and independent), Kirchoff's laws, Network reduction techniques (series, parallel, series - parallel, star-to-delta and delta-to-star transformation), source transformation technique, nodal analysis and mesh analysis to DC networks with dependent and independent voltage and current sources.

**UNIT-II**

**Magnetic Circuits**

Basic definition of MMF, flux and reluctance, analogy between electrical and magnetic circuits, Faraday's laws of electromagnetic induction – concept of self and mutual inductance, Dot convention – coefficient of coupling and composite magnetic circuit, analysis of series and parallel magnetic circuits.



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## COURSE STRUCTURE-R19

### UNIT-III

#### Single Phase A.C Systems

Periodic waveforms (determination of rms, average value and form factor), concept of phase angle and phase difference – waveforms and phasor diagrams for lagging, leading networks, complex and polar forms of representations.

Steady state analysis of R, L and C circuits, power factor and its significance, real, reactive and apparent power, waveform of instantaneous power and complex power

### UNIT-IV

#### Analysis of AC Networks

Extension of node and mesh analysis to AC networks, series and parallel resonance, selectively band width and Quality factor, introduction to locus diagram.

### UNIT-V

#### Network theorems (DC & AC Excitations)

Superposition theorem, Thevenin's theorem, Norton's theorem, Maximum Power Transfer theorem, Reciprocity theorem, Millman's theorem and compensation theorem.

#### Learning Outcomes:

The Student should be able to solve

- Various electrical networks in presence of active and passive elements.
- Electrical networks with network topology concepts.
- Any magnetic circuit with various dot conventions.
- Any R, L, C network with sinusoidal excitation.
- Any R, L, network with variation of any one of the parameters i.e R, L, C and f.
- Electrical networks by using principles of network theorems.

#### Text Books:

1. Engineering Circuit Analysis by William Hayt and Jack E. Kemmerley, Mc Graw Hill Company, 6th edition
2. Network Analysis: Van Valkenburg; Prentice-Hall of India Private Ltd

#### Reference Books:

1. Fundamentals of Electrical Circuits by Charles K. Alexander and Mathew N.O. Sadiku, Mc Graw Hill Education (India)
2. Linear Circuit Analysis by De Carlo, Lin, Oxford publications



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3. Electric Circuits – (Schaum’s outlines) by Mahmood Nahvi & Joseph Edminister, Adapted by Kuma Rao, 5<sup>th</sup> Edition – Mc Graw Hill.
4. Electric Circuits by David A. Bell, Oxford publications
5. Introductory Circuit Analysis by Robert L Boylestad, Pearson Publications
6. Circuit Theory(Analysis and Synthesis) by A.Chakrabarthy,Dhanpat Rai&Co.



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<b>I Year - II Semester</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>3</b>	<b>1.5</b>
<b>ELECTRICAL ENGINEERING WORKSHOP (ES1218)</b>					

**Learning Objectives:**

- To demonstrate the usage of measuring equipment
- To train the students in setting up simple wiring circuits
- To impart methods in electrical machine wiring

Any 10 of the following experiments are to be conducted

1. Study of various electrical tools and symbols.
2. Identify different types of cables/wires and switches, fuses & fuse carriers, MCGB and ELCB, MCCB with ratings and usage.
3. Identification of types of resistors and capacitors.
4. Wiring of light/fan circuit using two way/ three way control (stair case wiring)
5. Go-down wiring/Tunnel wiring
6. Wiring of power distribution arrangement using single phase MCB distribution board with ELCB, main switch and energy.
7. Measurement of voltage, current, resistance in DC circuit.
8. Measurement of voltage, calculate the power factor of the circuit.
9. Wiring of backup power supply including inverter, battery and load for domestic.
10. Types of earthing, physical implementation.
11. Identification of terminals of different semiconductor devices.
12. Identification of the peripherals of a computer. To prepare a report containing the block diagram of the CPU along with the configuration of each peripheral and its functions. Description of various I/O devices, power rating of computers.
13. A practice on disassembling the components of a PC and Assembling them to back to working condition.
14. Hardware trouble shooting (Demonstration): Identification of a problem and fixing a defective PC (improper assembly of peripherals).
15. Software troubleshooting (Demonstration): Identification of a problem and fixing the PC for any software issues.



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**COURSE STRUCTURE-R19**

**Learning Outcomes:**

- Explain the limitations, tolerances, safety aspects of electrical systems and wiring.
- Select wires/cables and other accessories used in different types of wiring.
- Make simple lighting and power circuits.
- Measure current, voltage and power in a circuit.



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**COURSE STRUCTURE-R19**

I Year - II Semester		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>3</b>	<b>1.5</b>
<b>APPLIED PHYSIC LAB (ES1205)</b>					

(Any 10 of the following listed 15 experiments)

**LIST OF EXPERIMENTS:**

1. Determination of wavelength of a source-Diffraction Grating-Normal incidence.
2. Newton's rings – Radius of Curvature of Plano - Convex Lens.
3. Determination of thickness of a spacer using wedge film and parallel interference fringes.
4. Magnetic field along the axis of a current carrying coil – Stewart and Gee's apparatus.
5. Energy Band gap of a Semiconductor p - n junction.
6. Characteristics of Thermistor – Temperature Coefficients
7. Determination of dielectric constant by charging and discharging method
8. Determination of resistivity of semiconductor by Four probe method.
9. Study the variation of B versus H by magnetizing the magnetic material ( B-H curve).
- 10 Measurement of magnetic susceptibility by Gouy's method.
11. Dispersive power of diffraction grating.
12. Resolving Power of telescope
13. Resolving power of grating
14. Determination of Hall voltage and Hall coefficients of a given semiconductor using Hall effect.
15. Variation of dielectric constant with temperature.



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I Year - II Semester		L	T	P	C
		<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>COMMUNICATION SKILLS LAB (HS1203)</b>					

**UNIT I:**

Oral Activity: JAM, Hypothetical Situations, Self/Peer Profile  
 Common Errors in Pronunciation, Neutralising Accent

**UNIT II:**

Oral Activity: Telephonic Etiquette, Role Plays  
 Poster Presentations

**UNIT III:**

Oral Activity: Oral Presentation skills, Public speaking  
 Data Interpretation

**UNIT IV:**

Oral Activity: Group Discussions: Do's and Don'ts- Types, Modalities

**UNIT V:**

Oral Activity: Interview Skills: Preparatory Techniques, Frequently asked questions, Mock Interviews.  
 Pronunciation: Connected speech (Pausing, Tempo, Tone, Fluency etc..)

**References:**

1. Infotech English, Maruthi Publications (with Compact Disc).
2. Exercises in Spoken English Part 1,2,3,4, OUP and CIEFL.
3. English Pronunciation in use- Mark Hancock, Cambridge University Press.
4. English Phonetics and Phonology-Peter Roach, Cambridge University Press.
5. English Pronunciation in use- Mark Hewings, Cambridge University Press.
6. English Pronunciation Dictionary- Daniel Jones, Cambridge University Press.
7. English Phonetics for Indian Students- P. Bala Subramanian, Mac Millan Publications.
8. Technical Communication- Meenakshi Raman, Sangeeta Sharma, Oxford University Press.
9. Technical Communication- Gajendra Singh Chauhan, Smita Kashiramka, Cengage Publications.



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<b>I Year - II Semester</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>
<b>ENGINEERING EXPLORATION PROJECT (PR1201)</b>					

#### **COURSE OBJECTIVES:**

- Build mindsets & foundations essential for designers
- Learn about the Human-Centered Design methodology and understand their real-world applications
- Use Design Thinking for problem solving methodology for investigating illdefined problems.
- Undergo several design challenges and work towards the final design challenge

Apply Design Thinking on the following Streams to

- Project Stream 1: Electronics, Robotics, IOT and Sensors
- Project Stream 2: Computer Science and IT Applications
- Project Stream 3: Mechanical and Electrical tools
- Project Stream4: Eco-friendly solutions for waste management, infrastructure, safety, alternative energy sources, Agriculture, Environmental science and other fields of engineering.

#### **HOW TO PURSUE THE PROJECT WORK?**

- The first part will be learning-based-masking students to embrace the methodology by exploring all the phases of design thinking through the wallet/ bag challenge and podcasts.
- The second part will be more discussion-based and will focus on building some necessary skills as designers and learning about complementary material for human- centered design.
- The class will then divide into teams and they will be working with one another for about 2 – 3 weeks. These teams and design challenges will be the basis for the final project and final presentation to be presented.
- The teams start with **Design Challenge** and go through all the phases more in depth from coming up with the right question to empathizing to ideating to prototyping and to testing.
- Outside of class, students will also be gathering the requirements, identifying the challenges, usability, importance etc
- At the end, Students are required to submit the final reports, and will be evaluated by the faculty.



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## COURSE STRUCTURE-R19

### TASKS TO BE DONE:

Task 1: Everyone is a Designer

- Understand class objectives & harness the designer mindset

Task 2: The Wallet/Bag Challenge and Podcast

- Gain a quick introduction to the design thinking methodology
- Go through all stages of the methodology through a simple design challenge
- Podcast: Observe, Listen and Engage with the surrounding environment and identify a design challenge.

Task 3: Teams & Problems

- Start Design Challenge and learn about teams & problems through this
- Foster team collaboration, find inspiration from the environment and learn how to identify problems

Task 4: Empathizing

- Continue Design Challenge and learn empathy
- Learn techniques on how to empathize with users
- Go to the field and interview people in their environments
- Submit Activity Card

Task 5: Ideating

- Continue Design Challenge and learn how to brainstorm effectively
- Encourage exploration and foster spaces for brainstorming
- Submit Activity Card

Task 6: Prototyping

- Continue Design Challenge and learn how to create effective prototypes
- Build tangible models and use them as communication tools
- Start giving constructive feedback to classmates and teammates
- Submit Activity Card

Task 7: Testing

- Finish Design Challenge and iterate prototypes and ideas through user feedback
- Evolve ideas and prototypes through user feedback and constructive criticism
- Get peer feedback on individual and group performance
- Submit Activity Card

Task 8:

- Final Report Submission and Presentation



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**Note:** The colleges may arrange for Guest Speakers from Various Design Fields: Graphic Design, Industrial Design, Architecture, Product Design, Organizational Design, etc to enrich the students with Design Thinking Concept.

#### REFERENCES:

1. Tom Kelly, The Art of Innovation: Lessons in Creativity From IDEO, America’s Leading Design Firm (Profile Books, 2002)
2. Tim Brown, Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation (HarperBusiness, 2009)
3. Jeanne Liedtka, Randy Salzman, and Daisy Azer, Design Thinking for the Greater Good: Innovation in the Social Sector (Columbia Business School Publishing, 2017)

#### OTHER USEFUL DESIGN THINKING FRAMEWORKS AND METHODOLOGIES:

- Human-Centered Design Toolkit (IDEO); <https://www.ideo.com/post/design-kit>
- Design Thinking Boot Camp Bootleg (Stanford D-School); <https://dschool.stanford.edu/resources/the-bootcamp-bootleg>
- Collective Action Toolkit (frogdesign); [https://www.frogdesign.com/wpcontent/uploads/2016/03/CAT\\_2.0\\_English.pdf](https://www.frogdesign.com/wpcontent/uploads/2016/03/CAT_2.0_English.pdf)
- Design Thinking for Educators (IDEO); <https://designthinkingforeducators.com/>