

FOURTH SEMESTER

Sr. No.	SUBJECTS	STUDY SCHEME			Credits	MARKS IN EVALUATION SCHEME								Total Marks of Internal & External
		Periods/Week				INTERNAL ASSESSMENT			EXTERNAL ASSESSMENT					
		L	T	P		Th	Pr	Tot	Th	Hrs	Pr	Hrs	Tot	
4.1	*Communication Skill-II	4	-	2	4	20	10	30	50	2 ½	20	3	70	100
4.2	Refrigeration and Air Conditioning	5	1	2	6	20	10	30	50	2 ½	20	3	70	100
4.3	Hydraulics and Pneumatics	5	1	2	6	20	10	30	50	2 ½	20	3	70	100
4.4	Computer Aided Design and Manufacturing	4	-	6	6	20	10	30	50	2 ½	20	3	70	100
4.5	*Environmental Studies	3	-	2	3	20	10	30	50	2 ½	20	3	70	100
4.6	*Energy Conservation	3	-	2	3	20	10	30	50	2 ½	20	3	70	100
4.7	Universal Human Values	2	-	1	1	-	20	20	-	-	30	3	30	50
#Student Centred Activities (SCA)		-	-	3	1	-	30	30	-	-	-	-	-	30
<b>Total</b>		<b>26</b>	<b>2</b>	<b>20</b>	<b>30</b>	<b>120</b>	<b>110</b>	<b>230</b>	<b>300</b>	<b>-</b>	<b>150</b>	<b>-</b>	<b>450</b>	<b>680</b>

\* Common with other diploma programme

# Student Centred Activities will comprise of co-curricular activities like extension lectures, self study, games, hobby clubs e.g. photography etc., seminars, declamation contests, educational field visits, N.C.C., NSS, Cultural Activities, disaster management and safety etc.

Industrial training of 4 weeks duration to be organised after 4<sup>th</sup> semester exams

<b>Total</b>	<b>100</b>	<b>100</b>
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#### 4.1 COMMUNICATION SKILLS – II

**L T P**  
**4 - 2**

#### **RATIONALE**

Knowledge of English Language plays an important role in career development. This subject aims at introducing basic concepts of communication besides laying emphasis on developing listening, speaking, reading and writing skills as parts of Communication Skill.

#### **LEARNING OUTCOMES**

After undergoing the subject, the students will be able to:

- Frame correct sentences with illustrations
- Comprehend the language correctly
- Interpret the language correctly
- Use given material in new situations.
- Correspond effectively using various types of writings like letters, memos etc.
- Communicate effectively in English with appropriate body language making use of correct and appropriate vocabulary and grammar in an organised set up and social context.

#### **DETAILED CONTENTS**

1. Functional Grammar (16 periods)

- 1.1 Prepositions
- 1.2 Framing Questions
- 1.3 Conjunctions
- 1.4 Tenses

2 Reading (16 periods)

- 2.1 Unseen Passage for Comprehension (Vocabulary enhancement - Prefixes, Suffixes, one word substitution, Synonym and Antonym) based upon the passage should be covered under this topic.

3 Writing Skill (24 periods)

- 3.1. Correspondence  
a) Business Letters- Floating Quotations, Placing Orders, Complaint Letters.  
b) Official Letters- Letters to Government and other Offices
- 3.2. Memos, Circular, Office Orders
- 3.3. Agenda & Minutes of Meeting
- 3.4. Report Writing

### LIST OF PRACTICALS

**Note:** Teaching Learning Process should be focused on the use of the language in writing reports and making presentations.

Topics such as Effective listening, effective note taking, group discussions and regular presentations by the students need to be taught in a project oriented manner where the learning happens as a byproduct.

### Speaking and Listening Skills

1. Debate
2. Telephonic Conversation: general etiquette for making and receiving calls
3. Offering- Responding to offers.
4. Requesting – Responding to requests
5. Congratulating
6. Exploring sympathy and condolences
7. Asking Questions- Polite Responses
8. Apologizing, forgiving
9. Complaining
10. Warning
11. Asking and giving information
12. Getting and giving permission
13. Asking for and giving opinions

### INSTRUCTIONAL STRATEGY

Students should be encouraged to participate in role play and other student-centered activities in class rooms and actively participate in listening exercises

## MEANS OF ASSESSMENT

- Assignments and quiz/class tests
- Mid-semester and end-semester written tests
- Actual practical work, exercises and viva-voce
- Presentation and viva-voce

## RECOMMENDED BOOKS

1. Communicating Effectively in English, Book-I by RevathiSrinivas; Abhishek Publications, Chandigarh.
2. Communication Techniques and Skills by R. K. Chadha; Dhanpat Rai Publications, New Delhi.
3. High School English Grammar and Composition by Wren & Martin; S. Chand & Company Ltd., Delhi.
4. e-books/e-tools/relevant software to be used as recommended by AICTE/UBTE/NITTTR,Chandigarh.

### Websites for Reference:

1. <http://www.mindtools.com/page8.html> – 99k
2. <http://www.letstalk.com.in>
3. <http://www.englishlearning.com>
4. <http://learnenglish.britishcouncil.org/en/>
5. <http://swayam.gov.in>

## SUGGESTED DISTRIBUTION OF MARKS

Topic No.	Time Allotted (Periods)	Marks Allotted (%)
1	16	28
2	16	28
3	24	44
<b>Total</b>	<b>56</b>	<b>100</b>

## 4.2 REFRIGERATION AND AIR CONDITIONING

**L T P**  
**5 1 2**

### **RATIONALE**

The diploma holders in Mechanical Engineering are responsible for supervising and maintenance of RAC system. For this purpose, the knowledge and skill covering basic principles of refrigeration and air conditioning is required to be imparted to the students. Moreover, RAC industry is expanding and employment opportunities in this field are good.

### **LEARNING OUTCOMES**

After undergoing this course, the students will be able to:

- explain the working and construction features of refrigeration and air conditioning systems
- draw and interpret various refrigeration cycles.
- make basic calculation of psychometric properties and processes.
- calculate heating and cooling load requirements of a room.
- explain latest developments in the field of refrigeration and air conditioning.
- calculate the properties of air by using psychometric chart.
- detect faults in an air-conditioner/refrigerator.
- carry out charging of air conditioner.

### **DETAILED CONTENTS**

#### **REFRIGERATION**

1. Fundamentals of Refrigeration (07 Periods)

Introduction to refrigeration, air conditioning, necessity of refrigeration meaning of refrigerating effect, units of refrigeration, COP, difference between COP and efficiency, methods of refrigeration, Reversed carnot cycle and its representation on P-V and T-S diagram. Major application areas of refrigeration and air conditioning.

2. Vapour Compression System (10 Periods)

Introduction, principle, function, parts and necessity of vapour compression system, T- S and p- h charts, dry, wet and superheated compression. Effect of sub cooling, super heating, mass flow rate, entropy, enthalpy, work done, Refrigerating effect and COP. actual vapour compression system

3. Refrigerants (07 Periods)
- Functions, classification of refrigerants, Nomenclature of refrigerant, Desirable properties of refrigerant, selection of refrigerant
4. Air Refrigeration System (08 Periods)
- Introduction, advantages and disadvantages of air-refrigeration system over vapour compression system, bell – Collemann cycle, Boot strap system, calculation of mass flow rate, work done and COP
5. Vapour Absorption System (08 Periods)
- Introduction, principle and working of simple absorption system and domestic electrolyx refrigeration systems. Solar power refrigeration system, advantages and disadvantages of solar power refrigeration system over vapour compression system.,
6. Refrigeration Equipment (08 Periods)
- 6.1 Compressors- Function, various types of compressors
- 6.2 Condensers - Function, various types of condensers
- 6.3 Evaporators- Function, types of evaporators
- 6.4 Expansion Valves - Function, various types such as capillary tube, thermostatic expansion valve, low side and high side float valves, application of various expansion valves
- 6.5. Safety Devices-Thermostat, overload protector LP, HP cut out switch.

## **AIR CONDITIONING**

7. Psychrometry (08 Periods)
- Definition, importance, specific humidity, relative humidity, degree of saturation, DBT, WBT, DPT, sensible heat, latent heat, Total enthalpy of air.
8. Applied Psychrometry and Heat Load Estimation. (08 Periods)
- Psychrometric chart, sensible heating and cooling, Adiabatic cooling, Humidification and dehumidification, cooling and humidification, cooling and dehumidification, heating and humidification, heating and dehumidification, by pass factor, room sensible heat factor, effective room sensible heat factor, grand sensible heat factor, ADP, room DPT. Heating and cooling load calculation.

Heating and humidification, cooling and dehumidification, window air-conditioning, split type air-conditioning, car air-conditioning, central air-conditioning.

9. Latest development in refrigeration and air conditioning:- (06 Periods)

Inverter technology, auto-defrosting, blast cooling, star rating.

### **LIST OF PRACTICALS**

1. Demonstration of various refrigeration tools and equipment.
2. Practice in cutting, bending, flaring, swaging and brazing of tubes.
3. Study of thermostatic switch, LP/HP cut out overload protector filters, strainers and filter driers.
4. Identify various parts of a refrigerator and window air conditioner.
5. To find COP of Refrigeration system
6. To measure air flow using anemometer.
7. Charging of a refrigerator/ air conditioner.
8. To detect faults in a refrigerator/ air conditioner
9. Visit to an ice plant or cold storage plant. or central air conditioning plant.
10. Demonstration and working of window type air-conditioner.
11. Demonstration and working of split type air-conditioner.

### **MEANS OF ASSESSMENT**

- Assignments and quiz/class tests
- Mid-term and end-term written tests
- Actual Practical Performance
- Report Writing
- Viva-voce

### **INSTRUCTIONAL STRATEGY**

1. Teachers should take the students to industry and explain the details of refrigeration and air-conditioning systems and their components.
2. While imparting instructions, focus should be on conceptual understanding.
3. Training slides of “Carrier Fundamentals of Refrigeration Air Conditioning” to be shown to students.

### **RECOMMENDED BOOKS**

8. Refrigeration and Air Conditioning by Domkundwar; Dhanpat Rai and Sons, Delhi.
9. Refrigeration and Air Conditioning by CP Arora; Tata McGraw Hill, New Delhi.

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10. Refrigeration and Air Conditioning by R.S Khurmi and J.K. Gupta; S Chand and Company Limited, New Delhi.
11. Refrigeration and Air Conditioning by Dr.Harjeev Khanna; Dhanpat Rai and Sons, Delhi.
12. Refrigeration and Air Conditioning by Dr. R.K Rajput; S.K. Kataria and Sons, Ludhiana.
13. e-books/e-tools/relevant software to be used as recommended by AICTE/UBTE/NITTTR, Chandigarh.

**Website for Reference:**

<http://swayam.gov.in>

**SUGGESTED DISTRIBUTION OF MARKS**

<b>Topic No.</b>	<b>Time Allotted (periods)</b>	<b>Marks Allotted (%)</b>
1	07	09
2	10	14
3	07	09
4	08	12
5	08	12
6	08	12
7	08	12
8	08	12
9	06	08
<b>Total</b>	<b>70</b>	<b>100</b>



### 4.3 HYDRAULICS AND PNEUMATICS

**L T P**  
**5 1 2**

#### RATIONALE

Diploma holders in this course are required to deal with problems of fluid and use of hydraulics and pneumatics in power generation. For this purpose, knowledge and skills about fluid mechanics and machinery, hydraulics and pneumatics systems are required to be imparted for enabling them to perform above functions.

#### LEARNING OUTCOMES

After undergoing this course, the students will be able to:

- Explain fluid properties, their units and conversion.
- Measure different types of pressures.
- Maintain different types of pressure gauges.
- Calculate flow and discharge of various liquids.
- Apply Bernoulli's theorem for calculating pipe diameter and height of pipe from ground.
- Calculate pipe friction and losses in pipelines.
- Specify hydraulic machines for different applications.
- Apply Pascal's law in practical applications.
- Explain the functions of various components used in hydraulic and pneumatic system.
- Maintain hydraulic and pneumatic system.

#### DETAILED CONTENTS

1. Introduction (06 Periods)

Fluid, types of fluid; properties of fluid viz mass density, weight density (specific weight), specific volume, capillarity, specific gravity, viscosity, compressibility, surface tension, kinematic viscosity and dynamic viscosity and their units.

2. Pressure and its Measurement (07 Periods)

- 2.1 Concept of pressure (Atmospheric Pressure, gauge pressure, absolute pressure)
- 2.2 Pressure measuring devices: peizometer tube manometers - simple U-tube, differential single column, inverted U-tube, micromanometer including simple problems
- 2.3 Bourdon pressure gauge, Diaphragm pressure gauge, dead weight pressure gauge

3. Flow of Fluids (09 Periods)

Types of fluid flow – steady and unsteady, uniform and non-uniform, laminar and turbulent; rate of flow and their units; continuity equation of flow; potential energy of a flowing fluid; total head; Bernoulli's theorem (statement and proof) and its applications. Discharge measurement with the help of venturi-meter, orifice meter, pitot-tube, limitations of Bernoulli's theorem simple problems.

4. Flow through Pipes (10 Periods)

4.1 Definition of pipe flow, wetted perimeter, hydraulic mean depth, hydraulic gradient; loss of head due to friction; Chezy's equation and Darcy's equation of head loss (without proof), Reynold's number and its effect on pipe friction; siphon, power developed. Water hammer, anchor block, siphon, surge tank (concept only).

4.2 Loss of head in pipes due to sudden enlargement, sudden contraction, obstruction on flow path, change of direction and pipe fittings (without proof)

5. Hydraulic System (05 Periods)

Description, operation and application of hydraulic systems – hydraulic ram, hydraulic jack, hydraulic brake, hydraulic accumulator, hydraulic door closer, hydraulic press.

6. Water Turbines and Pumps (14 Periods)

6.1 Concept of a turbine, types of turbines – impulse and reaction type (concept only), difference between them. Construction and working of pelton wheel, Francis turbine, Propeller and Kaplan turbines. Unit speed, unit power, unit discharge, specific speed of turbines, Cavitations.

6.2 Concept of hydraulic pump, single acting reciprocating pump (construction and operation only), vane, screw and gear pumps.

6.3 Construction, working and operation of centrifugal pump. Performance, efficiencies and specifications of a centrifugal pump, pitting, cavitation, priming.

7. Introduction to Oil Power Hydraulics and Pneumatics (05 Periods)

7.1 Introduction to oil power hydraulic and pneumatic system

7.2 Statement of Pascal law and its applications

7.3 Industrial applications of oil power hydraulic and pneumatic system

8. Components of Hydraulic Systems (06 Periods)
- 8.1 Basic components of hydraulic system, function of each component in a hydraulic circuit.
  - 8.2 Oil reservoirs, couplings, motors and pumps – definition and functions of the parts,
  - 8.3 Filters- definition and purpose, classification
  - 8.4 Seals and packing- classification of seals, sealing materials.
9. Components of Pneumatic Systems (08 Periods)
- 9.1 Basic components – function of each component
  - 9.2 Air compressors - Introduction
  - 9.3 Air cylinder – types, function, single acting, double acting, rotating, non-rotating, piston type, diaphragm type, tandem cylinder, double ended cylinder, duplex cylinder.
  - 9.4 Air filter, regulator and lubricator – their necessity in pneumatic circuit.
  - 9.5 Installation, maintenance and application of air cylinders.

#### LIST OF PRACTICALS

1. Measurement of pressure head by employing.
  - i) Piezometer tube
  - ii) Single and double column manometer
2. To find out the value of coefficient of discharge for a venturimeter.
3. Measurement of flow by using venturimeter.
4. Verification of Bernoulli's theorem.
5. To find coefficient of friction for a pipe (Darcy's friction).
6. To study hydraulic circuit of an automobile brake and hydraulic ram.
7. Study the working of a Pelton wheel and Francis turbine.
8. To study a single stage centrifugal pump for constructional details and its operation to find out its normal head and discharge.
9. Direct operation of single and double acting cylinder.
10. Automatic operation of double acting cylinder in single cycle using limit switch.
11. Operation of double acting cylinder with quick exhaust valve.

#### INSTRUCTIONAL STRATEGY

1. Use computer based learning aids for effective teaching-learning
2. Expose students to real life problems

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- Plan assignments so as to promote problem solving abilities and develop continued learning skills

### RECOMMENDED BOOKS

- Fluid Mechanics by KL Kumar; S Chand and Co Ltd., Ram Nagar, New Delhi.
- Hydraulics and Fluid Mechanics Machine by RS Khurmi ;S.Chand& Co. Ltd., New Delhi.
- Fluid Mechanics through Problems by RJ Garde; Wiley Eastern Ltd., New Delhi.
- Fluid Mechanics by Dr AK Jain, Khanna Publishers, New Delhi.
- Hydraulic and Pneumatic Control by K Shammuga Sundaram, S. Chand & Co. Ltd., New Delhi
- Hydraulics and Hydraulic Machinery by Dr. Jagadish Lal; Metropolitan Book Company Ltd., Delhi.
- Hydraulic and Pneumatic Power and Control Design, Performance and Application by Yeaple, McGraw Hill, New York..
- Pneumatic Controls by Festo Didactic; Bangalore.
- Pneumatics Control: An Introduction to the Principles by Werner Deppert and Kurt Stoll; Vogel – Verlag.
- e-books/e-tools/relevant software to be used as recommended by AICTE/UBTE/NITTTR, Chandigarh.

### Website for Reference:

<http://swayam.gov.in>

### SUGGESTED DISTRIBUTION OF MARKS

Topic No.	Time Allotted (Hrs)	Marks Allotted (%)
1	06	08
2	07	10
3	09	12
4	10	15
5	05	08
6	14	20
7	05	07
8	06	08
9	08	12
<b>Total</b>	<b>70</b>	<b>100</b>

## 4.4 COMPUTER AIDED DESIGN AND MANUFACTURING

L T P  
4 - 6

### RATIONALE

Manufacturing of this century belongs to computerized equipment & machine tools to manufacture a variety of components with high quality, high precision & low cost at a faster rate. Computer Aided Designing, Computer Aided Manufacturing, & Flexible Manufacturing Systems-all are the part of Computer Integrated Manufacturing which help to achieve the desired goals in manufacturing. After studying the subject, the students will be able to know about these integrated techniques which help a manufacturer to achieve his goal with in stipulated time.

### LEARNING OUTCOMES

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

- know about Computer aided design and manufacturing.
- know the process of 2D & 3D transformations
- know the method of viewing objects in 3D space.
- know about CNC operations for turning and milling.
- understand about tool path generation and verification.
- know about flexible manufacturing system.
- know about Rapid Prototype additive manufacturing
- know about robotics.

### DETAILED CONTENTS

1. Introduction (08 periods)
  - 1.1 Introduction to CAD/CAM/CIM
  - 1.2 Advantages of CAD/CAM
  - 1.3 Product Cycle and CAD/CAM
  - 1.4 Automation and CAD/CAM
  - 1.5 Reasons for implementation of CAD/CAM
  - 1.6 Steps involved in CAM operation
2. Surface / Solid Modelling Using CAD/CAM (08 periods)
  - 2.1 Introduction to parametric and non-parametric surfaces
  - 2.2 Creation of simple surfaces using revolved surface, ruled surface and 3D surfaces commands
  - 2.3 Designing Software used in creation of solid models
  - 2.4 Concept of solid models
  - 2.5 Solid Primitives- Box, cylinder, Cone, Sphere, Wedge and torus

- 2.6 Construction of solid using Region, Extrude and Revolved feature
  - 2.7 Creation of Composite solid using Boolean function e.g. Union, Subtraction and Intersection.
  - 2.8 Sectioning of Solids and modification of solid Edges and faces using solid editing commands. Shell, Separate commands.
  - 2.9 Performing 3D operations like 3D array, mirror and rotate
  - 2.10 Creation of fillets and chamfers
  - 2.11 Dimensioning of solids
  - 2.12 2D and 3D transformation: Translation, Scaling, rotation, mirror, zooming, panning and clipping.
- 3. Viewing Objects in 3D Space (08 periods)**
- 3.1 Viewing the objects in different views.
  - 3.2 Concept of SW, SE, NE and Isometric Views.
  - 3.3 View Ports
  - 3.4 Layout, changing from Model to Paper space Layout
  - 3.5 Arranging the Drawing showing different views to get the hard copy
  - 3.6 Plotting the drawing
- 4. CAM (Computer Aided Manufacturing) (10 periods)**
- 4.1 Setting up the jobs, defining the operation, creating geometry
  - 4.2 Specifying the tools, machining parameters and type of machining
  - 4.3 Back plotting and verification of operation
  - 4.4 Post processing - Converting the generated tool path in NC code depending on the system
  - 4.5 Setting up the parameter relating to communication like transfer of programs to CNC machine
  - 4.6 Transfer of drawing data from any CAD software to CNC MIC and generation of G-codes, M-codes.
- 5. Flexible Manufacturing System (08 periods)**
- 5.1 Introduction to FMS.
  - 5.2 Principles of flexibility, changes in manufacturing system - external changes and internal changes job flexibility, machine flexibility.
  - 5.3 Features of FMS – production equipment, support system, material handling system, computer control system.
  - 5.4 Advantages & limitations of FMS.

6. Manufacturing Applications- Rapid Prototyping (06 periods)
- 6.1 3D printing
  - 6.2 Fused deposition modeling
  - 6.3 Laminated object manufacturing
  - 6.4 Selective laser sintering
  - 6.5 Stereo lithography
  - 6.6 Ball 3 to 2 particle manufacturing
7. Robotics (08 periods)
- 7.1 Introduction to robot
  - 7.2 Robot configuration
  - 7.3 Robot motions
  - 7.4 Robot programming languages
  - 7.5 Work cell, control and interlock, robot sensors
  - 7.6 Robot applications

### **LIST OF PRACTICALS**

1. Performing 3D operations like Array, mirror, rotation, translation using solid works.
2. Performing 3D operation- panning, zooming, clipping etc.
3. CNC Programming for turning operation
4. CNC Programming for pocket milling
5. CNC Programming for profile milling
6. CNC Programming for facing and drilling
7. Performing operation on trainer Lathe
8. Designing of Simple machine components
9. Designing of Crank shaft (Connecting Rod)
10. Performing simple assembly operations like- nut, bolt, coupling etc.

### **INSTRUCTIONAL STRATEGY**

1. Use computer based learning aids for effective teaching learning.
2. Students should be taken to various industrial units for clear conception of topics.

3. Efforts should be made to relate the process of teaching with direct experiences in the industry.

### MEANS OF ASSESSMENT

- Assignments and quiz/class tests
- Mid-term and end-term written tests,
- Model/prototype making
- Practical tasks

### RECOMMENDED BOOKS

1. CAD/CAM by Mikell Groover and Zimmers; Prentice Hall of India Pvt. Ltd., Delhi.
2. Computer Aided Manufacturing by Rao, Kundra and Tiwari; Tata McGraw Hill, New Delhi.
3. Introduction to Robotics by John J. Craig; Pearson Education Asia, Singapore.
4. Industrial Robot by Groover; Prentice Hall of India Pvt. Ltd., Delhi.
5. Robotics by YoremKorem; McGraw Hill International. Book Co., New Delhi.
6. CAD/CAM – Theory and Practice by Zeid; Tata McGraw Hill Publishers, New Delhi.
7. CAD/CAM/CIM by S. Radha Krishan.
8. CNC Machines by Dr. B.S. Pabla – New Age Publications.
9. e-books/e-tools/relevant software to be used as recommended by AICTE/UBTE/NITTTR, Chandigarh.

### Websites for Reference:

<http://swayam.gov.in>

### SUGGESTED DISTRIBUTION OF MARKS

Topic No.	Time Allotted (Periods)	Marks Allotted (%)
1	08	15
2	08	15
3	08	15
4	10	16
5	08	15
6	06	09
7	08	15
<b>Total</b>	<b>56</b>	<b>100</b>



## 4.5 ENVIRONMENTAL STUDIES

L T P  
3 - 2

### RATIONALE

A diploma holder must have knowledge of different types of pollution caused due to industries and constructional activities so that he may help in balancing the ecosystem and controlling pollution by various control measures. He should also be aware of environmental laws related to the control of pollution. He should know how to manage the waste. Energy conservation is the need of hour. He should know the concept of energy management and its conservation.

### LEARNING OUTCOMES

After undergoing the subject, the student will be able to:

- Comprehend the importance of ecosystem and sustainable
- Demonstrate interdisciplinary nature of environmental issues
- Identify different types of environmental pollution and control measures.
- Take corrective measures for the abatement of pollution.
- Explain environmental legislation acts.
- Define energy management, energy conservation and energy efficiency
- Demonstrate positive attitude towards judicious use of energy and environmental protection
- Practice energy efficient techniques in day-to-day life and industrial processes.
- Adopt cleaner productive technologies
- Identify the role of non-conventional energy resources in environmental protection.
- Analyze the impact of human activities on the environment

### DETAILED CONTENTS

1. Introduction (04 Periods)
  - 1.1 Basics of ecology, eco system- concept, and sustainable development, Resources renewable and non renewable.
2. Air Pollution (04 Periods)
  - 2.1 Source of air pollution. Effect of air pollution on human health, economy, plant, animals. Air pollution control methods.
3. Water Pollution (08 Periods)
  - 3.1 Impurities in water, Cause of water pollution, Source of water pollution. Effect of water pollution on human health, Concept of dissolved O<sub>2</sub>, BOD, COD. Prevention of water pollution- Water treatment processes, Sewage treatment. Water quality standard.
4. Soil Pollution (06 Periods)

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- 4.1 Sources of soil pollution
  - 4.2 Types of Solid waste- House hold, Hospital, From Agriculture, Biomedical, Animal and human, excreta, sediments and E-waste
  - 4.3 Effect of Solid waste
  - 4.4 Disposal of Solid Waste- Solid Waste Management
5. Noise pollution (06 Periods)
- Source of noise pollution, Unit of noise, Effect of noise pollution, Acceptable noise level, Different method of minimize noise pollution.
6. Environmental Legislation (08 Periods)
- Introduction to Water (Prevention and Control of Pollution) Act 1974, Introduction to Air (Prevention and Control of Pollution) Act 1981 and Environmental Protection Act 1986, Role and Function of State Pollution Control Board and National Green Tribunal (NGT), Environmental Impact Assessment (EIA).
7. Impact of Energy Usage on Environment (06 Periods)
- Global Warming, Green House Effect, Depletion of Ozone Layer, Acid Rain. Eco-friendly Material, Recycling of Material, Concept of Green Buildings.

### **LIST OF PRACTICALS**

1. Determination of pH of drinking water
2. Determination of TDS in drinking water
3. Determination of TSS in drinking water
4. Determination of hardness in drinking water
5. Determination of oil & grease in drinking water
6. Determination of alkalinity in drinking water
7. Determination of acidity in drinking water
8. Determination of organic/inorganic solid in drinking water
9. Determination of pH of soil
10. Determination of N&P (Nitrogen & Phosphorus) of soil
11. To measure the noise level in classroom and industry.
12. To segregate the various types of solid waste in a locality.
13. To study the waste management plan of different solid waste
14. To study the effect of melting of floating ice in water due to global warming

### **INSTRUCTIONAL STRATEGY**

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In addition to theoretical instructions, different activities pertaining to Environmental Studies like expert lectures, seminars, visits to green house,effluent treatment plant of any industry,rain water harvesting plant etc. may also be organized.

#### **MEANS OF ASSESSMENT**

- Assignments and quiz/class tests,
- Mid-term and end-term written tests

#### **RECOMMENDED BOOKS**

1. Environmental and Pollution Awareness by Sharma BR; Satya Prakashan, New Delhi.
2. Environmental Protection Law and Policy in India by Thakur Kailash; Deep and Deep Publications, New Delhi.
3. Environmental Pollution by Dr. RK Khitoliya; S Chand Publishing, New Delhi
4. Environmental Science by Deswal and Deswal; Dhanpat Rai and Co. (P) Ltd. Delhi.
5. Engineering Chemistry by Jain and Jain; Dhanpat Rai and Co. (P) Ltd. Delhi.
6. Environmental Studies by ErachBharucha; University Press (India) Private Ltd., Hyderabad.
7. Environmental Engineering and Management by Suresh K Dhamija; S K Katariaand Sons, New Delhi.
8. E-books/e-tools/relevantsoftware to be used as recommended by AICTE/UBTE/NITTTR, Chandigarh.

#### **Websites for Reference:**

<http://swayam.gov.in>

#### **SUGGESTED DISTRIBUTION OF MARKS**

<b>Topic No.</b>	<b>Time Allotted (Periods)</b>	<b>Marks Allotted (%)</b>
1	04	10
2	04	10
3	08	20
4	06	14
5	06	14
6	08	20
7	06	12
<b>Total</b>	<b>42</b>	<b>100</b>

## 4.6 ENERGY CONSERVATION

L T P  
3 - 2

### RATIONALE

The requirement of energy has increased manifold in last two decades due to rapid urbanization and growth in industrial/service sector. It has become a challenging task to meet ever increasing energy demands with limited conventional fuels and natural resources. Due to fast depletion of fossil fuels and a tremendous gap between supply and demand of energy, it is essential to adopt energy conservation techniques in almost every field like industries, commercial and residential sectors etc. Energy conservation has attained priority as it is regarded as an additional energy resource. Energy saved is energy produced. This course covers the concepts of energy management and its conservation. It gives the insight to energy conservation opportunities in general industry and details out energy audit methodology and energy audit instruments.

### LEARNING OUTCOMES

After undergoing this subject, the students will be able to:

- define principles and objectives of energy management and energy audit.
- understand Energy Conservation Act 2001 and its features.
- understand various forms & elements of energy.
- identify electrical and thermal utilities. Understand their basic principle of operation and assess performance of various equipments.
- identify areas of energy conservation and adopt conservation methods in various systems.
- evaluate the techno economic feasibility of the energy conservation technique adopted.

### DETAILED CONTENTS

1. Basics of Energy
  - 1.1 Classification of energy- primary and secondary energy, commercial and non-commercial energy, non-renewable and renewable energy with special reference to solar energy, Capacity factor of solar and wind power generators.
  - 1.2 Global fuel reserve
  - 1.3 Energy scenario in India and state of U.P. Sector-wise energy consumption (domestic, industrial, agricultural and other sectors)
  - 1.4 Impact of energy usage on climate
  
2. Energy Conservation and EC Act 2001

- 2.1 Introduction to energy management, energy conservation, energy efficiency and its need
  - 2.2 Salient features of Energy Conservation Act 2001 & The Energy Conservation (Amendment) Act, 2010 and its importance. Prominent organizations at centre and state level responsible for its implementation.
  - 2.3 Standards and Labeling: Concept of star rating and its importance, Types of product available for star rating
3. Electrical Supply System and Motors
    - 3.1 Types of electrical supply system
    - 3.2 Single line diagram
    - 3.3 Losses in electrical power distribution system
    - 3.4 Understanding Electricity Bill: Transformers Tariff structure, Components of power (kW, kVA and kVAR) and power factor, improvement of power factor, Concept of sanctioned load, maximum demand, contract demand and monthly minimum charges (MMC)
    - 3.5 Transformers: Introduction, Losses in transformer, transformer Loading, Tips for energy savings in transformers
    - 3.6 Electric Motors  
Types of motors, Losses in induction motors Features and characteristics of energy efficient motors, Estimation of motor loading, Variation in efficiency and power factor with loading, Tips for energy savings in motors
4. Energy Efficiency in Electrical Utilities
    - 4.1 Pumps: Introduction to pump and its applications, Efficient pumping system operation, Energy efficiency in agriculture pumps, Tips for energy saving in pumps
    - 4.2 Compressed Air System: Types of air compressor and its applications, Leakage test, Energy saving opportunities in compressors.
    - 4.3 Energy Conservation in HVAC and Refrigeration System: Introduction, Concept of Energy Efficiency Ratio (EER), Energy saving opportunities in Heating, Ventilation and Air Conditioning (HVAC) and Refrigeration Systems.
5. Lighting and DG Systems
    - 5.1 Lighting Systems: Basic definitions- Lux, lumen and efficacy, Types of different lamps and their features, Energy efficient practices in lighting
    - 5.2 DG Systems: Introduction, Energy efficiency opportunities in DG systems, Loading estimation

## 6. Energy Efficiency in Thermal Utilities

- 6.1 Thermal Basics: Thermal energy, Energy content in fuels, Energy Units and its conversions in terms of Metric Tonne of Oil Equivalent (MTOE)
- 6.2 Energy Conservation in boilers and furnaces : Introduction and types of boilers, Energy performance assessment of boilers, Concept of stoichiometric air and excess air for combustion, Energy conservation in boilers and furnaces, Do's and Don'ts for efficient use of boilers and furnaces
- 6.3 Cooling Towers: Basic concept of cooling towers, Tips for energy savings in cooling towers
- 6.4 Efficient Steam Utilization

## 7. Energy Conservation Building Code (ECBC)

- 7.1 ECBC and its salient features
- 7.2 Tips for energy savings in buildings: New Buildings, Existing Buildings

## 8. Waste Heat Recovery and Co-Generation

- 8.1 Concept, classification and benefits of waste heat recovery
- 8.2 Concept and types of co-generation system

## 9. General Energy Saving Tips

Energy saving tips in:

- 9.1 Lighting
- 9.2 Room Air Conditioner
- 9.3 Refrigerator
- 9.4 Water Heater
- 9.5 Computer
- 9.6 Fan, Heater, Blower and Washing Machine
- 9.7 Colour Television
- 9.8 Water Pump
- 9.9 Cooking
- 9.10 Transport

## 10. Energy Audit

- 10.1 Types and methodology
- 10.2 Energy audit instruments
- 10.3 Energy auditing reporting format

## **PRACTICAL EXERCISES**

1. To conduct load survey and power consumption calculations of small building.
2. To check efficacy of different lamps by measuring power consumption and lumens using lux meter.
3. To measure energy efficiency ratio (EER) of an air conditioner.
4. To measure effect of valve throttling and variable frequency drive (VFD ) on energy consumption by centrifugal pump.
5. To measure and calculate energy saving by arresting air leakages in compressor.
6. To measure the effect of blower speed on energy consumed by it.

## **STUDENT ACTIVITIES ON ENERGY CONSERVATION/ENERGY EFFICIENCY**

- Presentations of Case Studies
- Debate competitions
- Poster competitions
- Industrial visits
- Visual Aids

## **INSTRUCTIONAL STRATEGY**

Teachers are expected to lay considerable stress on understanding the basic concepts in energy conservation, principles and their applications. For this purpose, teachers are expected to give simple problems in the class room so as to develop necessary knowledge for comprehending the basic concepts and principles. As far as possible, the teaching of the subject must be supplemented by demonstrations and practical work in the laboratory. Visits to industries must be carried out. Expert from industry must be invited to deliver talks on energy conservation to students and faculty.

## **RECOMMENDED BOOKS**

1. Guide book on General Aspects of Energy Management and Energy Audit by Bureau of Energy Efficiency, Government of India. Edition 2015
2. Guide book on Energy Efficiency in Electrical Utilities, by Bureau of Energy Efficiency, Government of India. Edition 2015

3. Guide book on Energy Efficiency in Thermal Utilities, by Bureau of Energy Efficiency, Government of India. Edition 2015
4. Handbook on Energy Audit & Environmental Management by Y P Abbi & Shashank Jain published by TERI. Latest Edition

**Important Links:**

- (i) Bureau of Energy Efficiency (BEE), Ministry of Power, Government of India. [www.beeindia.gov.in](http://www.beeindia.gov.in).
- (ii) Ministry of New and Renewable Energy (MNRE), Government of India. [www.mnre.gov.in](http://www.mnre.gov.in).
- (iii) Uttar Pradesh New and Renewable Energy Agency (UPNEDA), Government of Uttar Pradesh. [www.upneda.org.in](http://www.upneda.org.in).
- (iv) Central Pollution Control Board (CPCB), Ministry of Environment, Forest and Climate Change, Government of India. [www.cpcb.nic.in](http://www.cpcb.nic.in).
- (v) Energy Efficiency Services Limited (EESL). [www.eeslindia.org](http://www.eeslindia.org).
- (vi) Electrical India, Magazine on power and electrical products industry. [www.electricalindia.in](http://www.electricalindia.in).



## 4.7 Universal Human Values

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### 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 behavior and mutually enriching interaction with Nature

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

### Course Methodology

1. The methodology of this course is explorational and thus universally adaptable. It involves a systematic and rational study of the human being vis-à-vis the rest of existence.
2. It is free from any dogma or value prescriptions.
3. 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.
4. 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 leading to continuous self-evolution.
5. This self-exploration also enables them to critically evaluate their pre-conditionings and present beliefs.

### The syllabus for the lectures is given below:

- After every two lectures of one hour each, there is one hour practice session.
- The assessment for this subject is as follows:
- Sessions Marks (Internal): 20
- Practical Marks (External): 30
- Total Marks: 50

### UNIT 1: Course Introduction - Need, Basic Guidelines, Content and Process for Value Education

1. Understanding the need, basic guidelines, content and process for Value Education
2. Self-Exploration–what is it? - its content and process; ‘Natural Acceptance’ and Experiential Validation- as the mechanism for self-exploration

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3. Continuous Happiness and Prosperity- A look at basic Human Aspirations
4. Right understanding, Relationship and Physical Facilities- the basic requirements for fulfillment of aspirations of every human being with their correct priority
5. Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario
6. Method to fulfill the above human aspirations: understanding and living in harmony at various levels

## **UNIT 2: Understanding Harmony in the Human Being - Harmony in Myself!**

1. Understanding human being as a co-existence of the sentient 'I' and the material the Body'
2. Understanding the needs of Self ('I') and 'Body' - *Sukh* and *Suvidha*
3. Understanding the Body as an instrument of 'I' (I being the doer, seer and enjoyer)
4. Understanding the characteristics and activities of 'I' and harmony in 'I'
5. Understanding the harmony of I with the Body: *Sanyam* and *Swasthya*; correct appraisal of Physical needs, meaning of Prosperity in detail
6. Programs to ensure *Sanyam* and *Swasthya*  
-Practice Exercises and Case Studies will be taken up in Practice Sessions.

## **UNIT 3: Understanding Harmony in the Family and Society- Harmony in Human-Human Relationship**

1. *Understanding Harmony in the family – the basic unit of human interaction*
2. Understanding values in human-human relationship; meaning of *Nyaya* and program for its fulfillment to ensure *Ubhay-tripti*;
  - a. Trust (*Vishwas*) and Respect (*Samman*) as the foundational values of relationship
3. Understanding the meaning of *Vishwas*; Difference between intention and competence
4. Understanding the meaning of *Samman*, Difference between respect and differentiation; the other salient values in relationship
5. Understanding the harmony in the society (society being an extension of family): *Samadhan*, *Samridhi*, *Abhay*, *Sah-astitvaas* comprehensive Human Goals
6. Visualizing a universal harmonious order in society- Undivided Society (*AkhandSamaj*), Universal Order (*SarvabhaumVyawastha*)- from family to world family!  
-Practice Exercises and Case Studies will be taken up in Practice Sessions.

## **UNIT 4: Understanding Harmony in the Nature and Existence - Whole existence as Co-existence**

1. Understanding the harmony in the Nature
2. Interconnectedness and mutual fulfillment among the four orders of nature-recyclability and self-regulation in nature
3. Understanding Existence as Co-existence (*Sah-astitva*) of mutually interacting units in all-pervasive space
4. Holistic perception of harmony at all levels of existence  
-Practice Exercises and Case Studies will be taken up in Practice Sessions.

## **UNIT 5: Implications of the above Holistic Understanding of Harmony on Professional Ethics**

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1. Natural acceptance of human values
2. Definitiveness of Ethical Human Conduct
3. Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order
4. Competence in professional ethics:
  - a) Ability to utilize the professional competence for augmenting universal human order
  - b) Ability to identify the scope and characteristics of people-friendly and eco-friendly production systems,
  - c) Ability to identify and develop appropriate technologies and management patterns for above production systems.
5. Case studies of typical holistic technologies, management models and production systems
6. Strategy for transition from the present state to Universal Human Order:
  - a) At the level of individual: as socially and ecologically responsible engineers, technologists and managers
  - b) At the level of society: as mutually enriching institutions and organizations
7. To inculcate Human Values among Students: The Role of self, Parents and Teachers  
-Practice Exercises and Case Studies will be taken up in Practice Sessions.

**Practical Session also Includes Different Yogic Exercises and Meditation Session**

**INSTRUCTIONAL STRATEGY**

The content of this course is to be taught on conceptual basis with plenty of real world examples.

**MEANS OF ASSESSMENT**

- Assignments and quiz/class tests,
- Mid-term and end-term written tests
- Practical assessment

**Reference Material**

The primary resource material for teaching this course consists of

a. The text book (Latest Edition)

R.R Gaur, R Asthana, G P Bagaria, A foundation course in Human Values and professional Ethics, Excel books, New Delhi.

b. The teacher's manual (Latest Edition)

R.R Gaur, R Asthana, G P Bagaria, A foundation course in Human Values and professional Ethics – Teachers Manual, Excel books, New Delhi.

In addition, the following reference books may be found useful for supplementary reading in connection with different parts of the course:

1. B L Bajpai, 2004, *Indian Ethos and Modern Management*, New Royal Book Co., Lucknow. Reprinted 2008.
2. PL Dhar, RR Gaur, 1990, *Science and Humanism*, Commonwealth Publishers.
3. Sussan George, 1976, *How the Other Half Dies*, Penguin Press. Reprinted 1986, 1991
4. Ivan Illich, 1974, *Energy & Equity*, The Trinity Press, Worcester, and HarperCollins, USA
5. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III,

- 1972, limits to Growth, Club of Rome's Report, Universe Books.
6. Subhas Palekar, 2000, *How to practice Natural Farming*, Pracheen(Vaidik) Krishi Tantra Shodh, Amravati.
  7. A Nagraj, 1998, *Jeevan Vidya ekParichay*, Divya Path Sansthan, Amarkantak.
  8. E.F. Schumacher, 1973, *Small is Beautiful: a study of economics as if people mattered*, Blond & Briggs, Britain.
  9. A.N. Tripathy, 2003, *Human Values*, New Age International Publishers.

#### Relevant websites, movies and documentaries

1. Value Education websites, <http://uhv.ac.in>, <http://www.aktu.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. Case study Hevade Bazar Movie
7. RC Shekhar , *Ethical Contradiction* , Trident New Delhi
8. *Gandhi A., Right Here Right Now*, Cyclewala Production

#### SUGGESTED DISTRIBUTION OF MARKS

Unit	Time Allotted (Periods)	Marks Allotted (%)
1	08	20
2	08	20
3	08	20
4	08	20
5	10	20
<b>Total</b>	<b>42</b>	<b>100</b>

## INDUSTRIAL TRAINING

It is needless to emphasize further the importance of Industrial Training of students during their 3 years of studies at Polytechnics. It is industrial training, which provides an opportunity to students to experience the environment and culture of industrial production units and commercial activities undertaken in field organizations. It prepares student for their future role as diploma engineers in the world of work and enables them to integrate theory with practice. Polytechnics have been arranging industrial training of students of various durations to meet the above objectives.

This document includes guided and supervised industrial training of 4 weeks duration to be organised during the semester break starting after second year i.e. after 4<sup>th</sup> semester examinations. The concerned HODs along with other teachers will guide and help students in arranging appropriate training places relevant to their specific branch. It is suggested that a training schedule may be drawn for each student before starting of the training in consultation with the training providers. Students should also be briefed in advance about the organizational setup, product range, manufacturing process, important machines and materials used in the training organization.

Equally important with the guidance is supervision of students training in the industry/organization by the teachers. Students should be encouraged to write daily report in their diary to enable them to write final report and its presentation later on.

An external assessment of 50 marks has been provided in the study and evaluation scheme of 5<sup>th</sup> Semester. Evaluation of professional industrial training report through viva-voce/presentation aims at assessing students understanding of materials, industrial process, practices in industry/field organization and their ability to engage in activities related to problem solving in industrial setup as well as understanding of application of knowledge and skills learnt in real life situations.

Teachers and students are requested to see the footnote below the study and evaluation scheme of 4<sup>th</sup> semester for further details.

The teacher along with field supervisors will conduct performance assessment of students. The components of evaluation will include the following:

- |                                      |     |
|--------------------------------------|-----|
| a) Punctuality and regularity        | 15% |
| b) Initiative in learning new things | 15% |
| c) Presentation and Viva             | 15% |
| d) Industrial training report        | 55% |