VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI

B.E. in Civil Engineering

Scheme of Teaching and Examinations 2021

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

(Effective from the academic year 2021 - 22)

III SEMESTER

Sl. No	Course and Course Code	Course Title	Teaching Department (TD) and Question Paper Setting Board (PSB)	Teaching Hours /Week				Examination				Credits
				Theory Lecture	Tutorial	Practical/ Drawing	Self -Study	Duration in hours	CIE Marks	SEE Marks	Total Marks	
				L	T	P	S					
1	BSC 21MAT31	Transform Calculus, Fourier Series and Numerical Techniques (Common to all)	TD- Maths PSB-Maths					03	50	50	100	3
2	IPCC 21CV32	Geodetic Engineering	TD: Civil Engg PSB: Civil Engg	2	2	2		03	50	50	100	4
3	IPCC 21CV33	Strength of Materials	TD: Civil Engg PSB: Civil Engg	2	2	2		03	50	50	100	4
4	PCC 21CV34	Earth Resources and Engineering	TD: Geology PSB: Geology	3	0	0		03	50	50	100	3
5	PCC 21CVL35	Computer-Aided Building Planning and Drawing	TD: Civil Engg PSB: Civil Engg	0	0	2		03	50	50	100	1
6	UHV **21SCR36**	Social Connect and Responsibility	Any Department	0	0	1		01	50	50	100	1
7	HSMC 21KSK37/47	Samskrutika Kannada	TD and PSB HSMC	0	2	0		01	50	50	100	1
	HSMC 21KBK37/47	Balake Kannada										
	OR											
	HSMC 21CIP37/47	Constitution of India and Professional Ethics										
8	AEC 21CV38X	Ability Enhancement Course - III	TD: Concerned department PSB: Concerned Board	If offered as Theory Course				01	50	50	100	1
				0	2	0						
				If offered as lab. course				02				
				0	0	2						
								Total	**400**	**400**	**800**	**18**

9	**Scheduled activities for III to VIII semesters**	NCMC 21NS83	National Service Scheme (NSS)	NSS	All students have to register for any one of the courses namely National Service Scheme, Physical Education (PE)(Sports and Athletics), and Yoga with the concerned coordinator of the course during the first week of III semester. The activities shall be carried out between III semester to VIII semester (for 5 semesters). SEE in the above courses shall be conducted during VIII semester examinations and the accumulated CIE marks shall be added to the SEE marks. Successful completion of the registered course is mandatory for the award of the degree. The events shall be appropriately scheduled by the colleges and the same shall be reflected in the calendar prepared for the NSS, PE, and Yoga activities.
		NCMC 21PE83	Physical Education (PE)(Sports and Athletics)	PE	
		NCMC 21YO83	Yoga	Yoga	

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

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

Note: BSC: Basic Science Course, **IPCC:** Integrated Professional Core Course, **PCC:** Professional Core Course, **INT** –Internship, **HSMC:** Humanity and Social Science & Management Courses, **AEC**–Ability Enhancement Courses. **UHV:** Universal Human Value Course.

L –Lecture, **T –** Tutorial, P- Practical/ Drawing, **S –** Self Study Component, **CIE:** Continuous Internal Evaluation, **SEE:** Semester End Examination.**TD-**Teaching Department, **PSB**: Paper Setting department

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

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

referred.

21INT49Inter/Intra Institutional Internship: All the students admitted to engineering programs under the lateral entry category shall have to undergo a mandatory 21INT49 Inter/Intra Institutional Internship of 03 weeks during the intervening period of III and IV semesters. The internship shall be slated for CIE only and will not have SEE. The letter grade earned through CIE shall be included in the IV semester grade card. The internship shall be considered as a head of passing and shall be considered for vertical progression and for the award of degree. Those, who do not take up / complete the internship shall be declared fail and shall have to complete during subsequently after satisfying the internship requirements. The faculty coordinator or mentor shall monitor the students' internship progress and interact with them for the successful completion of the internship.

Non–credit mandatory courses (NCMC):

(A)Additional Mathematics I and II:

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

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

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

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

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

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

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

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

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

Ability Enhancement Course - III

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

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B.E. in Civil Engineering

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(Effective from the academic year 2021 - 22)

IV SEMESTER

Sl. No	Course and Course Code	Course Title	Teaching Department (TD) and Question Paper Setting Board (PSB)	Teaching Hours /Week				Examination				Credits
				Theory Lecture	Tutorial	Practical/ Drawing	Self -Study	Duration in hours	CIE Marks	SEE Marks	Total Marks	
				L	T	P	S					
1	BSC **21MAT41**	Complex Analysis, Probability and Statistical Methods.	TD, PSB-Maths					03	50	50	100	3
2	IPCC 21CV42	Fluid Mechanics and Hydraulics	TD: Civil Engg PSB: Civil Engg	2	2	2		03	50	50	100	4
3	IPCC 21CV43	Public Health Engineering	TD: Civil Engg PSB: Civil Engg	2	2	2		03	50	50	100	4
4	PCC 21CV44	Analysis of Structures	TD: Civil Engg PSB: Civil Engg	2	2	0		03	50	50	100	3
5	AEC 21BE45	Biology for Engineers	BT, CHE, PHY	1	2	0		02	50	50	100	2
6	PCC 21CVL46	Earth Resources and Engineering Lab	TD: Geology PSB: Geology	0	0	2		03	50	50	100	1
7	HSMC 21KSK37/47	Samskrutika Kannada	HSMC	0	2	0		01	50	50	100	1
	HSMC 21KBK37/47	Balake Kannada										
		OR										
	HSMC 21CIP37/47	Constitution of India & Professional Ethics										
8	AEC 21CV48X	Ability Enhancement Course- IV	TD and PSB: Concerned department	If offered as theory Course: 0	2	0		01	50	50	100	1
				If offered as lab. course: 0	0	2		02				
9	UHV 21UH49	Universal Human Values	Any Department	0	2	0		01	50	50	100	1
10	INT 21INT49	Inter/Intra Institutional Internship	Evaluation By the appropriate authorities	Completed during the intervening period of II and III semesters by students admitted to first year of BE./B.Tech and during the intervening period of III and IV semesters by Lateral entry students admitted to III semester.				3	100	--	100	2
								Total	**550**	**450**	**1000**	**22**

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

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

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

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

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

Non – credit mandatory course (NCMC):

Additional Mathematics - II:

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

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

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

Ability Enhancement Course - IV

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

Internship of 04 weeks during the intervening period of IV and V semesters; 21INT68Innovation/ Entrepreneurship/ Societal Internship.

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

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

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

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

B. E. (Common to all branches)

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

SEMESTER - III

TRANSFORM CALCULUS, FOURIER SERIES AND NUMERICAL TECHNIQUES			
Course Code	**21MAT 31**	CIE Marks	50
Teaching Hours/Week (L:T:P:S)	2:2:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives: The goal of the course Transform Calculus, Fourier series and Numerical techniques 21MAT 31 is

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

Teaching-Learning Process (General Instructions):

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

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

Module-1: Laplace Transform

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

Inverse Laplace transforms definition and problems, Convolution theorem to find the inverse Laplace transforms (without Proof) problems. Laplace transforms of derivatives, solution of differential equations. **(8 Hours)**

Self-study: Solution of simultaneous first-order differential equations. **(RBT Levels: L1, L2 and L3)**	
Teaching-Learning Process	Chalk and talk method / PowerPoint Presentation
Module-2: Fourier Series	
Introduction to infinite series, convergence and divergence. Periodic functions, Dirichlet's condition. Fourier series of periodic functions with period 2π and arbitrary period. Half range Fourier series. Practical harmonic analysis. **(8 Hours)** **Self-study:** Convergence of series by D'Alembert's Ratio test and, Cauchy's root test. **(RBT Levels: L1, L2 and L3)**	
Teaching-Learning Process	Chalk and talk method / PowerPoint Presentation
Module-3: Infinite Fourier Transforms and Z-Transforms	
Infinite Fourier transforms definition, Fourier sine and cosine transforms. Inverse Fourier transforms, Inverse Fourier cosine and sine transforms. Problems. Difference equations, z-transform-definition, Standard z-transforms, Damping and shifting rules, Problems. Inverse z-transform and applications to solve difference equations. **(8 Hours)** **Self Study**: Initial value and final value theorems, problems. **(RBT Levels: L1, L2 and L3)**	
Teaching-Learning Process	Chalk and talk method / PowerPoint Presentation
Module-4: Numerical Solution of Partial Differential Equations	
Classifications of second-order partial differential equations, finite difference approximations to derivatives, Solution of Laplace's equation using standard five-point formula. Solution of heat equation by Schmidt explicit formula and Crank- Nicholson method, Solution of the Wave equation. Problems. **(8 Hours)** **Self Study**: Solution of Poisson equations using standard five-point formula. **(RBT Levels: L1, L2 and L3)**	
Teaching-Learning Process	Chalk and talk method / PowerPoint Presentation
Module-5: Numerical Solution of Second-Order ODEs and Calculus of Variations	
Second-order differential equations - Runge-Kutta method and Milne's predictor and corrector method. (No derivations of formulae). Calculus of Variations: Functionals, Euler's equation, Problems on extremals of functional. Geodesics on a plane, Variational problems. **(8 Hours)** **Self Study:** Hanging chain problem **(RBT Levels: L1, L2 and L3)**	
Course outcomes: After successfully completing the course, the students will be able : ➢ To solve ordinary differential equations using Laplace transform. ➢ Demonstrate the Fourier series to study the behaviour of periodic functions and their applications in system communications, digital signal processing and field theory. ➢ To use Fourier transforms to analyze problems involving continuous-time signals and to apply Z-Transform techniques to solve difference equations ➢ To solve mathematical models represented by initial or boundary value problems involving partial differential equations ➢ Determine the extremals of functionals using calculus of variations and solve problems arising in dynamics of rigid bodies and vibrational analysis.	

Assessment Details (both CIE and SEE)

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

Continuous Internal Evaluation:

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

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

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

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

Two assignments each of **10 Marks**

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

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

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

At the end of the 13th week of the semester

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

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

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

Semester End Examination:

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

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

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

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

Suggested Learning Resources:

Text Books:

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

Reference Books

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

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

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

- Quizzes
- Assignments
- Seminars

III Semester

Geodetic Engineering			
Course Code	21CV32	CIE Marks	50
Teaching Hours/Week (L:T:P:S)	2:2:2:0	SEE Marks	50
Total Hours of Pedagogy	50	Total Marks	100
Credits	4	Exam Hours	03

Course objectives:

- Provide basic knowledge about principles of surveying for location, design and construction of engineering projects
- Develop skills for using surveying instruments including, levelling instruments, plane tables, theodolite, compass
- Make students to familiar with cooperative efforts required in acquiring surveying data and applying fundamental concepts to eliminate errors and set out the works
- Provide information about new technologies that are used to abstracting the information of earth surface

Teaching-Learning Process (General Instructions)

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

1. The survey of India topomap has to be shared with students and few exercise must be given
2. The satellite imagery has to be procured and shared with students
3. The manual for conducting field survey has to be provided
4. The online courses available should be shared with students
5. YouTube videos
6. Power point presentations

Module-1

Introduction to Surveying: Importance of surveying in Civil Engineering, Concepts of plane and geodetic surveying Principles of surveying –Plans and maps – Surveying equipment's, Meridians, Bearings, Dip, Declination, Local attraction, Calculation of bearings and included angles. Compass surveying and Plane Table Surveying

Compass surveying: Prismatic and surveyor's compasses, temporary adjustments.

Plane Table Surveying: plane table and accessories, advantages and disadvantages of plane table survey, method of plotting - radiation, intersection, traversing, resection, two point and three point method

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

Module-2

Levelling – Principles and basic definitions – Types of Levels – Types of adjustments and objectives – Types of levelling – Simple, Differential, Fly, Reciprocal, Profile, Cross sectioning – Booking of levels – Rise & fall and H. I methods (Numerical)

Areas and volumes: Measurement of area – by dividing the area into geometrical figures, area from offsets, mid ordinate rule, trapezoidal and Simpsons one third rule, area from co-ordinates, introduction to planimeter, digital planimeter. Measurement of volumes-trapezoidal and prismoidal formula.

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

Process	

Module-3

Theodolite Surveying: Theodolite and types, fundamental axes and parts of theodolite, temporary adjustments of transit theodolite, Horizontal and Vertical angle measurements by repetition and reiteration Trigonometric levelling: Single and Double plane for finding elevation of objects Computation of distances and elevations using Tacheometric method.

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

Module-4

Curve Surveying: Curves – Necessity – Types, Simple curves, Elements , Designation of curves, Setting out simple curves by linear methods (numerical problems on offsets from long chord & chord produced method), Setting out curves by Rankine's deflection angle method (numerical problems). Compound curves, Elements, Design of compound curves, Setting out of compound curves (numerical problems). Reverse curve between two parallel straights (numerical problems on Equal radius and unequal radius). Transition curves Characteristics, numerical problems on Length of Transition curve, Vertical curves –Types – (theory).

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

Module-5

Photogrammetry and aerial survey: Introduction, definitions, basics principles, methods, importance of scale, height, applications.

Remote sensing: Introduction, Principle of Remote sensing, EMR, types, resolutions, types of satellites, type of sensors, LIDAR, visual and digital image processing and its applications. **Global Positioning System:** Definition, Principles of GPS and applications. Geographical Information System: Introduction and principle of Geographical Information System, components of GIS, applications

Advanced instrumentation in surveying: classification, measuring principles, Electronic theodolite, EDM, Total Station, Drones

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

LABORATORY EXPERIMENTS

1.	Study of various instruments used for surveying, namely chain, tape, Compass,
2.	Dumpy level, Auto-level, Theodolite, Tacheometer, Total station and GPS. To find the distance between two points shown in the field using method of pacing, chaining and taping.
3.	To set regular geometric figures (Hexagon and Pentagon) using chain tape and accessories.
4.	To set regular geometric figures (Hexagon and Pentagon) using prismatic compass, given the bearing of one line.
5.	Study of use of Dumpy level and to determine the different in elevation between two points by differential levelling using Dumpy level
6.	To find the true difference in elevation between two points situated far apart by using Reciprocal levelling.

7.	Trigonometrical levelling: Single plane method and Double plane method
8.	Measurement of horizontal angle using theodolite by: i) Method of Repetition and ii) Reiteration method.
9.	Setting simple circular curve-Instrumental method,
10.	Setting compound curve using theodolite
11.	Plane table : Setting, orientation, radiation, intersection
12.	Demo: Total station, GPS

Course outcome (Course Skill Set)

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

1. Execute survey using compass and plane table
2. Find the level of ground surface and Calculation of area and volumes
3. Operate theodolite for field execution
4. Estimate the capacity of reservoir
5. Interpret satellite imageries

Assessment Details (both CIE and SEE)

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

Continuous Internal Evaluation:

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

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

Two assignments each of **10 Marks**

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

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

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

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

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

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

Semester End Examination:

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

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

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

Suggested Learning Resources:

Books

1. Surveying & levelling Vol. I ,II & III, B. C. Punmia, Laxmi Publications; seventeenth edition (2016)
2. Advanced Surveying: Total Station, GPS, GIS & Remote Sensing by Pearson 2017 by GopiSatheesh, R.Sathikumar, N. Madhu
3. Surveying Vol.I& II, S. K. Duggal, McGraw Hill Education; Fourth edition (2017)

4. Surveying and Levelling, R. Subramanian , second edition, 2012, Oxford University Press; 5. Engineering Surveying, Schofield and Breach, 6th edition, Butterworth-Heinemann (Elsevier publication, 2007) 6. Surveying , A Banister, S Raymond, R Baker, 7th edition, Pearson , New Delhi
Web links and Video Lectures (e-Resources):
• NPTEL courses
Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

III Semester

	STRENGTH OF MATERIALS			
	Course Code	**21CV33**	CIE Marks	50
	Teaching Hours/Week (L:T:P:S)	2+2+2+0	SEE Marks	50
	Total Hours of Pedagogy	50	Total Marks	100
	Credits	4	Exam Hours	03 hrs

Course objectives: This course will enable students

1. To understand the basic concepts of the stresses and strains for different materials and strength of structural elements.
2. To know the development of internal forces and resistance mechanism for one dimensional and two-dimensional structural elements.
3. To analyse and understand different internal forces and stresses induced due to representative loads on structural elements.
4. To determine slope and deflections of beams.
5. To evaluate the behaviour of torsion members, columns and struts.

Teaching-Learning Process (General Instructions)

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

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

Module-1

Simple Stresses and Strains: Introduction, Properties of Materials, Stress, Strain, Hook's law, Poisson's Ratio, Stress – Strain Diagram for structural steel, Principles of superposition, Total elongation of tapering bars of circular and rectangular cross sections. Composite section, Volumetric strain, expression for volumetric strain, Elastic constants, relationship among elastic constants (No Numerical), Thermal stress and strains

Compound stresses: Introduction, Stress components on inclined planes, General two-dimensional stress system, Principal planes and stresses, maximum shear stresses and their planes (shear planes). Compound stress using Mohr's circle method.

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

Module-2

Bending moment and shear force diagrams in beams: Definition of shear force and bending moment, Sign convention, Relationship between loading, shear force and bending moment, Shear force and bending moment equations, development of Shear Force Diagram(SFD) and Bending Moment Diagram (BMD) with salient values for cantilever, simply supported and overhanging beams for point loads, UDL(Uniformly Distributed Load), UVL(Uniformly Varying Load) and Couple.

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

Module-3

	Bending stress in beams: Introduction – Bending stress in beam, Pure bending, Assumptions in simple bending theory, derivation of Simple bending equation (Bernoulli's equation), modulus of rupture, section modulus, Flexural rigidity, Problems **Shear stress in beams:** Derivation of Shear stress intensity equations, Derivation of Expressions of the shear stress intensity for rectangular, triangular and circular cross sections of the beams. Problems on calculation of the shear stress intensities at various critical levels of T, I and Hollow rectangular cross sections of the beam.	
	Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class.
	Module-4	
	Torsion: Twisting moment in shafts, simple torque theory, derivation of torsion equation, tensional rigidity, polar modulus, shear stress variation across solid circular and hollow circular sections, Problems **Thin cylinders:** Introduction: Longitudinal, circumferential (hoop) stress in thin cylinders. Expressions for longitudinal and circumferential stresses. Efficiency of longitudinal and circumferential joints. Problems on estimation of change in length, diameter and volume when the thin cylinder subjected to internal fluid pressure. **Thick cylinders:** Concept of Thick cylinders Lame's equationsapplicable to thick cylinders with usual notations, calculation of longitudinal, circumferential and radial stresses – simple numerical examples. Sketching the variation of radial stress (pressure) and circumferential stress across the wall of thick cylinder. U	
	Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class.
	Module-5	
	Elastic stability of columns: Introduction – Short and long columns, Euler's theory on columns, Effective length, slenderness ratio, radii of gyration, buckling load, Assumptions, derivations of Euler's Buckling load for different boundary conditions, Limitations of Euler's theory, Rankine's formula and related problems. **Deflection of determinate Beams:** Introduction, Elastic curve –Derivation of differential equation of flexure, Sign convention, Slope and deflection using Macaulay's method for statically determinate beams subjected to various vertical loads, moment, couple and their combinations. Numerical problems.	
	Teaching-Learning Process	1.Blackboard teaching/PowerPoint presentations (if needed) 2.Regular review of students by asking questions based on topics covered in the class.

LABORATORY

1. Dimensionality of bricks, Water absorption, Initial rate of absorption
2. Specific gravity of coarse and fine aggregate
3. Fineness modulus of Fine and Coarse aggregate
4. Compressive strength tests on building blocks (brick, solid blocks and hollow blocks)
5. Tension test on Mild steel and HYSD bars
6. Compression test on HYSD, Cast iron
7. Bending Test on Wood under two-point loading.

8. Shear Test on Mild steel – single and double shear
9. Impact test on Mild Steel (Charpy& Izod)

Course outcome (Course Skill Set)

After completion of the course, students will be able to

1. Evaluate the behaviour when a solid material is subjected to various types of forces (namely Compressive, Tensile, Thermal, Shear, flexure, Torque, internal fluid pressure) and estimate stresses and corresponding strain developed. (L3)
2. Estimate the forces developed and draw schematic diagram for stresses, forces, moments for simple beams with different types of support and are subjected to various types of loads (L3).
3. Evaluate the behaviour when a solid material is subjected to Torque and internal fluid pressure and estimate stresses and corresponding strain developed. (L3)
4. Distinguish the behaviour of short and long column and calculate load at failure & explain the behaviour of spring to estimate deflection and stiffness (L3)
5. Examine and Evaluate the mechanical properties of various materials under different loading conditions

Assessment Details (both CIE and SEE)

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

Continuous Internal Evaluation:

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

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

Two assignments each of **10 Marks**

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

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

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

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

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

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

Semester End Examination:

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

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

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

Suggested Learning Resources:

Books

1.Timoshenko and Young, “Elements of Strength of Materials” ,EastWest Press, 5t edition 2003

2.R. Subramanyam, “Strength of Materials”, Oxford University Press, 3rd Edition -2016

3.B.C Punmia Ashok Jain, Arun Jain, “Strength of Materials”, Laxmi - 2018-22 Publications, 10th Edition-2018

Web links and Video Lectures (e-Resources):

1.Strength of Materials web course by IIT Roorkee https://nptel.ac.in/courses/112107146/

2.Strength of Materials video course by IIT Kharagpur https://nptel.ac.in/courses/105105108/

3.Strength of Materials video course by IIT Roorkee https://nptel.ac.in/courses/112107147/18

4.All contents organized http://www.nptelvideos.in/2012/11/strengthof-materials-prof.html

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

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

TEMPLATE for AEC (if offered as theory course)

Semester III

: **Earth Resources and Engineering**			
Course Code	21CV34	CIE Marks	50
Teaching Hours/Week (L:T:P:S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives:

- This course will enable students;

1. To understand the importance of earth's dynamic interior in civil engineering and Geo Hazard mitigation and management
2. To analyse the physical characteristics of the rocks and Minerals for its suitable application in Engineering
3. To evaluate earth Process for providing sustainable management and Development through Geoengineering.
4. Subsurface Exploration for providing safe and suitable site condition and Earth Resources for Reengineering activities
5. To application of modern tools and techniques in Earth Resources Management and.

Teaching-Learning Process (General Instructions)

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

1. Chalk and Talk method.
2. Show Video/animation films to explain earth dyanamics and influence of geology in prime civil constructions
4. Encourage collaborative (Group Learning) Learning in the class
5. Ask at least three HOTS (Higher order Thinking) questions in the class, which promotes critical thinking
6. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking process such as the ability to evaluate, generalize, and analyse information rather than simply recall it.
7. Topics will be introduced in a multiple representation.
8. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
9. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

Module /unit – 01 – Introduction, scope of earth science in Engineering, 8 hrs
Geohazards and disasters, Mitigation and management

Earths internal dynamics ,Plate tectonics, Earth quakes types, causes iso-seismal line, seismic zonation map, seismic proof structures, Numerical problems on location of epicenter; volcanic eruption, types, causes, ; landslides, causes types, preventive measures; tsunamis causes consequences, mitigation;cyclones, causes management

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

Module-2	
Earth Resources **8hrs** Minerals -Industrial, rock forming and ore minerals. Physical properties, composition and uses Rocks as a construction materials- physical properties, texture, composition, applications for aggregate, decorative (facing/polishing), railway ballast, rocks for masonry work, monumental/architecture, rocks as aquifers, water bearing properties igneous, sedimentary	
Teaching-Learning Process	• Chalk and talk method, • Power point presentation and Animated vedeos • Case studies • Field visits experience the real world examples
Module-3	
Surface investigation for Civil Engineering projects **8hrs** Weathering, type, causes, soil insitu, drifted soil, soil profile, soil mineralogy , structure, types of soil, Black cotton soil v/s Lateritic soil; effects of weathering on monumental rocks, River morphology and basin investigation for engineering Projects like earthen dam, gravity dam, arch dam, features of river erosion, deposition and their influences on river valley projects, morphometric analysis of river basin, selection of site for artificial recharge,, interlinking of river basins, coastal process and landforms, sedimentation /siltation, erosion	
Teaching-Learning Process	• Chalk and talk method, • Power point presentation and Animated vedeos • Case studies • Field visits experience the real world examples
Module-4	
Subsurface investigation for deep foundation **8hrs** Borehole data(and problems), Dip and strike, and outcrop problems(numerical problem geometrical/ simple trigonometry based), Electrical Resistivity meter, depth of water table, (numerical problems) seismic studies, faults, folds, unconformity, joints types, recognitionand their significance in Civil engineering projects like tunnel project, dam project, , Ground improvements like rock bolting, rock jointing, grouting	
Teaching-Learning Process	• Chalk and talk method, • Power point presentation and Animated vedeos • Case studies • Field visits experience the real world examples
Module-5	
Geo-tools and techniques for civil Engineering Applications **7hrs** Toposheets , Remote sensing and GIS. Photogrammetry (scale, flight planning, overlap, elevation effects, interpretation keys, numericals on flight, planning scale , elevation, flyimg height, ….), GPS,, Ground Penetrating Radas (GPR), Drone, and their applications	

Teaching-Learning Process	• Chalk and talk method, • Power point presentation and Animated vedeos • Case studies • Field visits and research institutes experience the real world examples

Course outcome (Course Skill Set)

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

1. Apply geological knowledge in different civil engineering practice.
2. Students will acquire knowledge on durability and competence of foundation rocks, and confidence enough to use the best building materials.
3. competent enough to provide services for the safety, stability, economy and life of the structures that they construct
4. Able to solve various issues related to ground water exploration, build up dams, bridges, tunnels which are often confronted with ground water problems
5. Intelligent enough to apply GIS, GPS and remote sensing as a latest tool in different civil engineering for safe and solid construction.

Assessment Details (both CIE and SEE)

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

Continuous internal Examination (CIE)

Three Tests (preferably in MCQ pattern with 20 questions) each of 20 **Mark (duration 01 hour**)

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

Two assignments each of **10 Marks**

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

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

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

Semester End Examinations (SEE)

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

Web links and Video Lectures (e-Resources):

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

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

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

Textbooks -

1. Engineering Geology, by Parthasarathy et al, Wiley publications
2. A textbook of Engineering Geology by Chenna Kesavulu, Mac Millan India Ltd
3. Principle of Engineering Geology, by K.M. Bangar, Standard publishers
4. Physical and Engineering Geology, by S.K. Garg, Khanna publishers
5. Principles of Engineering Geology, by KVGK Gokhale, BS Publications

Reference books –

1. Introduction to Environmental Geology by Edward A Keller, Pearson publications.
2. Engineering Geology and Rock Mechanics B. P. Verma, Khanna publishers
3. Principles of Engineering Geology and Geotechnics, Krynine and Judd, CBS Publications

COMPUTER AIDED BUILDING PLANNING AND DRAWING

Course Code	21CVL35	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0+0+2+0	SEE Marks	50
Credits	01	Exam Hours	03 hrs

Course objectives:

Provide students with understanding

1. Gain skill set to prepare Computer Aided Engineering Drawings
2. Understanding the details of construction of different building elements
3. Visualize the completed form of the building and the intricacies of construction based on the engineering drawings
4. Get familiarization of practices used in Industry

Sl.NO	Experiments
	Module 1
1	**Drawing Basics:** Selection of scales for various drawings, thickness of lines, dimensioning, abbreviations and conventional representations as per IS:962.
2	**Simple Engineering Drawings with CAD** Drawing Tools**:** Lines Circle, Arc, Poly line, Multiline, Polygon, Rectangle, Spline, Ellipse, Modify tools: Erase, Copy, Mirror, Offset, Array, Move, Rotate, Scale, Stretch, Lengthen, Trim, Extend, Break, Chamfer and Fillet, Using Text: Single line text, Multiline text, Spelling, Edit text, Special Features: View tools, Layers concept, Dimension tools, Hatching, Customizing Toolbars, Working with multiple drawings.
	Module 2
3	**Drawings of Different Building Elements:** Following drawings are to be prepared for the data given using CAD Software a) Cross section of Foundation, masonry wall, RCC columns with isolated & combined footings. b) Different types of bonds in brick masonry. c) Different types of staircases – Dog legged, Open well, d) Lintel and chajja. e) RCC Slabs and beams. f) Cross section of a pavement. g) Septic Tank and sedimentation Tank. h) Layout plan of Rainwater recharging and harvesting system. i) Cross sectional details of a road for a Residential area with provision for all services. j) Steel truss (connections Bolted). **Note:**Students should sketch to dimension the above in a sketch book before doing the computer drawing.

Module 3	
4	**Building Drawings :** Principles of planning, Planning regulations and building bye-laws, factors affecting site selection, Functional planning of residential and public buildings, design aspects for different public buildings. Recommendations of NBC. Drawing of plan, elevation and sectional elevation including electrical, plumbing and sanitary services using CAD software for 1. Single and double story residential building. 2. Hostel building. 3. Hospital building. 4. School building. Submission drawing (sanction drawing)of two storied residential building with access to terrace including all details and statements as per the local bye-laws Industry Applications : 3D Modelling and Rendering, 2D Animation, Construction site Simulation **Note:** . Students should sketch to dimension the above in a sketch book before doing the computer drawing . One compulsory field visit/exercise to be carried out. . Single line diagrams to be given in the examination.

Course outcomes (Course Skill Set):

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

1. Prepare, read and interpret the drawings in a professional set up.
2. Know the procedures of submission of drawings and Develop working and submission drawings for building.
3. Plan and design of residential or public building as per the given requirements.

Assessment Details (both CIE and SEE)

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

Continuous Internal Evaluation (CIE):

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

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

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

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

Semester End Evaluation (SEE):

SEE marks for the practical course is 50 Marks.

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

All laboratory experiments are to be included for practical examination.

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

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

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

by examiners.
General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)
Change of experiment is allowed only once and 15% Marks allotted to the procedure part to be made zero.
The duration of SEE is 03 hours

Rubrics suggested in Annexure-II of Regulation book

Question paper pattern:

- There will be four full questions with sub divisions if necessary from Module2 with each full question carrying twenty five marks. Students have to answer any two questions.
- There will be two full questions from Modulus 3 with each full question carrying fifty marks. Students have to answer any one question. The conduction of examination and question paper format of should be in line of 1st year CAED drawing. It's drawing paper but the exam will be conducted by batches in the computer labs. Question paper should be given in batches.

Suggested Learning Resources:

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Textbook:

1. MG Shah, CM Kale, SY Patki, "Building drawing with an integrated approach to Built Environment Drawing", Tata McGraw Hill Publishing co. Ltd, New Delhi.
2. Gurucharan Singh, "Building Construction", Standard Publishers, & distributors, New Delhi.
3. Malik RS and a Meo GS, "Civil Engineering Drawing", Asian Publishers/Computech Publication Pvt Ltd

Reference Books:

1. Time Saver Standard by Dodge F.W, F.W Dodge Corp.
2. IS: 962-1989 (Code of practice for architectural and building drawing).
3. National Building Code, BIS, New Delhi.

SOCIAL CONNECT & RESPONSIBILITIES			
Course Code	**21SCR36**	**CIE Marks**	**50**
Teaching Hours week (L:T:P:S)	0+0+1	SEE Marks	50
Total Hours of Pedagogy	15	Total Marks	100
Credits	01	Exam Hours	03
Department	Management Studies / Engineering Department		
Offered for	3rd Semester		
Prerequisite	Nil		

Objectives: The Course will

- Enable the student to do a deep drive into societal challenges being addressed by NGO(s), social enterprises & The government and build solutions to alleviate these complex social problems through immersion, design & technology.
- Provide a formal platform for students to communicate and connect to theirsurroundings.
- Enable to create of a responsible connection with society.

Learning Outcomes: The students are expected to have the ability to :

1. Understand social responsibility
2. Practice sustainability and creativity
3. Showcase planning and organizational skills

Contents:

The course is mainly activity-based that will offer a set of activities for the student that enables them to connect with fellow human beings, nature, society, and the world at large. The course will engage studentsinr interactive sessions, open mic, reading groups, storytelling sessions, and semester-long activities conducted by faculty mentors. In the following a set of activities planned for the course have been listed :

Module-I

Plantation and adoption of a tree: Plantation of a tree that will be adopted for four years by a group of B.Tech. students. They will also make an excerpt either as a documentary or a photoblog describing the plant's origin, its usage in daily life, and its appearance in folklore and literature.

Module-II

Heritage walk and crafts corner: Heritage tour, knowing the history and culture of the city, connecting to people around through their history, knowing the city and its craftsman, photoblog and documentary on evolution and practice of various craft forms.

Module-III

Organic farming and waste management: usefulness of organic farming, wet waste management in neighboring villages, and implementation in the campus.

Module-IV

Water Conservation: knowing the present practices in the surrounding villages and implementation in the campus, documentary or photo blog presenting the current practices.

Module-V

Food Walk City's culinary practices, food lore, and indigenous materials of the region used in cooking.

Activities

Jamming session, open mic, and poetry: Platform to connect to others. Share the stories with others. Exhibit the talent like playing instruments, singing, one-act play, art-painting, and fine art.

PEDAGOGY

The pedagogy will include interactive lectures, inspiring guest talks, field visits, social immersion, and a course project. Applying and synthesizing information from these sources to define the social problem to address and take up the solution as the course project, with your group. Social immersionwith NGOs/social sections will be a key part of the course. Will all lead to the course project that will address the needs of the social sector?

COURSE TOPICS:

The course will introduce social context and various players in the social space, and present approaches to discovering and understanding social needs. Social immersion and inspiring conversional will culminate in developing an actual, idea for problem-based intervention, based on an in-depth understanding of a key social problem.

A total of 14 hrs engagement per semester is required for the 3rd semester of the B.E. /B.Tech. program. The students will be divided into 10 groups of 35 each. Each group will be handled by two **faculty mentors**. Faculty mentors will design the activities (particularly Jammingsessions open mic ,and poetry)

Faculty mentors has to design the evaluation system.

GRADING PLAN : Type of Evaluation	**Weightage (in)**
Quizzes	10
Assignments (Paper(I/II)	15
Hackathons (2)	30
Technology Demonstration	15
Stake Holder Presentation	15
Final Demos & Terms paper (based on social immersion)	15

SAMPLE TEMPLATE

III/IV Semester

Constitution of India and Professional Ethics (CIP)

Course Code	**21CIP37/47**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:2:0:0	SEE Marks	50
Total Hours of Pedagogy	15 Hours	Total Marks	100
Credits	01	Exam Hours	01 Hour

Course objectives: This course will enable the students

- To know the fundamental political structure & codes, procedures, powers, and duties of Indian government institutions, fundamental rights, directive principles, and the duties of citizens.
- To understand engineering ethics and their responsibilities, identify their individual roles and ethical responsibilities towards society.

Teaching-Learning Process (General Instructions)

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

- ✓ Teachers shall adopt suitable pedagogy for effective teaching - learning process. The pedagogy shall involve the combination of different methodologies which suit modern technological tools and software's to meet the present requirements of the Global employment market.
  - (i) Direct instructional method (Low /Old Technology),
  - (ii) Flipped classrooms (High/advanced Technological tools),
  - (iii) Blended learning (combination of both),
  - (iv) Enquiry and evaluation based learning,
  - (v) Personalized learning,
  - (vi) Problems based learning through discussion,
  - (vii) Following the method of expeditionary learning Tools and techniques,
- **1.** Apart from conventional lecture methods, various types of innovative teaching techniques through videos, animation films may be adapted so that the delivered lesson can enhance the students in theoretical applied and practical skills in teaching of 21CIP39/49 in general.

Module - 1

Introduction to Indian Constitution: Definition of Constitution, Necessity of the Constitution, Societies before and after the Constitution adoption. Introduction to the Indian constitution, Making of the Constitution, Role of the Constituent Assembly. Preamble of Indian Constitution & Key concepts of the Preamble. Salient features of India Constitution.

Teaching-Learning Process	Chalk and talk method, Videos, Power Point presentation to teach. Creating real time stations in classroom discussions, Giving activities and assignments (Connecting Campus & community with administration real time situations).

Module - 2

Fundamental Rights (FR's), Directive Principles of State Policy (DPSP's) and Fundamental Duties (FD's) : Fundamental Rights and its Restriction and limitations in different Complex Situations. DPSP's and its present relevance in Indian society. Fundamental Duties and its Scope and significance in Nation building.

Teaching-Learning Process	Chalk and talk method, Videos, Power Point presentation to teach. Creating real time stations in classroom discussions, Giving activities and assignments (Connecting Campus & community with administration real time situations).

Module - 3

Union Executive : Parliamentary System, Union Executive – President, Prime Minister, Union Cabinet, Parliament - LS and RS, Parliamentary Committees, Important Parliamentary Terminologies. Supreme Court of India, Judicial Reviews and Judicial Activism.

Teaching-Learning Process	Chalk and talk method, Videos, Power Point presentation to teach. Creating real time stations in classroom discussions, Giving activities and assignments (Connecting Campus & community with administration real time situations).

Module - 4	
State Executive & Elections, Amendments and Emergency Provisions: State Executive, Election Commission, Elections & Electoral Process. Amendment to Constitution (Why and How) and Important Constitutional Amendments till today. Emergency Provisions.	
Teaching-Learning Process	Chalk and talk method, Videos, Power Point presentation to teach. Creating real time stations in classroom discussions, Giving activities and assignments (Connecting Campus & community with administration real time situations).
Module-5	
Professional Ethics: Definition of Ethics & Values. Professional & Engineering Ethics. Positive and Negative aspects of Engineering Ethics. Clash of Ethics, Conflicts of Interest. The impediments to Responsibility. Professional Risks, Professional Safety and liability in Engineering. Trust & Reliability in Engineering, Intellectual Property Rights (IPR's).	
Teaching-Learning Process	Chalk and talk method, Videos, Power Point presentation to teach. Creating real time stations in classroom discussions, Giving activities and assignments (Connecting Campus & community with administration real time situations).

Course outcome (Course Skill Set)

At the end of the course the student should :

CO 1: Have constitutional knowledge and legal literacy.

CO 2: Understand Engineering and Professional ethics and responsibilities of Engineers.

Assessment Details (both CIE and SEE)

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

Continuous Internal Evaluation:

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

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

Two assignments each of **10 Marks**

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

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

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

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

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

Semester End Examination:

SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject.

- The question paper will have 50 questions. Each question is set for 01 mark.
- SEE Pattern will be in MCQ Model (Multiple Choice Questions) for 50 marks. Duration of the examination is 01 Hour.

Textbook:

1. **"Constitution of India & Professional Ethics"** Published by Prasaranga or published on VTU website with the consent of the university authorities VTU Belagavi.

Semester III

Problem Solving with Python			
Course Code	21CV381	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:2:0:0	SEE Marks	50
Total Hours of Pedagogy	15	Total Marks	100
Credits	1	Exam Hours	1 hr

Course objectives:

- To understand why Python is a useful scripting language for developers.
- To read and write simple Python programs
- To learn how to identify Python object types.
- To learn how to write functions and pass arguments in Python.

Teaching-Learning Process (General Instructions)

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

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

Module-1

Introduction to Python: Installing Python and Python packages, Managing virtual environments with venv module

Introduction to NumPy arrays:Array creation, indexing, data types, broadcasting, copies and views, universal functions, I/O with NumPy

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

Module-2

Introduction to NumPy and SciPy:NumPy subpackages– linalg, fft, random, polynomials, SciPy subpackages– linalg, fftpack, integrate, interpolate, optimize

Introduction to Matplotlib: Plotting 2D graphs with Matplotlib, annotations, legend, saving plots to file, bar and pie charts, line plots.

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

Module-3

Linear algebra using NumPy and SciPy:Solving linear simultaneous equations using NumPy and SciPy using numpy.linalg and scipy.linalg – solve, inverse, determinant, least square solution,

Linear algebra using NumPy and SciPy (continued): Decomposition using lu and cholesky.

Solving eigenvalue problems using NumPy and SciPy:Using numpy.linalg and scipy.linalg – eig, eigvals.

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

Module-4	
Solving initial value problems for ODE systems using scipy.integrate subpackage – solve_ivp, RK45, LSODA. Numerical integration of functions using SciPy:Using scipy.integratesubpackage– Definite integral using Gaussian quadrature – quad and quadrature Numerical integration of fixed samples using scipy.integratesubpackage– Trapezoidal rule trapezoid, Simpson's 1/3 rule using Simpson, Romberg integration romb.	
Teaching-Learning Process	Chalk and talk, PowerPoint Presentation, YouTube videos
Module-5	
Determining roots of equations using SciPyusing scipy.optimizesubpackage– Bisection method bisect, Brent's method brentq, Newton-Raphson method newton. Symbolic computing using SymPy and solving civil engineering problems using SymPy: Introduction, defining symbols, derivatives, integrals, limits, expression evaluation, expression simplification, solving equations, solving differential equations.	
Teaching-Learning Process	Chalk and talk, PowerPoint Presentation, YouTube videos

Course outcome (Course Skill Set)

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

1. Understand Python syntax and semantics and be fluent in the use of Python flow control and functions.
2. Demonstrate proficiency in handling Strings and File Systems.
3. Represent compound data using Python lists, tuples, Strings, dictionaries.
4. Read and write data from/to files in Python Programs

Assessment Details (both CIE and SEE)

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

Continuous internal Examination (CIE)

Three Tests (preferably in MCQ pattern with 20 questions) each of 20 Marks (duration 01 hour)

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

Two assignments each of 10 Marks

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

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

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

Semester End Examinations (SEE)

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

Suggested Learning Resources:

Books

1. R. Nageswara Rao, "Core Python Programming", dreamtech

2. Python Programming: A Modern Approach, Vamsi Kurama, Pearson
3. Python Programming , Reema theraja, OXFORD publication

Web links and Video Lectures (e-Resources):

1. NumPy documentation at https://numpy.org/doc/
2. SciPy documentation at https://docs.scipy.org/doc/scipy/
3. Matplotlib documentation at https://matplotlib.org/stable/users/index
4. SymPy documentation at https://docs.sympy.org/latest/index.html

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

- Real world problem solving: Demonstration of projects developed using python language

Semester III

Microsoft Excel and Visual Basic for Applications			
Course Code	21CV382	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:2:0:0	SEE Marks	50
Total Hours of Pedagogy	15	Total Marks	100
Credits	1	Exam Hours	01 hr

Course objectives:

- To learn basic operations using excel
- To solve problems using functions in excel
- To design structural elements using excel and VB as a tool

Teaching-Learning Process (General Instructions)

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

1. The online courses available should be shared with students
2. YouTube videos
3. Power point presentations
4. Assignments to solve all the problems using excel and VB.

Module-1

Introduction to Microsoft Excel, Workbooks, Worksheets, User Interface – navigating the interface, entering data, implicit data types, setting cell data types, Basic operations – copy/cut, paste, paste special, row and cell references, using cell names, Simple built-in formulae, Copying and pasting formulae

Built-in formulae – Trigonometric, Logarithmic, Exponential, Statistical, Matrix operations such as transpose, multiplication, inverse etc.

Plotting charts of different types, bar and pie charts, scatter plots, legend, Using Log and Semilog scales, Customizing chart axes, Using multiple axes, Preparing contour plots, Annotating charts.

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

Module-2

Introduction to Visual Basic for Applications, User Interface – VBA Editor, VBA toolbar, Developing simple functions in VBA – area of a circle, minimum cover to reinforcement in a beam as per IS 456, Calling user defined functions, Organizing code into modules.

Debugging VBA code using built-in debugger – breakpoints, watch variables, trace lines of code with run to cursor, step into, step over and step out.

Developing subroutines, calling subroutines, Differences between functions and subroutines, Scope of subroutines – Public and Private, Calling a subroutine

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

Module-3

VBA data types, Working with data types, Enforcing defining types with Option Explicit, Defining, initializing and using arrays within functions/subroutines.

Commenting code, Long statements spanning multiple lines, Program flow control – Branching and looping, using conditional statements, Calling Worksheet functions in VBA.

Develop functions for simple civil engineering applications – Stability of gravity dams, analysis of

rectangular footings subjected to axial compression and bending about both axes, etc.

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

Module-4

Table lookup – Lookup, Vlookup, Hlookup, Match, Index, VBA Object model, creating and using user defined objects.

Building forms, triggering subroutines by pressing a button on a form

Interacting with other applications with support for VBA, such as, SAP2000/ETABS or any other software used by civil engineers.

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

Module-5

Using Python to manipulate Microsoft Excel files, creating, editing and saving Microsoft Excel files from Python, Interacting with Microsoft Excel using Python xl wings package, Calling Python from VBA.

Developing functions and subroutine for a comprehensive civil engineering application – RC design, Steel design, or other similar problems from other fields of Civil Engineering.

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

Course outcome (Course Skill Set)

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

1. Solve Trigonometric, Logarithmic, Exponential, Statistical problems and perform Matrix operations
2. Solve civil engineering problems using VB as a tool
3. Design structural elements by integrating excel and VB

Assessment Details (both CIE and SEE)

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

Continuous internal Examination (CIE)

Three Tests (preferably in MCQ pattern with 20 questions) each of 20 Marks (duration 01 hour)

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

Two assignments each of 10 Marks

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

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

1. The sum of total marks of three tests, two assignments, and quiz /seminar/ group discussion will be out of 100 marks and shall be scaled down to 50 marks
2. Semester End Examinations (SEE)
3. SEE paper shall be set for 50 questions, each of 01 mark. The pattern of the question paper is MCQ (multiple choice questions). The time allotted for SEE is 01 hour. The student has to secure minimum of 35% of the maximum marks meant for SEE.

Suggested Learning Resources:
Books

1. Bourg, D.M., Excel Scientific and Engineering Cookbook, O'Reilly Media Inc., 2006.
2. Bilio, E.J., Excel for Scientists and Engineers – Numerical Methods, Wiley-Interscience, 2007.
3. Documentation for xlwingshttps://docs.xlwings.org/en/stable/

Web links and Video Lectures (e-Resources):

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

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

- Assignments to understand the operations in Excel and VB may be given to students

IIISemester

Personality Development and Soft skills (AEC)			
Course Code	21CV383	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	1:0:0:0	SEE Marks	50
Total Hours of Pedagogy	15	Total Marks	100
Credits	1	Exam Hours	2

Course objectives: Enable the students to

1. Experience self-fulfilment and overall development of one's own personality by developing personal skills.
2. Develop awareness about the significance of soft skills and impactful personality in professional life.
3. Improve the soft skills like effective communication, business correspondence, impressive presentation, leadership qualities, team-work, Time management leading to successful performance in interviews and group discussions.
4. Identify opportunities in career building and enhancement with proper time management and stress management.

Teaching-Learning Process (General Instructions)

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

1. Chalk and talk
2. Power point Presentation, video
3. Group discussion
4. Enacting, Demonstration
5. Industry interaction

Module-1	
Introduction to Soft-Skills-Personal Skills: Knowing Oneself/Self-Discovery-Confidence Building-Defining Strengths- Developing Positive Attitude- Thinking Creatively-Improving Perceptions - Forming Values.	
Teaching-Learning Process	Chalk and talk, PowerPoint Presentation
Module-2	
Interpersonal and Social Skills: Understanding others-Developing Inter-personal relationship Team Building-Group dynamics-Networking-Problem-solving.	
Teaching-Learning Process	Chalk and talk, PowerPoint Presentation.
Module-3	
Communication Skills: Art of Listening-Art of Speaking-Art of Reading-Art of Writing-Art of Writing E-mails: Email etiquette	
Teaching-Learning Process	Chalk and talk, Enacting, Demonstration.
Module-4	
Presentation skills: Group discussion- mock Group Discussion using video recording - public speaking.	
Teaching-Learning Process	Chalk and talk, Enacting, Demonstration, Activity

Module-5	
Corporate Skills: Working with others- Developing a proper body language-behavioural etiquettes and mannerism- Time Management –Stress Management	
Teaching-Learning Process	Chalk and talk, PowerPoint Presentation

Course outcome (Course Skill Set)

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

1. Develop effective communication skills (spoken and written) and effective presentation skills. Actively participate in group discussion / meetings / interviews and prepare & deliver presentations
2. Conduct effective business correspondence and prepare business reports which produce results.
3. Develop an understanding of and practice personal and professional responsibility.
4. Function effectively in multi-disciplinary and heterogeneous teams through the knowledge of team work, Inter-personal relationships, conflict management and leadership quality.

Assessment Details (both CIE and SEE)

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

Continuous Internal Evaluation:

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

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

Two assignments each of **10 Marks**

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

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

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

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

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

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

Semester End Examination:

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

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

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

Suggested Learning Resources:

Books

1. Meena K and V. Ayothi (2013) A Book on Development of Soft Skills (Soft Skills: A Road Map to Success), P. R. Publishers & Distributors, No. B-20 & 21, V. M. M Complex, Chatiram Bus Stand, Tiruchirappalli-620002. (Phone No: 0431-2702824Mobile No.: 9443370597, 9843074472)
2. Alex K. (2012) Soft Skills-Know Yourself & Know the World, S. Chand & Company LTD, Ram Nagar, New Delhi-110055. Mobile No.: 9442514814 (Dr.K.Alex

Web links and Video Lectures (e-Resources):

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

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

Semester III

Infrastructure Finance			
Course Code	21CV384	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:2:0:0	SEE Marks	50
Total Hours of Pedagogy	15	Total Marks	100
Credits	01	Exam Hours	1 hr

Course objectives:

- To understand the infrastructure components
- Opportunities in infrastructure development
- Financial sources and investment for infrastructure

Teaching-Learning Process (General Instructions)

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

1. The online courses available should be shared with students
2. YouTube videos
3. Power point presentations
4. Visit to government, public and private organizations to understand infrastructure projects planning and execution procedures

Module-1

An Introduction to Infrastructure Finance

What is Infrastructure Business? Infrastructure then and now, Sector Structure and Size, Estimating the per capita cost.

Models of the Infrastructure Sectors

Classification system, Infrastructure and Service Organization, Business Models of Infrastructure Subsystems, Matrix of Owners and users of Infrastructure systems

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

Module-2

Infrastructure and services:

How Infrastructure systems serve the built environment, , Services Structures and Equipment, Infrastructure support sector.

Investor and Business Opportunities in Infrastructure

Introduction, Bond Market, Stocks of Infrastructure Companies, infrastructure Funds, Infrastructure Indices, Commodity markets, Mortgage-Backed Securities, Private Equity and Infrastructure, The Infrastructure Support Sector, Infrastructure Investment Media, Corruption in Infrastructure Business, International Spending Plans.

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

Module-3

Infrastructure Performance

Tracking Infrastructure Performance, Systems to measure, Performance Standards, Infrastructure scorecard.

Financial Models for Infrastructure Organisations

General Management Model, General Financing Model, Sector Financing Models, Public Private Partnerships, Regulations.

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

Process	

Module-4

Capital Markets for Infrastructure

Capital Requirement of Sectors, Capital flows of Infrastructure, Capital structure of Infrstructure sectors, Sources of Capital, Investment Banking.

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

Module-5

Revenues for the Infrastructure Sectors

Flow of Revenues, Rate Regulation, Revenue and cost of service analysis, Infrastructure revenue by Sector.

Opportunities and Risks for Infrastructure

Infrastructure as a policy sector, Infrastructure Policy elements, Sector Issues, Transformational Issues.

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

Course outcome (Course Skill Set)

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

1. Prepare a comprehensive development plan for infrastructure projects
2. Plan funding required and procedure to be adopted for infrastructure development
3. Estimate revenue generation and implement investment plans
4. Understand risk involved and policy issues related to infrastructure projects

Assessment Details (both CIE and SEE)

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

Continuous internal Examination (CIE)

Three Tests (preferably in MCQ pattern with 20 questions) each of **20 Marks (duration 01 hour**)

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

Two assignments each of **10 Marks**

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

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

The sum of total marks of three tests, two assignments, and quiz /seminar/ group discussion

will be out of 100 marks and shall be **scaled down to 50 marks**

Semester End Examinations (SEE)

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

Suggested Learning Resources:

Books

1. Infrastructure Finance, Dr. K B Singh, Dr. Ajay Pratap Yadav, ISBN: 9788195248070, First edition, 2021, Raj Publications
2. Project and Infrastructure Finance: Corporate Banking Perspective, Vikas Srivastava , V. Rajaraman, Oxford University press, ISBN-13 978-0199465002, 2017

Web links and Video Lectures (e-Resources):

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

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

- Assignments on new planning and design of an infrastructure facility may be given

Semester III

Fire Safety in Buildings			
Course Code	21CV385	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:2:0:0	SEE Marks	50
Total Hours of Pedagogy	15	Total Marks	100
Credits	01	Exam Hours	1 hr

Course objectives:

- To understand the importance fire safety
- To learn various techniques involved in fire safety
- To design fire resistant buildings using proper materials and methods

Teaching-Learning Process (General Instructions)

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

1. The online courses available should be shared with students
2. YouTube videos
3. Power point presentations
4. Visit to fire stations and understand various fire accidents

Module-1

Fire: Introduction, Basic concepts of fire protection, Fire as a process of combustion, planning for fire protection, fire resistance

Ventilation and fuel controlled fire, process of combustion: flashover condition, effect of fire on construction material, design of fire resistance steel structure, concrete structure

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

Module-2

Fire safety: urban planning, escape and refuge, internal planning, detection and suppression

Introduction to lift design, design of lift system, expected stop and floor of reversal, different cases, simulation, arrangements and escalators

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

Module-3

Introduction to flow system: water supply, constant demand, variable demand and diversity factor, control systems

Flow in pipe networks and fixture units, design of water supply distribution system, flow in waste water pipes

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

Module-4

Introduction to HVAC: governing equations to HVAC process, numerical problem on HVAC system, psychometric chart, equation based approach

Electrical systems: design of electrical systems, intelligent building, life cycle cost and basics of building maintenance, stages of maintenance management, planning for building maintenance, periodicity of maintenance management, estimation of repair cycle, cost profile of maintenance, lamp replacement, building inspection, planned and Ad-hoc maintenance

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

Module-5	
Condition survey and health evaluation of buildings, diagnosis of building by visual survey, case studies of visual survey, effect of corrosion and alkali aggregate reaction, sampling and choice of test location Non-destructive testing, core strength test, carbonation and chloride measurement, electrical method of progress measurement Repair, rehabilitation, retrofit, periodicity and economics of condition survey, interpretation of test results	
Teaching-Learning Process	Chalk and talk, PowerPoint Presentation, YouTube videos

Course outcome (Course Skill Set)

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

1. Understand types of fire, combustion process and fire resistance
2. Plan for fire safety and design of lifts
3. Design flow network in buildings
4. Design of electrical systems and maintenance
5. Perform health evaluation of buildings and suggest remedies

Assessment Details (both CIE and SEE)

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

Continuous internal Examination (CIE)

Three Tests (preferably in MCQ pattern with 20 questions) each of 20 Marks (duration 01 hour)

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

Two assignments each of 10 Marks

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

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

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

Semester End Examinations (SEE)

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

Suggested Learning Resources:

Books

1. J A Purkiss, Fire Safety Engineering: Design of Structures, ISBN 13 978-8131220085, Elsevier, 2009
2. V K Jain, Fire Safety in Buildings, ISBN-13 978-938980219, New Age International Private Limited; Third edition, 2020
3. Fire protection, services and maintenance management of building, NPTEL video lecture, IIT, Delhi
4. Bureau of Indian Standards, " HAND BOOK OF FUNCTIONAL REQUIREMENTS OF BUILDINGS, (SP-41 & SP- 32)", BIS 1987 and 1989.
5. Markus,T.A. & Morris, E.N., "BUILDING CLIMATE AND ENERGY" Pitman publishing limited. 1980.
6. Croome,J.D.&Roberts,B.M.,"AIRCONDITIONING AND VENTILATION OF BUILDINGS VOL-1".Pergamon press.
7. Building Services Design - T.W.MEVER
8. Building Engineering & System Design - F.S.MERRIT & J. AMBROSE
9. SP-35 (1987): Handbook of Water supply & drainage-BIS
10. N.B.C.-2007 BIS
11. Concept of building fire safety - D.EGAN.
12. Design of fire resisting structures - H.L. MALHOTRA.

List of reference materials/books/

1. An introduction to fire dynamics -D.DRYSDALE
2. Structural fire protection Edt by T.T.LIE
3. Elevator technology - G.C.BARNEY
4. HEATING VENTILATING AND AIR CONDITIONING Analysis and Design - Faye C. McQuiston and Jerald D. Parker.
5. Building Maintenance Management-R.LEE
6. Developments In Building Maintenance -I.EJ. GIBSON
7. ConcreteStructures:materials,Maintenance And Repair D.CAMPBELL,ALLEN & H.ROPER

Web links and Video Lectures (e-Resources):

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

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

- Assignment students: A case study of fire hazard in building and restoration procedure adopted

IV Semester

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

Course objectives: Make the students to learn

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

Teaching-Learning Process (General Instructions)

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

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

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

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

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

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

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

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

Course outcome (Course Skill Set)

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

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

PRACTICAL COMPONENT OF IPCC

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

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

CIE for the theory component of the IPCC

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

- First test after covering 40-45 % of the syllabus
- Second test after covering 85-95% of the syllabus

Two assignments each of **10 Marks**

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

Scaled-down marks of the average of two tests and other assessment methods will be CIE marks for the theory component of IPCC for **30 marks**.

CIE for the practical component of IPCC

- On completion of every experiment/program in the laboratory, the students shall be evaluated and marks shall be awarded on the same day. The 15 **marks** are for conducting the experiment and preparation of the laboratory record, the other **05 marks** shall be for the test conducted at the end of the semester.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to **15 marks**.
- The laboratory test **(duration 02/03 hours)** at the end of the 15th week of the semester /after completion of all the experiments (whichever is early) shall be conducted for 50 marks and scaled down to **05 marks.**

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

SEE for IPCC

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

5. The question paper will have ten questions. Each question is set for 20 marks.
6. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
7. The students have to answer 5 full questions, selecting one full question from each module.
8. Marks scored shall be proportionally scaled down to 50 Marks.

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

- The minimum marks to be secured in CIE to appear for SEE shall be 12 (40% of maximum marks-30) in the theory component and 08 (40% of maximum marks -20) in the practical component. The laboratory component of the IPCC shall be for CIE only. However, in SEE, the questions from the laboratory component shall be included**.** The maximum of 04/05 questions is to be set from the practical component of IPCC, the total marks of all questions should not be more than 20 marks.
- SEE will be conducted for 100 marks and students shall secure 35% of the maximum marks to qualify for the SEE. Marks secured will be scaled down to 50.
- The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Suggested Learning Resources:

Text Books:

1. P.N.Modi and S.M.Seth-Hydraulics and Fluid Mechanics, including Hydraulic machines, standard Book House, New Delhi
2. K Subramanya- Fluid Mechanics and Hydraulic Machines, Tata McGrawhill, New Delhi
3. R.K. Bansal- A text book of Fluid Mechanics and Hydraulic Machines- Laxmi Publications ,New Delhi

Reference books

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

Web links and Video Lectures (e-Resources):

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

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

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

Subject- Fluid Mechanics and Hydraulics 21CV42

Teaching hours /Week- 2+2+2

Experiments suggested for lab(IPCC)

1) Verification of Bernoulli's equation
2) Determination of Cd for Venturimeter or Orificemeter
3) Determination of Hydraulic coefficients of small vertical orifice
4) Calibration of Triangular notch
5) Determination of Major losses in pipes
6) Determination of cd for ogee or broad crested weir
7) Determination of force exerted by a jet on flat and curved vanes
8) Determination of efficiency of centrifugal pump
9) Determination of efficiency of Kaplan or Francis turbine
10) Determination of efficiency of Pelton wheel turbine

Course outcomes

Students will develop understanding of

1.The use of various instruments for fluid flow measurement

2.Working of Hydraulic machines under various conditions of working

Reference books

1.Sarbijit Singh,Experiments in Fluid Mechanics-PHI pvt. Ltd.New Delhi

2.Hydraulics and Fliud Machines –dr.P.N.Modi &Dr.S.M..Seth, Standard book House,New Delhi

Note- Lab hours 2 per week and experiments can be reduced to 8

IV Semester

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

Course objectives:

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

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

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

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

Teaching-Learning Process (General Instructions)

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

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

Module-1

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

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

8hours

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

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

EXPERIMENTS

Experiments to be carried out are:

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

Course outcome (Course Skill Set)

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

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

Assessment Details (both CIE and SEE)

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CIE for the theory component of the IPCC

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- Second test after covering 85-95% of the syllabus

Two assignments each of **10 Marks**

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

Scaled-down marks of the average of two tests and other assessment methods will be CIE marks for the theory component of IPCC for **30 marks**.

CIE for the practical component of IPCC

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- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to **15 marks**.
- The laboratory test **(duration 02/03 hours)** at the end of the 15th week of the semester /after completion of all the experiments (whichever is early) shall be conducted for 50 marks and scaled down to **05 marks.**

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

SEE for IPCC

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

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally scaled down to 50 Marks.

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- The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

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

Web links and Video Lectures (e-Resources):

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

Lecture 26 : Water Treatment Units Sedimentation
https://youtu.be/T1M4Ecjwq7Q
Lecture 27 : Practice Problems On Sedimentation
https://youtu.be/Zlh2mpOjIMU
Lecture 28: Coagulation and Flocculation: Theory
https://youtu.be/aAo2bBaF0yU
Lecture 29: Coagulation and Flocculation: Selection and Application
https://youtu.be/44p0lN31ogo
Lecture 30: Coagulation and Flocculation: Design Operation and Process Control
https://youtu.be/v0TDfCz_jLU
Lecture 31: Filtration Theory and Slow Sand Filters
https://youtu.be/nuJQe9F_2zI
Lecture 32: Rapid Sand Filter: Filter Media and Components
https://youtu.be/3qw3sKcuQlY

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

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

IV Semester

ANALYSIS OF STRUCTURES			
Course Code	**21CV44**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2+2+0+0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	3

Course objectives: This course will enable students

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

Teaching-Learning Process (General Instructions)

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

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

Module-1

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

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

Module-2

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

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

Module-3

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

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

Module-4

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

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

Module-5

Matrix Methods of Structural Analysis: Definition of stiffness and flexibility methods, comparison to classical methods.

Stiffness Method: Stiffness matrix, Analysis of continuous beams and plane trusses using system approach; Analysis of simple orthogonal plane frames using system approach with kinematic indeterminacy up to 3.

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

Course outcome (Course Skill Set)

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

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

Assessment Details (both CIE and SEE)

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

Continuous Internal Evaluation:

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

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

Two assignments each of **10 Marks**

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

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

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

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

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

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

Semester End Examination:

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

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

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

Suggested Learning Resources:

Text Books

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

Reference Books

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

Web links and Video Lectures (e-Resources):

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

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

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

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

Course objectives:

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

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

Course outcomes (Course Skill Set):

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

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

Assessment Details (both CIE and SEE)

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

Continuous Internal Evaluation (CIE):

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

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

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

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

Semester End Evaluation (SEE):

SEE marks for the practical course is 50 Marks.

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

All laboratory experiments are to be included for practical examination.

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

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

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

by examiners.

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

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

The duration of SEE is 03 hours

Rubrics suggested in Annexure-II of the Regulation book

Suggested Learning Resources:

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

SAMPLE TEMPLATE

III/IV Semester

Constitution of India and Professional Ethics (CIP)

Course Code	**21CIP37/47**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:2:0:0	SEE Marks	50
Total Hours of Pedagogy	15 Hours	Total Marks	100
Credits	01	Exam Hours	01 Hour

Course objectives: This course will enable the students

- To know the fundamental political structure & codes, procedures, powers, and duties of Indian government institutions, fundamental rights, directive principles, and the duties of citizens.
- To understand engineering ethics and their responsibilities, identify their individual roles and ethical responsibilities towards society.

Teaching-Learning Process (General Instructions)

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

- ✓ Teachers shall adopt suitable pedagogy for effective teaching - learning process. The pedagogy shall involve the combination of different methodologies which suit modern technological tools and software's to meet the present requirements of the Global employment market.
  - (i) Direct instructional method (Low /Old Technology),
  - (ii) Flipped classrooms (High/advanced Technological tools),
  - (iii) Blended learning (combination of both),
  - (iv) Enquiry and evaluation based learning,
  - (v) Personalized learning,
  - (vi) Problems based learning through discussion,
  - (vii) Following the method of expeditionary learning Tools and techniques,
- **1.** Apart from conventional lecture methods, various types of innovative teaching techniques through videos, animation films may be adapted so that the delivered lesson can enhance the students in theoretical applied and practical skills in teaching of 21CIP39/49 in general.

Module - 1

Introduction to Indian Constitution: Definition of Constitution, Necessity of the Constitution, Societies before and after the Constitution adoption. Introduction to the Indian constitution, Making of the Constitution, Role of the Constituent Assembly. Preamble of Indian Constitution & Key concepts of the Preamble. Salient features of India Constitution.

Teaching-Learning Process	Chalk and talk method, Videos, Power Point presentation to teach. Creating real time stations in classroom discussions, Giving activities and assignments (Connecting Campus & community with administration real time situations).

Module - 2

Fundamental Rights (FR's), Directive Principles of State Policy (DPSP's) and Fundamental Duties (FD's) : Fundamental Rights and its Restriction and limitations in different Complex Situations. DPSP's and its present relevance in Indian society. Fundamental Duties and its Scope and significance in Nation building.

Teaching-Learning Process	Chalk and talk method, Videos, Power Point presentation to teach. Creating real time stations in classroom discussions, Giving activities and assignments (Connecting Campus & community with administration real time situations).

Module - 3

Union Executive : Parliamentary System, Union Executive – President, Prime Minister, Union Cabinet, Parliament - LS and RS, Parliamentary Committees, Important Parliamentary Terminologies. Supreme Court of India, Judicial Reviews and Judicial Activism.

Teaching-Learning Process	Chalk and talk method, Videos, Power Point presentation to teach. Creating real time stations in classroom discussions, Giving activities and assignments (Connecting Campus & community with administration real time situations).

Module - 4	
State Executive & Elections, Amendments and Emergency Provisions: State Executive, Election Commission, Elections & Electoral Process. Amendment to Constitution (Why and How) and Important Constitutional Amendments till today. Emergency Provisions.	
Teaching-Learning Process	Chalk and talk method, Videos, Power Point presentation to teach. Creating real time stations in classroom discussions, Giving activities and assignments (Connecting Campus & community with administration real time situations).
Module-5	
Professional Ethics: Definition of Ethics & Values. Professional & Engineering Ethics. Positive and Negative aspects of Engineering Ethics. Clash of Ethics, Conflicts of Interest. The impediments to Responsibility. Professional Risks, Professional Safety and liability in Engineering. Trust & Reliability in Engineering, Intellectual Property Rights (IPR's).	
Teaching-Learning Process	Chalk and talk method, Videos, Power Point presentation to teach. Creating real time stations in classroom discussions, Giving activities and assignments (Connecting Campus & community with administration real time situations).

Course outcome (Course Skill Set)

At the end of the course the student should :

CO 1: Have constitutional knowledge and legal literacy.

CO 2: Understand Engineering and Professional ethics and responsibilities of Engineers.

Assessment Details (both CIE and SEE)

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

Continuous Internal Evaluation:

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

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

Two assignments each of **10 Marks**

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

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

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

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

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

Semester End Examination:

SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject.

- The question paper will have 50 questions. Each question is set for 01 mark.
- SEE Pattern will be in MCQ Model (Multiple Choice Questions) for 50 marks. Duration of the examination is 01 Hour.

Textbook:

1. **"Constitution of India & Professional Ethics"** Published by Prasaranga or published on VTU website with the consent of the university authorities VTU Belagavi.

Semester IV

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

Course objectives:

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

Teaching-Learning Process (General Instructions)

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

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

Module-1

Introduction to Pandas – Panel data structure, Series, Data Frame, indices, datatypes of columns, sorting, copying.
Indexing and selecting data: Different choices for indexing, Attribute access, slicing, selection by label, selection by position, selection by callable, Boolean indexing.

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

Module-2

MultiIndex and advanced indexing, Merge, join, concatenate and compare Data Frames
Reshaping and pivot tables

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

Module-3

Working with text data
Working with missing data

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

Module-4

Grouping: Splitting an object into groups, Iterating through groups, Selecting a group, Aggregation, Transformation, Filtration.

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

Module-5

Time series / date functionality, Time deltas, Plotting, Handling large datasets

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

Course outcome (Course Skill Set)

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

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

Assessment Details (both CIE and SEE)

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

Continuous internal Examination (CIE)

Three Tests (preferably in MCQ pattern with 20 questions) each of **20 Marks (duration 01 hour**)

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

Two assignments each of **10 Marks**

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

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

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

Semester End Examinations (SEE)

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

Suggested Learning Resources:
Books

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

Web links and Video Lectures (e-Resources):

- Online study material.

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

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

IV Semester

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

Course objectives:

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

Teaching-Learning Process (General Instructions)

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

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

Module-1	
QGIS Introduction: Definition of GIS and its use. Introduction to a free and open source desktop geographic information system software. Types of data (vector and raster formats), web services, useful commands and utilities for geo-processing, extending its capabilities to digital satellite image processing and analysis.	
Teaching-Learning Process	Chalk and talk, PowerPoint Presentation & PBL

Module-2	
INTRODUCTION IN QGIS About QGIS Characteristics of QGIS Start using QGIS. QGIS TOOLS QGIS Configuration, General tools, Working with projections QGIS Browser. WORKING WITH RASTER DATA Introduction, Display raster data, Raster calculator, Working with images, Practical exercises: Working with raster data and operations with	
Teaching-Learning Process	Chalk and talk, PowerPoint Presentation & PBL

Module-3	
QGIS PLUGINS Additional modules of QGIS or "plugins" Description of Plugins incorporated in QGIS Operations through "plugins" Practical exercises: Different QGIS "plugins" and their applications: GDAL library tool, georeferencing, coordinate capture, format converter.	
Teaching-Learning Process	Chalk and talk, PowerPoint Presentation & PBL

Module-4	
CREATE MAPS AND RELATED PRODUCTS: Creation tools, Graphic elements, Atlases generation, and Graphic output creations. Practical exercises: Map creation with QGIS.	
Teaching-Learning Process	Chalk and talk, PowerPoint Presentation & PBL

Module-5	
RELATIONAL DATABASE MANAGEMENT SYSTEMS AND SPATIAL DATA. Database design, Database connections, Table joins Spatial joins, generate new statistics and new data using table and spatial data information. Practical exercises: Creation of thematic maps like population data of taluk, Watershed map with drainage and water bodies, Highway with other	

road intersection details

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

Course outcome (Course Skill Set)

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

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

Assessment Details (both CIE and SEE)

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

Continuous Internal Evaluation:

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

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

Two assignments each of **10 Marks**

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

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

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

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

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

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

Semester End Examination:

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

Suggested Learning Resources:

Books

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

Web links and Video Lectures (e-Resources):

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

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

1. Write a note on Quick map service plugin. Add screenshot of the plugin.
2. Briefly explain steps involved in QGIS to import: Raster data, Vector data and CSV data.
3. Download vector data of your district boundary or district roads from internet. Mention the source of data.
4. Create a map layout for task 3 and add map elements such as: Title, north arrow, scale bar, lat-long extents. Note: The map should include your name and USN at bottom right corner.
5. Write a note on Coordinate reference system (CRS).
6. Download toposheet from Survey of India website* https://onlinemaps.surveyofindia.gov.in/ (Region as per the allocation to a student#)
7. What do you understand by EPSG 4326? What is the EPSG code in terms of UTM for your region selected? Derive UTM zone for your region using longitude value (Hint: Refer to video).
8. Create a map layout for task 6 and add map elements such as: Title, north arrow, scale bar, lat-long extents - mandatory. Note: The map should include your name and USN at bottom right corner.

   *Create an account to download toposheet. Once downloaded, convert .pdf file to .jpg file and then proceed with geoferencing.

   #None of the regions should coincide/overlap/repeat. Each student has to select region individually after discussing with fellow students.

   Reference links: Georeferencing an Image- https://youtu.be/TFqAT0p6eAc
9. The following activities need to be carried out with respect to Geo-referenced Toposheet that was assigned in task 8 (Unique toposheets as per allotment to a student).
   a. Digitize vector point data (at least 10 points covering entire toposheet region). Preferably two hospitals, two schools and two colleges. Develop attribute for the digitized points. The attribute table should contain: ID, Point_Name, Latitude, and Longitude. Provide screenshot of the attribute table developed.
   b. Digitize vector line data (atleast 8 line features covering entire toposheet region). Preferably two roads, two rivers and other two important linear features. Develop attribute for the digitized lines. The attribute table should contain: ID, Line_Name, Length (to be calculated from map calculator). Provide screenshot of the attribute table developed.
   c. Digitize vector polygon data (atleast 8 polygon features covering entire toposheet region). Preferably two government buildings, two lakes and other two polygon features. Develop attribute for the digitized polygons. The attribute table should contain: ID, poly_Name, Area (to be calculated from map calculator). Provide screenshot of the attribute table developed.
   d. Display the points, lines and polygons with georeferenced toposheet as background. Label features for Point name, Line name and Polygon name.
   e. Create a map layout for tasks4 and add map elements such as: Title, north arrow, scale bar, lat-long extents - mandatory. Note: The map should include your name and USN at bottom right corner.

IVSemester

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

Course objectives: Enable the students to

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

Teaching-Learning Process (General Instructions)

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

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

Module-1	
Technical Report Writing: Introduction to Technical writing process, Understanding of writing process, Introduction to various Technical Report writing..	
Teaching-Learning Process	Chalk and talk, PowerPoint Presentation

Module-2	
Art of condensation and Paragraph Writing: Introduction and importance, Types and principles of condensation. Importance of paragraph writing, Features and its construction styles.	
Teaching-Learning Process	Chalk and talk, Practice sessions.

Module-3	
Business Report Writing: Introduction, Definition and Salient features of Business reports. Significance and types of report writing. (Formal and Informal). Resume building and Types of resumes. (samples of resumes)	
Teaching-Learning Process	Chalk and talk, Practice sessions.

Module-4	
Technical Articles and Proposals: Nature and significance, Types of technical Articles Journal articles and conference papers. Elements of technical articles .Introduction to technical proposal writing, Purpose, importance, structure and types of technical proposals.	
Teaching-Learning Process	Chalk and talk, Activity

Module-5
Social media posts and Blog Writing: Ethics and practices of social media posts, Principles and fundamentals, Guiding principles for composition of articles, some common pitfalls. Maintaining common etiquette. Blogs and Blog writings strategies.

Teaching-Learning Process	Chalk and talk, PowerPoint Presentation

Course outcome (Course Skill Set)

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

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

Assessment Details (both CIE and SEE)

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

Continuous Internal Evaluation:

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

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

Two assignments each of **10 Marks**

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

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

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

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

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

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

Semester End Examination:

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

Suggested Learning Resources:

Books

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

Web links and Video Lectures (e-Resources):

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

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

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

Semester IV

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

Course objectives:

Provide students with understanding

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

Teaching-Learning Process (General Instructions)

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

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

Module-1

Introduction to Project Finance:

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

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

Module-2

Financing of Project:

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

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

Module-3

Project Analysis and Management:

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

Teaching-	Chalk & Talk, PPT presentation, Youtube videos

Learning Process	

Module-4

Project Finance Risks and their Mitigations:

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

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

Module-5

Legal and Taxation :

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

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

Course outcome (Course Skill Set)

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

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

Assessment Details (both CIE and SEE)

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

Continuous internal Examination (CIE)

Three Tests (preferably in MCQ pattern with 20 questions) each of **20 Marks (duration 01 hour**)

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

Two assignments each of **10 Marks**

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

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

20 Marks (**duration 01 hours**)

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

Semester End Examinations (SEE)

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

Suggested Learning Resources:

Books

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

Web links and Video Lectures (e-Resources):

- Online study material.

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

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

Semester IV

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

Course objectives: This course will enable students to:

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

Teaching-Learning Process (General Instructions)

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

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

Module-1

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

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

Module-2

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

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

Module-3

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

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

Module-4

Green Building rating Systems- BREEAM – LEED - GREEN STAR -GRIHA (Green Rating for Integrated Habitat Assessment) for new buildings – Purpose - Key highlights - Point System with Differential weight age. Green Design – Definition - Principles of sustainable development in Building Design - Characteristics of Sustainable Buildings – Sustainably managed Materials - Integrated Lifecycle design of Materials and Structures (Concepts only)

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

Module-5

Utility of Solar Energy in Buildings

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

Green Composites for Buildings

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

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

Assessment Details (both CIE and SEE)

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

Continuous Internal Evaluation:

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

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

Two assignments each of **10 Marks**

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

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

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

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

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

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

Semester End Examination:

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

Suggested Learning Resources:

Text Books

1. Harhara Iyer G, Green Building Fundamentals, Notion Press

2. Dr. Adv. Harshul Savla, Green Building: Principles & Practices
Web links and Video Lectures (e-Resources):
• https://www.youtube.com/watch?v=THgQF8zHBW8 • https://www.youtube.com/watch?v=DRO_rIkywxQ
Activity Based Learning (Suggested Activities in Class)/ Practical Based learning • Students have to visit a building which is green rated and prepare a report

IV Semester

UNIVERSAL HUMAN VALUES-II: UNDERSTANDING HARMONY and ETHICAL HUMAN CONDUCT			
Course Code	21UHV49	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0+2+0	SEE Marks	50
Total Hours of Pedagogy	15	Total Marks	100
Credits	01	Exam Hours	01

Course objectives:

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 behaviour and mutually enriching interaction with Nature.

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

Teaching-Learning Process (General Instructions)

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

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 20 lectures (discussions)
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.

Module-1

Introduction to Value Education (4 hours)

Right Understanding, Relationship and Physical Facility (Holistic Developmentand the Role of Education)

Understanding Value Education, Self-exploration as the Process for Value Education, Continuous Happiness and Prosperity – the Basic Human Aspirations, Happiness and Prosperity – Current Scenario, Method to Fulfil the Basic Human Aspirations

Teaching-Learning Process	Introduction to Value Education- Chalk and talk method, Discussion, Sharing of experiences, Live Examples and videos

Module-2	
Harmony in the Human Being (4 hours) Understanding Human being as the Co-existence of the Self and the Body, Distinguishing between the Needs of the Self and the Body, The Body as an Instrument of the Self, Understanding Harmony in the Self, Harmony of the Self with the Body, Programme to ensure self-regulation and Health	
Teaching-Learning Process	Introduction to the concepts- Chalk and talk method, Discussion, Sharing of experiences, Live Examples and videos
Module-3	
Harmony in the Family and Society (4hours) Harmony in the Family – the Basic Unit of Human Interaction, 'Trust' – the Foundational Value in Relationship, 'Respect' – as the Right Evaluation, Other Feelings, Justice in Human-to-Human Relationship, Understanding Harmony in the Society, Vision for the Universal Human Order	
Teaching-Learning Process	Introduction to the concepts- Chalk and talk method, Discussion, Sharing of experiences, Live Examples and videos
Module-4	
Harmony in the Nature/Existence (4 hours) Understanding Harmony in the Nature, Interconnectedness, self-regulation and Mutual Fulfilment among the FourOrders of Nature, Realizing Existence as Co-existence at All Levels, The Holistic Perception of Harmony in Existence	
Teaching-Learning Process	Introduction to the concepts- Chalk and talk method, Discussion, Sharing of experiences, Live Examples and videos
Module-5	
Implications of the Holistic Understanding – a Look at Professional Ethics (4 hours) Natural Acceptance of Human Values, Definitiveness of (Ethical) Human Conduct, A Basis for Humanistic Education, Humanistic Constitution and UniversalHuman Order, Competence in Professional EthicsHolistic Technologies, Production Systems and Management Models-Typical Case Studies, Strategies for Transition towards Value-based Life and Profession	
Teaching-Learning Process	Introduction to the concepts- Chalk and talk method, Discussion, Sharing of experiences, Live Examples and videos
Course outcome (Course Skill Set) 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

Assessment Details (both CIE and SEE)

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

Continuous Internal Evaluation:

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

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

Two assignments each of 10 Marks

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

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

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

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

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

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

Semester End Examination:

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

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

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

Suggested Learning Resources:

Books

-READINGS:

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, 2nd 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*, R R Gaur, R Asthana, G

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)
14. Sussan George, 1976, How the Other Half Dies, Penguin Press. Reprinted1986, 1991
15. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W.Behrens III, 1972, Limits to Growth – Club of Rome's report, UniverseBooks.
16. ANagraj,1998,JeevanVidyaEkParichay,DivyaPathSansthan,Amarkantak.
17. PLDhar,RRGaur,1990,ScienceandHumanism,CommonwealthPublishers.
18. ANTripathy,2003,HumanValues,NewAgeInternationalPublishers.
19. SubhasPalekar, 2000, How to practice Natural Farming, Pracheen (Vaidik)KrishiTantraShodh,Amravati.
20. EGSeebauer&RobertL.Berry,2000,FundamentalsofEthicsforScientists&Engineers ,Oxford University Press
21. M Govindrajran, S Natrajan & V.S. Senthil Kumar, Engineering Ethics(including HumanValues),EasternEconomy Edition,PrenticeHallofIndia Ltd.
22. BPBanerjee,2005,Foundationsof EthicsandManagement,ExcelBooks.
23. B LBajpai,2004,Indian Ethosand Modern Management,New RoyalBookCo., Lucknow. Reprinted 2008.

Web links and Video Lectures (e-Resources):

1. Value Education websites, https://www.uhv.org.in/uhv-ii, http://uhv.ac.in, http://www.uptu.ac.in
2. **Story of Stuff, http://www.storyofstuff.com**
3. **Al Gore, An Inconvenient Truth, Paramount Classics, USA**
4. **Charlie Chaplin, Modern Times, United Artists, USA**
5. **IIT Delhi, Modern Technology – the Untold Story**
6. Gandhi A., Right Here Right Now, Cyclewala Productions
7. https://www.youtube.com/channel/UCQxWr5QB_eZUnwxSwxXEkQw
8. https://fdp-si.aicte-india.org/8dayUHV_download.php
9. https://www.youtube.com/watch?v=8ovkLRYXIjE
10. https://www.youtube.com/watch?v=OgdNx0X923I
11. https://www.youtube.com/watch?v=nGRcbRpvGoU
12. https://www.youtube.com/watch?v=sDxGXOgYEKM

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

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VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
Scheme of Teaching and Examination 2018 – 19
Outcome Based Education(OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2018 – 19)

Programme: CIVIL ENGINEERING

V SEMESTER

Sl. No	Course and Course code		Course Title	Teaching Department	Teaching Hours /Week			Examination				Credits
					Theory Lecture	Tutorial	Practical/ Drawing	Duration in hours	CIE Marks	SEE Marks	Total Marks	
					L	T	P					
1	HSMC	18CV51	Construction Management & Entrepreneurship	Civil Engg.	2	2	--	03	40	60	100	3
2	PCC	18CV52	Analysis of Indeterminate Structures	Civil Engg.	3	2	--	03	40	60	100	4
3	PCC	18CV53	Design of RC Structural Elements	Civil Engg.	3	2	--	03	40	60	100	4
4	PCC	18CV54	Basic Geotechnical Engineering	Civil Engg.	3	--	--	03	40	60	100	3
5	PCC	18CV55	Municipal Wastewater Engineering	Civil Engg.	3	--	--	03	40	60	100	3
6	PCC	18CV56	Highway Engineering	Civil Engg.	3	--	--	03	40	60	100	3
7	PCC	18CVL57	Surveying Practice	Civil Engg.	--	2	2	03	40	60	100	2
8	PCC	18CVL58	Concrete and Highway Materials Laboratory	Civil Engg.	--	2	2	03	40	60	100	2
9	HSMC	18CIV59	Environmental Studies	Civil/Environmental [Paper setting Board: Civil Engineering]	1	--	--	02	40	60	100	1
				TOTAL	**18**	**10**	**04**	**26**	**360**	**540**	**900**	**25**

Note: PCC: Professional Core, HSMC: Humanity and Social Science.

AICTE activity Points: In case students fail to earn the prescribed activity Points, Eighth semester Grade Card shall be issued only after earning the required activity Points. Students shall be admitted for the award of degree only after the release of the Eighth semester Grade Card.

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI

CIVIL ENGINEERING

Scheme of Teaching and Examination 2018 – 19
Outcome Based Education(OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2018 – 19)

VI SEMESTER

Sl. No	Course and Course code		Course Title	Teaching Department	Teaching Hours /Week			Examination				Credits
					Theory Lecture	Tutorial	Practical/ Drawing	Duration in hours	CIE Marks	SEE Marks	Total Marks	
					L	T	P					
1	PCC	18CV61	Design of Steel Structural Elements	Civil Engg.	3	2	--	03	40	60	100	4
2	PCC	18CV62	Applied Geotechnical Engineering	Civil Engg.	3	2	--	03	40	60	100	4
3	PCC	18CV63	Hydrology and Irrigation Engineering	Civil Engg.	3	2	--	03	40	60	100	4
4	PEC	18CV64X	Professional Elective -1	Civil Engg.	3	--	--	03	40	60	100	3
5	OEC	18CV65X	Open Elective -A	Civil Engg.	3	--	--	03	40	60	100	3
6	PCC	18CVL66	Software Application Laboratory	Civil Engg.	--	2	2	03	40	60	100	2
7	PCC	18CVL67	Environmental Engineering Laboratory	Civil Engg.	--	2	2	03	40	60	100	2
8	EP	18CVEP68	Extensive Survey project	Civil Engg.	--	2	2	03	40	60	100	2
9	Internship	--	Internship	To be carried out during the vacation/s of VI and VII semesters and /or VII and VIII semesters.								
			TOTAL		**15**	**12**	**06**	**24**	**320**	**480**	**800**	**24**

Note: PCC: Professional core, PEC: Professional Elective, OE: Open Elective, MP: Mini-project.

Professional Elective -1

Course code under18CV64X	
18CV641	Matrix Method of Structural Analysis

18CV642	Solid Waste Management
18CV643	Alternate Building Materials
18CV644	Ground Improvement Techniques
18CV645	Railway, Harbours, Tunnelling & Airports
Open Elective -A	
Course code under18CV65X	
18CV651	Remote Sensing & GIS
18CV652	Traffic Engineering
18CV653	Occupational Health & Safety
18CV654	Sustainability Concepts in Civil Engineering
18CV655	**Intelligent Transportation Systems**
18CV656	**Conservation of Natural Resources**

Students can select any one of the open electives offered by other Departments expect those that are offered by the parent Department (Please refer to the list of open electives under 18XX65X).
Selection of an open elective shall not be allowed if,

- The candidate has studied the same course during the previous semesters of the programme.
- The syllabus content of open elective is similar to that of the Departmental core courses or professional electives.
- A similar course, under any category, is prescribed in the higher semesters of the programme.

Registration to electives shall be documented under the guidance of Programme Coordinator/ Advisor/Mentor.

Internship: All the students admitted to III year of BE/B. Tech shall have to undergo mandatory internship of 4 weeks during the vacation of VI and VII semesters and /or VII and VIII semesters. A University examination shall be conducted during VIII semester and the prescribed credit shall be included in VIII semester. Internship shall be considered as a head of passing and shall be considered for the award of degree. Those, who do not take-up/complete the internship shall be declared fail and shall have to complete during subsequent University examination after satisfying the internship requirements.

AICTE activity Points: In case students fail to earn the prescribed activity Points, Eighth semester Grade Card shall be issued only after earning the required activity Points. Students shall be admitted for the award of degree only after the release of the Eighth semester Grade Card.

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI
Scheme of Teaching and Examination 2018 – 19
Outcome Based Education(OBE) and Choice Based Credit System (CBCS)
(Effective from the academic year 2018 – 19)

Programme: CIVIL ENGINEERING

VII SEMESTER

Sl. No	Course and Course code		Course Title	Teaching Department	Teaching Hours /Week			Examination				Credits
					Theory Lecture	Tutorial	Practical/ Drawing	Duration in hours	CIE Marks	SEE Marks	Total Marks	
					L	T	P					
1	PCC	18CV71	Quality Surveying and Contract Management	Civil Engg.	3	--	--	03	40	60	100	3
2	PCC	18CV72	Design of RCC and Steel Structures	Civil Engg.	3	--	--	03	40	60	100	3
3	PEC	18CV73X	Professional Elective - 2	Civil Engg.	3	--	--	03	40	60	100	3
4	PEC	18CV74X	Professional Elective - 3	Civil Engg.	3	--	--	03	40	60	100	3
5	OEC	18CV75X	Open Elective -B	Civil Engg.	3	--	--	03	40	60	100	3
6	PCC	18CVL76	Computer Aided Detailing of Structures	Civil Engg.	--	2	2	03	40	60	100	2
7	PCC	18CVL77	Geotechnical Engineering Laboratory	Civil Engg.	--	2	2	03	40	60	100	2
8	Project	18CVP78	Project Work Phase - 1		--	--	2	--	100	--	100	1
9	Internship	--	Internship	(If not completed during the vacation of VI and VII semesters, it shall be carried out during the vacation of VII and VIII semesters)								
				TOTAL	**15**	**04**	**06**	**21**	**380**	**420**	**00**	**20**

Note: PCC: Professional core, PEC: Professional Elective.

Professional Elective - 2

Course code under 18CV73X	Course Title
18CV731	Theory of Elasticity
18CV732	Air Pollution and Control
18CV733	Pavement Materials & Construction
18CV734	Ground Water Hydraulics
18CV735	Masonry Structures

Professional Electives - 3

Course code under 18CV74X	Course Title
18CV741	Earthquake Engineering
18CV742	Design Concepts of Building Services
18CV743	Reinforced Earth Structures

18CV744	Design of Hydraulic Structures
18CV745	Urban Transport Planning
	Open Elective -B
Course code under 18CV75X	**Course Title**
18CV751	Finite Element Method
18CV752	Numerical Methods and Applications
18CV753	Environmental Protection and Management

Students can select any one of the open electives offered by other Departments expect those that are offered by the parent Department (Please refer to the list of open electives under 18XX75X).

Selection of an open elective shall not be allowed if,

- The candidate has studied the same course during the previous semesters of the programme.
- The syllabus content of open elective is similar to that of the Departmental core courses or professional electives.
- A similar course, under any category, is prescribed in the higher semesters of the programme.

Registration to electives shall be documented under the guidance of Programme Coordinator/ Advisor/Mentor.

Project work:

Based on the ability/abilities of the student/s and recommendations of the mentor, a single discipline or a multidisciplinary project can be assigned to an individual student or to a group having not more than 4 students. In extraordinary cases, like the funded projects requiring students from different disciplines, the project student strength can be 5 or 6.

CIE procedure for Project Work Phase - 1:

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

The CIE marks awarded for the project work phase -1, shall be based on the evaluation of the project work phase -1 Report (covering Literature Survey, Problem identification, Objectives and Methodology), project presentation skill and question and answer session in the ratio 50:25:25.The marks awarded for the Project report shall be the same for all the batch mates.

(ii) Interdisciplinary: Continuous Internal Evaluation shall be group wise at the college level with the participation of all guides of the college. Participation of external guide/s, if any, is desirable.

The CIE marks awarded for the project work phase -1, shall be based on the evaluation of project work phase -1 Report (covering Literature Survey, Problem identification, Objectives and Methodology), project presentation skill and question and answer session in the ratio 50:25:25.The marks awarded for the project report shall be the same for all the batch mates.

Internship: All the students admitted to III year of BE/B. Tech shall have to undergo mandatory internship of 4 weeks during the vacation of VI and VII semesters and /or VII and VIII semesters. A University examination shall be conducted during VIII semester and the prescribed credit shall be included in VIII semester. Internship shall be considered as a head of passing and shall be considered for the award of degree. Those, who do not take-up/complete the internship shall be declared fail and shall have to complete during subsequent University examination after satisfying the internship requirements.

AICTE activity Points: In case students fail to earn the prescribed activity Points, Eighth semester Grade Card shall be issued only after earning the required activity Points. Students shall be admitted for the award of degree only after the release of the Eighth semester Grade Card.

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI

Scheme of Teaching and Examination 2018 – 19

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

(Effective from the academic year 2018 – 19)

Programme: CIVIL ENGINEERING

VIII SEMESTER

Sl. No	Course and Course code		Course Title	Teaching Department	Teaching Hours /Week			Examination				
					Theory Lecture	Tutorial	Practical/ Drawing	Duration in hours	CIE Marks	SEE Marks	Total Marks	Credits
					L	T	P					
1	PCC	18CV81	Design of Pre-stressed Concrete	Civil Engg.	3	--	--	03	40	60	100	3
2	PEC	18CV82X	Professional Elective - 4	Civil Engg.	3	--	--	03	40	60	100	3
3	Project	18CVP83	Project Work Phase - 2	Civil Engg.	--	--	16	03	40	60	100	8
4	Seminar	18CVS84	Technical Seminar	Civil Engg.	--	--	2	03	100	--	100	1
5	Internship	18CVI85	Internship	Completed during the vacation/s of VI and VII semesters and /or VII and VIII semesters.)				03	40	60	100	3
				TOTAL	**06**	**--**	**18**	**15**	**260**	**240**	**500**	**18**

Note: PCC: Professional Core, PEC: Professional Elective.

Professional Electives - 4

Course code under 18CV82X	Course Title
18CV821	Bridge Engineering
18CV822	Prefabricated Structures
18CV823	Advanced Foundation Engineering
18CV824	Rehabilitation & Retrofitting
18CV825	Pavement Design

Project Work

CIE procedure for Project Work Phase - 2:

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

The CIE marks awarded for the project work phase -2, shall be based on the evaluation of project work phase -2 Report, project presentation skill and question and answer session in the ratio 50:25:25.The marks awarded for the project report shall be the same for all the batch mates.

(ii) Interdisciplinary: Continuous Internal Evaluation shall be group wise at the college level with the participation of all guides of the college. Participation of external guide/s, if any, is desirable.

The CIE marks awarded for the project work phase -2, shall be based on the evaluation of project work phase -2 Report, project presentation skill and question and answer session in the ratio 50:25:25.The marks awarded for the project report shall be the same for all the batch mates.

SEE for Project Work Phase - 2:

(i) Single discipline: Contribution to the project and the performance of each group member shall be assessed individually in semester end examination (SEE) conducted at the department. **(ii) Interdisciplinary:** Contribution to the project and the performance of each group member shall be assessed individually in semester end examination (SEE) conducted separately at the departments to which the student/s belongs to. **Internship:** Those, who have not pursued /completed the internship, shall be declared as fail and have to complete during subsequent University examination after satisfying the internship requirements.
AICTE activity Points: In case students fail to earn the prescribed activity Points, Eighth semester Grade Card shall be issued only after earning the required activity Points. Students shall be admitted for the award of degree only after the release of the Eighth semester Grade Card. Activity points of the students who have earned the prescribed AICTE activity Points shall be sent the University along with the CIE marks of 8th semester. In case of students who have not satisfied the AICTE activity Points at the end of eighth semester, the column under activity Points shall be marked NSAP (Not Satisfied Activity Points).

B. E. CIVIL ENGINEERING

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

SEMESTER - V

CONSTRUCTION MANAGEMENT AND ENTREPRENEURSHIP

Course Code	**18CV51**	CIE Marks	40
Teaching Hours/Week(L:T:P)	(2:2:0)	SEE Marks	60
Credits	03	Exam Hours	03

Course Learning Objectives: This course will enable students to

1. Understand the concept of planning, scheduling, cost and quality control, safety during construction, organization and use of project information necessary for construction project.
2. Inculcate Human values to grow as responsible human beings with proper personality.
3. Keep up ethical conduct and discharge professional duties.

Module -1

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

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

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

Module -2

Resource Management: Basic concepts of resource management, class of lab our, Wages & statutory requirement, Labour Production rate or Productivity, Factors affecting labour output or productivity.

Construction Equipments: classification of construction equipment, estimation of productivity for: excavator, dozer, compactors, graders and dumpers. Estimation of ownership cost, operational and maintenance cost of construction equipments. Selection of construction equipment and basic concept on equipment maintenance

Materials: material management functions, inventory management.

Module -3

Construction Quality , safety and Human Values:

Construction quality process, inspection, quality control and quality assurance, cost of quality, ISO standards. Introduction to concept of Total Quality Management

HSE: Introduction to concepts of HSE as applicable to Construction. Importance of safety in construction , Safety measures to be taken during Excavation , Explosives , drilling and blasting , hot bituminous works , scaffolds / platforms / ladder , form work and equipment operation. Storage of materials. Safety through legislation, safety campaign. Insurances.

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

Module -4

Introduction to engineering economy: Principles of engineering economics, concept on Micro and macro analysis, problem solving and decision making.

Interest and time value of money: concept of simple and compound interest, interest formula for: single payment, equal payment and uniform gradient series. Nominal and effective interest rates, deferred annuities, capitalized cost.

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

Module -5

Entrepreneurship: Evolution of the concept, functions of an entrepreneur, concepts of entrepreneurship, stages in entrepreneurial process, different sources of finance for entrepreneur, central and state level financial institutions.

Micro, Small & Medium Enterprises (MSME): definition, characteristics, objectives, scope, role of MSME in economic development, advantages of MSME, Introduction to different schemes: TECKSOK, KIADB, KSSIDC, DIC, Single Window Agency: SISI, NSIC, SIDBI, KSFC.

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

Course Outcomes: After studying this course, students will be able to:

1. Prepare a project plan based on requirements and prepare schedule of a project by understanding the activities and their sequence.
2. Understand labour output, equipment efficiency to allocate resources required for an activity / project to achieve desired quality and safety.
3. Analyze the economics of alternatives and evaluate benefits and profits of a construction activity based on monetary value and time value.
4. Establish as an ethical entrepreneur and establish an enterprise utilizing the provisions offered by the federal agencies.

Question paper pattern:

- The question paper will have ten full questions carrying equal marks.
- Each full question will be for 20 marks.
- There will be two full questions (with a maximum of four sub- questions) from each module.
- Each full question will have sub- question covering all the topics under a module.
- The students will have to answer five full questions, selecting one full question from each module.

Textbooks:

1. P C Tripathi and P N Reddy, “Principles of Management”, Tata McGraw-Hill Education
2. Chitkara, K.K, “Construction Project Management: Planning Scheduling and Control”, Tata McGraw-Hill Publishing Company, New Delhi.
3. Poornima M. Charantimath , “Entrepreneurship Development and Small Business Enterprise”, Dorling Kindersley (India) Pvt. Ltd., Licensees of PearsonEducation
4. Dr. U.K. Shrivastava “Construction Planning and Management”, Galgotia publications Pvt. Ltd. New Delhi.
5. Bureau of Indian standards – IS 7272 (Part-1)- 1974 : Recommendations for labour output constant for building works:

Reference Books:

1. Robert L Peurifoy, Clifford J. Schexnayder, AviadShapira, Robert Schmitt, “Construction Planning, Equipment, and Methods (Civil Engineering), McGraw-HillEducation
2. Harold Koontz, Heinz Weihrich, “Essentials of Management: An International, Innovation, and Leadership perspective”, T.M.H. Edition, NewDelhi
3. Frank Harris, Ronald McCaffer with Francis Edum-Fotwe, “ Modern Construction Management”, Wiley-Blackwell
4. Mike Martin, Roland Schinzinger, “Ethics in Engineering”, McGraw-HillEducation
5. Chris Hendrickson and Tung Au, “Project Management for Construction - Fundamentals Concepts for Owners, Engineers, Architects and Builders”, Prentice Hall,Pitsburgh
6. James L.Riggs, David D. Bedworth , Sabah U. Randhawa “ Engineerng Economics” 4

B. E. CIVIL ENGINEERING

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

SEMESTER - V

ANALYSIS OF INDETERMINATE STRUCTURES

Course Code	**18CV52**	CIE Marks	40
Teaching Hours/Week(L:T:P)	(3:2:0)	SEE Marks	60
Credits	04	Exam Hours	03

Course Learning Objectives: This course will enable students to

1. Apply knowledge of mathematics and engineering in calculating slope, deflection, bending moment and shear force using slope deflection, moment distribution method and Kani's method.
2. Identify, formulate and solve problems in structural analysis.
3. Analyze structural system and interpret data.
4. use the techniques, such as stiffness and flexibility methods to solve engineering problems
5. communicate effectively in design of structural elements

Module-1

Slope Deflection Method: Introduction, sign convention, development of slope deflection equation, analysis of continuous beams including settlements, Analysis of orthogonal rigid plane frames including sway frames with kinematic indeterminacy≤3.

Module-2

Moment Distribution Method: Introduction, Definition of terms, Development of method, Analysis of continuous beams with support yielding, Analysis of orthogonal rigid plane frames including sway frames with kinematic indeterminacy ≤3.

Module-3

Kani's Method: Introduction, Concept, Relationships between bending momentand deformations, Analysis of continuous beams with and without settlements, Analysis of frames with and without sway.

Module-4

Matrix Method of Analysis (Flexibility Method) : Introduction, Axes and coordinates, Flexibility matrix, Analysis of continuous beams and plane trusses using system approach, Analysis of simple orthogonal rigid frames using system approach with static indeterminacy ≤3.

Module-5

Matrix Method of Analysis (Stiffness Method): Introduction, Stiffness matrix, Analysis of continuous beams and plane trusses using system approach, Analysis of simple orthogonal rigid frames using system approach with kinematic indeterminacy ≤3.

Course Outcomes: After studying this course, students will be able to:

1. Determine the moment in indeterminate beams and frames having variable moment of inertia and subsidence using slope defection method
2. Determine the moment in indeterminate beams and frames of no sway and sway using moment distribution method.
3. Construct the bending moment diagram for beams and frames by Kani's method.
4. Construct the bending moment diagram for beams and frames using flexibility method
5. Analyze the beams and indeterminate frames by system stiffness method.

Question paper pattern:

- The question paper will have ten full questions carrying equal marks.
- Each full question will be for 20 marks.
- There will be two full questions (with a maximum of four sub- questions) from each module.
- Each full question will have sub- question covering all the topics under a module.
- The students will have to answer five full questions, selecting one full question from each module.

Textbooks:

1. Hibbeler R C, **" Structural Analysis",** Pearson Publication
2. L S Negi and R S Jangid, **"Structural Analysis",** Tata *McGraw-Hill* Publishing Company Ltd.
3. D S PrakashRao, **"Structural Analysis: A Unified Approach"** , Universities Press
4. K.U. Muthu, H. Narendraetal, **"Indeterminate Structural Analysis",** IK International Publishing Pvt. Ltd.

Reference Books:

1. Reddy C S, **"Basic Structural Analysis",**Tata McGraw-Hill Publishing Company Ltd.
2. Gupta S P, G S Pundit and R Gupta, **"Theory of Structures"**, Vol II, Tata McGraw Hill Publications company Ltd.
3. V N Vazirani and M MRatwani, **"Analysis Of Structures** ", Vol. 2, Khanna Publishers
4. Wang C K, **"Intermediate Structural Analysis",** McGraw Hill, International Students Edition.
5. S.Rajasekaran and G. Sankarasubramanian, **"Computational Structural Mechanics",** PHI Learning Pvt. Ltd.

B. E. CIVIL ENGINEERING

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

SEMESTER - V

DESIGN OF RC STRUCTURAL ELEMENTS

Course Code	**18CV53**	CIE Marks	40
Teaching Hours/Week(L:T:P)	(3:2:0)	SEE Marks	60
Credits	04	Exam Hours	03

Course Learning Objectives: This course will enable students to

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

Module-1

Introduction to working stress and limit State Design: Introduction to working stress method, Difference between Working stress and Limit State Method of design, Modular Ratio and Factor of Safety and evaluation of design constants for working stress method.

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

Limiting deflection, short term deflection, long term deflection, Calculation of deflection of singly reinforced beam only. Cracking in reinforced concrete members, calculation of crack width of singly reinforced beam. Side face reinforcement, slender limits of beams for stability.

Module-2

Limit State Analysis of Beams:

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

Module-3

Limit State Design of Beams: Design of singly and doubly reinforced beams, Design of flanged beams, design for combined bending, shear and torsion as per IS-456.

Module-4

Limit State Design of Slabs and Stairs: Introduction to one way and two way slabs, Design of cantilever, simply supported and one way continuous slab. Design of two way slabs for different boundary conditions. Design of dog legged and open well staircases. Importance of bond, anchorage length and lap length.

Module-5

Limit State Deign of Columns and Footings: Analysis and design of short axially loaded RC column. Design of columns with uniaxial and biaxial moments, Design concepts of the footings. Design of Rectangular and square column footings with axial load and also for axial load & moment.

Course outcomes: After studying this course, students will be able to:

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

Question paper pattern:

- The question paper will have ten full questions carrying equal marks.
- Each full question will be for 20 marks.
- There will be two full questions (with a maximum of four sub- questions) from each module.
- Each full question will have sub- question covering all the topics under a module.
- The students will have to answer five full questions, selecting one full question from each module.

- The designs are as per IS-456 and SP (16) relevant charts to be provided in the question paper.

Textbooks:

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

Reference Books:

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

B. E. CIVIL ENGINEERING

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

SEMESTER - V

BASIC GEOTECHNICAL ENGINEERING

Course Code	**18CV54**	CIE Marks	40
Teaching Hours/Week(L:T:P)	(3:0:0)	SEE Marks	60
Credits	03	Exam Hours	03

Course Learning Objectives: This course will enable students to

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

Module-1

Introduction: Origin and formation of soil, Regional soil deposits in India, Phase Diagram, phase relationships, definitions and their interrelationships.

Determination of Index properties: Specific gravity, water content, in-situ density, relative density, particle size analysis(sieve and Hydrometer analysis)

Atterberg's Limits, consistency indices. Activity of clay, Field identification tests, Plasticity chart, BIS soil classification (IS: 1498-1970).

Module-2

Soil Structure and Clay Mineralogy Single grained, honey combed, flocculent and dispersed structures, Valence bonds, Soil-Water system, Electrical diffuse double layer, adsorbed water, base-exchange capacity, Isomorphous substitution. Common clay minerals in soil and their structures- Kaolinite, Illite and Montmorillonite and their application in Engineering

Compaction of Soils: Definition, Principle of compaction, Standard and Modified proctor's compaction tests, factors affecting compaction, effect of compaction on soil properties, Field compaction control-compactive effort & method of compaction, lift thickness and number of passes, Proctor's needle, Compacting equipments and their suitability.

Module -3

Flow through Soils: Darcy's law-assumption and validity, coefficient of permeability and its determination (laboratory and field), factors affecting permeability, permeability of stratified soils, Seepage velocity, superficial velocity and coefficient of percolation, Capillary Phenomena.

Seepage Analysis: Laplace equation, assumptions, limitation sand its derivation. Flow nets-characteristics and applications. Flow nets for sheet piles and below the dam section.

Unconfined flow, phreaticline (Casagrande's method–with and without toe filter), flow through dams, design of dam filters.

Effective Stress Analysis:

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

Module -4

Shear Strength of Soil: Concept of shear strength, Mohr–Coulomb Failure Criterion, Modified Mohr–Coulomb Criterion Total and effective shear strength parameters, factors affecting shear strength of soils. Thixotrophy and sensitivity, Measurement of shear strength parameters - Direct shear test, unconfined compression test, triaxial compression test and field Vane shear test, Test under different drainage conditions.

Module-5

Consolidation of Soil: Definition, Mass-spring analogy, Terzaghi's one dimensional consolidationtheory-assumptionsandlimitations.GoverningdifferentialEquation and solution (No derivation).

Consolidation characteristics of soil (C_c, a_v, m_v and C_v). Laboratory one dimensional consolidation test, characteristics of e-log (σ') curve, Pre-consolidation pressure and its determination by Casagrande's method. Over consolidation ratio, normally consolidated, under consolidated and over consolidated soils.

Determination of consolidation characteristics of soils- compression index and coefficient of consolidation (square root of time fitting method, logarithmic time fitting method). Primary and secondary consolidation.

Course outcomes: On the completion of this course students are expected to attain the following outcomes;

1. Ability to plan and execute geotechnical site investigation program for different civil engineering projects
2. Understanding of stress distribution and resulting settlement beneath the loaded footings on sand and clayey soils
3. Ability to estimate factor of safety against failure of slopes and to compute lateral pressure distribution behind earth retaining structures
4. Ability to determine bearing capacity of soil and achieve proficiency in proportioning shallow isolated and combined footings for uniform bearing pressure
5. Capable of estimating load carrying capacity of single and group of piles

Question paper pattern:

- The question paper will have ten full questions carrying equal marks.
- Each full question will be for 20 marks.
- There will be two full questions (with a maximum of four sub- questions) from each module.
- Each full question will have sub- question covering all the topics under a module.
- The students will have to answer five full questions, selecting one full question from each module.

Textbooks:

1. Gopal Ranjan and Rao A.S.R., Basic and Applied Soil Mechanics, New Age International (P) Ltd., New Delhi.
2. Punmia B C, Soil Mechanics and Foundation Engineering, Laxmi Publications co., New Delhi.
3. Murthy V.N.S., Principles of Soil Mechanics and Foundation Engineering, UBS Publishers and Distributors, New Delhi.
4. Braja, M. Das, Geotechnical Engineering; Thomson Business Information India (P) Ltd., India.

Reference Books:

1. T.W. Lambe and R.V. Whitman, Soil Mechanics-, John Wiley & Sons.
2. Donald P Coduto, Geotechnical Engineering- Phi Learning Private Limited, New Delhi.
3. Shashi K. Gulathi & Manoj Datta, Geotechnical Engineering-. , Tata McGraw Hill Publications.
4. Debashis Moitra, “Geotechnical Engineering”, Universities Press.,
5. Malcolm D Bolton, “A Guide to soil mechanics”, Universities Press.,
6. Bowles J E , Foundation analysis and design, McGraw- Hill Publications.

B. E. CIVIL ENGINEERING

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

SEMESTER - V

MUNICIPAL WASTEWATER ENGINEERING

Course Code	**18CV55**	CIE Marks	40
Teaching Hours/Week (L:T:P)	(3:0:0)	SEE Marks	60
Credits	03	Exam Hours	03

Course Learning Objectives: This course will enable students to;

1. Understand the various water demands and population forecasting methods.
2. Understand and design different unit operations and unit process in involved in wastewater treatment process
3. Understand the concept and design of various physicochemical treatment units
4. Understand the concept and design of various biological treatment units
5. Understand the concept of various advance waste water and low cost treatment processes for rural areas.

Module-1

Introduction: Need for sanitation, methods of sewage disposal, types of sewerage systems, dry weather flow, wet weather flow, factors effecting dry and wet weather flow on design of sewerage system, estimation of storm water flow, time of concentration flow, numericals.

Sewer appurtenances: Manholes, catch basins, oil and grease traps. P, Q and S traps. Material of sewers, shape of sewers, laying and testing of sewers, ventilation of sewers basic principles of house drainage.

Module-2

Design of sewers: Hydraulic formula to determine velocity and discharge. Self cleansing and non scouring velocity. Design of hydraulic elements for circular sewers for full flow and half flow conditions.

Waste water characteristics: sampling, significance and techniques, physical, chemical and biological characteristics, flow diagram for municipal waste water

Treatment unit operations and process. Estimation of BOD. Reaction kinetics (zero order, 1st order and 2nd order).

Module-3

Treatment of municipal waste water: Screens: types, disposal. Grit chamber, oil and grease removal. primary and secondary settling tanks.

Disposal of effluents: Dilution, self-purification phenomenon, oxygen sag curve, zones of purification, sewage farming, sewage sickness, numerical problems on disposal of effluents. Streeter-Phelps equation.

Module-4

Biological Treatment Process: Suspended growth system - conventional activated sludge process and its modifications. Attached growth system – trickling filter, bio-towers and rotating biological contactors.

Principle of stabilization ponds, oxidation ditch, Sludge digesters(aerobic and anaerobic), Equalization., thickeners and drying beds.

Module-5

Advanced Wastewater Treatment: Need and technologies used. Nitrification and Denitrification Processes, Phosphorous removal. Advance oxidation processes (AOPs), Electro coagulation.

Rural sanitation: Low cost treatment process: Working principal and design of septic tanks for small community in rural and urban areas, two-pit latrines, eco-toilet and soak pits.

Course outcomes: After studying this course, the students will be able to:

1. Select the appropriate sewer appurtenances and materials in sewer network.
2. Design the sewers network and understand the self purification process in flowing water.
3. Deisgn the varies physic- chemical treatment units
4. Design the various biological treatment units
5. Design various AOPs and low cost treatment units.

Question paper pattern:

- The question paper will have ten full questions carrying equal marks.
- Each full question will be for 20 marks.
- There will be two full questions (with a maximum of four sub- questions) from each module.
- Each full question will have sub- question covering all the topics under a module.
- The students will have to answer five full questions, selecting one full question from each module.

Textbooks

1. Howard S. Peavy, Donald R. Rowe, George T, "Environmental Engineering" - Tata McGraw Hill, New York, Indian Edition, 2013
2. B C Punmia, "Environmental Engineering vol-II", Laxmi Publications 2nd, 2016
3. Karia G.L., and Christian R.A, "Wastewater Treatment Concepts and Design Approach", Prentice Hall of India Pvt. Ltd., New Delhi. 3rd, Edition, 2017
4. S.K.Garg, "Environmental Engineering vol-II, Water supply Engineering", Khanna Publishers, – New Delhi, 28th edition and 2017

Reference Books

1. CPHEEO manual on sewage treatment, Ministry of Urban Development, Government of India, New Delhi,1999
2. Mark.J Hammer, "Water & Waste Water Technology" John Wiley & Sons Inc., New York, 2008
3. Benefield R.D., and Randal C.W, "Biological Process Design for Wastewater Treatment", Prentice Hall, Englewood Chiffs, New Jersey 2012
4. Metcalf and Eddy Inc, "Wastewater Engineering - Treatment and Reuse", Publishing Co. Ltd., New Delhi, 4th Edition, 2009.

B. E. CIVIL ENGINEERING

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

SEMESTER - V

HIGHWAY ENGINEERING

Course Code	**18CV56**	CIE Marks	40
Teaching Hours/Week(L:T:P)	(3:0:0)	SEE Marks	60
Credits	03	Exam Hours	03

Course Learning Objectives: This course will enable students to;

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

Module -1

Principles of Transportation Engineering: Importance of transportation, Different modes of transportation and comparison, Characteristics of road transport Jayakar committee recommendations, and implementation – Central Road Fund, Indian Roads Congress, Central Road Research Institute.

Highway Development and Planning: Road types and classification, road patterns, planning surveys, master plan – saturation system of road planning, phasing road development in India, problems on best alignment among alternate proposals Salient Features of 3rd and 4thtwenty year road development plans and Policies, Present scenario of road development in India (NHDP & PMGSY) and in Karnataka (KSHIP & KRDCL) Road development plan - vision 2021.

Highway Alignment and Surveys: Ideal Alignment, Factors affecting the alignment, Engineering surveys-Map study, Reconnaissance, Preliminary and Final location & detailed survey, Reports and drawings for new and re-aligned projects.

Module -2

Highway Geometric Design of horizontal alignment elements: Cross sectional elements–width, surface, camber, Sight distances–SSD, OSD, ISD, HSD, Radius of curve, Transition curve, Design of horizontal and vertical alignment–curves, super-elevation, widening, gradients, summit and valley curves.

Module -3

Pavement Materials: Sub grade soil - desirable properties-HRB soil classification-determination of CBR and modulus of sub grade reaction with Problems Aggregates- Desirable properties and tests, Bituminous materials- Explanation on Tar, bitumen, cutback and emulsion-tests on bituminous material Pavement Design: Pavement types, component parts of flexible and rigid pavements and their functions, ESWL and its determination (Graphical method only)-Examples.

Module -4

Pavement Construction: Design of soil aggregate mixes by Rothfuch's method. Uses and properties of bituminous mixes and cement concrete in pavement construction. Earthwork; cutting and Filling, Preparation of subgrade, Specification and construction of i) Granular Sub base, ii) WBM Base iii) WMM base,iv) Bituminous Macadam v) Dense Bituminous Macadam vi) Bituminous Concrete,vii) Dry Lean Concrete sub base and PQC viii) concrete roads.

Module -5

Highway Drainage: Significance and requirements, Surface drainage system and design-Examples, sub surface drainage system, design of filter materials, Types of cross drainage structures, their choice and location.
Highway Economics: Highway user benefits, VOC using charts only-Examples, Economic analysis - annual cost method-Benefit Cost Ratio method-NPV-IRR methods- Examples, Highway financing-BOT-BOOT concepts.

Course Outcomes: After studying this course, students will be able to:

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

Question paper pattern:

- The question paper will have ten full questions carrying equal marks.
- Each full question will be for 20 marks.
- There will be two full questions (with a maximum of four sub- questions) from each module.
- Each full question will have sub- question covering all the topics under a module.
- The students will have to answer five full questions, selecting one full question from each module.

Textbooks:

1. S K Khanna and C E G Justo, “Highway Engineering”, Nem Chand Bros, Roorkee.
2. L R Kadiyali, “Highway Engineering”, Khanna Publishers, New Delhi.
3. R Srinivasa Kumar, “Highway Engineering”, University Press.
4. K. P.Subramanium, “Transportation Engineering”, SciTech Publications, Chennai.

Reference Books:

1. Relevant IRC Codes.
2. Specifications for Roads and Bridges-MoR T&H, IRC, New Delhi.
3. C. JotinKhisty, B. Kentlal, “Transportation Engineering”, PHI Learning Pvt. Ltd. New Delhi.

B. E. CIVIL ENGINEERING
Choice Based Credit System (CBCS) and Outcome Based Education (OBE)
SEMESTER - V

SURVEYING PRACTICE

Course Code	**18CVL57**	CIE Marks	40
Teaching Hours/Week(L:T:P)	(0:2:2)	SEE Marks	60
Credits	02	Exam Hours	03

Course Learning Objectives: This course will enable students to

1. Apply the basic principles of engineering surveying and measurements
2. Followeffectivelyfieldproceduresrequiredforaprofessionalsurveyor
3. Use techniques, skills and conventional surveying instruments necessary for engineering practice.

1. a) Measurements of distances using tape along with horizontal planes and slopes, direct ranging.
   b) Setting out perpendiculars. Use of cross staff, optical square.
2. Measurements of bearings / directions using prismatic compass, setting of geometrical figures using prismatic compass.
3. Determination of distance between two inaccessible points using compass and
4. Determination of reduced levels of points using dumpy level/auto level (simple
5. Determination of reduced levels of points using dumpy level/auto level (differential leveling and inverted leveling).
6. To determine the difference in elevation between two points using Reciprocal leveling and to determine the collimation error.
7. To conduct profile leveling, cross sectioning and block leveling. Plotting profile and cross sectioning in excel. Block contour on graph paper to scale.
8. Measurement of horizontal angle by repetition and reiteration methods and Measurement of vertical angles using theodolite.
9. Determination of horizontal distance and vertical height to a base in accessible object using theodolite by single plane and double plane method.
10. To determine distance and elevation using tachometric surveying with horizontal and inclined line of sight.
11. Closed traverse surveying using Theodolite and applying corrections for error of closure by transit rule and Bowditch rule.
12. To locate the points using Radiation and Intersection method of Plane table surveying.
13. To solve three point problem in plane table using Bessel's graphical solution.
14. DemonstrationofMinorinstrumentslikeClinometer,CeylonGhattracer,Boxsextant,Hand level, Planimeter, nautical extant and Penta graph.

Course Outcomes: After a successful completion of the course, the student will be able to:

1. Apply the basic principles of engineering surveying and for linear and angular measurements.
2. Comprehendeffectivelyfieldproceduresrequiredforaprofessionalsurveyor.
3. Use techniques, skills and conventional surveying instruments necessary for engineering practice.

Question paper pattern:

- All are individual experiments.
- Instructions as printed on the cover page of answer script for split up of marks to be strictly followed.
- All exercises are to be included for practical examination.

Textbooks:

1. B.C.Punmia,"SurveyingVol.1",LaxmiPublicationspvt.Ltd.,NewDelhi– 2009.
2. Kanetkar T P and S V Kulkarni, Surveying and Levelling Part I, Pune Vidyarthi Griha Prakashan, 1988.

Reference Books:

1. S. K. Duggal, "SurveyingVol.1",Tata Mc Graw Hill Publishing Co. Ltd. New Delhi. 2009.
2. K.R.Arora, "SurveyingVol.1" Standard Book House, New Delhi.–2010.

B. E. CIVIL ENGINEERING

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

SEMESTER - V

CONCRETE AND HIGHWAY MATERIALS LABORATORY

Course Code	**18CVL58**	CIE Marks	40
Teaching Hours/Week(L:T:P)	(0:2:2)	SEE Marks	60
Credits	02	Exam Hours	03

Course Learning Objectives: This course will enable students

1. To learn the procedure of testing concrete ingredients and properties of concrete as per standard code recommendations.
2. To learn the procedure of testing bituminous materials as per standard code recommendations.
3. To relate material characteristics to various application of construction.

Modules

Part A: Concrete Lab

1. Tests on Cement:
   a. Normal Consistency
   b. Setting time
   c. Compressive strength
   d. fineness by air permeability test
   e. specific gravity
2. Tests on Concrete:
   a. Design of concrete mix as perIS-10262
   b. Tests on fresh concrete:
      i. slump,
      ii. compaction factor and
      iii. Vee Bee test
   c. Tests on hardened concrete:
      i. compressive strength test,
      ii. split tensile strength test,
      iii. flexural strength test
   d. NDT tests by re bound hammer and pulse velocity test.
3. Tests on Self Compacting Concrete:
   a. Design of self compacting concrete, As per Is 10262:2019
   b. slump flow test,
   c. V-funnel test,
   d. J-Ring test,
   e. U Box test and
   f. L Box test

Part B: Highway materials Lab

1. Tests on Aggregates
   a. Aggregate Crushing value
   b. Los Angeles abrasion test
   c. Aggregate impact test
   d. Aggregate shape tests(combined index and angularity number)
2. Tests on Bituminous Materials
   a. Penetration test
   b. Ductility test
   c. Softening point test
   d. Specific gravity test
   e. Viscosity test by tarviscometer
   f. Bituminous Mix Design by Marshal Method (Demonstration only)
3. Tests on Soil
   a. Wet sieve analysis
   b. CBR test

Course Outcomes: During this course, students will develop expertise in

1. Able to interpret the experimental results of concrete and highway materials based on laboratory tests.
2. Determine the quality and suitability of cement.
3. Design appropriate concrete mix Using Professional codes.
4. Determine strength and quality of concrete.
5. Evaluate the strength of structural elements using NDT techniques.
6. Test the soil for its suitability as sub grade soil for pavements.

Question paper pattern:

- All are individual experiments
- Instructions as printed on the cover page of answer script for split up of marks to be strictly followed.
- All exercises are to be included for practical examination.

Reference Books:

1. M. L. Gambir, "Concrete Manual", Danpat Rai and sons, New Delhi
2. Shetty M.S, "Concrete Technology", S. Chand &Co. Ltd, New Delhi.
3. Mehta P.K, "Properties of Concrete", Tata McGraw Hill Publications, New Delhi.
4. Neville AM, "Properties of Concrete", ELBS Publications, London.
5. Relevant BIS codes.
6. S K Khanna, C E G Justo and A Veeraragavan, "Highway Materials Testing Laboratory Manual", Nem Chand Bros, Roorkee.
7. L R Kadiyali, "Highway Engineering", Khanna Publishers, New Delhi.

B.E IN CIVIL ENGINEERING(CV-2018-19)
Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
SEMESTER – V

ENVIRONMENTAL STUDIES

Course Code	**18CIV59**	CIE Marks	40
Teaching Hours / Week (L:T:P)	(1:0:0)	SEE Marks	60
Credits	01	Exam Hours	02

Module - 1

Ecosystems (Structure and Function): Forest, Desert, Wetlands, Riverine, Oceanic and Lake.
Biodiversity: Types, Value; Hot-spots; Threats and Conservation of biodiversity, Forest Wealth, and Deforestation.

Module - 2

Advances in Energy Systems (Merits, Demerits, Global Status and Applications)**:** Hydrogen, Solar, OTEC, Tidal and Wind.
Natural Resource Management (Concept and case-studies): Disaster Management, Sustainable Mining, Cloud Seeding, and Carbon Trading.

Module - 3

Environmental Pollution (Sources, Impacts, Corrective and Preventive measures, Relevant Environmental Acts, Case-studies)**:** Surface and Ground Water Pollution; Noise pollution; Soil Pollution and Air Pollution.
Waste Management & Public Health Aspects: Bio-medical Wastes; Solid waste; Hazardous wastes; E-wastes; Industrial and Municipal Sludge.

Module - 4

Global Environmental Concerns (Concept, policies and case-studies): Ground water depletion/recharging, Climate Change; Acid Rain; Ozone Depletion; Radon and Fluoride problem in drinking water; Resettlement and rehabilitation of people, Environmental Toxicology.

Module - 5

Latest Developments in Environmental Pollution Mitigation Tools (Concept and Applications): G.I.S. & Remote Sensing, Environment Impact Assessment, Environmental Management Systems, ISO14001; Environmental Stewardship- NGOs.
Field work: Visit to an Environmental Engineering Laboratory or Green Building or Water Treatment Plant or Waste water treatment Plant; ought to be Followed by understanding of process and its brief documentation.

Course outcomes: At the end of the course, students will be able to:

- CO1: Understand the principles of ecology and environmental issues that apply to air, land, and water issues on a global scale,
- CO2: Develop critical thinking and/or observation skills, and apply them to the analysis of a problem or question related to the environment.
- CO3: Demonstrate ecology knowledge of a complex relationship between biotic and a biotic components.
- CO4: Apply their ecological knowledge to illustrate and graph a problem and describe the realities that managers face when dealing with complex issues.

Question paper pattern:

- The Question paper will have 100 objective questions.
- Each question will be for 01 marks
- Student will have to answer all the questions in an OMR Sheet.
- The Duration of Exam will be 2 hours.

Sl. No.	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
Textbook/s				
1	Environmental Studies	Benny Joseph	Tata Mc Graw – Hill.	2nd Edition, 2012

2.	Environmental Studies	S M Prakash	Pristine Publishing House, Mangalore	3rd Edition, 2018
3	Environmental Studies – From Crisis to Cure	R Rajagopalan	Oxford Publisher	2005
Reference Books				
1	Principals of Environmental Science and Engineering	Raman Sivakumar	Cengage learning, Singapur.	2nd Edition, 2005
2	Environmental Science – working with the Earth	G.Tyler Miller Jr.	Thomson Brooks /Cole,	11th Edition, 2006
3	Text Book of Environmental and Ecology	Pratiba Sing, AnoopSingh& PiyushMalaviya	Acme Learning Pvt. Ltd. New Delhi.	1st Edition

B. E. CIVIL ENGINEERING

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

SEMESTER - VI

DESIGN OF STEEL STRUCTURAL ELEMENTS

Course Code	**18CV61**	CIE Marks	40
Teaching Hours/Week(L:T:P)	(3:2:0)	SEE Marks	60
Credits	04	Exam Hours	03

Course Learning Objectives: This course will enable students to

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

Module -1

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

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

Module -2

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

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

Module -3

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

Module -4

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

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

Module -5

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

Beam to Beam Connections, Beam to Column Connection and Column Splices [No Numerical Problems].

Course Outcomes: After studying this course, students will be able to:

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

Question paper pattern:

- The question paper will have ten full questions carrying equal marks.
- Each full question will be for 20 marks.

- There will be two full questions (with a maximum of four sub- questions) from each module.
- Each full question will have sub- question covering all the topics under a module.
- The students will have to answer five full questions, selecting one full question from each module.

Textbooks:

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

Reference Books:

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

B. E. CIVIL ENGINEERING

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

SEMESTER - VI

APPLIED GEOTECHNICAL ENGINEERING

Course Code	**18CV62**	CIE Marks	40
Teaching Hours/Week(L:T:P)	(3:2:0)	SEE Marks	60
Credits	04	Exam Hours	03

Course Learning Objectives: This course will enable students to

1. Appreciate basic concepts of soil mechanics as an integral part in the knowledge of Civil Engineering. Also to become familiar with foundation engineering terminology and understand how the principles of Geo-technology are applied in the design of foundations
2. Learn introductory concepts of Geotechnical investigations required for civil engineering projects emphasizing in situ investigations
3. Conceptually learn various theories related to bearing capacity of soil and their application in the design of shallow foundations and estimation of load carrying capacity of pile foundation
4. Estimate internal stresses in the soil mass and application of this knowledge in proportioning of shallow and deep foundation fulfilling settlement criteria
5. Study about assessing stability of slopes and earth pressure on rigid retaining structures

Module-1

Soil Exploration: Introduction, Objectives and Importance, Stages and Methods of exploration- Test pits, Borings, Geophysical methods, stabilization of boreholes, Sampling techniques, Undisturbed, disturbed and representative samples, Geophysical exploration and Bore hole log. Drainage and Dewatering methods, estimation of depth of GWT (Hvorslev's method).

Module-2

Stress in Soils: Introduction, Boussinesq's and Westergaard's theory concentrated load, circular and rectangular load, equivalent point load method, pressure distribution diagrams and contact pressure, Newmark's chart.

Foundation Settlement: Types of settlements and importance, Computation of immediate and consolidation settlement, permissible differential and total settlements (IS 8009 part 1).

Module-3

Lateral Earth Pressure: Active, Passive and earth pressure at rest, Rankine's theory for cohesionless and cohesive soils, Coulomb's theory, Rebhann's and Culmann's graphical construction.

Stability of Slopes : Assumptions, infinite and finite slopes, factor of safety, Swedish slip circle method for C and C-ø (Method of slices) soils, Fellineous method for critical slip circle, use of Taylor's stability charts.

Module-4

Bearing Capacity of Shallow Foundation: Types of foundations, Determination of bearing capacity by Terzaghi's and BIS method (IS: 6403), Modes of shear failure, Factors affecting Bearing capacity of soil. Effect of water table and/or eccentricity on bearing capacity of soil, field methods of determining bearing capacity of soil: SPT and plate load test.

Module-5

Pile Foundations: Types and classification of piles, single loaded pile capacity in cohesionless and cohesive soils by static and Dynamic formulas, efficiency of Pile group, group capacity of piles in cohesionless and cohesive soils, negative skin friction, pile load tests, Settlement of piles, under reamed piles (only introductory concepts – no derivation).

Course outcomes: On the completion of this course students are expected to attain the following outcomes;

1. Ability to plan and execute geotechnical site investigation program for different civil engineering projects
2. Understanding of stress distribution and resulting settlement beneath the loaded footings on sand and clayey soils
3. Ability to estimate factor of safety against failure of slopes and to compute lateral pressure distribution behind earth retaining structures
4. Ability to determine bearing capacity of soil and achieve proficiency in proportioning shallow isolated and combined footings for uniform bearing pressure
5. Capable of estimating load carrying capacity of single and group of piles

Question paper pattern:

Question paper pattern:

- The question paper will have ten full questions carrying equal marks.
- Each full question will be for 20 marks.
- There will be two full questions (with a maximum of four sub- questions) from each module.
- Each full question will have sub- question covering all the topics under a module.
- The students will have to answer five full questions, selecting one full question from each module.

Textbooks:

1. Murthy V.N.S., Principles of Soil Mechanics and Foundation Engineering, UBS Publishers and Distributors, New Delhi.
2. K.R. Arora, Soil Mechanics and Foundation Engineering, Standard Publisher Distributors, New Delhi.
3. P C Varghese, Foundation Engineering, PHI India Learning Private Limited, New Delhi.
4. Punmia B C, Soil Mechanics and Foundation Engineering-(2017), 16thEdition, Laxmi Publications co., New Delhi.

Reference Books:

1. T.W. Lambe and R.V. Whitman, Soil Mechanics-, John Wiley & Sons.
2. Donald P Coduto, Geotechnical Engineering- Phi Learning Private Limited, New Delhi.
3. Shashi K. Gulathi & Manoj Datta, Geotechnical Engineering-. , Tata McGraw Hill Publications.
4. Debashis Moitra, "Geotechnical Engineering", Universities Press.,
5. Malcolm D Bolton, "A Guide to soil mechanics", Universities Press.,
6. Bowles J E , Foundation analysis and design, McGraw- Hill Publications.
7. Bureau of Indian Standards: IS-1904, IS-6403, IS-8009, IS-2950, IS-2911 and all other relevant codes.

B. E. CIVIL ENGINEERING

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

SEMESTER - VI

HYDROLOGY AND IRRIGATION ENGINEERING

Course Code	**18CV63**	CIE Marks	40
Teaching Hours/Week(L:T:P)	(3:2:0)	SEE Marks	60
Credits	04	Exam Hours	03

Course Learning Objectives: This course will enable students to

1. Understand the concept of hydrology and components of hydrologic cycle such as precipitation, infiltration, evaporation and transpiration.
2. Quantify runoff and use concept of unit hydrograph.
3. Demonstrate different methods of irrigation, methods of application of water and irrigation procedure.
4. Design canals and canal network based on the water requirement of various crops.
5. Determine the reservoir capacity.

Module -1

Hydrology: Introduction, Importance of hydrology, Global distribution of water and Indian water availability, Practical application of hydrology, Hydrologic cycle (Horton's) qualitative and engineering representation.

Precipitation: Definition, Forms and types of precipitation, measurement of rain fall using Symon's and Syphon type of rain gauges, optimum number of rain gauge stations, consistency of rainfall data (double mass curve method), computation of mean rainfall, estimation of missing data, presentation of precipitation data, moving average curve, mass curve, rainfall hyetographs.

Module -2

Losses: Evaporation: Introduction, Process, factors affecting evaporation, measurement using IS class-A Pan, estimation using empirical formulae (Meyer's and Rohwer's equations) Reservoir evaporation and control.

Evapo-transpiration: Introduction, Consumptive use, AET, PET, Factors affecting, Measurement, Estimation by Blaney-Criddle equation.

Infiltration: Introduction, factors affecting infiltration capacity, measurement by double ring infiltrometer, Horton's infiltration equation, infiltration indices.

Module -3

Runoff: Definition, concept of catchment, factors affecting runoff, rainfall – runoff relationship using regression analysis.

Hydrographs: Definition, components of hydrograph, base flow separation, unit hydrograph, assumption, application and limitations, derivation from simple storm hydrographs, S curve and its computations, Conversion of UH of different durations.

Module -4

Irrigation: Definition. Benefits and ill effects of irrigation. System of irrigation: surface and ground water, flow irrigation, lift irrigation, Bandhara irrigation.

Water Requirements of Crops: Duty, delta and base period, relationship between them, factors affecting duty of water crops and crop seasons in India, irrigation efficiency, frequency of irrigation.

Module -5

Canals: Types of canals. Alignment of canals. Definition of gross command area, cultural command area, intensity of irrigation, time factor, crop factor. Unlined and lined canals. Standard sections. Design of canals by Lacey's and Kennedy's method.

Reservoirs: Definition, investigation for reservoir site, storage zones determination of storage capacity using mass curves, economical height of dam.

Course outcomes: After studying this course, students will be able to:

1. Understand the importance of hydrology and its components.
2. Measure precipitation and analyze the data and analyze the losses in precipitation.
3. Estimate runoff and develop unit hydrographs.

4. Find the benefits and ill-effects of irrigation.
5. Find the quantity of irrigation water and frequency of irrigation for various crops.
6. Find the canal capacity, design the canal and compute the reservoir capacity.

Question paper pattern:

- The question paper will have ten full questions carrying equal marks.
- Each full question will be for 20 marks.
- There will be two full questions (with a maximum of four sub- questions) from each module.
- Each full question will have sub- question covering all the topics under a module.
- The students will have to answer five full questions, selecting one full question from each module.

Textbooks:

1. K. Subramanya, "Engineering Hydrology", Tata McGraw Hill Publishers, New Delhi.
2. Jayarami Reddy, "A Text Book of Hydrology", Lakshmi Publications, New Delhi.
3. Punmia and LalPandey, "Irrigation and Water Power Engineering" Lakshmi Publications, New Delhi.

Reference Books:

1. H.M. Raghunath, "Hydrology", Wiley Eastern Publication, New Delhi.
2. Sharma R.K., "Irrigation Engineering and Hydraulics", Oxford & IBH Publishing Co., New Delhi.
3. VenTe Chow, "Applied Hydrology", Tata McGraw Hill Publishers, New Delhi.
4. Modi P.N "Water Resources and Water Power Engineering"-. Standard book house, Delhi.
5. Garg S.K, "Irrigation Engineering and Hydraulic Structures" Khanna publications, New Delhi.

B. E. CIVIL ENGINEERING

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

SEMESTER - VI

MATRIX METHOD OF STRUCTURAL ANALYSIS

Course Code	**18CV641**	CIE Marks	40
Teaching Hours/Week(L:T:P)	(3:0:0)	SEE Marks	60
Credits	03	Exam Hours	03

Course Learning Objectives: This course will enable students to

1. Gain basic knowledge of structural systems and application of concepts of flexibility and stiffness matrices for simple elements.
2. Understand flexibility and stiffness matrices to solve problems in beams, frames and trusses.
3. Gain knowledge of direct stiffness method to solve problems in beams, frames and trusses.
4. Gain knowledge of solving problems involving temperature changes and lack of fit.

Module -1

Introduction: Structural systems, geometric and material non-linearity, principle of superposition, equilibrium and compatibility conditions, static and kinematic indeterminacy, principle of minimum potential energy and minimum complementary energy, concepts of stiffness and flexibility, flexibility and stiffness matrices of beam and truss elements.

Module -2

Element Flexibility Method: Force transformation matrix, global flexibility matrix, analysis of continuous beams, rigid frames and trusses.

Module -3

Element Stiffness Method: Displacement transformation matrix, global stiffness matrix, analysis of continuous beams, rigid frames and trusses.

Module -4

Effects of Temperature Changes and Lack of Fit: Related numerical problems by flexibility and stiffness method as in Module 2 and Module 3.

Module -5

Direct Stiffness Method: Local and global coordinates systems, principle of contra gradience, global stiffness matrices of beam and truss elements, analysis of continuous beams and trusses.

Course Outcomes: After studying this course, students will be able to:

1. Evaluate the structural systems to application of concepts of flexibility and stiffness matrices for simple problems.
2. Identify, formulate and solve engineering problems with respect to flexibility and stiffness matrices as applied to continuous beams, rigid frames and trusses.
3. Identify, formulate and solve engineering problems by application of concepts of direct stiffness method as applied to continuous beams and trusses.
4. Evaluate secondary stresses.

Question paper pattern:

Question paper pattern:

- The question paper will have ten full questions carrying equal marks.
- Each full question will be for 20 marks.
- There will be two full questions (with a maximum of four sub- questions) from each module.
- Each full question will have sub- question covering all the topics under a module.
- The students will have to answer five full questions, selecting one full question from each module.

Textbooks:

1. Weaver W and Gere J H, **"Matrix Analysis of Framed Structures"**, CBS publications, New Delhi.
2. Rajasekaran S, **"Computational Structural Mechanics"**, PHI, New Delhi.
3. Madhujit Mukhopadhay and Abdul Hamid Sheikh, **"Matrix and Finite Element Analysis of Structures"**, Ane Books Pvt. Ltd.

Reference Books:

1. Godbole P N et.al, “Matrix Method of Structural Analysis”, PHI ltd, New Delhi.
2. Pundit and Gupta, “Theory of Structures Vol II”, TMH publications, New Delhi
3. A K Jain, “Advanced Structural Analysis”, Nemchand Publications, Roorkee.
4. Manikaselvam, “Elements of Matrix Analysis and Stability of Structures”, Khanna Publishers, New Delhi.
5. H C Martin, “Introduction to Matrix Methods in Structural Analysis”, International textbook company, McGraw Hill.

B. E. CIVIL ENGINEERING

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

SEMESTER - VI

SOLID WASTE MANAGEMENT

Course Code	**18CV642**	CIE Marks	40
Teaching Hours/Week(L:T:P)	3:0:0	SEE Marks	60
Credits	03	Exam Hours	03

Course Learning Objectives: This course will enable students to

1. Study the present methods of solid waste management system and to analyze their draw backs comparing with statutory rules.
2. Understand different elements of solid waste management from generation of solid waste to disposal.
3. Analyze different processing technologies and to study conversion of municipal solid waste to compost or biogas.
4. Evaluate landfill site and to study the sanitary landfill reactions.

Module -1

Sources: Sources of Solid waste, Types of solid waste, Physical and Chemical composition of municipal solid waste. Generation rate, Numerical Problems.

Collection: Collection of solid waste- services and systems, equipments,

Transportation: Need of transfer operation, transfer station, transport means and methods, route optimization. Solid waste management 2000 rules with, 2016 amendments.

Module -2

Processing techniques: Purpose of processing, Volume reduction by incineration, Process description, Mechanical volume reduction (compaction), Mechanical size reduction (shredding), component separation (manual and mechanical methods).

Module -3

Composting Aerobic and anaerobic method - process description, process microbiology, design consideration, Mechanical composting, Vermi composting, Numerical Problems.

Sanitary land filling: Definition, advantages and disadvantages, site selection, methods, reaction occurring in landfill- Gas and Leachate movement, Control of gas and leachate movement, Design of sanitary landfill. Numerical Problems.

Module -4

Sources, collection, treatment and disposal:- Biomedical waste,E-waste, construction and demolition waste.

Module -5

Incineration -3Ts factor affecting incineration, types of incinerations, Pyrolsis , Energy recovery technique from solid waste management. Hazardous waste.

Course outcomes: After studying this course, students will be able to:

1. Analyse existing solid waste management system and to identify their drawbacks.
2. Evaluate different elements of solid waste management system.
3. Suggest suitable scientific methods for solid waste management elements.
4. Design suitable processing system and evaluate disposal sites.

Question paper pattern:

- The question paper will have ten full questions carrying equal marks.
- Each full question will be for 20 marks.
- There will be two full questions (with a maximum of four sub- questions) from each module.
- Each full question will have sub- question covering all the topics under a module.
- The students will have to answer five full questions, selecting one full question from each module.

Textbooks:

1. George Tchobanoglous, Hilary Theisen , Samuel A Vigil, “Integrated Solid Waste Management : Engineering principles and management issues”, M/c Graw hill Education . Indian edition
2. Howard S Peavy, Donald R Rowe and George Tchobanoglous, “Environmental Engineering”, Tata Mcgraw Hill Publishing Co ltd.,

Reference Books:

1. Municipal Solid Wastes (Management and Handling) Rules, 2000.Ministry of Environment and Forests Notification, New Delhi, the 25th September, 2000. Amendment – 1357(E) – 08-04-2016
2. Municipal Solid waste management manual, Part II published under Swachh Bharat Mission, Central Public Health and Environmental Engineering Organization (CPHEEO), 2016, Ministry of Urban Development, Government of India.
3. Handbook of Solid waste management, second edition, George Tchobanoglous, Frank Kreith, published by M/c Graw hill Education, 2002, ISBN-13 978-0071356237 ISBN -10 0071356231

B. E. CIVIL ENGINEERING

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

SEMESTER - VI

ALTERNATE BUILDING MATERIALS

Course Code	**18CV643**	CIE Marks	40
Teaching Hours/Week(L:T:P)	(3:0:0)	SEE Marks	60
Credits	03	Exam Hours	03

Course Learning Objectives: This Course will enable students to:

1. understand environmental issues due to building materials and the energy consumption in manufacturing building materials
2. study the various masonry blocks, masonry mortar and structural behavior of masonry under compression.
3. Study the alternative building materials in the present context.
4. understand the alternative building technologies which are followed in present construction field.

Module -1

Introduction: Energy in building materials, Environmental issues concerned to building materials, Embodied energy and life-cycle energy, Global warming and construction industry, Green concepts in buildings, Green building ratings – IGBC and LEED manuals – mandatory requirements, Rainwater harvesting & solar passive architecture. Environmental friendly and cost effective building technologies, Requirements for buildings of different climatic regions.

Module -2

Elements of Structural Masonry : Elements of Structural Masonry, Masonry materials, requirements of masonry units' characteristics of bricks, stones, clay blocks, concrete blocks, stone boulders, laterite Blocks, Fal- G blocks and Stabilized mud block. Manufacture of stabilized blocks.

Structural Masonry Mortars: Mortars, cementations materials, sand, natural & manufactured, types of mortars, classification of mortars as per BIS, characteristics and requirements of mortar, selection of mortar.

Uses of masonry, masonry bonding, Compressive strength of masonry elements, Factors affecting compressive strength, Strength of Prisms/wallets and walls, Effect of brick bond on strength, Bond strength of masonry: Flexure and shear, Elastic properties of masonry materials and masonry, Design of masonry compression elements subjected to axial load.

Module -3

Alternate Building Materials: Lime, Pozzolana cements, Raw materials, Manufacturing process, Properties and uses. Fibers- metal and synthetic, Properties and applications. Fiber reinforced plastics, Matrix materials, Fibers organic and synthetic, Properties and applications. Building materials from agro and industrial wastes ,Types of agro wastes, Types of industrial and mine wastes, Properties and applications. Masonry blocks using industrial wastes. Construction and demolition wastes.

Module -4

Alternate Building Technologies: Use of arches in foundation, alternatives for wall constructions, composite masonry, confined masonry, cavity walls, rammed earth, Ferro cement and ferroconcrete building components, Materials and specifications, Properties, Construction methods, Applications.

Top down construction, Mivan Construction Technique.

Alternate Roofing Systems: Concepts, Filler slabs, Composite beam panel roofs, Masonry vaults and domes.

Module -5

Equipment for Production of Alternate Materials: Machines for manufacture of concrete, Equipments for production of stabilized blocks, Moulds and methods of production of precast elements, Cost concepts in buildings, Cost saving techniques in planning, design and construction, Cost analysis: Case studies using alternatives.

Course Outcomes: After studying this course, students will be able to:

1. Solve the problems of Environmental issues concerned to building materials and cost effective building technologies;
2. Select appropriate type of masonry unit and mortar for civil engineering constructions; also they are able to Design Structural Masonry Elements under Axial Compression.
3. Analyse different alternative building materials which will be suitable for specific climate and in an environmentally sustainable manner. Also capable of suggesting suitable agro and industrial wastes as a building material.
4. Recommend various types of alternative building materials and technologies and design a energy efficient building by considering local climatic condition and building material.

Question paper pattern:

- The question paper will have ten full questions carrying equal marks.
- Each full question will be for 20 marks.
- There will be two full questions (with a maximum of four sub- questions) from each module.
- Each full question will have sub- question covering all the topics under a module.
- The students will have to answer five full questions, selecting one full question from each module.

Textbooks:

1. KS Jagadish, B V Venkatarama Reddy and K S Nanjunda Rao, "Alternative Building Materials and Technologies", New Age International pub.
2. Arnold W Hendry, "Structural Masonry", Macmillan Publishers.

Reference Books:

1. RJS Spence and DJ Cook, "Building Materials in Developing Countries", Wiley pub.
2. LEED India, Green Building Rating System, IGBC pub.
3. IGBC Green Homes Rating System, CII pub.
4. Relevant IS Codes.

B. E. CIVIL ENGINEERING

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

SEMESTER - VI

GROUND IMPROVEMENT TECHNIQUES

Course Code	**18CV644**	CIE Marks	40
Teaching Hours/Week(L:T:P)	(3:0:0)	SEE Marks	60
Credits	03	Exam Hours	03

Course Learning Objectives: This course will enable students to

1. Understand the fundamental concepts of ground improvement techniques
2. Apply knowledge of mathematics, Science and Geotechnical Engineering to solve problems in the field of modification of ground required for construction of civil engineering structures.
3. Understand the concepts of chemical compaction, grouting and other miscellaneous methods.
4. Impart the knowledge of geo synthetics, vibration, grouting and Injection.

Module -1

Formation and Development of Ground : Introduction, Formation of Rock, soil and soil profile, Soil distribution in India, Alterations of ground after formation, Reclaimed soils, Natural offshore deposits; Ground Improvement Potential – Hazardous ground conditions, poor ground conditions, favourable ground conditions, Alternative Approaches, Geotechnical processes.

Compaction: Introduction, compaction mechanics, Field procedure, surface compaction, Dynamic Compaction, selection of field compaction procedures, compaction quality control.

Module -2

Drainage Methods: Introduction, Seepage, filter requirements, ground water and seepage control, methods of dewatering systems, Design of dewatering system including pipe line effects of dewatering. Drains, different types of drains.

Pre-compression and Vertical Drains: Importance, Vertical drains, Sand drains, Drainage of slopes, Electro kinetic dewatering, Preloading.

Module -3

Chemical Modification-I: Definition, cement stabilization, sandwich technique, admixtures. Hydration – effect of cement stabilization on permeability, Swelling and shrinkage and strength and deformation characteristics. Criteria for cement stabilization. Stabilization using Fly ash.

Chemical Modification-Ii: Lime stabilization – suitability, process, criteria for lime stabilization. Other chemicals like chlorides, hydroxides, lignin and hydrofluoric acid. Properties of chemical components, reactions and effects. Bitumen, tar or asphalt in stabilization.

Module -4

Vibration Methods: Introduction, Vibro compaction – blasting, vibratory probe, Vibro displacement compaction – displacement piles, vibro flotation, sand compaction piles, stone columns, heavy tamping

Grouting And Injection: Introduction, Effect of grouting. Chemicals and materials used. Types of grouting. Grouting procedure, Applications of grouting.

Module -5

Geosynthetics: Introduction, Geosynthetic types, properties of Geosynthetics – materials and fibre properties, Geometrical aspects, mechanical properties, Hydraulic properties, Durability ; Applications of Geosynthetics - Separation, Filtration and Fluid Transmission, Reinforcement,

Miscellaneous Methods (Only Concepts & Uses): Soil reinforcement, Thermal methods, Ground improvement by confinement – Crib walls, Gabions and Mattresses, Anchors, Rock bolts and soil nailing. Stone Column, Micro piles.

Course Outcomes: After studying this course, students will be able to:

1. Give solutions to solve various problems associated with soil formations having less strength.
2. Use effectively the various methods of ground improvement techniques depending upon the requirements.
3. utilize properly the locally available materials and techniques for ground improvement so that economy in the design of foundations of various civil engineering structures

Question paper pattern:

- The question paper will have ten full questions carrying equal marks.

- Each full question will be for 20 marks.
- There will be two full questions (with a maximum of four sub- questions) from each module.
- Each full question will have sub- question covering all the topics under a module.
- The students will have to answer five full questions, selecting one full question from each module.

Textbooks:

1. Purushothama Raj P, "Ground Improvement Techniques", Laxmi Publications, New Delhi.
2. Koerner R.M, "Construction and Geotechnical Method in Foundation Engineering", McGraw Hill Pub. Co.

Reference Books:

1. Bell, F.G., "Methods of treatment of unstable ground", Butterworths, London.
2. Nelson J.D. and Miller D.J, "Expansive soils", John Wiley and Sons.
3. Ingles. C.G. and Metcalf J.B , "Soil Stabilization; Principles and Practice", Butterworths
4. Manfred Hausmann , "Engineering principles of ground modification", McGraw Hill Pub. Co.,

B. E. CIVIL ENGINEERING

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

SEMESTER - VI

RAILWAYS, HARBOUR, TUNNELING AND AIRPORTS

Course Code	**18CV645**	CIE Marks	40
Teaching Hours/Week(L:T:P)	(3:0:0)	SEE Marks	60
Credits	03	Exam Hours	03

Course Learning Objectives: This course will enable students to

1. Understand the history and development, role of railways, railway planning and development based on essential criteria's.
2. Learndifferenttypesofstructuralcomponents,engineeringpropertiesofthematerials,tocalculatethematerial quantities required for construction
3. Understand various aspects of geometrical elements, points and crossings, significance of maintenance of tracks.
4. Design and plan airport layout, design facilities required for runway, taxiway and impart knowledge about visual aids
5. Apply design features of tunnels, harbors, dock and necessary navigational aids; also expose them to various methods of tunneling and tunnel accessories.

Module-1

Railway Planning: Significance of Road, Rail, Air and Water transports – Coordination of all modes to achieve sustainability – Elements of permanent way
– Rails, Sleepers, Ballast, rail fixtures and fastenings, – Track Stress, coning of wheels, creep in rails, defects in rails – Route alignment surveys, conventional and modern methods- – Soil suitability analysis – Geometric design of railways, gradient, super elevation, widening of gauge on curves- Points and Crossings(Explanation & Sketches of Right and Left hand turnouts only).

Module-2

Railway Construction and Maintenance: Earthwork – Stabilization of track on poor soil, Calculation of Materials required for track laying – Construction and maintenance of tracks – Modern methods of construct ion & maintenance – Railway stations and yards and passenger amenities- Urban rail – Infrastructure for Metro, Mono and underground railways.

Module-3

Harbour and Tunnel Engineering: Definition of Basic Terms: Planning and Design of Harbours: Requirements, Classification, Location and Design
Principles – Harbour Layout and Terminal Facilities , Coastal Structures, Inland Water Transport – Wave action on Coastal Structures and Coastal Protection Works.
Tunneling: Introduction, size and shape of the tunnel, tunneling methods in soils, tunnel lining, tunnel drainage and ventilation.

Module-4

Airport Planning: Air transport characteristics, airport classification, air port planning: objectives, components, layout characteristics, and socio-economic characteristics of the catchment area, criteria for airport site selection and ICAO stipulations, typical airport layouts, Parking and circulation area.

Module-5

Airport Design: Runway Design: Orientation, Wind Rose Diagram, Runway length, Problems on basic and Actual Length, Geometric design of runways, Configuration and Pavement Design Principles, Elements ofTaxiway Design, Airport Zones, Passenger Facilities and Services, Runway and Taxiway Markings and lighting.

Course outcomes: After studying this course, students will be able to:

1. Acquires capability of choosing alignment and also design geometric aspects of railway system, runway and taxiway.
2. Suggest and estimate the material quantity required for laying a railway track and also will be able to determine the hauling capacity of a locomotive.
3. Develop layout plan of airport, harbor, dock and will be able relate the gained knowledge to identify required type of visual and/or navigational aids for the same.
4. Apply the knowledge gained to conduct surveying, understand the tunneling activities.

Question paper pattern:

- The question paper will have ten full questions carrying equal marks.
- Each full question will be for 20 marks.
- There will be two full questions (with a maximum of four sub- questions) from each module.
- Each full question will have sub- question covering all the topics under a module.
- The students will have to answer five full questions, selecting one full question from each module.

Textbook:

1. Saxena Subhash C and Satyapal Arora, "A Course in Railway Engineering", Dhanpat Rai and Sons, Delhi.
2. Satish Chandra and Agarwal M. M,"Railway Engineering", 2nd Edition, Oxford University Press,New Delhi.
3. Khanna S K, Arora M G and Jain S S,"Airport Planning and Design", Nemch and and Brothers, Roorkee.
4. CVenkatramaiah,"TransportationEngineering",VolumeII:Railways,Airports,DocksandHarbours,Bridgesand Tunnels, Universities Press.
5. Bindra S P, "A Course in Docks and Harbour Engineering", Dhanpat Rai and Sons, New Delhi.

Reference Books:

1. Oza.H.P.andOza.G.H.,"AcourseinDocks&HarbourEngineering".Charotar Publishing Co.,
2. Mundrey J. S. "A course in Railway Track Engineering".Tata Mc Graw Hill.
3. Srinivasan R. Harbour," Dock and TunnelEngineering",26thEdition2013.

B. E. CIVIL ENGINEERING

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

SEMESTER - VI

REMOTE SENSING AND GIS

Course Code	**18CV651**	CIE Marks	40
Teaching Hours/Week(L:T:P)	(3:0:0)	SEE Marks	60
Credits	03	Exam Hours	03

Course Learning Objectives: This course will enable students to

1. Understand the basic concepts of remote sensing.
2. Analyze satellite imagery and extract the required units.
3. Extract the GIS data and prepare the thematic maps.
4. Use the thematic camps for various applications.

Module-1

Remote Sensing: Basic concept of Remote sensing, Data and Information, Remote sensing data collection, Remote sensing advantages & Limitations, Remote Sensing process. Electromagnetic Spectrum, Energy interactions with atmosphere and with earth surface features (soil, water, and vegetation), Resolution, image registration and Image and False color composite, elements of visual interpretation techniques.

Module-2

Remote Sensing Platforms and Sensors: Indian Satellites and Sensors characteristics, Remote Sensing Platforms, Sensors and Properties of Digital Data, Data Formats: Introduction, platforms- IRS, Landsat, SPOT, Cartosat, Ikonos, Envisat etc. sensors, sensor resolutions (spatial, spectral, radiometric and temporal). Basics of digital image processing- introduction to digital data, systematic errors(Scan Skew, Mirror-Scan Velocity, Panoramic Distortion, Platform Velocity , Earth Rotation) and non-systematic [random] errors(Altitude, Attitude), Image enhancements(Gray Level Thresholding, level slicing, contrast stretching),image filtering.

Module-3

Geographic Information System: Introduction to GIS; components of a GIS; Geographically Referenced Data, Spatial Data- Attribute data-Joining Spatial and attribute data, GIS Operations: Spatial Data Input – Attribute data Management, Geographic coordinate System, Datum; Map Projections: Types of Map Projections, Projected coordinate Systems. UTM Zones.

Module-4

Data Models: Vector data model: Representation of simple features – Topology and its importance; coverage and its data structure, Shape file; Relational Database, Raster Data Model: Elements of the Raster data model, Types of Raster Data, Raster Data Structure, and Data conversion.

Module-5

Integrated Applications of Remote sensing and GIS: Applications in land use land cover analysis, change detection, water resources, urban planning, environmental planning, Natural resource management and Traffic management. Location Based Services And Its Applications.

Course outcomes: After studying this course, students will be able to:

1. Collectdataanddelineatevariouselementsfromthesatelliteimageryusingtheirspectralsignature.
2. Analyze different features of ground information to create raster or vector data.
3. Perform digital classificationandcreatedifferentthematicmapsforsolvingspecificproblems
4. Make decision based on the GIS analysis on thematic maps.

Question paper pattern:

- The question paper will have ten full questions carrying equal marks.
- Each full question will be for 20 marks.
- There will be two full questions (with a maximum of four sub- questions) from each module.
- Each full question will have sub- question covering all the topics under a module.
- The students will have to answer five full questions, selecting one full question from each module.

Textbooks:

1. Narayan Panigrahi, “Geographical Information Science”, and ISBN 10: 8173716285 / ISBN 13: 9788173716287, University Press2008.
2. Basudeb Bhatta, “Remote sensing and GIS” , ISBN:9780198072393, Oxford University Press2011
3. Kang – T surg Chang, “Introduction to Geographic Information System”. Tata McGraw Hill Education Private Limited2015.
4. Lilles and, Kiefer, Chipman,“RemoteSensingandImageInterpretation”,Wiley2011.

Reference Books:

1. Chor Pang Lo and Albert K.W Yeung, “Concepts &Techniques of GIS”, PHI,2006
2. John R. Jensen, “Remote sensing of the environment”, an earth resources perspective–2nd edition– by Pearson Education2007.
3. Anji Reddy M., “Remote sensing and Geographical information system”, B. S. Publications2008.
4. Peter A. Burrough, Rachael A. McDonnell, and Christopher D. Lloyd, “Principals of Geo physical Information system”, Oxford Publications2004.
5. S Kumar,“Basics of remote sensing & GIS”, Laxmi publications 2005.

B. E. CIVIL ENGINEERING
Choice Based Credit System (CBCS) and Outcome Based Education (OBE)
SEMESTER - VI

TRAFFIC ENGINEERING

Course Code	**18CV652**	CIE Marks	40
Teaching Hours/Week(L:T:P)	(3:0:0)	SEE Marks	60
Credits	03	Exam Hours	03

Course Learning Objectives: This course will enable students to

1. Understand fundamental knowledge of traffic engineering, scope and its importance.
2. Describe basic techniques for collecting and analyzing traffic data, diagnosing problems, designing appropriate remedial treatment, and assessing its effectiveness.
3. Apply probabilistic and queuing theory techniques for the analysis of traffic flow situations and emphasis the interaction of flow efficiency and traffic safety.
4. Understand and analyse traffic issues including safety, planning, design, operation and control.
5. Apply intelligent transport system and its applications in the present traffic scenario.

Module-1

Traffic Planning and Characteristics: Road Characteristics-Road user characteristics, PIEV theory, Vehicle Performance characteristics, Fundamentals of Traffic Flow, Urban Traffic problems in India, Integrated planning of town, country, regional and all urban infrastructures, Sustainable approach- land use & transport and modal integration.

Module-2

Traffic Surveys: Traffic Surveys- Speed, journey time and delay surveys, Vehicles Volume Survey including non-motorized transports, Methods and interpretation, Origin Destination Survey, Methods and presentation, Parking Survey, Accident analyses-Methods, interpretation and presentation, Statistical applications in traffic studies and traffic forecasting, Level of service-Concept, applications and significance.

Module-3

Traffic Design and Visual Aids: Intersection Design- channelization, Rotary intersection design, Signal design, Coordination of signals, Grade separation, Traffic signs including VMS and road markings, Significant roles of traffic control personnel, Networking pedestrian facilities & cycle tracks.

Module-4

Traffic Safety and Environment: Road accidents, Causes, effect, prevention, and cost, Street lighting, Traffic and environment hazards, Air and Noise Pollution, causes, abatement measures, Promotion and integration of public transportation, Promotion of non-motorized transport.

Module-5

Traffic Management: Area Traffic Management System, Traffic System Management (TSM) with IRC standards, Traffic Regulatory Measures, Travel Demand Management (TDM), Direct and indirect methods, Congestion and parking pricing, All segregation methods- Coordination among different agencies, Intelligent Transport System for traffic management, enforcement and education.

Course outcomes: After studying this course, students will be able to:

1. Understandthehumanfactorsandvehicularfactorsintrafficengineeringdesign.
2. Conductdifferenttypesoftrafficsurveysandanalysisofcollecteddatausingstatisticalconcepts.
3. Useanappropriatetrafficflowtheoryandtocomprehendthecapacity&signalizedintersectionanalysis.
4. Understand the basic knowledge of Intelligent Transportation System.

Question paper pattern:

- The question paper will have ten full questions carrying equal marks.
- Each full question will be for 20 marks.
- There will be two full questions (with a maximum of four sub- questions) from each module.
- Each full question will have sub- question covering all the topics under a module.
- The students will have to answer five full questions, selecting one full question from each module.

Textbooks:

1. Kadiyali. L.R. “Traffic Engineering and Transport Planning ”, Khanna Publishers, Delhi,2013
2. S K Khanna and CEG Justo and AVeeraragavan, “Highway Engineering”, Nem Chand and Bros.
3. Indian Roads Congress (IRC) Specifications: Guidelines and Special Publications on Traffic Planning and Management
4. Salter. R.I and Hounsell N.B, “Highway Traffic Analysis and design”, Macmillan PressLtd.1996.

Reference Books:

1. Fred L. Mannering, Scott S. Washburn and Walter P. Kilareski, Principles of Highway Engineering and Traffic Analysis, Wiley India Pvt. Ltd., New Delhi,2011.
2. GarberandHoel,“PrinciplesofTrafficandHighwayEngineering”,CENGAGELearning,NewDelhi,2010.
3. SP: 43-1994,IRCSpecification,“Guidelineson Low-cost Traffic Management Techniques” for Urban Areas,1994.
4. John E Tyworth, “Traffic Management Planning, Operations and control”, Addison Wesly Publishing Company, 1996.
5. Hobbs.F.D.“Traffic Planning and Engineering”,University of Brimingham,Peragamon Press Ltd,2005.

B. E. CIVIL ENGINEERING

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

SEMESTER - VI

OCCUPATIONAL HEALTH AND SAFETY

Course Code	**18CV653**	CIE Marks	40
Teaching Hours/Week(L:T:P)	(3:0:0)	SEE Marks	60
Credits	03	Exam Hours	03

Course Learning Objectives: This course will enable students to

1. Gainan historical, economic, and organizational perspective of occupational safety and health;
2. Investigate current occupational safety and health problems and solutions.
3. Identify the forces that influence occupational safety and health.
4. Demonstrate the knowledge and skills needed to identify work place problems and safe work practice

Module-1

Occupational Hazard and Control Principles: Safety, History and development, National Safety Policy. Occupational safety and Health Act (OSHA), Occupational Health and Safety administration - Laws governing OSHA and right to know. Accident – causation, investigation, investigation plan, Methods of acquiring accident facts, Supervisory role in accident investigation.

Module-2

Ergonomics at Work Place: Ergonomics Task analysis, Preventing Ergonomic Hazards, Work space Envelops, Visual Ergonomics, Ergonomic Standards, Ergonomic Programs. Hazard cognition and Analysis, Human Error Analysis – Fault Tree Analysis – Emergency Response - Decision for action – purpose and considerations.

Module-3

Fire Prevention and Protection: Fire Triangle, Fire Development and its severity, Effect of Enclosures, early detection of Fire, Classification of fire and Fire Extinguishers.
Electrical Safety, Product Safety: Technical Requirements of Product safety.

Module-4

Health Considerations at Work Place: types of diseases and their spread, Health Emergency. Personal Protective Equipment (PPE) – types and advantages, effects of exposure and treatment for engineering industries, municipal solid waste. Environment management plans (EMP) for safety and sustainability.

Module-5

Occupational Health and Safety Considerations: Water and wastewater treatment plants, Handling of chemical and safety measures in water and wastewater treatment plants and labs, Construction material manufacturing industries like cement plants, RMC Plants, precast plants and construction sites. Policies, roles and responsibilities of workers, managers and supervisors.

Course outcomes: After studying this course, students will be able to:

1. Identifyhazardsintheworkplacethatposeadangerorthreattotheirsafetyorhealth,orthatofothers.
2. Controlunsafeorunhealthyhazardsandproposemethodstoeliminatethehazard.
3. Present a coherent analysis of a potential safety or health hazard both verbally and in writing, citing the occupational Health and Safety Regulations as well as supported legislation.
4. Discuss the role of health and safety in the workplace pertaining to the responsibilities of workers, managers, supervisors.
5. Identify the decisions required to maintain protection of the environment, workplace as well as personal health and safety.

Question paper pattern:

- The question paper will have ten full questions carrying equal marks.
- Each full question will be for 20 marks.
- There will be two full questions (with a maximum of four sub- questions) from each module.
- Each full question will have sub- question covering all the topics under a module.
- The students will have to answer five full questions, selecting one full question from each module.

Textbooks:

1. Goetsch D. L.,(1999), “Occupational Safety and Health for Technologists, Engineers and Managers”,

Prentice Hall.
2. HeinrichH.W.,(2007),"IndustrialAccidentPrevention-AScientificApproach",McGraw-HillBookCompany
National Safety Council and Associate (Data) Publishers Pvt. Ltd., (1991),
3. "Industrial Safety and Pollution Control Handbook.

Reference Books:

1. CollingD.A.,(1990),"IndustrialSafetyManagementandTechnology",PrenticeHall,New Delhi.
2. Della D.E., and Giustina, (1996), "Safety and Environmental Management", Van Nostrand Reinhold International Thomson Publishing Inc.

B. E. CIVIL ENGINEERING

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

SEMESTER - VI

SUSTAINABILITY CONCEPTS IN CIVIL ENGINEERING

Course Code	**18CV654**	CIE Marks	40
Teaching Hours/Week(L:T:P)	(3:0:0)	SEE Marks	60
Credits	03	Exam Hours	03

Course Learning Objectives: This course will enable students to

1. Learn about the principles, indicators and general concept of sustainability.
2. Apprehend the local, regional and global impacts of unsustainable designs, products and processes.
3. Student shall be able to apply the sustainability concepts in engineering
4. Know built environment frame work sand their use
5. Understand how building and design is judged and valued by clients and stakeholders and how to implement sustainability.

Module-1

Introduction: Sustainability - Introduction, Need and concept of sustainability, Social-environmental and economic sustainability concepts. Sustainable development, Nexus between Technology and Sustainable development, Challenges for Sustainable Development. Multilateral environmental agreements and Protocols - Clean Development Mechanism (CDM), Environmental legislations in India - Water Act, Air Act.

Module-2

Global Environmental Issue: Resource degradation, Climate change, Regional and Local Environmental Issues. Carbon credits and carbon trading, carbon foot print Carbon sequestration – Carbon capture and storage (CCS). Environmental management standards, ISO 14000 series, Life Cycle Analysis (LCA) - Scope and Goal, Bio-mimicking.

Module-3

Sustainable Design: Basic concepts of sustainable habitat, Green buildings, green materials for building construction, material selection for sustainable design, green building certification- GRIHA & IGBC Certification for buildings, Energy efficient building design- Passive solar design technique, Thermal storage, Cooling strategies, high performance insulation. Sustainable cities, Sustainable transport.

Module-4

Clean Technology and Energy: Energy sources: Basic concepts-Conventional and non-conventional, solar energy, Fuel cells, Wind energy, Small hydro plants, bio-fuels, Energy derived from oceans, Geothermal energy. Rainwater harvesting.

Module-5

Green Engineering: Green Engineering concepts, Sustainable Urbanization, industrialization and poverty reduction; Social and technological change, Industrial Processes: Material selection, Pollution Prevention, Industrial Ecology, Industrial symbiosis.

Course Outcomes: After studying this course, students will be able to:

1. Learn the sustainability concepts; understand the role and responsibility of engineers in sustainable development.
2. Quantify sustainability, and resource availability, Rationalize the sustainability based on scientific merits.
3. Understand and apply sustainability concepts in construction practices, designs, product developments and processes across various engineering disciplines.
4. Make a decision in applying green engineering concepts and become a lifelong advocate of sustainability in society.

Question paper pattern:

- The question paper will have ten full questions carrying equal marks.
- Each full question will be for 20 marks.
- There will be two full questions (with a maximum of four sub- questions) from each module.
- Each full question will have sub- question covering all the topics under a module.

- The students will have to answer five full questions, selecting one full question from each module.

Textbooks:

1. Allen, D.T. and S honnard, D. R., Sustainability Engineering: Concepts, Design and Case Studies, Prentice Hall.
2. Bradley. A.S; Adebayo, A. O., Maria, P. Engineering applications in sustainable design and development, Cengage learning.

Reference Books:

1. Mackenthun, K. M.,Basic Concepts in Environmental Management, Lewis Publication.
2. ECBC Code 2007, Bureau of Energy Efficiency, New Delhi Bureau of Energy Efficiency Publications-Rating System, TERI Publications - GRIHA Rating System.
3. Ni bin Chang, Systems Analysis for Sustainable Engineering: Theory and Applications, McGraw-Hill Professional.
4. Twidell, J. W. and Weir, A. D., Renewable Energy Resources, English Language Book Society (ELBS).
5. Malcolm Dowden, Climate Change and Sustainable Development: Law, Policy and Practice.
6. Daniel A. Vallero and Chris Brasier, "Sustainable Design: The Science of Sustainability and Green Engineering", Wiley-Blackwell.
7. Sustainable Engineering Practice: An Introduction, Committee on Sustainability, American Society of Civil Engineers.

INTELLIGENT TRANSPORTATION SYSTEMS

[As per Choice Based Credit System (CBCS) scheme]

SEMESTER – VI

Subject Code	**18CV655**	CIE Marks	40
Number of Lecture Hours/Week(L:T:P)	3:0:0	SEE Marks	60
Credits	03	Exam Hours	03

Course Learning objectives: This course will enable students to

Have an awareness and scope of transport issues, such as, traffic safety, public transport, advanced vehicle management and control. Learn how Intelligent transport systems (ITS) involve the application of information technology and telecommunications to control traffic, inform travellers and drivers, operate public transport, automating payments, handle emergencies and incidents, operate commercial fleets and freight exchange, and automate driving and safety.

Module -1

Basic elements of intelligent transportation systems (ITS), focusing on technological, systems and institutional aspects. Benefits of ITS -ITS Data collection techniques – Detectors, Automatic Vehicle Location (AVL), Automatic Vehicle Identification (AVI), Geographic InformationSystems (GIS), video data collection.

Module -2

Advanced traveller information systems; transportation network operations; commercial vehicle operations and intermodal freight.

Module -3

Public transportation applications, ITS and regional strategic transportation planning, including regional architectures.

Module -4

ITS and changing transportation institutions, ITS and safety, ITS and security, ITS as a technology deployment program, research, development and business models, ITS andsustainable mobility.

Module -5

Travel demand management, electronic toll collection, and ITS and road-pricing.Automated Highway Systems- Vehicles in Platoons –ITS in World – Overview of ITSImplementations in developed countries, ITS in developing countries.

Course outcomes:

After studying this course, students would be able to suggest the appropriate system/s in various functional areas of transportation. Would be able to amalgamate the various systems, plan and implement the applications of ITS. Wouldhave learnt the application of information technology and telecommunication to control traffic and alsoprovide advance information to the travellers, automatic handling of emergencies and to improve safety.

Graduate Attributes (as per NBA)

- *Scholarship of Knowledge.*
- *Critical thinking.*
- *Ethical practices and social responsibility*
- *Use of modern tools*

Question paper pattern:

1. The question paper will have tenquestions.
2. Each full question consists of 20marks.
3. There will be 2 full questions (with a maximum of four sub questions) from each module.
4. Each full question will have sub questions covering all the topics under amodule.
5. The students will have to answer 5 full questions, selecting one full question from each module.

Text Book:

1. Choudury M A and Sadek A, "Fundamentals of Intelligent Transportation Systems Planning" Artech House.
2. Pradip Kumar Sarkar, Amit Kumar Jain, "Intelligent Transport Systems", PHI Learning Publishers

Reference Books:

1. Kan Paul Chen, John Miles, "Recommendations for World Road Association (PIARC)" ITS Hand Book 2000.
2. Sussman, J. M., "Perspective on ITS", Artech House Publishers, 2005.
3. US Department of Transportation, "National ITS Architecture Documentation", 2007 (CDROM).
4. Turban. E and Aronson. J. E, "Decision Support Systems and Intelligent Systems", Prentice Hall

CONSERVATION OF NATURAL RESOURCES

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

SEMESTER – VI

Subject Code	**18CV656**	CIE Marks	40
Teaching Hours/Week(L:T:P)	3:0:0	SEE Marks	60
Credits	03	Exam Hours	03

Course learning objectives: This course will enable the students to

- Learn types of land forms , soil conservation and sustainable land use planning.
- Apprehend water resources, types, distribution, planning and conservation.
- Know the atmospheric composition of air, pollution and effects on human beings, animals and plants. Air pollution control.
- Apprehend basics of biodiversity and ecosystems.
-

Module -1

Land: Land as a resource, types of lands, conservation of land forms, deforestation, effect of land use changes. Soil health, ecological and economic importance of soil, impact of soil degradation on agriculture and food security, need for soil conservation, sustainable land use planning.

Module -2

Water: Global water resources, Indian water resources, Resources system planning. Water use sectors- domestic, industrial, agriculture. Water deficit and water surplus basins in India, equitable distribution, Inter-basin water transfers, Interlinking of rivers – Himalayan component, peninsular component, issues involved. Ground water, its potential in India, conjunctive use, recharge of ground water. Contamination of ground water, sea water ingress, problems and solutions.

Module -3

Air: Introduction, composition, sources and classification of air pollutants, National Ambient Air quality standards (NAAQS), Air quality index, effects of air pollution on human health. Economic effects of air pollution. Control of air pollution by equipment, smoke and its control. Ozone depletion –impacts, photochemical changes.

Minerals and rocks: Minerals, important rock forming minerals like Quartz, Mica, Feldspar and Amphibole, lithification & metamorphism, weathering: physical, biogeochemical processes, erosion, agents of erosion.

Module -4

Biodiversity: Introduction, Flora and Fauna, Importance of biodiversity, Economic values-medicinal plants, drugs, fisheries biogeochemical cycling. Threat to biodiversity, natural & anthropogenic disturbance, habitat loss. Conservation of biodiversity, National parks, wild life sanctuaries, zoological gardens, gene banks, pollen culture, ecological restoration, social forestry. Ecosystem: Definition, Types: forest, grass land, marine, desert, wetlands, estuarine, lotic, lentic. Abiotic & biotic components of eco system.

Module -5

Global warming: concept, indicators, factors and effects. Global climate change-indicators, health impacts, effect on biodiversity. Introduction to global efforts in conservation of biodiversity.

EIA: Regulations in India, status of EIA in India, list of projects needing environmental clearance under EIA notifications. Case study of hydro power/ thermal power projects.

Course Outcomes(CO):

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

1. Apprehend various components of land as a natural resource and land use planning.
2. Know availability and distribution for water resources as applied to India.
3. Analyse the components ofair as resource and its pollution.
4. Discuss biodiversity & its role in ecosystem functioning.
5. Critically appreciate the environmental concerns of today.

Question paper pattern:

1. The question paper will have ten questions, carrying equal marks.
2. There will be two full questions with a maximum four sub questions from each module. Students shall answer five full questions selecting one full question from each module.

Text Books:

1. Modi, P.N., "Irrigation Water Resources and Water Power Engineering". Standard Book House, New Delhi. 10th Edition, 2019.
2. Raghunath, H.M., "Groundwater",3rd Edition, New Age International Publishers, New Delhi, 2007.
3. Krishnan, M.S., "Geology of India & Burma". CBS publishers, New Delhi, 2017.
4. P.Jaya Rami Reddy, "A Textbook of Hydrology", University Science Press, New Delhi, 2011.
5. M N Rao and H V N Rao, "Air pollution", McGraw Hill Publications, 2017.
6. Krishnamurthy K.V., "An advanced textbook of Biodiversity- Principle &Practices." Oxford and IBH publications, New Delhi. 2004.

Reference Books :

1. Odum, E.P., "Fundamentals of Ecology", W.B sounders, Philadelphia, USA, 1971
2. Singh J.S, Singh S.P & Gupta, S.R.,"Ecology, environment and resource conservation",Anamayapublications, 2006.
3. Edmond A. Mathez & Jason E. Smerdon, "Climate Change: The science of Global warming and our energy feature", Columbia University Press, 2009.
4. National Council of Applied Economic Research, "Economic Impact of Interlinking of Rivers Program", Revised Final Report, April 2008.
5. http://nwda.gov.in/content.
6. Madhav Gadagil, "Biodiversity and India's degraded lands", Indian Academy of Sciences, Volume 22- No 2/3, http://www.jstor.org/pss/4314063

B. E. CIVIL ENGINEERING

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

SEMESTER - VI

SOFTWARE APPLICATION LABORATORY

Course Code	**18CVL66**	CIE Marks	40
Teaching Hours/Week(L:T:P)	(0:2:2)	SEE Marks	60
Credits	02	Exam Hours	03

Course Learning Objectives: This course will enable students to

1. Use industry standard software in a professional set up.
2. Understand the elements of finite element modeling, specification of loads and boundary condition, performing analysis and interpretation of results for final design.
3. Develop customized automation tools.

Module -1

Use of civil engineering software's:

Use of software's for:

1. Analysis of plane trusses, continuous beams, portal frames.
2. 3D analysis of multistoried frame structures.

Module -2

1. Project Management- Exercise on Project planning and scheduling of a building project using any project management software:

a. Understanding basic features of Project management software
b. Constructing Project: create WBS, Activities, and tasks and Computation Time using Excel spread sheet and transferring the same to Project management software.
c. Identification of Predecessor and Successor activities with constrain
d. Constructing Network diagram (AON Diagram) and analyzing for Critical path, Critical activities and Othernon Critical paths, Project duration, Floats.
e. Study on various View options available
f. Basic understanding about Resource Creation and allocation
g. Understanding about Splitting the activity, Linking multiple activity, assigning Constrains, Merging Multiple projects, Creating Baseline Project

1. GIS applications using open source software:

a. To create shape files for point, line and polygon features with a map as reference.
b. To create decision maps for specific purpose.

Module -3

Use of EXCEL spread sheets:

Design of singly reinforced and doubly reinforced rectangular beams, design of one way and two way slabs, computation of earthwork, Design of horizontal curve by offset method, Design of super elevation.

Course Outcomes: After studying this course, students will be able to:

use software skills in a professional set up to automate the work and thereby reduce cycle time for completion of the work

Question paper pattern:

- The question paper will have 6 questions under 3 modules.
- There will be two full questions (with a maximum of three subdivisions, if necessary) from each module.
- Each full question shall cover the topics under a module.
- Module-1: 40 Marks, Module-2: 30 Marks, Module-3: 30 Marks.
- The students shall answer three full questions, selecting one full question from each module.

Reference Books: Training manuals and User manuals and Relevant course reference books

B. E. CIVIL ENGINEERING

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

SEMESTER - VI

ENVIRONMENTAL ENGINEERING LABORATORY

Course Code	**18CVL67**	CIE Marks	40
Teaching Hours/Week(L:T:P)	(0:2:2)	SEE Marks	60
Credits	02	Exam Hours	03

Course Learning Objectives: This course will enable students,

1. To learn different methods of water & waste water quality
2. To conduct experiments to determine the concentrations of water and waste water
3. To determine the degree and type of treatment
4. To understand the environmental significance and application in environmental engineering practice

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

Course Outcomes: After studying this course, students will be able to:

1. Acquire capability to conduct experiments and estimate the concentration of different parameters.
2. Compare the result with standards and discuss based on the purpose of analysis.
3. Determine type of treatment, degree of treatment for water and waste water.
4. Identify the parameter to be analyzed for the student project work in environmental stream.

Question paper pattern:

- Two experiments shall be asked from the above set of experiments.
- One experiment to be conducted and for the other student should write detailed procedure.

Reference Books:

1. IS codes-3025 series
2. Standard method for examination of water and waste water, APHA, 20th edition
3. Clair Sawyer and Perry McCarty and Gene Parkin, “Chemistry for Environmental Engineering and Science”, McGraw-Hill Series in Civil and Environmental Engineering.

B. E. CIVIL ENGINEERING

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

SEMESTER - VI

EXTENSIVE SURVEY PROJECT

Course Code	**18CVEP68**	CIE Marks	40
Teaching Hours/Week(L:T:P)	(0:2:2)	SEE Marks	60
Total Number of Practice Hours	02	Exam Hours	03

Course Learning Objectives: This course will enable students to

1. Understand the practical applications of Surveying.
2. Use Total station and other Measurement Equipments.
3. Work in teams and learn time management, communication and presentation skills

Note:

- To be conducted between 5th & 6th Semester for a period of 2 weeks including training on total station.
- Viva voce conducted along with 6th semester exams
- An extensive project preparation training involving investigation, collection of data is to be conducted. **Use of Total Station is compulsory for minimum of TWO projects.**
- The student shall submit a project report consisting of designs and drawings.
- Drawings should be done using CAD and survey work using total station
- Students should learn data download from total station, generation of contours, block leveling, longitudinal and cross sectional diagrams, and capacity volume calculation by using relevant softwares
- The course coordinators should give exposure and simulate activities to achieve the course outcomes

1. **NEW TANK PROJECTS:** The work shall consist of;
   a. Reconnaissance survey for selection of site and conceptualization of project.
   b. Alignment of center line of the proposed bund, Longitudinal and cross sections of the center line.
   c. Detailed survey required for project execution like Capacity surveys, Details at Waste weir and sluice points, Canal alignment etc. as per requirement
   d. Design and preparation of drawing with report.

2. **WATER SUPPLY AND SANITARY PROJECT:** The work shall consist of;
   a. Reconnaissance survey for selection of site and conceptualization of project.
   b. Examination of sources of water supply, Calculation of quantity of water required based on existing and projected population.
   c. Preparation of village map by using total station.
   d. Survey work required for laying of water supply and UGD
   e. Location of sites for water tank. Selection of type of water tank to be provided. (ground level, overhead and underground)
   f. Design of all elements and preparation of drawing with report.

3. **HIGHWAY PROJECT:** The work shall consist of;
   a. Reconnaissance survey for selection of site and conceptualization of project.
   b. Preliminary and detailed investigations to align a new road (min. 1 to 1.5 km stretch) between two obligatory points. The investigations shall consist of topographic surveying of strip of land for considering alternate routes and for final alignment. Surveying by using total station.
   c. Report should justify the selected alignment with details of all geometric designs for traffic and design speed assumed.
   d. Drawing shall include key plan initial alignment, final alignment, longitudinal section along final alignment, typical cross sections of road.

4. **RESTORATION OF AN EXISTING TANK:** The work shall consist of;
   a. Reconnaissance survey for selection of site and conceptualization of project.
   b. Alignment of center line of the existing bund, Longitudinal and cross sections of the center line.
   c. Detailed survey required for project execution like Capacity surveys, Details at Waste weir and sluice points, Canal alignment etc. as per requirement
   d. Design of all elements and preparation of drawing with report.

5. **TOWN/HOUSING / LAYOUT PLANNING:** The work shall consist of;
   a. Reconnaissance survey for selection of site and conceptualization of project.
   b. Detailed survey required for project execution like contour surveys
   c. Preparation of layout plans as per regulations
   e. Centerline marking-transfer of centre lines from plan to ground
   f. Design of all elements and preparation of drawing with report as per regulations

Course outcomes: After studying this course, students will be able to:

1. Apply Surveying knowledge and tools effectively for the projects
2. Understanding Task environment, Goals, responsibilities, Task focus, working in Teams towards common goals, Organizational performance expectations, technical and behavioral competencies.
3. Application of individual effectiveness skills in team and organizational context, goal setting, time management, communication and presentation skills.
4. Professional etiquettes at workplace, meeting and general
5. Establishing trust based relationships in teams & organizational environment
6. Orientation towards conflicts in team and organizational environment, Understanding sources of conflicts, Conflict resolution styles and techniques

Reference Books:

Training manuals and User manuals
Relevant course reference books

B. E. CIVIL ENGINEERING

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

SEMESTER - VII

QUALITY SURVEYING AND CONTRACT MANAGEMENT

Course Code	**18CV71**	CIE Marks	40
Teaching Hours/Week(L:T:P)	(3:0:0)	SEE Marks	60
Credits	03	Exam Hours	03

Course Learning Objectives: This course will enable students to;

1. Estimate the quantities of work, develop the bill of quantities and arrive at the Cost of civil engineering Project
2. Understand and apply the concept of Valuation for Properties
3. Understand, Apply and Create the Tender and Contract document.

Module -1

Quantity Estimation for Building: study of various drawing attached with estimates, important terms, units of measurements, abstract, Types of estimates. Estimation of building by Short wall and long wall method - centre line method.

Estimate of R.C.C structures including Slab, beam, column, footings.

Module -2

Estimate of Steel truss, manhole and septic tanks and slab culvert.

Quantity Estimation for Roads: Computation of volume of earthwork fully in banking, cutting, partly cutting and partly Filling by mid-section, trapezoidal and Prismoidal Methods.

Module -3

Specification for Civil Engineering Works: Objective of writing specifications essentials in specifications, general and detail specifications of different items of works in buildings and roads.

Analysis of Rates : Factors Affecting Cost of Civil Works , Concept of Direct Cost , Indirect Cost and Project Cost

Rate analysis and preparation of bills, Data analysis of rates for various items of Works, Sub-structure components, Rate analysis for R.C.C. slabs, columns and beams.

Module-4

Contract Management-Tender and its Process: Invitation to tender, Prequalification, administrative approval & Technical sanction. Bid submission and Evaluation process. Contract Formulation: Letter of intent, Award of contract, letter of acceptance and notice to proceed. Features / elements of standard Tender document (source: PWD / CPWD / International Competitive Bidding – NHAI / NHEPC / NPC).

Law of Contract as per Indian Contract act 1872, Types of Contract, Joint venture.

Contract Forms: FIDIC contract Forms, CPWD, NHAI, NTPC, NHEPC.

Module -5

Contract Management-Post award : Basic understanding on definitions, Performance security, Mobilization and equipment advances, Secured Advance, Suspension of work, Time limit for completion, Liquidated damages and bonus, measurement and payment, additions and alterations or variations and deviations, breach of contract, Escalation, settlement of account or final payment, claims, Delay's and Compensation, **Disputes & its resolution mechanism,** Contract management and administration.

Valuation: Definitions of terms used in valuation process, Purpose of valuation, Cost, Estimate, Value and its relationship, Capitalized value. Freehold and lease hold and easement, Sinking fund, depreciation–methods of estimating depreciation, Outgoings, Process and methods of valuation: Rent fixation, valuation for mortgage, valuation of land.

Course outcomes: After studying this course, students will be able to:

1. Taking out quantities and work out the cost and preparation of abstract for the estimated cost for various civil engineering works.
2. Prepare detailed and abstract estimates for various road works, structural works and water supply and sanitary works.
3. Prepare the specifications and analyze the rates for various items of work.
4. Assess contract and tender documents for various construction works.
5. Prepare valuation reports of buildings.

Question paper pattern:

- The question paper will have ten full questions carrying equal marks.

- Each full question will be for 20 marks.
- There will be two full questions (with a maximum of four sub- questions) from each module.
- Each full question will have sub- question covering all the topics under a module.
- The students will have to answer five full questions, selecting one full question from each module.

Textbooks:

1. Datta B.N., "Estimating and costing", UBSPD Publishing House, New Delhi.
2. B.S. Patil, "Civil Engineering Contracts and Estimates", Universities Press.
3. M. Chakraborthi; "Estimation, Costing and Specifications", Laxmi Publications.
4. MORTH Specification for Roads and Bridge Works – IRC New Delhi.

Reference Books:

1. Kohli D.D and Kohli R.C, "Estimating and Costing", 12 th Edition, S.Chand Publishers, 2014.
2. Vazirani V.N and Chandola S.P, "Estimating and costing", Khanna Publishers, 2015.
3. Rangwala, C. "Estimating, Costing and Valuation", Charotar Publishing House Pvt. Ltd., 2015.
4. Duncan Cartlidge , "Quantity Surveyor's Pocket Book", Routledge Publishers, 2012.
5. Martin Brook, "Estimating and Tendering for Construction Work", A Butterworth-Heinemann publishers, 2008.
6. Robert L Peurifoy , Garold D. Oberlender , " Estimating Construction Costs" – 5ed , Tata McGraw-Hill , New Delhi.
7. David Pratt, "Fundamentals of Construction Estimating" – 3ed, Edition.
8. PWD Data Book, CPWD Schedule of Rates (SoR). and NH SoR – Karnataka FIDIC Contract forms.
9. B.S. Ramaswamy "Contracts and their Management" 3ed, Lexis Nexis(a division of Reed Elsevier India Pvt Ltd).

B. E. CIVIL ENGINEERING

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

SEMESTER - VII

DESIGN OF RCC AND STEEL STRUCTURES

Course Code	**18CV72**	CIE Marks	40
Teaching Hours/Week(L:T:P)	(3:0:0)	SEE Marks	60
Credits	03	Exam Hours	03

Course Learning Objectives: This course will enable students to

1. Provide basic knowledge in the areas of limit state method and concept of design of RC and Steel structures
2. Identify, formulate and solve engineering problems in RC and Steel Structures
3. Give procedural knowledge to design a system, component or process as per needs and specifications of RC Structures like Retaining wall, Footing, Water tanks, Portal Frames and Steel Structures like Roof Truss, Plate Girder and Gantry Girder.
4. Imbibe the culture of professional and ethical responsibilities by following codal provisions in the analysis, design of RC and Steel Structures.
5. Provide factual knowledge on analysis and design of RC Structural elements, who can participate and succeed in competitive examinations.

Module -1

Footings: Design of rectangular slab, slab-beam type combined footing.
Retaining Walls: Design of cantilever Retaining wall and counter fort retaining wall.
Water Tanks: Design of circular water tanks resting on ground (Rigid and Flexible base). Design of rectangular water tanks resting on ground. **As per IS: 3370 (Part IV).**
Design of portal frames with fixed and hinged based supports.

Module -2

Roof Truss: Design of roof truss for different cases of loading, forces in members to given.
Plate Girder: Design of welded plate girder with intermediate stiffener, bearing stiffener and necessary checks
Gantry Girder: Design of gantry girder with all necessary checks.

Course Outcomes: After studying this course, students will be able to:

1. Students will acquire the basic knowledge in design of RCC and Steel Structures.
2. Students will have the ability to follow design procedures as per codal provisions and skills to arrive at structurally safe RC and Steel members.

Question Paper Pattern:

- Two questions shall be asked from each module. There can be maximum of three subdivisions in each question, if necessary.
- One full question should be answered from each module.
- Each question carries 50 marks.
- Code books – IS 456, IS 800, IS 3370 (Part IV), SP-16, SP (6) – Steel Tables, shall be referred for designing. The same will be provided during examination.

Textbooks:

1. N Krishna Raju, **"Structural Design and Drawing of Reinforced Concrete and Steel"**, University Press
2. Subramanian N, **"Design of Steel Structures"**, Oxford university Press, New Delhi
3. K S Duggal, **"Design of Steel Structures"**, Tata McGraw Hill, New Delhi

Reference Books:

1. Charles E Salman, Johnson & Mathas, **"Steel Structure Design and Behavior"**, Pearson Publications
2. Nether Cot, et.al, **"Behavior and Design of Steel Structures to EC -III"**, CRC Press
3. P C Verghese, **"Limit State Design of Reinforced Concrete"**, PHI Publications, New Delhi
4. S N Sinha, **"Reinforced Concrete Design"**, McGraw Hill Publication

B. E. CIVIL ENGINEERING

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

SEMESTER - VII

THEORY OF ELASTICITY

Course Code	**18CV731**	CIE Marks	40
Teaching Hours/Week(L:T:P)	(3:0:0)	SEE Marks	60
Credits	03	Exam Hours	03

Course Learning Objectives: This course will enable students to

1. This course advances students from the one-dimensional and linear problems conventionally treated in courses of strength of materials in to more general, two and three-dimensional problems.
2. The student will be introduced to rectangular and polar coordinate systems to describe stress and strain of a continuous body.
3. Introduction to the stress–strain relationship, basic principles and mathematical expressions involved in continuum mechanics. Also solution of problems in 2-dimensional linear elasticity.

Module-1

Rigid and deformable bodies, body and surface forces, concept of stress, state of stress at a point, Cartesian stress components, Cauchey's stress formula, stress transformation, principal stresses and principal planes, stress invariants, equations of equilibrium in 2D and 3D (Cartesian coordinates).

Module-2

Types of strain, strain displacement relations, state of strain at a point, strain tensor, strain transformation, strain along a linear element, principal strains, strain invariants, octahedral strains, spherical and deviatoric strains.

Module-3

Generalized Hooke's Law, Stress-strain relationships, Equilibrium equations in terms of displacements and Compatibility equations in terms of stresses, Plane stress and plane strain problems, St. Venant's principle, Principle of superposition, Uniqueness theorem, Airy's stress function, Stress polynomials (Two Dimensional cases only). Equations of equilibrium in polar coordinate, compatibility equation, stress function.

Module-4

Axisymmetric stress distribution - Rotating discs, Lame's equation for thick cylinder, Effect of circular hole on stress distribution in plates subjected to tension, compression and shear, stress concentration factor.

Module-5

Torsion: Inverse and Semi-inverse methods, stress function, torsion of circular, elliptical, triangular sections.

Course outcomes: After studying this course, students will be able to:

1. Ability to apply knowledge of mechanics and mathematics to model elastic bodies as continuum.
2. Ability to formulate boundary value problems; and calculate stresses and strains.
3. Ability to comprehend constitutive relations for elastic solids and compatibility constraints.
4. Ability to solve two-dimensional problems (plane stress and plane strain) using the concept of stress function.

Question paper pattern:

- The question paper will have ten full questions carrying equal marks.
- Each full question will be for 20 marks.
- There will be two full questions (with a maximum of four sub- questions) from each module.
- Each full question will have sub- question covering all the topics under a module.
- The students will have to answer five full questions, selecting one full question from each module.

Textbooks:

1. S P Timoshenko and J N Goodier, "Theory of Elasticity", McGraw-Hill International Edition, 1970.
2. Sadhu Singh, "Theory of Elasticity", Khanna Publishers, 2012.
3. S Valliappan, "Continuum Mechanics - Fundamentals", Oxford &IBH Pub. Co. Ltd., 1981.
4. L S Srinath, "Advanced Mechanics of Solids", Tata - McGraw-Hill Pub., New Delhi, 2003.

Reference Books:

1. C. T. Wang, "Applied Elasticity", Mc-Graw Hill Book Company, New York,1953.
2. G. W. Housner and T. Vreeland, Jr., "The Analysis o f Stress and Deformation", California Institute of Tech., CA, 2012.[Downloadasperuserpolicyfromhttp://resolver.caltech.edu/CaltechBOOK:1965.001].
3. A. C. Ugural and Saul K. Fenster, "Advanced Strength and Applied Elasticity", PrenticeHall,2003.
4. Abdel-Rahman Ragab and Salah Eldinin Bayoumi, "Engineering Solid Mechanics: Fundamentals and Applications", CRC Press,1998.

B. E. CIVIL ENGINEERING
Choice Based Credit System (CBCS) and Outcome Based Education (OBE)
SEMESTER - VII

AIR POLLUTION AND CONTROL

Course Code	**18CV732**	CIE Marks	40
Teaching Hours/Week(L:T:P)	(3:0:0)	SEE Marks	60
Credits	03	Exam Hours	03

Course Learning Objectives: This course will enable students to

1. Study the sources and effects of air pollution
2. Learn the meteorological factors influencing air pollution.
3. Analyze air pollutant dispersion models
4. Illustrate particular and gaseous pollution control methods.

Module-1

Introduction: Definition, Sources, classification and characterization of air pollutants. Effects of air pollution on health, vegetation & materials. Types of inversion, photochemical smog.

Module-2

Meteorology: Temperature lapse rate & stability, wind velocity & turbulence, plume behavior, measurement of meteorological variables, wind rose diagrams, Plume Rise, estimation of effective stack height and mixing depths.

Module-3

Sampling: Sampling of particulate and gaseous pollutants (Stack, Ambient & indoor air pollution), Monitoring and analysis of air pollutants ($PM_{2.5}$, PM_{10}, SO_X, NO_X, CO, NH_3). Development of air quality models-Gaussian dispersion model-Including Numerical problems.

Module-4

Control Techniques: Particulate matter and gaseous pollutants- settling chambers, cyclone separators, scrubbers, filters & ESP - Including Numerical problems. Site selection for industrial plant location.

Module-5

Air pollution due to automobiles, standards and control methods. Noise pollution- causes, effects and control, noise standards. Environmental issues, global episodes. Environmental laws and acts.

Course outcomes: After studying this course, students will be able to:

1. Identify the major sources of air pollution and understand their effects on health and environment.
2. Evaluate the dispersion of air pollutants in the atmosphere and to develop air quality models.
3. Ascertain and evaluate sampling techniques for atmospheric and stack pollutants.
4. Choose and design control techniques for particulate and gaseous emissions.

Question paper pattern:

- The question paper will have ten full questions carrying equal marks.
- Each full question will be for 20 marks.
- There will be two full questions (with a maximum of four sub- questions) from each module.
- Each full question will have sub- question covering all the topics under a module.
- The students will have to answer five full questions, selecting one full question from each module.

Textbooks:

1. M. N. Rao and H V N Rao, “Air pollution”, Tata Mc-G raw Hill Publication.
2. H. C. Perkins, “Air pollution”. Tata McGraw Hill Publication.
3. Mackenzie Davis and David Cornwell, “Introduction t o Environmental Engineering” McGraw-Hill Co.

Reference Books:

1. Noel De Nevers, “Air Pollution Control Engineering”, Waveland Pr Inc.
2. Anjaneyulu Y, “Text book of Air Pollution and Control Technologies”, Allied Publishers.

B. E. CIVIL ENGINEERING

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

SEMESTER - VII

PAVEMENT MATERIALS AND CONSTRUCTION

Course Code	**18CV733**	CIE Marks	40
Teaching Hours/Week	(3:0:0)	SEE Marks	60
Credits	03	Exam Hours	03

Course Learning Objectives:

1. Expose students to different materials which are used in pavement construction, impart knowledge about the engineering properties required.
2. To train students to perform various types of bituminous mix designs as per the guidelines (MORTH).
3. Student will get knowledge about different highway construction equipment with their suitability and adaptability in various field scenarios.
4. Expose students to construction practice and quality control aspects of embankment, flexible and rigid pavement as per the required specifications (MORTH).
5. To introduce students to possible improvisation in various layers of pavement to increase the structural strength by the use of non basic materials (DLC, polythene sheets).

Module-1

Pavement Materials

Aggregates- Origin, Classification, Requirements, properties and tests on Road aggregates, Concepts of size and gradation- design gradation, maximum aggregate size, aggregate blending by different methods to meet specification.

Bitumen and Tar- Origin, Preparation, Properties and Chemical Constitution of bituminous road binders, Requirements.

Module-2

Bituminous emulsion and Cutbacks- Preparation, Characteristics, uses and test. Adhesion of bitumen binders to road aggregates, Adhesion failure, Mechanism of stripping, tests and methods of improving adhesion.

Module-3

Bituminous mixes: Mechanical properties, dense and open textured mixes, flexibility and brittleness, (No Hveemstabilo meter and Hubbar- field tests) bituminous mixes, Design methods using Rothfutch's method only and specification, Marshall mix design criteria, voids in mineral aggregates, voids in total mix, density, flow, stability, percentage voids filled with bitumen. Problems on above.

Module-4

Equipments in highway construction: Various types of equipments for excavation, grading and compaction- their working principles, advantages and limitations. Special equipment for bituminous and cement concrete pavement and stabilized soil road construction.

Sub grade: Earthwork grading and Construction of embankments and cuts for roads, Preparation of subgrade, quality control tests.

Module-5

Flexible Pavements: Specifications of materials, Construction method and field control checks for various types of flexible pavement layers.

Cement Concrete Pavements: Specifications and method of cement concrete pavement construction (PQC, importance of providing DLC as sub base and polythene thin layer between PQC and sub base). Quality control tests, Construction of various types of joints.

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

1. Students will be able to evaluate and assess the suitability of any pavement material to be used in various components of pavement by conducting required tests as per IS,IRC specifications
2. Students will be able to formulate the proportions of different sizes of aggregates to suit gradation criteria for various mixes as per MORTH and also design bituminous mixes.
3. Students will be competent to adapt suitable modern technique and equipment for speedy and economic construction.
4. Student will be able to execute the construction of embankment, flexible, rigid pavement and perform required quality control tests at different stages of pavement construction.

Question paper pattern:

- The question paper will have ten full questions carrying equal marks.
- Each full question will be for 20 marks.
- There will be two full questions (with a maximum of four sub- questions) from each module.
- Each full question will have sub- question covering all the topics under a module.
- The students will have to answer five full questions, selecting one full question from each module.

Textbooks:

1. Highway Engineering- Khanna, S.K., and Justo, C.E.G.: Nem Chand and Bros. Roorkee.
2. Construction Equipment and its Management- Sharma, S.C.:Khanna Publishers.
3. Hot Mix Asphalt Materials, Mixture Design and Construction- Freddy L. Roberts, Kandhal, P.S: University of Texas Austin, Texas. NAPA Education Foundation Lanham, Maryland.

Reference Books

1. RRL, DSIR, 'Bituminous Materials in Road Construction', HMSO Publication.
2. RRL, DSIR, 'Soil Mechanics for Road Engineers', HMSO Publication.
3. Relevant IRC codes and MoRT& H specifications.

Web links and Video Lectures:

1. http://nptel.ac.in/courses.php?disciplineID=111
2. http://www.class-central.com/subject/math(MOOCs)
3. http://academicearth.org/
4. VTU EDUSAT PROGRAMME - 20

B. E. CIVIL ENGINEERING

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

SEMESTER - VII

GROUND WATER HYDRAULICS

Course Code	**18CV734**	IA Marks	40
Teaching Hours/Week(L:T:P)	(3:0:0)	Exam Marks	60
Credits	03	Exam Hours	03

Course Learning Objectives: This course will enable students

1. To characterize the properties of ground water and aquifers.
2. To quantify the ground water flow.
3. To locate occurrence of ground water and augment ground water resources.
4. To synthesize ground water development methods.

Module -1

Introduction: Importance, vertical distribution of subsurface water, occurrence in different types of rocks and soils, definitions-aquifers, aquifuge, aquitard, aquiclude, confined and Unconfined aquifers.

Module -2

Fundamentals of Ground Water Flow: Aquifer parameters, specific yield and specific retention, porosity, storage coefficient, derivation of the expression, Darcy's law, hydraulic conductivity, coefficient of permeability and intrinsic permeability, transmissibility, permeability in isotropic, anisotropic layered soils.

Module -3

Well Hydraulics: Steady Flow, Radial flow in confined and unconfined aquifers, pumping test Unsteady Flow, General equation, derivation; thesis method, Cooper and Jacob method, Chow's method, solution of unsteady flow equations, leakyaquifers (only introduction), interference of well, image well theory.

Module -4

Ground Water Exploration: Seismic method, electrical resistively method, Geo-physical techniques, electrical logging, radioactive logging, induction logging, sonic and fluid logging.

Module -5

Ground Water Development: Types of wells, methods of construction, tube well design, dug wells, pumps for lifting water, working principles, power requirement, Conjunctive use, necessity, techniques and economics.

Ground Water Recharge: Artificial recharge, Rainwater harvesting for ground water recharge.

Course outcomes: After studying this course, students will be able to:

1. Find the characteristics of aquifers.
2. Estimate the quantity of ground water by various methods.
3. Locate the zones of ground water resources.
4. Select particular type of well and augment the ground water storage.

Question paper pattern:

- The question paper will have ten full questions carrying equal marks.
- Each full question will be for 20 marks.
- There will be two full questions (with a maximum of four sub- questions) from each module.
- Each full question will have sub- question covering all the topics under a module.
- The students will have to answer five full questions, selecting one full question from each module.

Textbooks:

1. H.M. Raghunath, "Ground Water", Wiley Eastern Publication, New Delhi.
2. K. Todd, "Ground Water Hydrology", Wiley and Sons, New Delhi.
3. Bower. H., "Ground Water Hydrology" McGraw Hill, New Delhi.

Reference Books:

1. GargSatyaPrakash, "Ground Water and Tube Wells", Oxford and IBH, New Delhi.
2. W. C. Walton, "Ground Water Resources and Evaluation" McGraw Hill, Delhi.
3. Michel, D. M., Khepar, S. D., Sondhi, S. K., "Water Wells and Pumps" McGraw Hill, Delhi.

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

SEMESTER - VII

MASONRY STRUCTURES

Course Code	**18CV735**	CIE Marks	40
Teaching Hours/Week(L:T:P)	(3:0:0)	SEE Marks	60
Credits	03	Exam Hours	03

Course Learning Objectives: This course will enable students to

1. Understand properties of masonry units, strength and factors affecting strength.
2. Understand design criteria of various types of wall subjected to different load system.
3. Impart the culture of following the codes for strength, serviceability and durability as an ethics.
4. Provide knowledge in analysis and design of masonry elements for the success in competitive examinations.

Module-1

Masonry Units, Materials, types and masonry construction: Bricks, Stone and Block masonry units-strength, modulus of elasticity and water absorption of masonry materials–classification and properties of mortars. Defects and Errors in masonry construction – cracks in masonry, types, reason f o r cracking, methods of avoiding cracks.

Strength and Stability: Strength and stability of axially loaded masonry walls, effect of unit strength, mortar strength, joint thickness, rate of absorption, effect of curing, effect of ageing, workmanship. Compressive strength formulae based on elastic theory and empirical formulae.

Module-2

Permissible stresses: Types of walls, permissible compressive stress, stress reduction and shape modification factors, increase in permissible stresses for eccentric vertical and lateral load, permissible tensile stress and shear stresses.

Design Considerations: Effective height of wall sand columns, openings in walls, effective length, effective thickness, slenderness ratio, eccentricity, load dispersion, arching action in lintels. Problems on design considerations for solid walls, cavity walls, wall with pillars.

Module-3

Load considerations and design of Masonry subjected to axial loads: Design criteria, design examples of walls under UDL, solid walls, cavity walls, solid wall supported at the ends by cross wall, walls with piers.

Module-4

Design of walls subjected to concentrated axial loads: Solid walls, cavity walls, solid wall supported at the ends by cross wall, walls with piers, design of wall with openings.

Design of walls subjected to eccentric loads: Design criteria – stress distribution under eccentric loads –Problems onec centrically loaded solid walls, cavity walls, walls with piers.

Module-5

Design of Laterally and transversely loaded walls: Design criteria, design of solid wall under wind loading, design of shear wall – design of compound walls.

Introduction to reinforced brick masonry, lintels and slabs.

In-filled frames: Types – modes of failures – design criteria of masonry retaining walls.

Course outcomes: After studying this course, students will be able to:

1. Select suitable material for masonry construction by understanding engineering properties.
2. Compute loads, load combinations and analyze the stresses in masonry.
3. Design masonry under compression (Axial load) for various requirements and conditions.
4. Design masonry under bending (Eccentric, lateral, transverse load) for various requirements and conditions.
5. Assess the behavior of shear wall and reinforced masonry.

Question paper pattern:

- The question paper will have ten full questions carrying equal marks.
- Each full question will be for 20 marks.
- There will be two full questions (with a maximum of four sub- questions) from each module.
- Each full question will have sub- question covering all the topics under a module.
- The students will have to answer five full questions, selecting one full question from each module.

Textbooks:

1. Dayaratnam P, “Brick and Reinforced Brick Structures”, Scientific International Pvt. Ltd.
2. M. L. Gambhir, “Building and Construction Materials”, McGraw Hill education Pvt. Ltd.

Reference Books:

1. Henry, A.W., “Structural Masonry”, Macmillan Education Ltd.,1990.
2. IS 1905–1987 “Code of practice for structural use o f un-reinforced masonry- (3rd revision) BIS, New Delhi.
3. SP20(S&T)–1991,“Hand book on masonry design and construction(1^{st}revision) BIS, New Delhi.

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SEMESTER - VII

EARTHQUAKE ENGINEERING

Course Code	**18CV741**	CIE Marks	40
Teaching Hours/Week(L:T:P)	(3:0:0)	SEE Marks	60
Credits	03	Exam Hours	03

Course Learning Objectives: This course will enable students to learn about

1. Fundamentals of engineering seismology
2. Irregularities in building which are detrimental to its earthquake performance
3. Different methods of computation seismic lateral forces for framed and masonry structures
4. Earthquake resistant design requirements for RCC and Masonry structures
5. Relevant clauses of IS codes of practice pertinent to earthquake resistant design of structures

Module -1

Engineering Seismology: Terminologies (Focus, Focal depth, Epicenter, etc.); Causes of Earthquakes; Theory of plate tectonics; Types and characteristics faults; Classification of Earthquakes; Major past earthquakes and their consequences; Types and characteristics of seismic waves; Magnitude and intensity of earthquakes; local site effects; Earthquake ground motion characteristics: Amplitude, frequency and duration; Seismic zoning map of India; (Problems on computation of wave velocities. Location of epicenter, Magnitude of earthquake).

Module -2

Response Spectrum: Basics of structural dynamics; Free and forced vibration of SDOF system; Effect of frequency of input motion and Resonance; Numerical evaluation of response of SDOF system (Linear acceleration method), Earthquake Response spectrum: Definition, construction, Characteristics and application; Elastic design spectrum.

Module -3

Seismic Performance of Buildings and Over View of IS-1893 (Part-1): Types of damages to building observed during past earthquakes; Plan irregularities; mass irregularity; stiffness irregularity; Concept of soft and weak storey; Torsional irregularity and its consequences; configuration problems; continuous load path; Architectural aspects of earthquake resistant buildings; Lateral load resistant systems. Seismic design philosophy; Structural modeling; Code based seismic design methods.

Module -4

Determination of Design Lateral Forces: Equivalent lateral force procedure and dynamic analysis procedure. Step by step procedures for seismic analysis of RC buildings using Equivalent static lateral force method and response spectrum methods (maximum of 4 storeys and without infill walls).

Module -5

Earthquake Resistant Analysis and Design of RC Buildings: Typical failures of RC frame structures, Ductility in Reinforced Concrete, Design of Ductile Reinforced Concrete Beams, Seismic Design of Ductile Reinforced Concrete column, Concept of weak beam-strong column, Detailing of Beam-Column Joints to enhance ductility, Detailing as per IS-13920. Retrofitting of RC buildings

Earthquake Resistant Design of Masonry Buildings: Performance of Unreinforced, Reinforced, Infill Masonry Walls, Box Action, Lintel and sill Bands, elastic properties of structural masonry, lateral load analysis, Recommendations for Improving performance of Masonry Buildings during earthquakes; Retrofitting of Masonry buildings.

Course outcomes: After studying this course, students will be able to:

1. Acquire basic knowledge of engineering seismology.
2. Develop response spectra for a given earthquake time history and its implementation to estimate response of a given structure.
3. Understanding of causes and types of damages to civil engineering structures during different earthquake scenarios.
4. Analyze multi-storied structures modeled as shear frames and determine lateral force distribution due to earthquake input motion using IS-1893 procedures.
5. Comprehend planning and design requirements of earthquake resistant features of RCC and Masonry

structures thorough exposure to different IS-codes of practices.

Question paper pattern:

- The question paper will have ten full questions carrying equal marks.
- Each full question will be for 20 marks.
- There will be two full questions (with a maximum of four sub- questions) from each module.
- Each full question will have sub- question covering all the topics under a module.
- The students will have to answer five full questions, selecting one full question from each module.

Textbooks:

1. Pankaj Agarwal and Manish Shrikande, "Earthquake resistant design of structures", PHI India.
2. S.K. Duggal, "Earthquake Resistant Design of Structures", Oxford University Press
3. Anil K. Chopra, "Dynamics of Structures: Theory and Applications to Earthquake Engineering", Pearson Education, Inc.
4. T. K. Datta, "Seismic Analysis of Structures", John Wiley & Sons (Asia) Ltd.

Reference Books:

1. David Dowrick, "Earthquake resistant design and risk reduction", John Wiley and Sons Ltd.
2. C. V. R. Murty, Rupen Goswami, A. R. Vijayanarayanan & Vipul V. Mehta, "Some Concepts in Earthquake Behaviour of Buildings", Published by Gujarat State Disaster Management Authority, Government of Gujarat.
3. IS-13920 – 2016, Ductile Detailing of Reinforced Concrete Structures Subjected to Seismic Forces, BIS, New Delhi.
4. IS-1893 – 2016, Indian Standard Criteria for Earthquake Resistant Design of Structures, Part-1, BIS, New Delhi.
5. IS- 4326 – 2013, Earthquake Resistant Design and Construction of Buildings, BIS, New Delhi.
6. IS-13828 – 1993, Indian Standard Guidelines for Improving Earthquake Resistance of Low Strength Masonry Buildings, BIS, New Delhi.
7. IS-3935 – 1993, Repair and Seismic Strengthening of Buildings-Guidelines, BIS, New Delhi.

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Choice Based Credit System (CBCS) and Outcome Based Education (OBE)
SEMESTER - VII

DESIGN CONCEPT OF BUILDING SERVICES

Course Code	**18CV742**	CIE Marks	40
Teaching Hours/Week(L:T:P)	(3:0:0)	SEE Marks	60
Credits	03	Exam Hours	03

Course Learning Objectives: This course will enable students to

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

Module -1

Water Supply and its Services.
Water requirements for different types of buildings, simple method of removal of impurities, water saving practices and their potential Service connection from mains, sump and storage tank, types and sizes of pipes, special installation in multistoried buildings. Material, types of fixtures and fitting for a contemporary bathroom– taps –quarter turn, half turn, ceramic, foam flow etc, hot water mixer, hand shower Rainwater harvesting to include roof top harvesting, type of spouts, sizes of rainwater pipes and typical detail of a water harvesting pit.

Module -2

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

Module -3

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

Module -4

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

Module -5

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

Course Outcomes: After studying this course, students will be able to:

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

Question paper pattern:

- The question paper will have ten full questions carrying equal marks.
- Each full question will be for 20 marks.
- There will be two full questions (with a maximum of four sub- questions) from each module.
- Each full question will have sub- question covering all the topics under a module.
- The students will have to answer five full questions, selecting one full question from each module.

Reference Books:

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

B. E. CIVIL ENGINEERING

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

SEMESTER - VII

REINFORCED EARTH STRUCTURES

Course Code	**18CV743**	CIE Marks	40
Teaching Hours/Week(L:T:P)	(3:0:0)	SEE Marks	60
Credits	03	Exam Hours	03

Course Learning Objectives: This course will enable students to;

1. Create an understanding of the latest technique such as reinforcing the soil;
2. Analyze the concept of RE so as to ascertain stability of RE structures;
3. Understand the different reinforcing materials that can be used efficiently in soils.
4. Understand design concepts of different RE structures including introductory concepts of Foundations resting of RE soil bed.

Module -1

Basics of Reinforced Earth Construction: Definition, Historical Background, Components, Mechanism and Concept, Advantages and Disadvantage of reinforced earth Construction, Sandwich technique for clayey soil.

Geosynthetics and Their Functions: Historical developments, Recent developments, manufacturing process woven &non-woven, Raw materials –Classification based on materials type – Metallic and Non-metallic, Natural and Man-made, Geosynthetics.

Properties and Tests on Materials Properties – Physical, Chemical, Mechanical, Hydraulic, Endurance and Degradation requirements, Testing & Evaluation of properties.

Module -2

Design of Reinforced Earth Retaining Walls: Concept of Reinforced earth retaining wall, Internal and external stability, Selection of materials, Typical design problems

Soil Nailing Techniques: Concept, Advantages & limitations of soil nailing techniques, comparison of soil nailing with reinforced soil, methods of soil nailing, Construction sequence, Components of system, Design aspects and precautions to be taken.

Module -3

Design of Reinforced Earth Foundations: Modes of failure of foundation, Determination of force induced in reinforcement ties – Location of failure surface, tension failure and pull out resistance, length of tie and its curtailment, Bearing capacity improvement in soft soils, General guidelines.

Module -4

Geosynthetics for Roads and Slopes: Roads - Applications to Temporary and Permanent roads, Role of Geosynthetic in enhancing properties of road, control of mud pumping, Enhancing properties of subgrade, Design requirements Slopes – Causes for slope failure, Improvement of slope stability with Geosynthetic, Drainage requirements, Construction technique. Simple Numerical Stability Checking Problems on Reinforced Slopes.

Module -5

Geosynthetics - filter, drain and landfills: Filter & Drain – Conventional granular filter design criteria, Geosynthetic filter design requirements, Drain and filter properties, Design criteria – soil retention, Geosynthetic permeability, anti clogging, survivability and durability (No Numerical Problems)

Landfills – Typical design of Landfills – Landfill liner & cover, EPA Guidelines, Barrier walls for existing landfills and abandoned dumps (No Numerical Problems).

Course outcomes: After studying this course, students will be able to:

1. identify, formulate reinforced earth techniques that are suitable for different soils and in different structures;
2. understand the laboratory testing concepts of Geo synthetics
3. design RE retaining structures and Soil Nailing concepts
4. Determine the load carrying capacity of Foundations resting on RE soil bed.
5. asses the use of Geo synthetics in drainage requirements and landfill designs

Question paper pattern:

- The question paper will have ten full questions carrying equal marks.
- Each full question will be for 20 marks.

- There will be two full questions (with a maximum of four sub- questions) from each module.
- Each full question will have sub- question covering all the topics under a module.
- The students will have to answer five full questions, selecting one full question from each module.

Textbooks:

1. Koerner. R.M, "Design with Geo synthetics", Prince Hall Publications
2. Koerner. R.M. &Wesh, J.P, "Construction and Geotechnical Engineering using synthetic fabrics", Wiley Inter Science, New York,.
3. Sivakumar Babu G. L., "An introduction to Soil Reinforcement and Geo synthetics", Universities Press, Hyderabad
4. Swami Saran, "Reinforced Soil and its Engineering Applications", I. K. International Pvt. Ltd, New Delhi
5. Venkattappa Rao, G., & Suryanarayana Raju., G. V.S, "Engineering with Geo synthetics", Tata McGraw Hill publishing Company Limited., New Delhi.

Reference Books:

1. Jones, "Earth reinforcement and Soil structure", CJEP Butterworths, London
2. Ingold, T.S. & Millar, K.S, "Geotextile Hand Book", Thomas, Telford, London.
3. Hidetoshi Octial, Shigenori Hayshi& Jen Otani, "Earth Reinforcement Practices",Vol. I, A.A. Balkema, Rotterdam
4. Bell F.G, "Ground Engineer's reference Book", Butter worths, London
5. Ingold, T.S, "Reinforced Earth", Thomas, Telford, London.
6. Sarsby R W- Editor, "Geo synthetics in Civil Engineering", Wood head Publishing Ltd & CRC Press, 2007

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

SEMESTER - VII

DESIGN OF HYDRAULIC STRUCTURES

Course Code	**18CV744**	CIE Marks	40
Teaching Hours/Week(L:T:P)	(3:0:0)	SEE Marks	60
Credits	03	Exam Hours	03

CREDITS –03

Course Learning Objectives: This course will enable students to;

1. Analyze and design gravity dams.
2. Find the cross-section of earth dam and estimate the seepage loss.
3. Design spillways and aprons for diversion works.
4. Design CD works and chose appropriate canal regulation works.

Module -1

Gravity Dams: Introduction, forces acting on dam, cause of failure, design principles, principal and shear stresses. Elementary profile and practical profile of a gravity dam. Drainage galleries, joints in gravity dams.

Module -2

Earth Dams: Introduction, causes of failure of earth dams, preliminary section, Determination of parametric line by Casagrande's method. Estimation of seepage.

Module -3

Spillways: Types, Design of Ogee spillway, Upstream and downstream profiles, Energy dissipation devices.
Diversion Headworks: Design of aprons- Bligh's and Koshla's theory, Simple Problems.

Module -4

Cross Drainage Works: Introduction, Type of C.D works, Design considerations for C.D works. Transition formula design of protection works, Design of only aqueduct.

Module -5

Canal Regulation Works: Introduction, Function of a regulator.
Canal falls: Necessity and types.
Canal outlets: Necessity and types.

Course outcomes: After studying this course, students will be able to:

1. Check the stability of gravity dams and design the dam.
2. Estimate the quantity of seepage through earth dams.
3. Design spillways and aprons for various diversion works.
4. Select particular type of canal regulation work for canal network.

Question paper pattern:

- The question paper will have ten full questions carrying equal marks.
- Each full question will be for 20 marks.
- There will be two full questions (with a maximum of four sub- questions) from each module.
- Each full question will have sub- question covering all the topics under a module.
- The students will have to answer five full questions, selecting one full question from each module.

Textbooks:

1. S. K. Garg, "Irrigation Engineering and Hydraulic Structures", Khanna Publishers, New Delhi.
2. Punmia and Pandey Lal, "Irrigation and Water Power Engineering" Lakshmi Publications, New Delhi.
3. K. R. Arora. "Irrigation, Water Power and Water Resources Engineering" Standard Publications, New Delhi.

Reference Books:

1. R. K. Sharma, "Text Book of Irrigation Engineering and Hydraulic Structures", Oxford and IBH, New Delhi.
2. P. N. Modi, "Irrigation, Water Resources and Water Power", Standard Book House, New Delhi.

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

SEMESTER - VII

URBAN TRANSPORT PLANNING

Course Code	**18CV745**	CIE Marks	40
Teaching Hours/Week(L:T:P)	(3:0:0)	SEE Marks	60
Credits	03	Exam Hours	03

Course Learning Objectives: This course will enable students to;

5. Understand and apply basic concepts and methods of urban transportation planning.
6. Apprise about the methods of designing, conducting and administering surveys to provide the data required for transportation planning.
7. Understand the process of developing an organized mathematical modelling approach to solve select urban transportation planning problem.
8. Excel in use of various types of models used for travel forecasting, prediction of future travel patterns.

Module -1

Urban transport planning: Urbanization, urban class groups, transportation problems and identification, impacts of transportation, urban transport system planning process, modeling techniques in planning. Urban mass transportation systems: urban transit problems, travel demand, types of transit systems, public, private, para-transit transport, mass and rapid transit systems, BRTS and Metro rails, capacity, merits and comparison of systems, coordination, types of coordination.

Module -2

Data Collection And Inventories: Collection of data – Organisation of surveys and Analysis, Study Area, Zoning, Types and Sources of Data, Road Side Interviews, Home Interview Surveys, Commercial Vehicle Surveys, Sampling Techniques, Expansion Factors, Accuracy Checks, Use of Secondary Sources, Economic data – Income – Population – Employment – Vehicle Owner Ship.

Module -3

Trip Generation & Distribution: UTPS Approach, Trip Generation Analysis: Zonal Models, Category Analysis, Household Models, Trip Attraction models, Commercial Trip Rates; Trip Distribution by Growth Factor Methods. **Problems on above.**

Module -4

Trip Distribution: Gravity Models, Opportunity Models, Time Function Iteration Models. Travel demand modeling: gravity model, opportunity models, Desire line diagram. Modal split analysis. **Problems on above.**

Module -5

Traffic Assignment: Diversion Curves; Basic Elements of Transport Networks, Coding, Route Properties, Path Building Criteria, Skimming Tree, All-or-Nothing Assignment, Capacity Restraint Techniques, Reallocation of Assigned Volumes, Equilibrium Assignment. Numerical problems on Traffic Assignment. Introduction to land use planning models, land use and transportation interaction.

Course outcomes: After studying this course, students will be able to:

5. Design, conduct and administer surveys to provide the data required for transportation planning.
6. Supervise the process of data collection about travel behavior and analyze the data for use in transport planning.
7. Develop and calibrate modal split, trip generation rates for specific types of land use developments.
8. Adopt the steps that are necessary to complete a long-term transportation plan.

Question paper pattern:

- The question paper will have ten full questions carrying equal marks.
- Each full question will be for 20 marks.
- There will be two full questions (with a maximum of four sub- questions) from each module.
- Each full question will have sub- question covering all the topics under a module.
- The students will have to answer five full questions, selecting one full question from each module.

Textbooks:

4. Kadiyali. L. R., 'Traffic Engineering and Transportation Planning', Khanna Publishers, New Delhi.
5. Hutchinson, B.G, 'Introduction to Urban System Planning', McGraw Hill.
6. Khisty C.J., 'Transportation Engineering – An Introduction' Prentice Hall.
7. Papacostas, 'Fundamentals of Transportation Planning', Tata McGraw Hill.

Reference Books:

3. Mayer M and Miller E, 'Urban Transportation Planning: A decision oriented Approach', McGraw Hill.
4. Bruton M.J., 'Introduction to Transportation Planning', Hutchinson of London.
5. Dicky, J.W., 'Metropolitan Transportation Planning', Tata McGraw Hill.

B. E. CIVIL ENGINEERING

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

SEMESTER - VII

FINITE ELEMENT METHOD

Course Code	**18CV751**	CIE Marks	40
Teaching Hours/Week(L:T:P)	(3:0:0)	SEE Marks	60
Credits	03	Exam Hours	03

Course Learning Objectives: This course will enable students to;

1. Develop analytical skills.
2. Learn principles of analysis of stress and strain.
3. Develop problem solving skills.
4. Understand the principles of FEM for one and two dimensional problems.

Module -1

Theory of elasticity concepts, Energy principles, Rayleigh - Ritz Method, Galerkin method and finite element method, steps in finite element analysis, displacement approach, stiffness matrix and boundary conditions.

Module -2

Discritisation; finite representation of infinite bodies and discritisation of very large bodies, Natural Coordinates, Shape functions; polynomial, LaGrange and Serendipity , one dimensional formulations; beam and truss with numerical examples.

Module -3

2D formulations; Constant Strain Triangle, Linear Strain Triangle, 4 and 8 noded quadrilateral elements, Numerical Evaluation of Element Stiffness -Computation of Stresses, Static Condensation of nodes, degradation technique, Axisym metric Element.

Module -4

Isopara metric concepts; is opera metric, sub parametric and super parametric elements, Jacobian transformation matrix, Stiffness Matrix of Isopara metric Elements, Numerical integration by Gaussian quadrature rule for one, two and three dimensional problems.

Module -5

Techniques to solve nonlinearities in structural systems; material, geometric and combined non linearity, incremental and iterative techniques.
Structure of computer program for FEM analysis, description of different modules, exposure to FEM softwares.

Course outcomes: The student will have the knowledge on advanced methods of analysis of structures.

Question paper pattern:

- The question paper will have ten full questions carrying equal marks.
- Each full question will be for 20 marks.
- There will be two full questions (with a maximum of four sub- questions) from each module.
- Each full question will have sub- question covering all the topics under a module.
- The students will have to answer five full questions, selecting one full question from each module.

Textbooks:

1. Krishnamoorthy C.S., “Finite Element analysis” -Tata McGraw Hill
2. Desai C &Abel J F.," Introduction to Finite element Method" , East West Press Pvt. Ltd.,
3. Cook R D et.al. “Concepts and applications of Finite Element analysis”, John Wiley.

Reference Books:

1. Daryl L Logan, “A first course on Finite element Method”, Cengage Learning.
2. Bathe K J - “Finite Element Procedures in Engineering analysis”- Prentice Hall.

B. E. CIVIL ENGINEERING

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

SEMESTER - VII

NUMERICAL METHODS AND APPLICATIONS

Course Code	**18CV752**	CIE Marks	40
Teaching Hours/Week(L:T:P)	(3:0:0)	SEE Marks	60
Credits	03	Exam Hours	03

Course Learning Objectives: This course aims at providing the necessary basic concepts of a few numerical methods and give procedures for solving numerically different kinds of problems occurring in engineering and technology

Module -1

Solution of Equations and Eigen value Problems: Solution of algebraic and transcendental equations, Fixed point iteration method, Newton Raphson method, Solution of linear system of equations, Gauss elimination method, Pivoting, Gauss Jordan method – Iterative methods of Gauss Jacobi and Gauss Seidel - Matrix Inversion by Gauss Jordan method.

Module -2

Interpolation and Approximation: Interpolation with unequal intervals - Lagrange's interpolation – Newton's divided difference interpolation – Cubic Splines - Interpolation with equal intervals - Newton's forward and backward difference formulae.

Module -3

Numerical Differentiation and Integration: Approximation of derivatives using interpolation polynomials - Numerical integration using Trapezoidal, Simpson's 1/3 rule – Romberg's method - Two point and three point Gaussian quadrature formulae – Evaluation of double integrals by Trapezoidal and Simpson's 1/3 rules.

Module -4

Initial Value Problems for Ordinary Differential Equations : Single Step methods - Taylor's series method - Euler's method - Modified Euler's method – Fourth order Runge-Kutta method for solving first order equations - Multi step methods - Milne's and Adams-Bash forth predictor corrector methods for solving first order equations.

Module -5

Boundary Value Problems in Ordinary and Partial Differential Equations:
Finite difference methods for solving two-point linear boundary value problems - Finite difference techniques for the solution of two dimensional Laplace's and Poisson's equations on rectangular domain – One dimensional heat flow equation by explicit and implicit (Crank Nicholson) methods – One dimensional wave equation by explicit method.

Course Outcomes: After studying this course, The students will have a clear perception of the power of numerical techniques, ideas and would be able to demonstrate the applications of these techniques to problems drawn from Industry, management and other engineering fields.

Question paper pattern:

- The question paper will have ten full questions carrying equal marks.
- Each full question will be for 20 marks.
- There will be two full questions (with a maximum of four sub- questions) from each module.
- Each full question will have sub- question covering all the topics under a module.
- The students will have to answer five full questions, selecting one full question from each module.

Textbooks:

1. Grewal. B.S. and Grewal. J.S., "Numerical methods in Engineering and Science", Khanna Publishers, 9th Edition, New Delhi
2. Gerald. C. F., and Wheatley. P. O., "Applied Numerical Analysis", Pearson Education, Asia, 6th Edition, New Delhi.

Reference Books:

1. Chapra. S.C. and Canale. R. P., "Numerical Methods for Engineers, Tata McGraw Hill, New Delhi.
2. 2. Brian Bradie. "A friendly introduction to Numerical analysis", Pearson Education, Asia, New Delhi.
3. Sankara Rao. K., "Numerical methods for Scientists and Engineers", Prentice Hall of India Private, New Delhi.

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

SEMESTER - VII

ENVIRONMENTAL PROTECTION AND MANAGEMENT

Course Code	**18CV753**	CIE Marks	40
Teaching Hours/Week(L:T:P)	(3:0:0)	SEE Marks	60
Credits	03	Exam Hours	03

Course Learning Objectives: This course will enable students to gain knowledge in Environmental protection and Management systems

Module -1

Environmental Management Standards: Unique Characteristics of Environmental Problems - Systems approach to Corporate environmental management - Classification of Environmental Impact Reduction Efforts - Business Charter for Sustainable Production and Consumption – Tools, Business strategy drivers and Barriers - Evolution of Environmental Stewardship. Environmental Management Principles - National policies on environment, abatement of pollution and conservation of resources - Charter on Corporate responsibility for Environmental protection.

Module -2

Environmental Management Objectives: Environmental quality objectives – Rationale of Environmental standards: Concentration and Mass standards, Effluent and stream standards, Emission and ambient standards, Minimum national standards, environmental performance evaluation: Indicators, benchmarking. Pollution control Vs Pollution Prevention - Opportunities and Barriers – Cleaner production and Clean technology, closing the loops, zero discharge technologies.

Module -3

Environmental Management System: EMAS, ISO 14000 - EMS as per ISO 14001– benefits and barriers of EMS – Concept of continual improvement and pollution prevention - environmental policy – initial environmental review – environmental aspect and impact analysis – legal and other requirements- objectives and targets – environmental management programs – structure and responsibility – training awareness and competence- communication – documentation and document control – operational control – monitoring and measurement – management review.

Module -4

Environmental Audit: Environmental management system audits as per ISO 19011- – Roles and qualifications of auditors - Environmental performance indicators and their evaluation – Non conformance – Corrective and preventive actions -compliance audits – waste audits and waste minimization planning – Environmental statement (form V) - Due diligence audit.

Module -5

Applications: Applications of EMS, Waste Audits and Pollution Prevention Control: Textile, Sugar, Pulp & Paper, Electroplating, , Tanning industry. Hazardous Wastes - Classification, characteristics Treatment and Disposal Methods, Transboundary movement, disposal.

Course outcomes: After studying this course, students will be able to:

1. Appreciate the elements of Corporate Environmental Management systems complying to international environmental management system standards.
2. Lead pollution prevention assessment team and implement waste minimization options.
3. Develop, Implement, maintain and Audit Environmental Management systems for Organizations.

Question paper pattern:

- The question paper will have ten full questions carrying equal marks.
- Each full question will be for 20 marks.
- There will be two full questions (with a maximum of four sub- questions) from each module.
- Each full question will have sub- question covering all the topics under a module.
- The students will have to answer five full questions, selecting one full question from each module.

Reference Books:

1. Christopher Sheldon and Mark Yoxon, “Installing Environmental management Systems – a step by step guide” Earthscan Publications Ltd, London, 1999.
2. ISO 14001/14004: Environmental management systems – Requirements and Guidelines – International

Organisation for Standardisation, 2004
3. ISO 19011: 2002, "Guidelines for quality and/or Environmental Management System auditing, Bureau of Indian Standards, New Delhi, 2002
4. Paul L Bishop „Pollution Prevention: Fundamentals and Practice, McGraw- Hill International, Boston, 2000.
5. Environmental Management Systems: An Implementation Guide for Small and Medium-Sized Organizations, Second Edition, NSF International, Ann Arbor, Michigan, January 2001.

B. E. CIVIL ENGINEERING
Choice Based Credit System (CBCS) and Outcome Based Education (OBE)
SEMESTER - VII

COMPUTER AIDED DETAILING OF STRUCTURES

Course Code	**18CVL76**	CIE Marks	40
Teaching Hours/Week(L:T:P)	(0:2:2)	SEE Marks	60
Credits	02	Exam Hours	03

Course Learning Objectives: This course will enable students to

1. Be aware of the Scale Factors, Sections of drawings,
2. Draft the detailing of RC and Steel Structural member.

Module -1 Detailing of RCC Structures

- Beams – Simply supported, Cantilever and Continuous.
- Slab – One way, Two way and One-way continuous.
- Staircase – Doglegged
- Cantilever Retaining wall
- Counter Fort Retaining wall
- Circular Water Tank, Rectangular Water Tank.

Module -2 Detailing of Steel Structures

1. Connections – Beam to beam, Beam to Column by Bolted and Welded Connections.
2. Built-up Columns with lacings and battens
3. Column bases and Gusseted bases with bolted and welded connections.
4. Roof Truss – Welded and Bolted
5. Welded Plate girder
6. Gantry Girder

Course outcomes: After studying this course, students will be able to:

- Prepare detailed working drawings

Question paper pattern:

1. Two questions shall be asked from each Module.
2. One full question should be answered from each Module.
3. Each question carries 50 marks.

Textbooks:

1. N Krishna Raju, "Structural Design and Drawing of Reinforced Concrete and Steel", University Press
2. Krishna Murthy, "Structural Design and Drawing – Concrete Structures", CBS Publishers, New Delhi

Reference Books:

1. SP 34: Handbook on Concrete Reinforcement and Detailing, Bureau of Indian Standards.
2. IS 13920, Ductile Design And Detailing Of Reinforced Concrete Structures Subjected To Seismic Forces - Code Of Practice, Bureau of Indian Standard.

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

SEMESTER - VII

GEOTECHNICAL ENGINEERING LABORATORY

Course Code	**18CVL77**	CIE Marks	40
Teaching Hours/Week(L:T:P)	(0:2:2)	SEE Marks	60
Credits	02	Exam Hours	03

Course Learning Objectives: This course will enable students to;

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

Modules

1. Field identification of soil, Specific gravity test (pycnometer and density bottle method).Water content determination by oven drying and Pycnometer method, rapid moisture meter method.
2. Grain size analysis
   i. Sieve analysis
   ii. Hydro meter analysis
3. In-situ density tests
   i. Core-cutter method
   ii. Sand replacement method
4. Consistency limits
   i. Liquid limit test(by Casagrande's and cone penetration method)
   ii. Plastic limit test
   iii. Shrinkage limit test
5. Standard compaction test (light and heavy compaction)
6. Co-efficient of permeability test
   i. Constant head test
   ii. Variable head test
7. Shear strength tests
   i. Unconfined compression test
   ii. Direct shear test
   iii. Triaxial test (unconsolidated undrained test only)
8. Consolidation test :To determine pre consolidation pressure only(half an hour per loading-test).
9. Laboratory vane shear test
10. Demonstration of Swell pressure test, Standard penetration test and boring equipment

Course outcomes: Students will be able to conduct appropriate laboratory/field experiments and interpret the results to determine

1. Physical and index properties of the soil
2. Classify based on index properties and field identification
3. To determine OMC and MDD, plan and assess field compaction program
4. Shearstrengthandconsolidationparameterstoassessstrengthanddeformationcharacteristics
5. In-situshear strength characteristics(SPT-Demonstration)

Question paper pattern:

- All experiments are to be included in the examination except demonstration exercises.
- Candidate to perform experiment assigned to him.
- Marks are to be allotted as per the split up of marks shown on the cover page of answer script.

Reference Books:

1. Punmia B C, Soil Mechanics and Foundation Engineering-(2017),16th Edition, Laxmi Publications co., New Delhi.
2. Lambe T.W., "Soil Testing for Engineers", Wiley Eastern Ltd., New Delhi.
3. Head K.H., "Manual of Soil Laboratory Testing" Vol. I, II, III, Princeton Press
4. BowlesJ.E.,"EngineeringPropertiesofSoilandTheirMeasurements",-McGrawHillBookCo.NewYork.
5. Relevant BIS Codes of Practice: IS-2720 series

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

SEMESTER - VIII

DESIGN OF PRE-STRESSECONCRETE

Course Code	**18CV81**	CIE Marks	40
Teaching Hours/Week(L:T:P)	(3:0:0)	SEE Marks	60
Credits	03	Exam Hours	03

Course Learning Objectives: This course will enable students to learn Design of Pre Stressed Concrete Elements.

Module -1

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

Analysis of members at transfer - Stress concept - Comparison of behavior of reinforced concrete – pre stressed concrete - Force concept - Load balancing concept - Kern point -Pressure line.

Module -2

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

Deflection and Crack Width Calculations of Deflection due to gravity loads - Deflection due to prestressing force -Total deflection - Limits of deflection - Limits of span-to-effective depth ratio -Calculation of Crack Width - Limits of crack width.

Module -3

Design of Sections for Flexure: Analysis of members at ultimate strength - Preliminary Design - Final Design for Type 1members.

Module -4

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

Module -5

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

Course outcomes: After studying this course, students will be able to:

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

Question paper pattern:

- The question paper will have ten full questions carrying equal marks.
- Each full question will be for 20 marks.
- There will be two full questions (with a maximum of four sub- questions) from each module.
- Each full question will have sub- question covering all the topics under a module.
- The students will have to answer five full questions, selecting one full question from each module.

Textbooks:

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

Reference Books:

1. Praveen Nagarajan, “Advanced Concrete Design”, Person Publishers
2. P. Dayaratnam, “Pre stressed Concrete Structures”, Scientific International Pvt. Ltd.
3. Lin T Y and Burns N H, ‘Design of Pre - stressed Concrete Structures’ , John Wiley and Sons, New York
4. Pundit G S and Gupta S P, “Pre - stressed Concrete”, C B S Publishers, New Delhi
5. IS: 1343: Indian Standard code of practice for Pre stressed concrete, BIS, New Delhi.
6. IS: 3370-Indian Standard code of practice for concrete structures for storage of liquids, BIS, New Delhi.

B. E. CIVIL ENGINEERING

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

SEMESTER - VIII

BRIDGE ENGINEERING

Course Code	**18CV821**	CIE Marks	40
Teaching Hours/Week(L:T:P)	(3:0:0)	SEE Marks	60
Credits	03	Exam Hours	03

Course Learning Objectives: This course will enable students to understand the analysis and design of concrete Bridges.

Note: All designs have to be done by Working Stress Method

Module -1

Introduction to bridges, classification, selection of bridge site and preliminary and detailed survey work computation of discharge, linear waterway, economic span, afflux, scour depth.

Design loads for bridges, introduction to I.R.C. loading standards, Load Distribution Theory, Bridge slabs, Effective width, Introduction to methods as per I.R.C.

Module -2

Design of Slab Bridges: Straight and skew slab bridges.

Module -3

Design of T beam bridges(up to three girder only)

Proportioning of components, analysis of slab using IRC Class AA tracked vehicle, structural design of slab, analysis of cross girder for dead load & IRC Class AA tracked vehicle, structural design of cross girder, analysis of main girder using Courbon's method, calculation of dead load BM and SF, calculation of live load B M & S F using IRC Class AA Tracked vehicle. Structural design of main girder.

Module -4

Other Bridges:

Design of Box culvert (Single vent only).

Design of Pipe culverts.

Module -5

Substructures - Design of Piers and abutments,

Introduction to Bridge bearings, Hinges and Expansion joints.(No design).

Course outcomes: After studying this course, students will be able to:

1. Understand the load distribution and IRC standards.
2. Design the slab and T beam bridges.
3. Design Box culvert, pipe culvert
4. Use bearings, hinges and expansion joints and
5. Design Piers and abutments.

Question paper pattern:

- The question paper will have ten full questions carrying equal marks.
- Each full question will be for 20 marks.
- There will be two full questions (with a maximum of four sub- questions) from each module.
- Each full question will have sub- question covering all the topics under a module.
- The students will have to answer five full questions, selecting one full question from each module.

Textbooks:

1. Johnson Victor. D, "Essentials of Bridge Engineering", Oxford Publishing Company.
2. N Krishna Raju, "Design of Bridges, Oxford and IBH publishing company
3. T R Jagadeesh and M A Jayaram, "Design of bridge structures", Prentice Hall of India

Reference Books:

1. Jain and Jaikrishna, "Plain and Reinforced Concrete", Vol.2.,Nem Chand Brothers.
2. Standard specifications and code of practice for road bridges, IRC section I,II, III and IV.
3. "Concrete Bridges", The Concrete Association of India

B. E. CIVIL ENGINEERING

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

SEMESTER - VIII

PREFABRICATED STRUCTURES

Course Code	**18CV822**	CIE Marks	40
Teaching Hours/Week(L:T:P)	(3:0:0)	SEE Marks	60
Credits	03	Exam Hours	03

Course Learning Objectives: This course will enable students to

1. Understand modular construction, industrialized construction
2. Design prefabricated elements.
3. Understand construction methods.

Module -1

Introduction: Need for prefabrication–Principles–Materials–Modular coordination–Standarization–Systems–Production–Transportation–Erection.

Module -2

Prefabricated Components: Behavior of structural components–Large panel constructions–Construction of roof and floor slabs–Wall panels–Columns–Shear walls.

Module -3

Design Principles: Disuniting of structures-Design of cross section based on efficiency of material used–Problems in design because of joint flexibility–Allowance for joint deformation.

Module -4

Joint In Structural Members: Joints for different structural connections–Dimensions and detailing–Design of expansion joints.

Module -5

Design For Abnormal Loads: Progressive collapse–Code provisions–Equivalent design loads for considering abnormal effects such as earthquakes, cyclones, etc.,-Importance of avoidance of progressive collapse.

Course Outcomes: After studying this course, students will be able to:

1. Use modular construction, industrialized construction
2. Design prefabricated elements
3. Design some of the prefabricated elements
4. Use the knowledge of the construction methods and prefabricated elements in buildings

Question paper pattern:

- The question paper will have ten full questions carrying equal marks.
- Each full question will be for 20 marks.
- There will be two full questions (with a maximum of four sub- questions) from each module.
- Each full question will have sub- question covering all the topics under a module.
- The students will have to answer five full questions, selecting one full question from each module.

Textbooks:

1. CBRI, Building materials and components, India, 1990
2. Gerostiza C.Z., Hendrikson C. and Rehat D.R.," Knowledge based process planning for construction and manufacturing", Academic Press Inc., 1994

Reference Books:

1. KonczT.,"Manual of precast concrete construction", Vol. I, II and III, Bauverlag, GMBH,1976.
2. "Structural design manual", Precast concrete connection details, Society for the studies in the use of precast concrete, Netherland BetorVerlag, 2009

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

SEMESTER - VIII

ADVANCED FOUNDATION ENGINEERING

Course Code	**18CV823**	CIE Marks	40
Teaching Hours/Week(L:T:P)	(3:0:0)	SEE Marks	60
Credits	03	Exam Hours	03

Course Learning Objectives: This course will enable students to

1. Gain knowledge of about advanced topics of foundation design and analyses, supplementing their comprehensive knowledge acquired in basic foundation engineering course.
2. Develop profound understanding of shallow and deep foundation analyses.
3. Develop understanding of choice of foundation design parameters.
4. Learn about cause and effect of dynamic loads on foundation.

Module -1

General bearing capacity equation – Terzaghi's, Brinch Hansen's and Mayerhof's analyses, bearing capacity of footings according to BIS, eccentrically loaded footing, footing on layered soil, Settlement of shallow Foundations: Immediate, consolidation, & differential settlements. Principles of design of footing, Proportioning of footings for equal settlement.

Module -2

Design of combined footings by Rigid method, Combined footings (rectangular & trapezoidal), strap footings. Types of rafts, bearing capacity & settlements of raft foundation, Design of raft foundation – Conventional rigid method, Elastic methods, Coefficient of sub-grade reaction, IS code (IS-2950) procedure.

Module -3

Introduction Necessity of pile foundations, Classification, Load bearing capacity of single pile by Static formula, Dynamic formula, Pile load test and Penetration tests. Introduction, Pile groups, group action of piles in sand and clay, group efficiency of piles, settlement of piles, negative skin friction, laterally loaded piles and under reamed piles.

Module -4

Well Foundations: Introduction, Different shapes and characteristics of wells. Components of well foundation. Forces acting on well foundation. Sinking of wells. Causes and remedies of tilts and shifts.

Drilled Piers & Caissons: Introduction, construction, advantages and disadvantages of drilled piers. Design of open, pneumatic and floating caissons. Advantages and disadvantages of floating caissons.

Module -5

Machine Foundations: Introduction, free and forced vibrations, Types of Machine foundations, degrees of freedom of a block foundation, general criteria for design of machine foundation, vibration analysis of a machine foundation, determination of natural frequency, vibration isolation and control.

Course outcomes: After studying this course, students will be able to:

1. Estimate the size of isolated and combined foundations to satisfy bearing capacity and settlement criteria.
2. Estimate the load carrying capacity and settlement of single piles and pile groups including laterally loaded piles.
3. Understand the basics of analysis and design principles of well foundation, drilled piers and caissons.
4. Understand basics of analysis and design principles of machine foundations.

Question paper pattern:

- The question paper will have ten full questions carrying equal marks.
- Each full question will be for 20 marks.
- There will be two full questions (with a maximum of four sub- questions) from each module.
- Each full question will have sub- question covering all the topics under a module.
- The students will have to answer five full questions, selecting one full question from each module.

Textbooks:

1. Punmia B.C., "Soil Mechanics and Foundation Engineering,Laxmi Publications Co., India.
2. Donald P. Coduto, "Geotechnical Engineering Principles & Practices", Prentice-hall of India Ltd, India.
3. Murthy V.N.S., "Geotechnical Engineering: Principles and Practices of Soil Mechanics and Foundation Engineering", CRC Press, New York.

Reference Books:

1. Bowles J.E., "Foundation Analysis and Design", McGraw Hill Pub. Co. New York.
2. Swami Saran, "Analysis and Design of Substructures", Oxford & IBH Pub. Co. Pvt. Ltd., India.
3. R.B. Peck, W.E. Hanson & T.H. Thornburn, "Foundation Engineering", Wiley Eastern Ltd., India.
4. Braja, M. Das, "Principles of Geotechnical Engineering", Cengage Learning, India.
5. Bureau of Indian Standards: IS-1904, IS-6403, IS-8009, IS-2950, IS-2911 and all other relevant codes.

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SEMESTER - VIII

REHABILITATION AND RETROFITTING

Course Code	**18CV824**	CIE Marks	40
Teaching Hours/Week(L:T:P)	(3:0:0)	SEE Marks	60
Credits	03	Exam Hours	03

Course Learning Objectives: This course will enable students to;

1. Investigate the cause of deterioration of concrete structures.
2. Strategies different repair and rehabilitation of structures.
3. Evaluate the performance of the materials for repair.

Module -1

General: Introduction and Definition for Repair, Retrofitting, Strengthening and rehabilitation. Physical and Chemical Causes of deterioration of concrete structures, Evaluation of structural damages to the concrete structural elements due to earthquake.

Module -2

Damage Assessment: Purpose of assessment, Rapid assessment, Investigation of damage, Evaluation of surface and structural cracks, Damage assessment procedure, destructive, non-destructive and semi destructive testing systems.

Module -3

Influence on Serviceability and Durability: Effects due to climate, temperature, chemicals, wear and erosion, Design and construction errors, corrosion mechanism, Effects of cover thickness and cracking, methods of corrosion protection, corrosion inhibitors, corrosion resistant steels, coatings, and cathodic protection.

Module -4

Maintenance and Retrofitting Techniques: Definitions: Maintenance, Facts of Maintenance and importance of Maintenance Need for retrofitting, retrofitting of structural members i.e., column and beams by Jacketing technique, Externally bonding(ERB) technique, near surface mounted (NSM) technique, External post-tensioning, Section enlargement and guidelines for seismic rehabilitation of existing building.

Module -5

Materials for Repair and Retrofitting: Artificial fiber reinforced polymer like CFRP, GFRP, AFRP and natural fiber like Sisal and Jute. Adhesive like, Epoxy Resin, Special concretes and mortars, concrete chemicals, special elements for accelerated strength gain, Techniques for Repair: Rust eliminators and polymers coating for rebar during repair foamed concrete, mortar and dry pack, vacuum concrete, Gunite and Shot Crete Epoxy injection, Mortar repair for cracks, shoring and underpinning.

Course outcomes: After studying this course, students will be able to:

1. Identify the causes for structural (Concrete) deterioration.
2. Assess the type and extent of damage and carry out damage assessment of structures through various types of tests.
3. Recommend maintenance requirements of the buildings and preventive measures against influencing factors.
4. Select suitable material and suggest an appropriate method for repair and rehabilitation.

Question paper pattern:

- The question paper will have ten full questions carrying equal marks.
- Each full question will be for 20 marks.
- There will be two full questions (with a maximum of four sub- questions) from each module.
- Each full question will have sub- question covering all the topics under a module.
- The students will have to answer five full questions, selecting one full question from each module.

Textbooks:

1. Sidney, M. Johnson, "Deterioration, Maintenance and Repair of Structures"
2. Denison Campbell, Allen & Harold Roper, "Concrete Structures – Materials, Maintenance and Repair"- Longman Scientific and Technical.

Reference Books:

1. R.T.Allen and S.C. Edwards, “Repair of Concrete Structures”-Blakie and Sons
2. Raiker R.N., “Learning for failure from Deficiencies in Design, Construction and Service”- R&D Center (SDCPL).
3. CPWD Manual

B. E. CIVIL ENGINEERING

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

SEMESTER - VIII

PAVEMENT DESIGN

Course Code	**18CV825**	CIE Marks	40
Teaching Hours/Week(L:T:P)	(3:0:0)	SEE Marks	60
Credits	03	Exam Hours	03

Course Learning Objectives: This course will enable students to

1. Gain knowledge about the process of collecting data required for design, factors affecting pavement design, and maintenance of pavement.
2. Excel in the path of analysis of stress, strain and deflection in pavement.
3. Understand design concepts of flexible pavement by various methods (CBR, IRC 37-2001, Mcleods, Kansas) and also the same of rigid pavement by IRC 58-2002
4. Understand the various causes leading to failure of pavement and remedies for the same.
5. Develop skills to perform functional and structural evaluation of pavement by suitable methods.

Module -1

Introduction: Desirable characteristics of pavement, Types and components, Difference between Highway pavement and Air field pavement, Design strategies of variables, Functions of sub grade, sub base, Base course, surface course, comparison between Rigid and flexible pavement

Fundamentals of Design of Pavements: Stresses and deflections, Principle, Assumptions and Limitations of Boussinesq's theory, Burmister theory and problems on above.

Module -2

Design Factors: Design wheel load, contact pressure, Design life, Traffic factors, climatic factors, Road geometry, Subgrade strength and drainage, ESWL concept Determination of ESWL by equivalent deflection criteria, Stress criteria, EWL concept, and problems on above.

Flexible pavement Design: Assumptions, Mcleod Method, Kansas method, CBR method, IRC Method (old), CSA method using IRC-37-2001, problems on above.

Module -3

Flexible Pavement Failures, Maintenance and Evaluation: Types of failures, Causes, Remedial/Maintenance measures in flexible pavements, Functional Evaluation by Visual inspection and unevenness measurements, Structural evaluation by Benkleman beam deflection method, Falling weight deflecto meter, GPR method. Design factors for runway pavements, Design methods for

Airfield pavement and problems on above.

Module -4

Stresses in Rigid Pavement : Types of stress, Analysis of Stresses, Westergaard's Analysis, Modified Westergaard equations, Critical stresses, Wheel load stresses, Warping stress, Frictional stress, combined stresses (using chart / equations), problems on above.

Design of Rigid Pavement: Design of CC pavement by IRC: 58-2002 for dual and Tandem axle load, Reinforcement in slabs, Design of Dowel bars, Design of Tie bars, Design factors for Runway pavements, Design methods for airfield pavements, problems of the above.

Module -5

Rigid Pavement Failures, Maintenance and Evaluation: Types of failures, causes, remedial/maintenance measures in rigid pavements, Functional evaluation by Visual inspection and unevenness measurements, wheel load and its repetition, properties of sub grade, properties of concrete. External conditions, joints, Reinforcement, Requirements of joints, Types of joints, Expansion joint, contraction joint, warping joint, construction joint, longitudinal joint, Design of joints.

Course outcomes: After studying this course, students will be able to:

1. Systematically generate and compile required data's for design of pavement (Highway & Airfield).
2. Analyze stress, strain and deflection by boussinesq's, bur mister's and westergaard's theory.
3. Design rigid pavement and flexible pavement conforming to IRC58-2002 and IRC37-2001.
4. Evaluate the performance of the pavement and also develops maintenance statement based on site specific requirements.

Question paper pattern:

- The question paper will have ten full questions carrying equal marks.
- Each full question will be for 20 marks.

- There will be two full questions (with a maximum of four sub- questions) from each module.
- Each full question will have sub- question covering all the topics under a module.
- The students will have to answer five full questions, selecting one full question from each module.

Textbooks:

1. S K Khanna, C E G Justo, and A Veeraragavan, "Highway Engineering", Nem Chand & Brothers
2. L.R.Kadiyali and Dr.N.B.Lal, " Principles and Practices of Highway Engineering", Khanna publishers
3. Yang H. Huang , "Pavement Analysis and Design", University of Kentucky.

Reference Books:

1. Yoder & wit zorac, "Principles of pavement design", John Wiley & Sons.
2. SubhaRao, "Principles of Pavement Design".
3. R Srinivasa Kumar, "Pavement Design", University Press.
4. Relevant recent IRC codes

B. E. CIVIL ENGINEERING

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

SEMESTER - VIII

PROJECT WORK PHASE-2

Course Code	**18CVP83**	CIE Marks	40
Teaching Hours/Week(L:T:P)	-	SEE Marks	60
Credits	08	Exam Hours	03

Course objectives:

- To support independent learning.
- To develop interactive, communication, organization, time management, and presentation skills.
- To impart flexibility and adaptability.
- To inspire independent and team working.
- To expand intellectual capacity, credibility, judgment, intuition.
- To adhere to punctuality, setting and meeting deadlines.
- To instill responsibilities to oneself and others.
- To train students to present the topic of project work in a seminar without any fear, face audience confidently, enhance communication skill, involve in group discussion to present and exchange ideas.

Project Work Phase - II: Each student of the project batch shall involve in carrying out the project work jointly in constant consultation with internal guide, co-guide, and external guide and prepare the project report as per the norms avoiding plagiarism.

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

- Describe the project and be able to defend it.
- Develop critical thinking and problem solving skills.
- Learn to use modern tools and techniques.
- Communicate effectively and to present ideas clearly and coherently both in written and oral forms.
- Develop skills to work in a team to achieve common goal.
- Develop skills of project management and finance.
- Develop skills of self learning, evaluate their learning and take appropriate actions to improve it.
- Prepare them for life-long learning to face the challenges and support the technological changes to meet the societal needs.

Evaluation Procedure:

- **As per University guidelines**
- **Internal Marks:** The Internal marks (100 marks) evaluation shall be based on Phase wise completion of the project work, Project report, Presentation and Demonstration of the actual/model/prototype of the project.
- **Semester End Examination:** SEE marks for the project (100 marks) shall be based on Project report, Presentation and Demonstration of the actual/model/prototype of the project, as per the University norms by the examiners appointed VTU.

B. E. CIVIL ENGINEERING
Choice Based Credit System (CBCS) and Outcome Based Education (OBE)
SEMESTER - VIII

TECHNICAL SEMINAR

Course Code	**18CVS84**	CIE Marks	100
Teaching Hours/Week(L:T:P)	--	SEE Marks	--
Credits	01	Exam Hours	03

Course Learning Objectives:

The objective of the seminar is to inculcate self-learning, face audience confidently, enhance communication skill, involve in group discussion and present and exchange ideas. Each student, under the guidance of a Faculty, is required to choose, preferably, a recent topic of his/her interest relevant to the course of specialization. Carryout literature survey; organize the Course topics in a systematic order.

- Conduct literature survey in the domain area to find appropriate topic.
- Prepare the synopsis report with own sentences in a standard format.
- Learn to use MS word, MS power point, MS equation and Drawing tools or any such facilities in the preparation of report and presentation.
- Present the seminar topic orally and/or through power point slides.
- Communicate effectively to answer the queries and involve in debate/discussion.
- The participants shall take part in discussion to foster friendly and stimulating environment in which the students are motivated to reach high standards and become self-confident.

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

- Develop knowledge in the field of Civil Engineering and other disciplines through independent learning and collaborative study.
- Identify and discuss the current, real-time issues and challenges in engineering & technology.
- Develop written and oral communication skills.
- Explore concepts in larger diverse social and academic contexts.
- Apply principles of ethics and respect in interaction with others.
- Develop the skills to enable life-long learning.

Evaluation Procedure:

- As per University guidelines.
- The Internal Assessment marks for the seminar shall be awarded based on the relevance of the seminar topic, quality of the report, presentation skills, participation in the question and answer, and attendance in the seminar classes/sessions.

B. E. CIVIL ENGINEERING

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

SEMESTER - VIII

INTERNSHIP /PROFESSIONAL PRACTICE

Course Code	**18CVI85**	CIE Marks	40
Teaching Hours/Week(L:T:P)	Industry Oriented	SEE Marks	60
Credits	03	Exam Hours	03

Course Learning Objectives: This course will enable students to get the field exposure and experience

Note: Internship /Professional Practice:

1. This shall be carried out by students in industry set-up related to the construction/ materials testing laboratories/research organizations/project management consulting firms/QS and QA organizations/ planning and design offices/Professional organizations like ACCE/ICI/INSTRUCT/RMCMA/QCI, PMI, CIDC etc. and other avenues related to the civil engineering domain in consultation and approval of internship guide/HOD /internship committees of the institutions.
2. The professional certification programs like ACCE(I)- SMP, ICI-BMTPC certifications, NSTRUCT-certifications, CIDC certifications, RMC-QCI's RMCPCS Certification Programs, RMCMA-NRMCA'S Concrete Technologist India(CTI) programs and such similar programs by professional bodies with adequate industry exposures at sites/RMC plants can be considered as Internship /Professional Practice with due approvals from the guide/HOD /internship committees of the institutions
3. The industry/organization should issue certificates of internship offer and its completion. The offer letter should clearly have the nature of work to be done by the student and the supervisor's name and duration of internship.
4. The student shall make a midterm and final presentation of the activities undertaken during the first 6 weeks and at the end of 12th week of internship respectively, to a panel comprising internship guide, a senior faculty from the department and head of the department. Each student should submit the internship report at the end of semester with internship certificate.
5. Viva-Voce examination shall be conducted by a panel of examiners consisting of internship supervisor from industry or industry professional approved by university and internship guide from the institute.
6. The College shall facilitate and monitor the student internship program.
7. The internship should be completed during vacation after VI and VII semesters.