

RAMCO INSTITUTE OF TECHNOLOGY
Department of Mathematics

Academic Year: 2020 - 2021 (Even Semester)

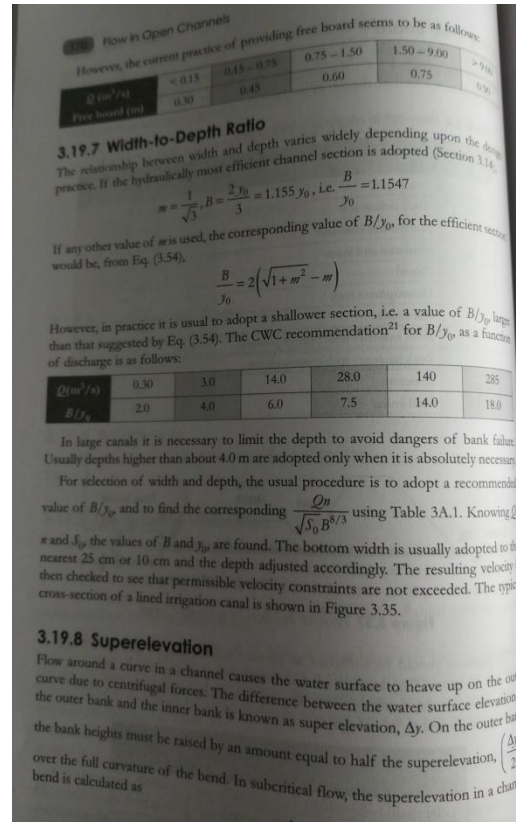
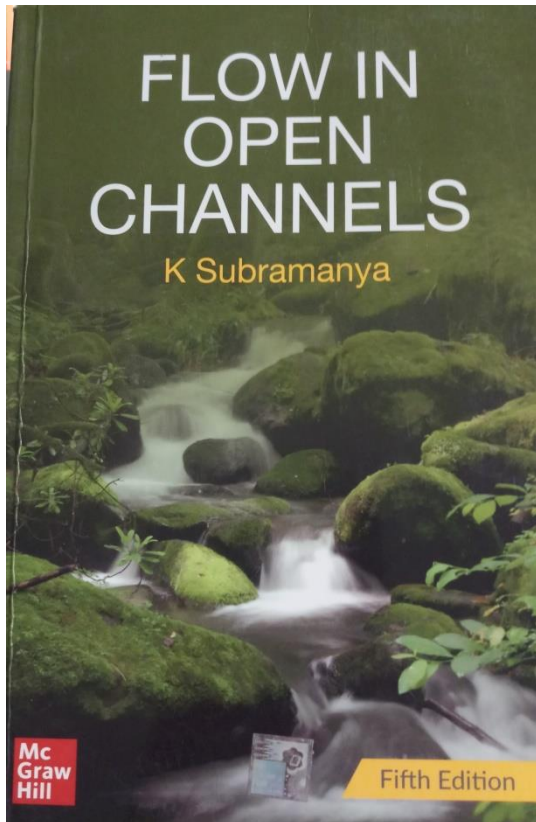
Assignment in Engineering Application

Degree, Semester & Branch: IV Semester B.E. CIVIL

Course Code & Title: MA8491 Numerical Methods

Name of the Faculty member: Dr. T. Manimaran

Selected problems from their Engineering books and asked the students to solve using numerical techniques.



Problem:

Find the value of y when $x = 5$ using Lagrange's interpolation formula from the following data. Also check the actual value.

| | | | | | | |
|---|-----|-----|------|------|------|------|
| x | 0.3 | 3.0 | 14.0 | 28.0 | 140 | 285 |
| y | 2.0 | 4.0 | 6.0 | 7.5 | 14.0 | 18.0 |

17th Edition

SOIL MECHANICS AND FOUNDATIONS

Dr. B.C. Punmia | Er. Ashok K. Jain | Dr. Arun K. Jain



The accuracy of the result will depend upon the size of the area unit chosen. The length of the side of the small area unit is less than one-third of the depth at which vertical pressure is required, the error involved in the result is within 3 per cent.

13.9. NEWMARK'S INFLUENCE CHART

A more accurate method of determining the vertical stress at any point under a uniformly loaded area of any shape is with the help of influence chart or influence diagram originally suggested by Newmark (1942). A chart, consisting of number of circles and radiating lines, is so prepared that the influence of each area unit (formed in the shape of a sector between two concentric circles and two adjacent radial lines) is the same at the centre of the circles, i.e., each area unit causes the equal vertical stress at the centre of the diagram.

Let a uniformly loaded circular area of radius r_1 cm be divided into 20 sectors (area units) as shown in Fig. 13.14. If q is the intensity of loading, and σ_z is the vertical pressure at a depth z below the centre of the area, each unit such as OA_1B_1 exerts a pressure equal to $\sigma_z/20$ at the centre.

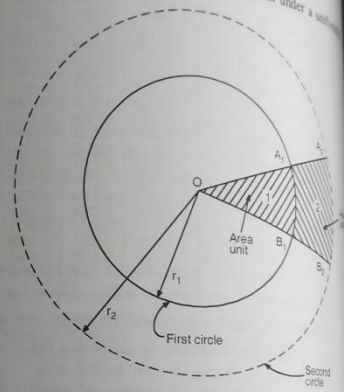


FIG. 13.14. PREPARATION OF INFLUENCE CHART

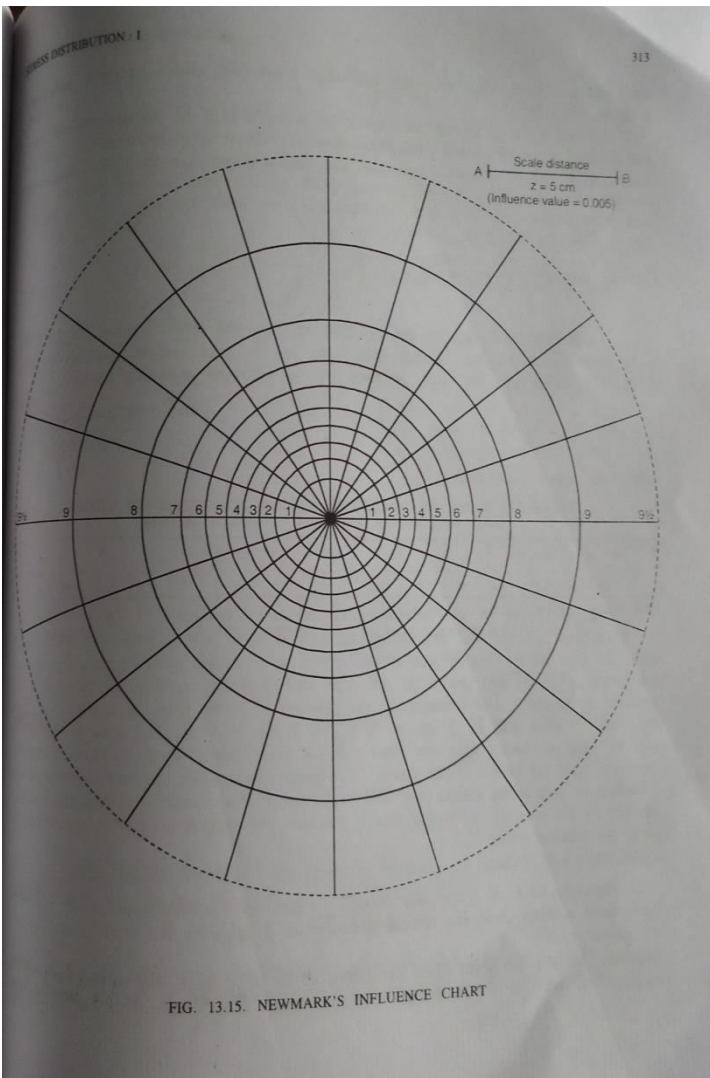
Hence, from Eq. 13.15.
$$\frac{\sigma_z}{20} = \frac{q}{20} \left[1 - \left\{ \frac{1}{1 + \left(\frac{r_1}{z}\right)^2} \right\}^{3/2} \right] = i_f q \quad \dots(13.20)$$

where
$$i_f = \text{influence value} = \frac{1}{20} \left[1 - \left\{ \frac{1}{1 + \left(\frac{r_1}{z}\right)^2} \right\}^{3/2} \right]$$

If i_f be made equal to an arbitrarily fixed value, say 0.005, we have

$$\frac{q}{20} \left[1 - \left\{ \frac{1}{1 + \left(\frac{r_1}{z}\right)^2} \right\}^{3/2} \right] = 0.005 q \quad \dots(13.21)$$

Selecting the value of $z=5$ cm (say), the value of r_1 solved from Eq. 13.20 comes out to be 1.35 cm. Hence if a circle is drawn with radius $r_1 = 1.35$ cm and divided into



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20 equal area units, each area unit will exert a pressure equal to $0.005 q$ intensity at a depth of 5 cm.

Let the radius of second concentric circle be equal to r_2 cm. By extending the radial lines, the space between the two concentric circles is again divided into 20 equal area units: $A_1 A_2 B_2 B_1$ is one such area unit. The vertical pressure, at the centre, due to each of these area units is to be of intensity $0.005 q$. Therefore, the total pressure due to area units $O A_1 B_1$ and $A_1 A_2 B_2 B_1$ at depth $z = 5$ cm below the centre is $2 \times 0.005 q$. Hence from Eq. 13.15 :

$$\text{Vertical pressure due to } O A_2 B_2 = \frac{q}{20} \left[1 - \left\{ \frac{1}{1 + \left(\frac{r_2}{z}\right)^2} \right\}^{3/2} \right] = 2 \times 0.005 q$$

Substituting $z = 5$ cm, we get $r_2 = 2.00$ cm from the above relation. Similarly, the radii of 3rd, 4th, 5th, 6th, 7th, 8th, 9th circles can be calculated, as tabulated in Table 13.8. The radius of 10th circle is given by the following governing equation :

$$\frac{q}{20} \left[1 - \left\{ \frac{1}{1 + \left(\frac{r_{10}}{z}\right)^2} \right\}^{3/2} \right] = 10 \times 0.005 q = \frac{q}{20}$$

From the above $r_{10} = \text{infinity}$.

TABLE 13.8 RADII OF CONCENTRIC CIRCLES FOR INFLUENCE CHART
($z = 5$ cm; $ij = 0.005$; each circle divided into 20 parts)

| Number of circles | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|-------------------|------|------|------|------|------|------|------|------|------|-------|
| Radius (cm) | 1.35 | 2.00 | 2.59 | 3.18 | 3.83 | 4.59 | 5.54 | 6.94 | 9.54 | 12.62 |

Fig. 13.15. shows the influence chart drawn on the basis of Table 13.8.

To use the chart for determining the vertical stress at any point under the loaded area, the plan of the loaded area is first drawn on a tracing paper to such a scale that the length AB ($= 5$ cm) drawn on the chart represents the depth to the point at which pressure is required. For example, if the pressure is to be found at a depth of 5 m, the scale of plan will be 5 cm = 5 m, or 1 cm = 1 m. The plan of the loaded area is then so placed over the chart that the point below which pressure is required coincides with the centre of the chart. The point below which pressure is required may lie within or outside the loaded area. The total number of area units (including the fractions covered by the plan of the loaded area) is counted. The vertical pressure is then calculated from the relation :

$$\sigma_A = 0.005 q \times N_A \quad (\text{where } N_A = \text{number of area units under the loaded area}). \quad \dots(13.31)$$

Example 13.3. A rectangular area $2 \text{ m} \times 4 \text{ m}$ carries a uniform load of 80 kN/m^2 on the ground surface. Find the vertical pressures at 5 m below the centre and corner of the loaded area.

Solution. (a) For the point under the centre of the area, there will be influence of four rectangles of size $1 \text{ m} \times 2 \text{ m}$, having a common corner at the centre of the loaded rectangle

Problem:

Using Newton's interpolation formula find the values of $y(1.5)$ and $y(7.5)$ from the following table. Also check the actual values.

| | | | | | | | | |
|---|------|------|------|------|------|------|------|------|
| x | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| y | 1.35 | 2.00 | 2.59 | 3.18 | 3.83 | 4.59 | 5.54 | 6.94 |



RAMCO INSTITUTE OF TECHNOLOGY

Approved by AICTE, New Delhi & Affiliated to Anna University

An ISO 9001: 2015 Certified Institution

Department of Mechanical Engineering
Academic Year 2020 – 21 (Even Semester)



Innovative practice(s) description

Course code and title: GE8075 Intellectual Property Rights

Name of the Instructor(s): Mr.R.Arun Kumar, AP/Mechanical

Innovative practice: Online Course as Assignment

Corresponding Outcome: CO2

Completion of Online Course offered by WIPO as Assignment

To make the students to understand the Patent processing across the World and to inculcate the self-learning practice, students were asked to pursue the online course *'DL177E21S1 e-Tutorial on Patent Information'* offered by *World Intellectual Property Organization (WIPO)* through its e-learning center as assignment II for the course.

Students too completed the course and submitted the reflective report along with course certificate as assignment.



Course completion certificate samples

CO – PO Mapping

CO2 – The students will be able to elaborate the practical aspects of registration in India and abroad

CO – PO Correlation

| CO | PO5 | PO8 | PO9 | PO10 | PO12 |
|-----|-----------------|-------------|-----------------|-------------|-------------|
| CO2 | 2 (Moderate) | 3 (High) | 2 (Moderate) | 3 (High) | 3 (High) |

**GE8075
 INTELLECTUAL PROPERTY RIGHTS**



Image Source: [Google](https://www.google.com/)

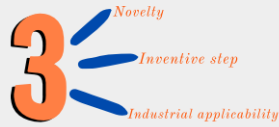
ASSIGNMENT - II

**WIPO-
 ONLINE COURSE**
 25 - 28 MARCH, 2021

PREPARED BY
 M. THOJESH NANDHA
 953618114076
 MECH - 'A'

PATENT BASICS:

- Patent is the **grant of exclusive rights** to the **Inventor** over a limited period of time.
- Patent is granted for **New Product or Process** not for an Idea.
- Patent is valid within the territory of country.
- The Inventor has the exclusive rights for the period of **20 years**.
- The three criteria for Patent are,



- The process of patent granting and publication are, **Filing, Formal Examination, Prior art search, Substantive examination, Publication & Grant/refusal** (Appeal or opposition)
- The patent can also be filed at International level under **Patent Cooperation Treaty (PCT)** which comes under WIPO.

WIPO-ONLINE COURSE

2

PATENT SEARCH AND RETRIEVAL:

- Patent search can be done using various keywords such as **Important word, inventor, Title, Year** etc..
- **Patent search and patent retrieval** is the most important thing as it decided the value of the industry or the resource for Inventor.
- Patent search plays a important role in, many industries has an IPR department, who works for the **development of the company** by knowing the recent advancement in it.

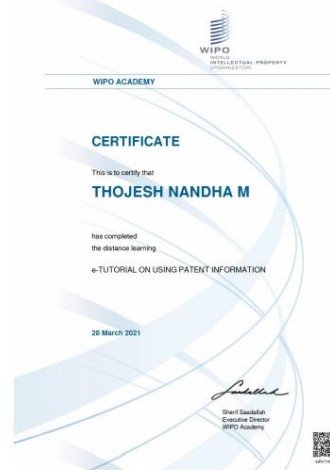
PATENT ANALYSIS:

- Patent analysis is a tool for studying or getting information from the existing patents.
- This tool help in the growth of the industry by knowing about the competitors similar invention.
- The patent analysis deals with all investigations, analyses, and strategic planning, for making a patent most valuable, maximally lucrative, entirely original, and utmost secured from being vulnerable to infringements by other people or entities belonging especially to the same field of business or profession.

WIPO-ONLINE COURSE

3

**E-CERTIFICATE OF COURSE
 COMPLETION**



WIPO-ONLINE COURSE CERTIFICATE

4

Sample assignment submission of a student

Signature of the Faculty Member

HOD

RAMCO INSTITUTE OF TECHNOLOGY
Department of Computer Science and Engineering
Academic Year 2020-2021(Even Semester)

Degree, Semester & Branch: VIII Semester B.E. CSE

Course Code & Title:GE8076 Professional Ethics in Engineering

Practice's Followed: Learning by Teaching

Type of Activity: Active Learning

Topic: Computer Ethics and Weapon development

Date:08.04.2021

Objectives:

O5: The student will be able to describe the importance of the global issues, moral leadership and code of conduct.

Justification for Choosing the Particular Topic:

As a Computer Engineer Computer ethics is very important. To know the ethics in the field of computer the topic was given to a student.

Activity Description:

Learning by Teaching is an educational approach to problem based learning.

Steps:

- 1.The topic Computer Ethics and Weapon development given to Ms.S.Narmadha of Final year CSE one week before.
 - 2.She learned the given topic with an examples
 - 3.She teaches the lessons to other students in the class by creating google meet link.
 - 4.She teaches Cybercrime, Hacking with an example.
- She gave presentation online as shown in Figures 1,2,3,4

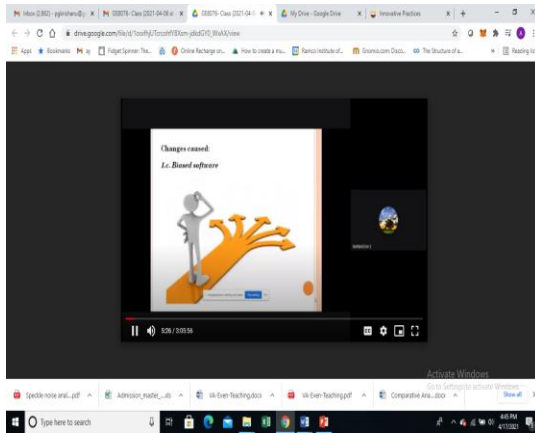


Figure 1: Presentation Computer Ethics

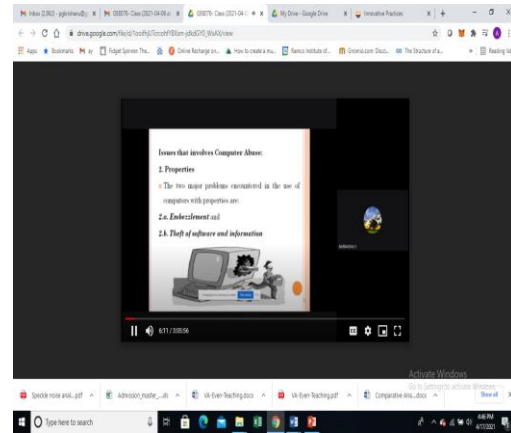


Figure 2: Presentation Computer Ethics

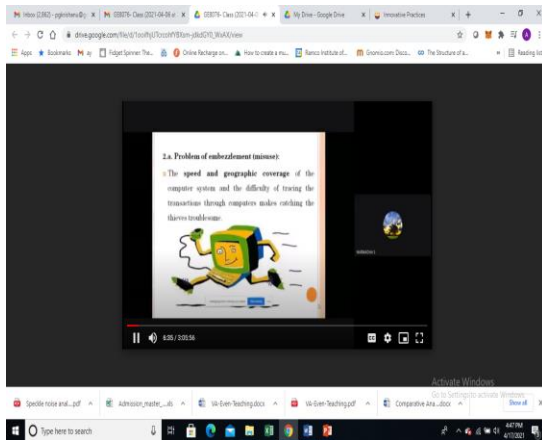


Figure 3: Presentation Computer Ethics

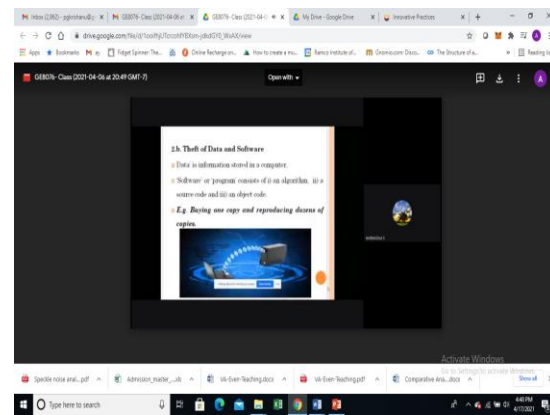


Figure 4: Presentation Computer Ethics

Reflection Critiques

Post Implementation

- The Activity helps the students in better understanding and knowledge retention than students who spent the same time re-studying.
- It improves the student's efficacy, confidence, communication skills, and taking chances in the public.

Observation Made

All the students listen well and answers the questions raised by Narmadha. some students are interacted well. Some students are not interacted they feel difficult.

Steps to taken Challenge:

For practicing the topic, the same topic taken one more time. All the students are understood well.

Relevance of program outcome

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| O5 | | | | | | 3 | 3 | | 3 | | 2 | 2 |

References:

<https://www.ritrjpm.ac.in/images/computer-science/VA-Even-Teaching.pdf>

https://en.wikipedia.org/wiki/Learning_by_teaching

Faculty-Incharge

Dr.V.Anusuya, AP(SG)/CSE

HOD

Dr.K.Vijayalakshmi

RAMCO Institute of Technology, Rajapalayam

Department of Civil Engineering

RIT- IITM PALS VLAB Initiative

Virtual Laboratory Session Handling Details

Name of the Faculty : A.LEEMA MARGRET

Subject Code and Title : EN8591 – Municipal Solid Waste Management

Year and Branch : IV – Civil Engineering

Topics Covered : Topographical contour map on site selection for landfill

Website Link : <https://mg-nitk.vlabs.ac.in/mining-geology/exp/contour-maps/index.html>

No.of Students participated : 45/50

Assignment given if any : No

(If Yes share the uploaded folder link)

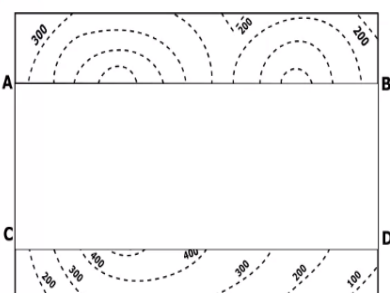
REC L Leemamargret A is presenting

Virtual Labs An MITED Cent of India Initiative HOME PARTNERS CONTACT

Post Test
References
Feedback

STEP 2 Mark all the points obtained by the intersection of the dotted line with the line AB and CD of the given contour map.

For AB: Mark Points



Meeting details X

People (38) Chat

Add people Host controls

- L Leemamargret A (You)
- AARTHI P
- ANANTHASIVARAMAN R A J
- ANTO SHERLINA S
- BALAJI B
- BHUVANESH G

L HARSHANI R SANGEETHA R SELVA ABIN... DEVA DARSH... SANGEETHA V CHARU MAH...

Type here to search

Speakers / Headphones (Realtek High Definitio...)
86

10:42 29-10-2020



CENTRE FOR ACADEMIC COURSES
ANNA UNIVERSITY
 CHENNAI - 600 025



Dr. R. RAJU
 DIRECTOR

Letter No: 2858/AU/VA/CAC/2019

08.07.2019

To
 The Controller of Examinations
 Anna University
 Chennai - 25.

Sir,
 Sub : A.U. - CAC - Affiliated Institutions - Value Added Course - Reg.
 Ref : Letter received from the Principal, Ramco Institute of Technology, dated
 24.06.2019

With reference to the letter cited above, the following Value Added Course offered by Ramco Institute of Technology, Affiliated Institutions is allotted the course code as detailed below

| S.No | Code Allotted | Title | L T P C |
|------|---------------|---------------------------------|---------|
| 1 | CVA007 | Project Planning and Management | 1 0 2 2 |

This is for your kind information and necessary action at your end.

Yours faithfully,

[Signature]
 DIRECTOR

Copy to:

1. The Chairperson, Faculty of Civil Engineering, Anna University, Chennai - 25.
2. The Principal, Ramco Institute of Technology, North Venganallur, Rajapalayam - 626117.
3. The Stock File



RAMCO INSTITUTE OF TECHNOLOGY

(Approved by AICTE - New Delhi and Affiliated to Anna University - Chennai)
An ISO 9001:2015 certified institution



RIT/Civil/VAC/2020/01

09.09.2020

To

The Director,

Centre for Academic Courses,

Anna University,

Chennai – 600 025.

Sir,

Sub: Requesting permission – to offer the approved Value Added Course –Academic Year 2020-2021 (ODD Semester)–Reg.

1. Ref: Affiliated Institutions – Guidelines for conducting Value Added Courses – Anna University Regulations 2017- Letter No:2816/AU/VA/CAC/FICE/2019
2. Approval copy of Value Added Course

With reference to the above, In the academic year 2019-2020 (odd semester) the following value added course was approved by Center for Academic, Anna University Chennai and the same was offered to the students.

| Sl.No. | Code Allotted | Title | Credits |
|--------|---------------|---------------------------------|---------|
| 1 | CVA007 | PROJECT PLANNING AND MANAGEMENT | 2 |

Now we wish to offer the same approved course to the V Semester B.E Civil Engineering students of this academic year 2020-2021(odd semester).

Hereby, we request your kind permission and consent to offer the same approved value added course for this Academic year 2020-2021 (odd semester). Expecting your reply in this regard to proceed further.

Thanking you,
Yours faithfully,

K. Karthikeyan
for HOD/Incharge



[Signature]
Vice Principal

[Signature]
Principal

PRINCIPAL
Ramco Institute of Technology
Rajapalayam - 626 117.

North Venganallur, Rajapalayam - 626 117, Tamil Nadu.

Tel : 04563 233400, 233410; Fax : 233499

e-mail : rit.rjpm.office@gmail.com, rit.rjpm@gmail.com, www.ritrjpm.ac.in

RAMCO INSTITUTE OF TECHNOLOGY, RAJAPALAYAM
DEPARTMENT OF CIVIL ENGINEERING
VALUE ADDED COURSE TIME TABLE
ACADEMIC YEAR 2020-2021

Title of the Course : CVA007 - Project Planning and Management
 Year / Branch / Semester : III / Civil / V

Course Handling Faculty :

Industrial Experts :

1. Mr. K. Lyappan, Functional Consultant, IBM Global Business Services, Bangalore
2. Er. S. Suganya, Manager – Delivery & Services, IPMCS, Chennai
3. Er. B. Janani, Manager – Professional Services, IPMCS, Chennai

Internal Faculty Members :

1. Mr. G. Karthikeyan, Assistant Professor (Sr.Gr.) Civil, Ramco Institute of Technology, Rajapalayam
2. Mrs. C. Subha, Assistant Professor (Sr.Gr.) Civil, Ramco Institute of Technology, Rajapalayam
3. Mrs. D. Darling Helen Lydia, Assistant Professor Civil, Ramco Institute of Technology, Rajapalayam
4. Mr. T. Chockalingam, Assistant Professor Civil, Ramco Institute of Technology, Rajapalayam
5. Mrs. R. Kalaimani, Assistant Professor Civil, Ramco Institute of Technology, Rajapalayam
6. Mr. R. Muruganantham, Assistant Professor Civil, Ramco Institute of Technology, Rajapalayam
7. Mr. J. Ram Prashath, Assistant Professor Civil, Ramco Institute of Technology, Rajapalayam
8. Mr. A. Manicka Murali, Assistant Professor Civil, Ramco Institute of Technology, Rajapalayam

Evaluation Team Members: 1. Head of the Department

2. Two senior faculty Members Nominated from Head of the Institution

| Session | Date/Day | Topics Covered | Theory Sessions | Practical Sessions |
|---------|------------------------|---|-----------------|--------------------|
| I | 12.09.2020 Saturday | Introduction to Project Management, Understanding P6 Data - Describing Enterprise and Project-Specific data - Logging In - Opening an Existing Project - Opening and Customizing Layout | 1 | 2 |
| II | 13.09.2020 Sunday | Enterprise Project Structure - Describing Components of EPS, Creating a Project - Creating a Project - Viewing Project Details | 1 | 3 |
| III | 19.09.2020 Saturday | Creating a Work Breakdown Structure - Creating the WBS Hierarchy, Adding Activities | 1 | 2 |

| Session | Date/Day | Topics Covered | Theory Sessions | Practical Sessions |
|----------------|------------------------|---|-----------------|--------------------|
| IV | 20.09.2020 Sunday | Describing an Activity and its Components - Describing Activity Types - Adding Activities - Adding a Notebook Topic - Adding Steps to an Activity - Assigning Activity Codes | 1 | 3 |
| V | 26.09.2020 Saturday | Creating a Calendar and Relationships - Viewing a Network Logic Diagram - Relationship Types | 1 | 2 |
| VI | 27.09.2020 Sunday | Scheduling - Performing a Forward and Backward Pass - Describing Float, Assigning Constraints - Applying an Overall Deadline to a Project - Apply a Constraint to an Activity | 1 | 3 |
| VII | 03.10.2020 Saturday | Using Reflection Projects - Creating a Reflection Project - Merging Changes Formatting Schedule Data - Grouping Activities - Sorting - Filtering | 1 | 2 |
| VIII | 04.10.2020 Sunday | Roles and Resources - Describing Roles and Resources - Viewing Dictionaries, Assigning Roles to an Activity | 1 | 3 |
| IX | 10.10.2020 Saturday | Assign Rates on Roles, Assigning Resources - Adjusting Budgeted Units/Time, Analyzing Resources | 1 | 2 |
| X | 11.10.2020 Sunday | Displaying the Resource Usage Profile - Optimizing the Project Plan - Analyzing Schedule Dates - Shortening a Project Schedule | 2 | 3 |
| Assessment I | 17.10.2020 Saturday | The students are asked to create project activities, calendar, activity code and relationship with network diagram. | - | - |
| XI | 18.10.2020 Sunday | Analyzing Resource Availability, Baselineing the Project Plan - Display Baseline Bars on the Gantt Chart, Project Execution and Control - Describing Methods for Updating the Schedule - Using Progress Spotlight | 2 | 3 |
| XII | 24.10.2020 Saturday | Rescheduling the Project, Rescheduling the Project, Describing Reporting Methods, Running a Schedule Report, Creating a report with the Report Wizard | 2 | 2 |
| Assessment II | 25.10.2020 Sunday | The students are asked to create project scheduling for a given project | - | - |
| Total Sessions | | | 15 | 30 |
| Total Periods | | | 30 | |

Note : The assessment for the above course will be conducted by considering all the criteria of rubrics method and will be assessed by Head of the department and senior faculty members.

G. Vithal
for HoD/Incharge

G. Vithal
Vice-principal

G. Vithal
Principal

RAMCO INSTITUTE OF TECHNOLOGY

Attendance details for Odd Semester (2020-2021)

V Semester B.E. Civil Engineering

Name of the Faculty members: Mr. G. Karthikeyan & L. Johny Rani

Course Code & Title: CVA007 – Project Planning and Management

Attendance Period IV: (30.11.2020 to 13.12.2020)

No. of Periods Conducted: 36

| Sl. No. | Reg. No. | Name of the Student | No. of Periods attended |
|---------|--------------|---------------------|-------------------------|
| 1. | 953618103001 | ABDHUR RAHMAN A | 31 |
| 2. | 953618103002 | AJANDHA DEVI S | 34 |
| 3. | 953618103003 | DINESH K | 36 |
| 4. | 953618103004 | E THANIGAI SELVAN | 33 |
| 5. | 953618103006 | JACKSINGH DHARMA B | 31 |
| 6. | 953618103007 | JENITHA G | 35 |
| 7. | 953618103008 | MEENAA BIARATHI S | 36 |
| 8. | 953618103009 | MOHANRAJAN G | 34 |
| 9. | 953618103010 | PADMAVATHI P | 35 |
| 10. | 953618103011 | PRAVEEN B | 31 |
| 11. | 953618103012 | RAVI KUMAR R | 36 |
| 12. | 953618103013 | SHALINI P | 34 |
| 13. | 953618103014 | SNEGHAVARDHINI J | 31 |
| 14. | 953618103015 | SRIVARSHAN S | 35 |
| 15. | 953618103016 | SUBALAKSHMI M | 35 |
| 16. | 953618103017 | SUDHAKARAN A | 36 |
| 17. | 953618103018 | SURESH KUMAR M RA | 36 |
| 18. | 953618103019 | TAMILSELVAN S | 31 |
| 19. | 953618103020 | YOGA DHANDAPANI S | 31 |
| 20. | 953618103301 | JAGAN T | 33 |
| 21. | 953618103302 | KARTHICK RAJA P | 31 |
| 22. | 953618103303 | THANGA GURU K | 35 |

G. Karthikeyan
14/12/2020
Signature of the Faculty member

L. Johny Rani
14/12/2020

HOD/Incharge



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An ISO 9001:2015 Certified and NAAC Accredited Institution



Certificate of Appreciation

This is to certify that Mr.A.Abdhur Rahman of III Year B.E.Civil Engineering has actively participated in the Anna University Approved Value Added Course on **“CVA007-Project Planning and Management”** conducted by Department of Civil Engineering at Ramco Institute of Technology, Rajapalayam from **30.11.2020 to 13.12.2020.**



“We wish you success in all your future endeavours”

This is an electronically generated certificate hence does not require signature



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Certificate of Appreciation

This is to certify that **Mr.K.Dinesh** of **III Year B.E.Civil Engineering** has actively participated in the Anna University Approved Value Added Course on **“CVA007-Project Planning and Management”** conducted by Department of Civil Engineering at Ramco Institute of Technology, Rajapalayam from **30.11.2020 to 13.12.2020**.



“We wish you success in all your future endeavours”

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Certificate of Appreciation

This is to certify that **Mr.E.Thanigai Selvan** of **III Year B.E.Civil Engineering** has actively participated in the Anna University Approved Value Added Course on **“CVA007-Project Planning and Management”** conducted by Department of Civil Engineering at Ramco Institute of Technology, Rajapalayam from **30.11.2020 to 13.12.2020**.



“We wish you success in all your future endeavours”

This is an electronically generated certificate hence does not require signature



RAMCO INSTITUTE OF TECHNOLOGY

Rajapalayam

Department of Computer Science and Engineering
Academic Year: 2020- 2021 (Even Semester)

Year, Semester & Branch: VI Semester B.E. Computer Science and Engineering.
Course Code & Title: CS8601 Mobile Computing
Name of the Faculty member: Dr.I. Gethzi Ahila Poornima

Theme of discussion: Mobile Payment System.

Date and Time: 17.05.2021 & 10.00 am to 10.50 am

Innovative practices: JIGSAW Collaborative Learning

“Jigsaw classroom” [1] is a research based learning technique invented and developed in the early 1975. In this type of activity each student becomes a resource. Students learn through the process of communicating with one another about a given skill or procedure, topic or problem.

Topic: Mobile Payment System

Sub Topics:

- Mobile Payment System
- Security issues in Mobile Payment System
- Mobile Operating system
- M-Commerce

Outcome

- Describe the Mobile Payment System and M-Commerce

Justification for choosing the topic

This topic describes the basics about the mobile payment system and M-commerce. As a computer science engineering student, he/she should know about the mobile apps as well as the security issues, and pros and cons of mobile payment system. As a result of this activity the students get exposure to the mobile payment systems available in market. Students can master all the available mobile payment system apps, their pros and cons and especially security issues.

Procedure and Implementation

Team formation

The heterogeneous groups with six members were formed. Each group formed by their own willingness. One group contains 4-5 members. The total class strength is 49 (Boys and Girls). Twelve heterogeneous groups were formed based on willingness of the students.

| Sno | Group name | No. of members |
|-----|----------------|----------------|
| 1 | Jigsaw Group 1 | 4 |
| 2 | Jigsaw Group 2 | 4 |
| 3 | Jigsaw Group 3 | 4 |
| 4 | Jigsaw Group 4 | 4 |

| | | |
|----|-----------------|---|
| 5 | Jigsaw Group 5 | 5 |
| 6 | Jigsaw Group 6 | 4 |
| 7 | Jigsaw Group 7 | 4 |
| 8 | Jigsaw Group 8 | 4 |
| 9 | Jigsaw Group 9 | 4 |
| 10 | Jigsaw Group 10 | 4 |
| 11 | Jigsaw Group 11 | 4 |
| 12 | Jigsaw Group 12 | 4 |

The figure 1 and figure 2 shows the group name and its team leader which is created in Canvas.

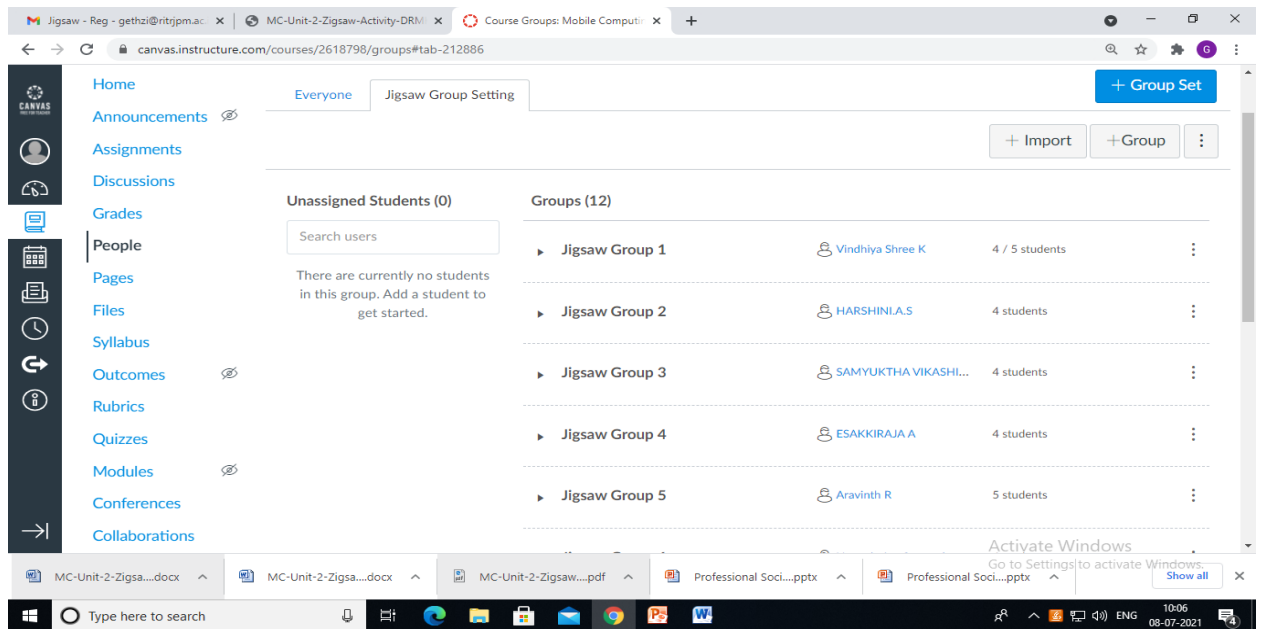


Figure 1: Group name and its team leader

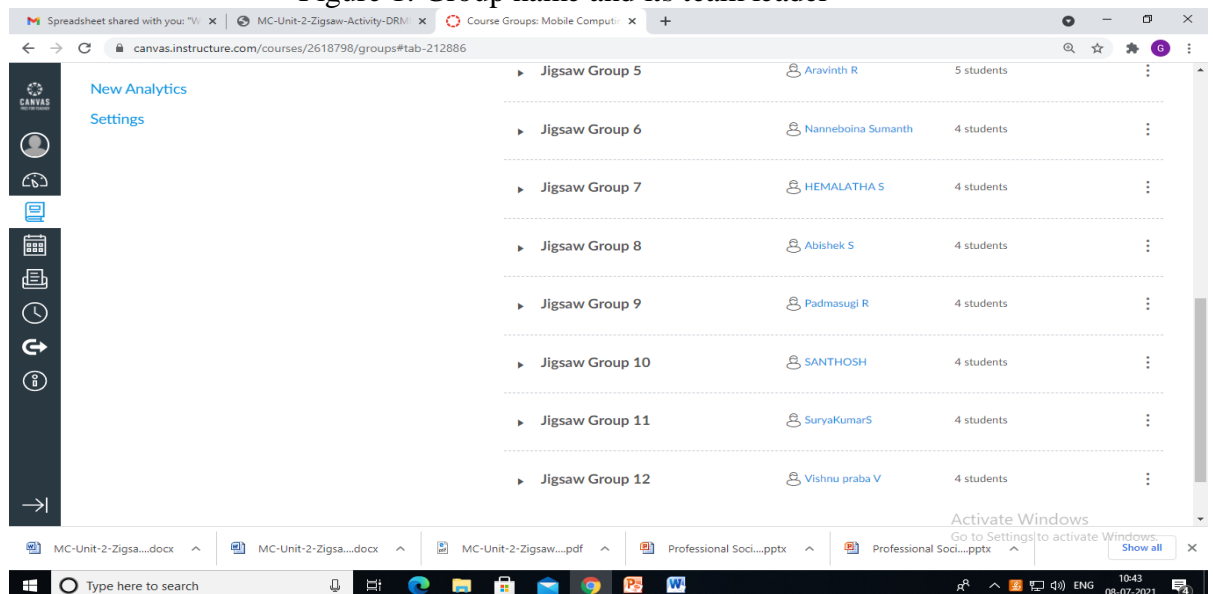


Figure 2: Group name and its team leader

Step 1

- Twelve groups with four/five members were formed (online) based on the students' academic performance and ability. It is called home group.
- One student from each group selected as the leader. Each student in a group was given a number from 1 to 4. Each number is representing the following four sub topics. A student was assigned one subtopic in a home group.
 1. Security issues in Mobile Payment System
 2. Mobile Payment System
 3. Mobile Operating system
 4. M-Commerce

Step 2

- Expert groups were formed that consist of student from home groups who were assigned the same number in a separate Google meet link.
- Expert group members were given 15 minutes to discuss an assigned sub topic.

Step 3

- The expert group students brought back into their home groups and allotted 10 minutes for further discussion in which each member become expert in the topic said above.

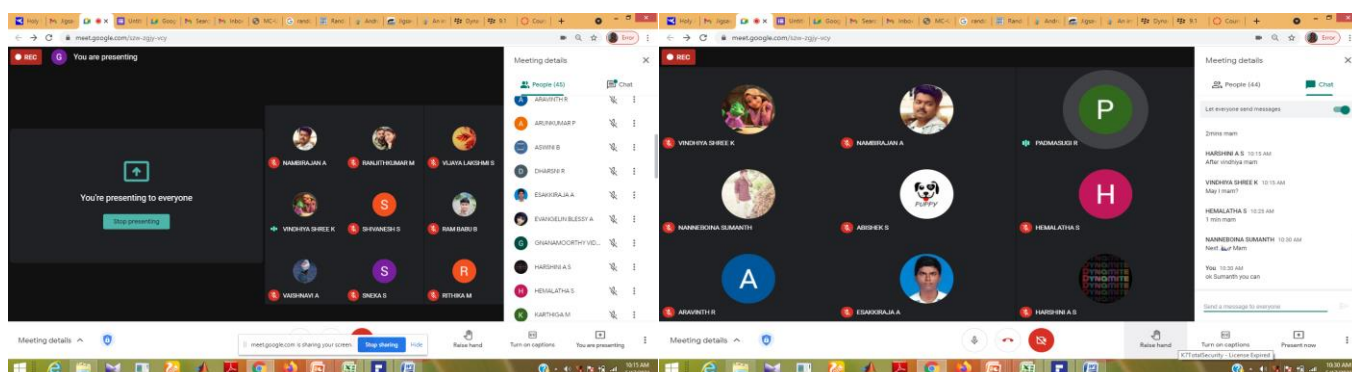
Step 4

- 10 minutes were allotted for the presentation. One student from each home group presented his learned content.
- The others in the group were encouraged to raise queries for clarification

Step 5

- At the end of the session, feedback was collected by sharing online feedback form. The analysis report is given in Figure 4.

Glimpse



Reflective Report

Challenge

- Participation of slow learner for discussion on the sub-topic.

Observations:

The students were provided the opportunity to become experts in particular sub topic. They shared the knowledge they gained with peers. This activity promotes both self- learning and peers learning among the students to master the course content at a deeper level. Most of the students participated actively. The Jigsaw technique helped the students to develop expertise in a particular topic.

Students from all the groups expressed their knowledge and enhanced their peer learning and teaching.

Students Response:

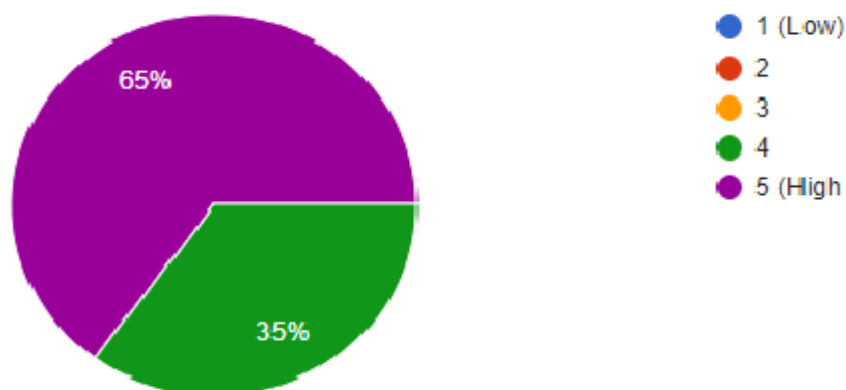
- Most of the students discussed with their teammates comfortably during the discussion in expert groups.
- All the students actively involved with peers to discuss the topics in their home group.
- Most of the students enjoyed the discussion in the home and expert group.
- 85% of the students gave excellent feedback regarding the feedback session. Figure 4 shows the feedback analysis report.

Relevance of program outcomes

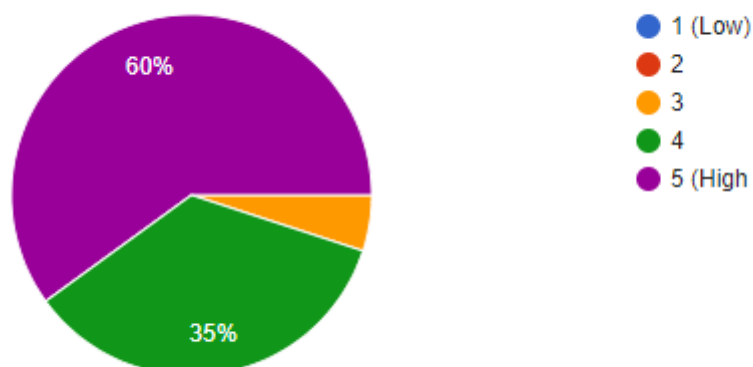
| Programme Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|-------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| Outcome | 3 | | | | | | 3 | 2 | 2 | 3 | | 2 |

Figure 4: Sample Feedback Analysis

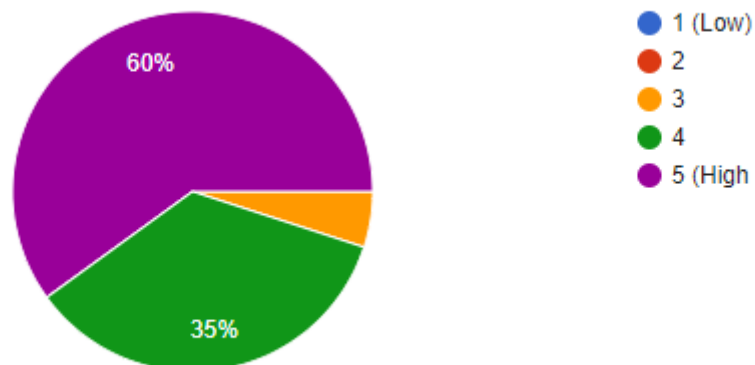
Q1. Rate the Jigsaw Activity



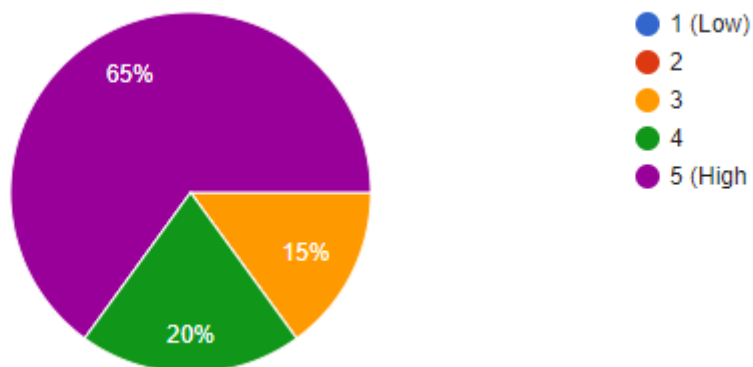
Q2. Comprehension Building



Q3. Improvement in Learning, Communication



Q4. Enjoyment in Learning



Reference:

1. https://www.newcastle.edu.au/data/assets/pdf_file/0016/109600/Jigsaw-learning-activity.pdf
2. <https://www.jigsaw.org/>
3. Dr.M.Kaliappan, CS8601 – Mobile Computing Topic: GSM Services and architecture, Jigsaw activity, 10.02.2020

Faculty In charge

Dr. I. Gethzi Ahila Poornima

HOD/CSE

Dr.K.Vijayalakshmi

RAMCO INSTITUTE OF TECHNOLOGY
Department of Mechanical Engineering
Academic Year:2020-2021(EvenSemester)

INNOVATIVE PRACTICE(S) DESCRIPTION

Course code and title: PR8592 – Welding Technology
Name of the Instructor: Mr.S.Kathiravan, AP/Mechanical
Date & Time: 09.03.2021 & 11.50 AM to 12:40 PM

Innovative practice: Cross Word Puzzle

Topic: Gas welding and Arc Welding

DESCRIPTION:

A **puzzle** consisting of letters arranged in a grid which contains a number of hidden **words** written in various directions. Word puzzles help to improve students’s processing speed, so they are able to arrive at the correct answer, faster. Many word puzzles require not just a good vocabulary and a knack for spelling, but the ability to think logically and strategically. For example, crosswords make student think about how the words interact on the grid, while code breakers encourage them to consider multiple possible solutions before hitting on the right one.

OUTCOMES:

a)In this activity, students were given to find a word from the available work sheet and were asked to explain the various the terms in welding process .

b)Through this activity the students should be able to recall the concepts easily and think individually and improve their level of understanding and also able to understand the concepts in Gas welding, Arc Welding.

This activity helps in attaining the following CO – PO mapping:

| Course Outcome / Programme Outcome | PO1 | PO7 | PO8 | PO9 | PO10 | PO12 |
|---|------------|------------|------------|------------|-------------|-------------|
| C01: The student will be able to explain the working principle of arc and gas welding | 1 | 2 | 1 | 2 | 3 | 2 |



**RAMCO INSTITUTE OF TECHNOLOGY
DEPARTMENT OF MECHANICAL ENGINEERING
PR8592- WELDING TECHNOLOGY
ACTIVITY SHEET-1**

Faculty name: Mr.S.Kathiravan

Class/Sem : VI Sem / Mechanical Engineering

WELDING CROSSWORD PUZZLE

TEAMMEMBERS: 1. _____
 2. _____
 3. _____
 4. _____
 5. _____

Welding

| | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| S | T | A | I | N | L | E | S | S | R | P | P | C | E | O | K | H | M | X | L | Q | N | U | H | |
| Y | P | N | O | I | T | I | S | O | P | H | B | N | B | Z | C | Z | B | T | G | M | A | W | D | |
| F | N | L | R | M | B | J | A | X | R | L | B | S | H | O | B | X | I | S | C | P | U | A | D | |
| G | R | I | N | D | E | R | Q | R | I | F | H | L | X | J | A | M | E | T | T | X | L | X | J | |
| N | A | W | G | A | S | Z | A | N | T | S | H | Y | N | C | M | Z | E | D | S | X | Z | X | C | |
| X | E | F | V | I | F | H | D | A | J | T | F | Y | Z | G | B | E | V | E | L | I | U | X | G | |
| L | G | T | A | W | X | E | O | F | T | U | E | F | L | Z | G | O | Q | K | I | R | X | U | F | |
| S | A | Z | P | Q | R | F | H | P | E | B | T | J | C | U | T | T | I | N | G | O | N | C | I | |
| D | N | G | E | V | L | A | C | L | K | I | A | W | Z | V | B | Z | Y | F | M | N | G | Q | Z | |
| A | W | O | A | N | V | F | R | O | G | Y | A | G | X | C | A | R | B | O | N | W | R | F | O | |
| E | X | W | I | L | E | U | O | M | W | M | E | D | O | R | T | C | E | L | E | O | U | N | G | |
| H | T | F | A | T | S | L | T | E | S | N | L | N | Q | C | S | O | B | J | N | R | M | J | R | |
| E | G | B | N | S | A | Q | Y | A | R | B | H | G | Z | E | S | F | K | P | E | K | O | M | O | |
| L | V | N | M | I | D | C | M | E | L | U | V | F | V | M | S | J | G | H | I | E | F | L | O | |
| K | G | K | W | L | N | N | I | N | T | Z | S | O | T | L | T | F | I | L | K | R | O | F | V | |
| C | O | O | D | X | W | D | A | F | F | E | L | A | A | W | Y | M | P | P | H | R | H | V | E | |
| U | N | C | I | C | D | V | T | Y | B | I | G | C | G | E | H | X | G | E | G | O | O | G | S | M |
| N | C | C | I | R | Y | K | X | M | Z | T | H | A | Q | M | A | D | R | K | U | F | O | Y | F | |
| K | O | D | W | O | X | P | A | X | U | A | R | N | Y | S | E | S | T | O | O | B | N | K | S | |
| W | J | E | K | I | E | C | N | E | M | K | N | E | R | X | H | P | G | S | L | W | K | X | Z | |
| V | K | E | R | K | H | M | U | M | Q | Q | T | U | C | N | L | U | A | C | V | W | I | A | N | |
| B | H | J | R | I | Q | Z | E | I | O | S | K | R | A | P | S | F | E | T | F | W | R | S | V | |
| H | Y | K | N | X | S | R | R | R | W | E | L | D | I | N | G | Y | W | W | F | O | H | T | J | |

Figure 1 : Sample Sheet

RAMCO INSTITUTE OF TECHNOLOGY

Department of Computer Science and Engineering

Academic Year: 2020- 2021 (Even Semester)

Date: 24.05.2021

Degree, Semester & Branch:II Semester B.E. CSE – A

Course Code & Title: CS8251 Programming in C

Name of the Faculty member: Ms.G.Sakthi Priya

Innovative practice: Active Learning- Crossword Puzzle

Topic: Functions

Objectives of the activity:

O1 : To enable the students to familiarize the concepts of functions and its classifications.

Justification for choosing the topic:

Various Built-in functions were available in C which are important, in order to make the students familiar with functions a game based activity was chosen instead of carrying out regular multiple choice question test.

Activity:

A crossword is an interesting word puzzle activity which helps the students to recollect the concept and try to find out the answer.

The activity was conducted in google meet with duration of 20 min. The students were displayed with a crossword puzzle of 11 questions which was given in figure 1. They have to provide the answers in the given puzzle by unmuting their mic. The faculty will write the answer to the corresponding question which was given in figure 2.

The students answered the questions. The answers for the wrong questions were discussed immediately to make them to know the answer of all the questions.

Outcome:

- From that we can find out that, most of the students had familiarity with the various built in functions in C.
- This activity helped the students to think and recall information and improve their problem solving skills.

Relevance Mapping - This activity helps in attaining the following Objectives – PO mapping:

| Objectives/ PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|-------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| O1 | 3 | 1 | - | - | - | - | - | - | 3 | - | - | 1 |

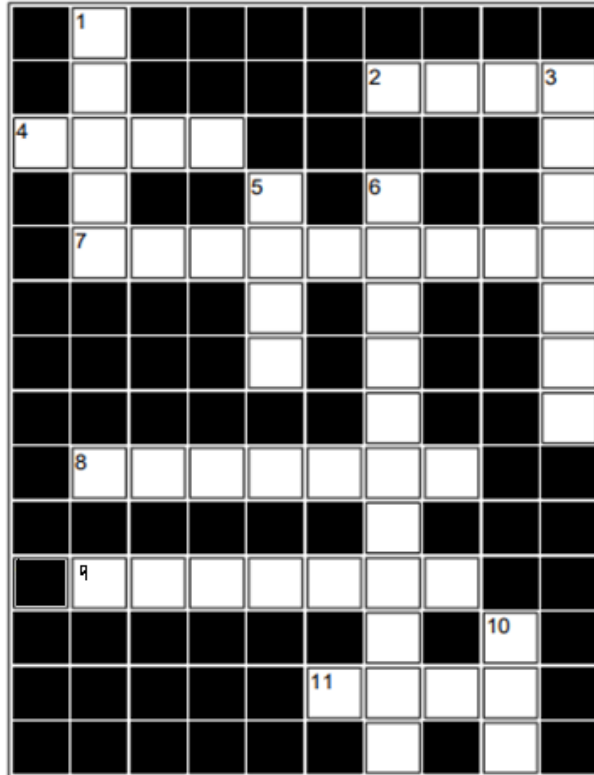


Fig 1: Crossword Puzzle on functions

ACROSS

- 2. Which function is used to read a string of multiple lines? (0,4)
- 4. A function returns a none is of type _____(0,4)
- 7. A function which calls itself again and again is called_____ (0,9)
- 8. _____function is used to convert a character into uppercase (0,7)
- 9. _____function is used to check whether the given character is a digit or not. (0,8)
- 11. What is the value returned by strcmp when both the strings are equal? (0,4)

DOWN

- 1. This function returns the nearest integer which is less than or equal to the argument passed to this function. (0,5)
- 3. Which functions is used to append n characters from one string to another string (0,7)
- 5. Which is a string terminating character? (0,4)

6. Functions defined by a user is called_____ (0,4,7)

10. Which function is used to find the exponent value for a given number x, y (0,3)

Answer:

- 1.floor
- 2.gets
- 3.strncat
- 4.void
- 5.NULL
- 6.user defined
- 7.recursion
- 8.toupper
- 9.isdigit
- 10.pow
11. zero

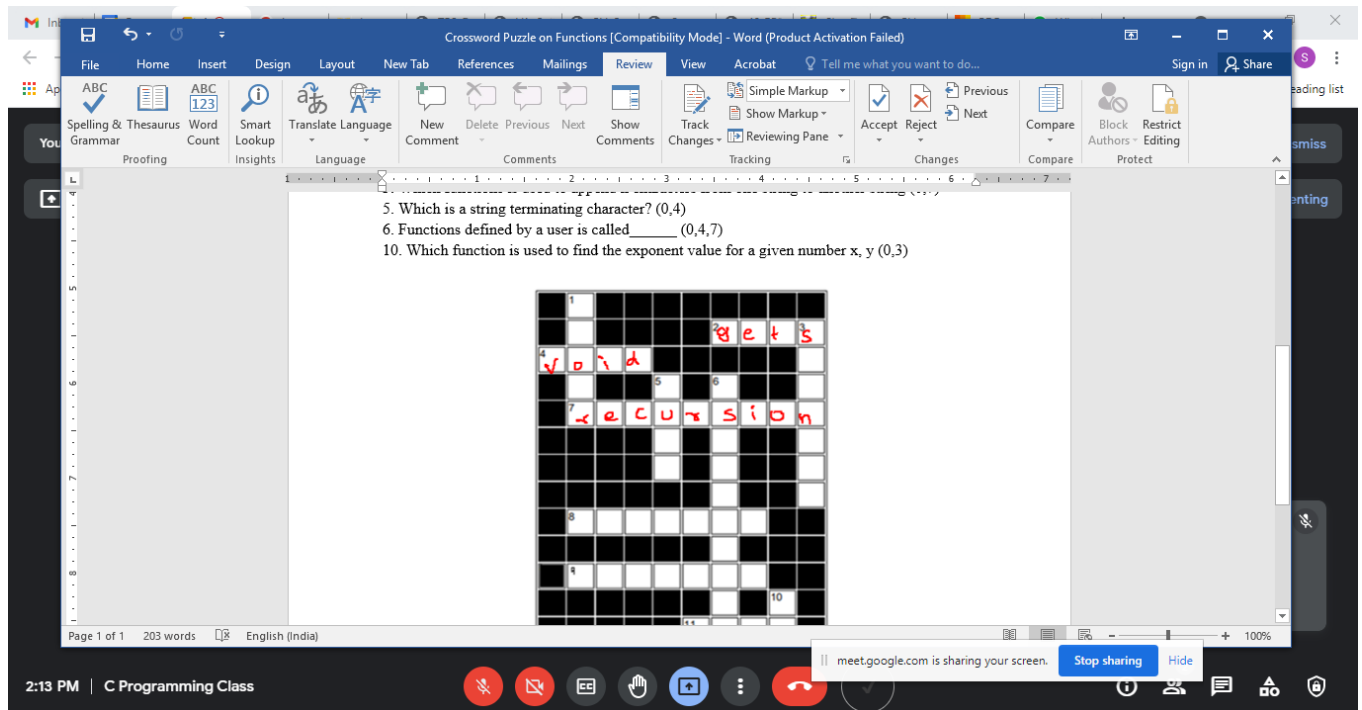


Fig 2: Implementation of crossword puzzle

Reflective Report

Identified Challenges:

- Few students do not recollect the different functions and not replied during online classes.

Addressing challenges:

- The concepts were explained again with the syntax of different programming constructs.
- The students were motivated to have the frequent coding practice

Post implementation

- All the students enthusiastically answered the puzzle activity.
- They can easily remember the basic definitions and the uses of various built in functions

like string functions and math functions.

References:

1. <https://www.ritrjpm.ac.in/images/computer-science/Crosswords-MCAP-MGM.pdf>
2. <http://www.classools.net/crossword/>

Signature of the faculty member

HOD/CSE

RAMCO INSTITUTE OF TECHNOLOGY
Department of Computer Science and Engineering

Academic Year: 2020 - 2021 (Even Semester)

Degree, Semester & Branch: VI Semester B.E. CSE

Course Code & Title: CS8075 Data warehousing and Data mining

Type of Activity: Group Discussion Collaborative

Learning Topic: Data Warehouse Schemas for Decision Support

Date: 01.03.2021

Objectives:

O1: To enable the students to learn and practice the Data Warehouse Schemas

Justification for chosen the topic:

Data warehouse Schemas are important concept and should be practiced. For better understanding of the data warehousing the collaborative tutorial was conducted for solving different Schemas for Decision Support

Activity Description:

Collaborative learning is an educational approach to teaching and learning that involves groups of students working together to solve a problem. The students were divided into group based on their own interest. The topic for the tutorial was announced to the students in the classroom. The team members work together to solve a problem.

Reflection critique

Pre-implementation:

Identified Challenges:

- Chances of few students to deviate from the plan.

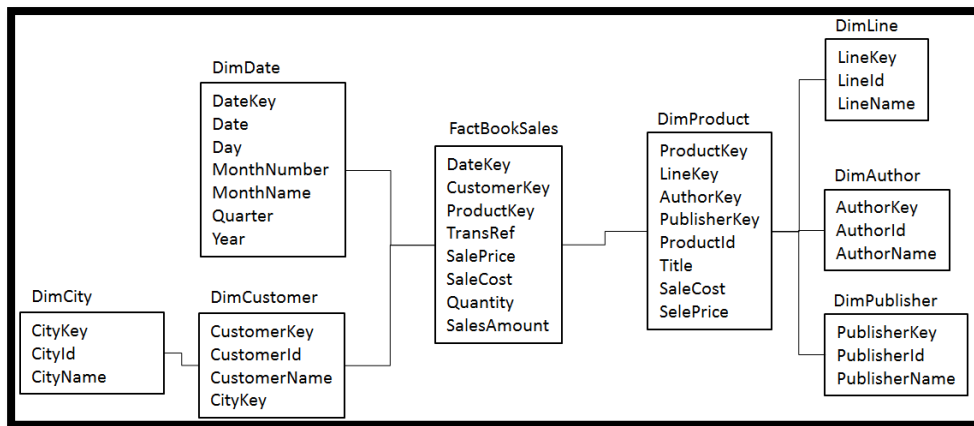
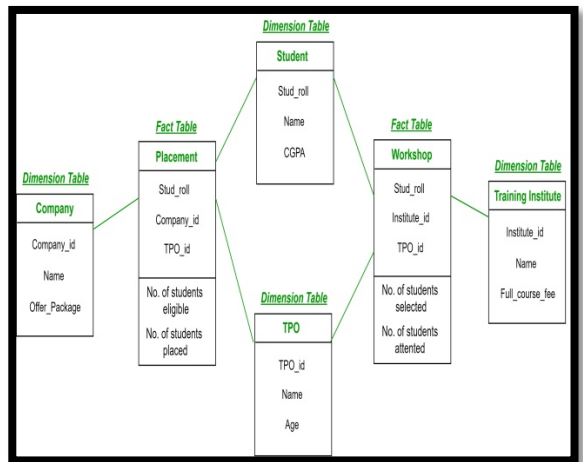
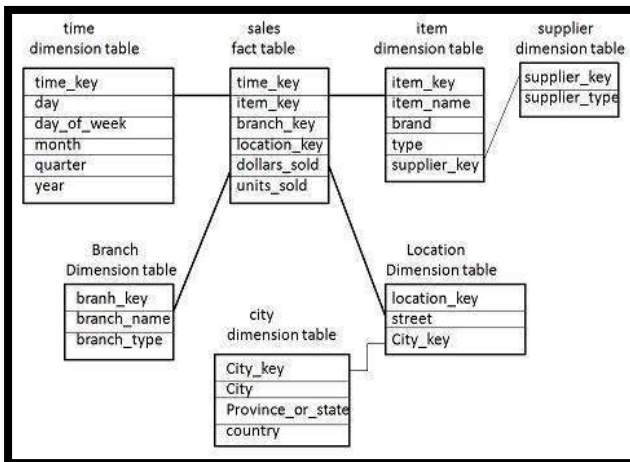
Post Implementation:

- Leadership Quality of the student enhanced.
- Students enthusiastically contribute and this activity cheered the students to share their knowledge with others.
- With the actions taken at first, the activity is carried out smoothly with maximum
- Commitment from students.
- Students were actively participated in this activity.
- From this activity, the students can get more clarity in the Data warehousing schemas by discussing and sharing their views with the other students in the class.
- The various representations of the Schemas were again explained for their better understanding.

Addressing Challenges:

- Addressed the importance of steps to convert the predicate logic.
- Some of the students made mistake on the step reduce negation that was addressed with related problems.

SNOWFLAKE SCHEMA EXAMPLE



GLIMPSES



Students are involved in group and working together to solve problems.



Relevance of Program Outcomes

| Course Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| O1 | 3 | 2 | 1 | | 1 | | | 2 | | 2 | | 3 |

References:

https://www.ritrjpm.ac.in/images/computescienVA_Collaborative_Learning.pdf

https://www.ritrjpm.ac.in/images/computer-science/30_CS8591_Conceptcloning.pdf

Faculty-Incharge

Mrs.M.Swarna Sudha

HOD

Dr.K.Vijayalakshmi

RAMCO INSTITUTE OF TECHNOLOGY
Department of Electronics and Communication Engineering
Academic Year: 2020- 2021 (Odd Semester)

INNOVATIVE TEACHING METHOD

Degree, Semester & Branch: V Semester B.E. ECE A & B

Course Code & Title: EC8553 Discrete Time Signal Processing

Name of the Faculty member: Mrs.S.Jeeva

Activity: Menti meter (Leader Board Quiz)

Topic: Discrete Fourier Transform

Reference: <https://www.sanfoundry.com/digital-signal-processing-questions-answers-properties-dft/>

Teaching Mode : Online (Google Meet)

Justification:

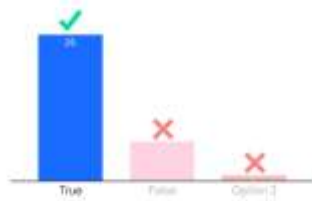
Mentimeter is a user friendly presentation software. It consists of various activities leader board quiz, word cloud, Open ended questions, Ranking questions, Scale based questions, Q& A session

Time Allotted for the Activity: 10 Minutes

Details of the Implementation:

- At first Created mentimeter account (mentimeter.com), Initially, 5 questions covering the important topic in the unit was taken and prepared in a power slide presentation.
- The students were informed to log in to the www.menti.com and enter the Passcode which is shared in chat box during the session.
- By clicking Presentation now button the students are able to view the questions and choose the correct answer.
- End of the session I'm showed the Leader board of that activity. Based on that the top performer has been appreciated.

If $X(k)$ is the N -point DFT of a sequence $x(n)$, then circular time shift property is that N -point DFT of $x((n-l))N$ is $X(k)e^{-j2\pi kl/N}$.



What is the circular convolution of the sequences $X_1(n) = \{2,1,2,1\}$ and $x_2(n) = \{1,2,3,4\}$?



If $x(n)$ and $X(k)$ are an N -point DFT pair, then $X(k+N) = ?$



If $x(n)$ is a complex valued sequence given by $x(n) = x_R(n) + jx_I(n)$, then what is the DFT of $x_R(n)$?



Leaderboard

| | | |
|--------|--|-------------------|
| 2375 p | | Dhitchanaa |
| 1736 p | | ALPHINA CHRISTY V |
| 1717 p | | Aarthi |
| 1676 p | | narmadhadevi |
| 1620 p | | Keerthana |
| 1519 p | | M Helanmary |
| 1496 p | | Harshethaa |
| 1461 p | | SWETHA K |
| 1358 p | | Jayalakshmi |
| 1295 p | | Anusuya |

- Once the question is displayed one by one. The students are informed to select the correct answers from a given options.

Assessment of Effectiveness/Success of the Activity:

- ✓ The assessment of effectiveness of the activity was measured by the performance in the internal Assessment Test - I
- ✓ After completing the activity, the leader board was displayed and appreciate the top performer.

Reflective Critique:**Benefits of conducting this activity:**

- This activity helped to quickly recap the important fundamental concepts related to Discrete Fourier Transform

Challenges:

- This activity was planned for 10 minutes but it took 15 minutes for completing the discussion.

| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | 3 | 1 | 1 | - | - | - | - | 2 | - | 3 | - | 2 |

CO1: The Students will be able to apply DFT for the analysis of digital signals & systems.

References:

1. John G. Proakis & Dimitris G. Manolakis, —Digital Signal Processing –Principles, Algorithms & Applications, Fourth Edition, Pearson Education / Prentice Hall, 2007.

RAMCO INSTITUTE OF TECHNOLOGY
Department of Electrical and Electronics Engineering
Academic Year: 2020 – 2021 (Even Semester)

Degree, Semester & Branch: IV Semester B.E. EEE

Course Code & Title: EE8402 Transmission and Distribution

Name of the Faculty member: D. Karthik Prabhu

ACTIVITY

Topic: Types of Conductors in Transmission and Distribution System

Goal (Learning Outcome):

- ❖ The students will be able to explain various types of conductors used in transmission and distribution system - (To achieve this learning outcome the activity was chosen)

Use of appropriate methods:

Activity Chosen: One minute paper

Justification for Choosing the Activity for the topic:

1. Explain various types of conductors

The topic types of conductors have 3 types of in transmission and distribution conductors. Since each type has its own definition and limitation. After teaching the concept, I thought of conducting this activity for making the students to give the difference between the each type of conductors which enhance the learning level and as a teacher I can judge the understanding level of the students.

Time Allotted for the Activity: 4 Minutes

Effective presentation:

Details of the Implementation:

After teaching the concept, give students one or two minutes to think about the topic without writing anything.

Total Strength is 3

Reporter: Myself

At the end the Class (Last 5 minutes)

- ✓ I asked the students to think about various types of conductors in transmission and distribution for 2 minutes.
- ✓ Then I told them to write as much as they can within a short period of time (1 minute)
- ✓ Finally, I collected the papers from each column (1 minute)

Samples:

Type of standard conductor :-

K. Mubish Akash Varun.
953619105016.

AAC - All Aluminium

conductor.

AAAC - All Aluminium with alloy conductor.

ACSR - Aluminium conductor with steel reinforcement.

ALCAR - Aluminium conductor with alloy reinforcement.

Types of conductors :

S. Abhinaya Sri

953619105001

ii-year: EEE

* Standard conductors : ~~So~~ This conductors has two or more conductors join together to pass high current.

- All aluminium conductors
- All aluminium and alloy conductors
- All Aluminium with steel reinforcement
- All Aluminium with alloy reinforcement

* Bundle conductors : This consists of more than two sub conductors connected parallelly which is used to reduce voltage drop in the conductor.

Significance of Results:

Assessment of Effectiveness/Success of the Activity:

- ✓ The assessment of effectiveness of the activity was felt when told most of the points.
- ✓ While conducting the activity, I understood that the students will be able to explain various types of conductors in transmission and distribution.
- ✓ The success of the activity was evaluated by asking the same question in **Internal Assessment test I Retest – All the students answered.**

Reflective Critique:

1. Pre-implementation Reflection :

- **Benefits:**
 - Students can able to attend the question even in the questions are in indirect form.
 - Students can able to explain the concepts in examination without any confusion.
- **Challenges:**
 - Time utilization for conducting activity.

2. Post-implementation Reflection :

- **Benefits:**
 - Students understood the concept which was reflected from their answers for the questions I have asked during discussion session.
- **Challenges:**
 - Slow learners were not able to understand some topics during discussion hours.

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| C211.1 | 3 | 3 | 3 | 3 | 2 | - | - | - | - | 2 | - | 3 |

References:

1. R.K. Rajput, 'A Textbook of Power System Engineering', Laxmi Publications.
2. C.L.Wadhwa, 'Electrical Power System', New Age International Publishers.

RAMCO INSTITUTE OF TECHNOLOGY
Department of Electrical and Electronics Engineering
Academic Year: 2020 – 2021 (Even Semester)

Degree, Semester & Branch: IV Semester B.E. EEE

Course Code & Title: EE8402 Transmission and Distribution

Name of the Faculty member: D. Karthik Prabhu

ACTIVITY

Topic: Skin Effect and Proximity Effect

Goal (Learning Outcome):

- ❖ The students will be able to explain the difference between skin effect and proximity effect in transmission and distribution system - (To achieve this learning outcome the activity was chosen)

Use of appropriate methods:

Activity Chosen: Think – Pair - Share

Justification for Choosing the Activity for the topic:

2. Differentiate skin effect and proximity effect

The topic skin effect and proximity effects are used to assess the performance of the transmission and distribution system. After teaching the concept, I thought of conducting this activity for making the students to give the knowledge about skin and proximity effect on performance of transmission line which enhance the learning level and as a teacher I can judge the understanding level of the students.

Time Allotted for the Activity: 6 Minutes

Effective presentation:

Details of the Implementation:

After teaching the concept of skin and proximity, the students were made to pair with their neighbours (i.e) In a Class; three students will be seated in a desk.

Total Strength is 33, Number of Pairs – 8

Photographer: Myself

Reporter: Myself

At the end the Class (Last 6 minutes)

- ✓ I asked the students to **think** about Skin effect and Proximity effect concept for 2 minute.

- ✓ Then I told them to **Pair** with their neighbours and discuss about the difference between Skin effect and Proximity effect for another 1 minute.
- ✓ Finally, I selected on Pair from each column randomly and ask them to **share** one difference between Skin effect and Proximity effect. (3 minutes)
- ✓ 3 Column: 3 Pairs gave one difference.
- ✓ Finally, I summarized the points and I told one missed point to all the students.

A view of implementation of the Activity while the students are sharing the points



Significance of Results:

Assessment of Effectiveness/Success of the Activity:

- ✓ The assessment of effectiveness of the activity was felt when told most of the points.
- ✓ While conducting the activity, I understood that the students will be able to explain various types of conductors in transmission and distribution.

Reflective Critique:

3. Pre-implementation Reflection :

- **Benefits:**

- Students can able to attend the question even in the questions are in indirect form.
- Students can able to explain the concepts in examination without any confusion.

- **Challenges:**

- Time utilization for conducting activity.

4. Post-implementation Reflection :

- **Benefits:**

- Students understood the concept which was reflected from their answers during sharing session.

- **Challenges:**

- Slow learners were not able to understand some points during sharing session.

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| C211.1 | 3 | 3 | 3 | 3 | 2 | - | - | - | - | 2 | - | 3 |

References:

1. V.K.Mehta, 'Principles of Power System', S. Chand Publications.
2. A. Chakrabarti, M.L.Soni, P.V.Gupta and U.S. Bhatnagar, 'A Text Book on Power System Engineering', DhanpatRai& Co.

**Ramco Institute of Technology
Rajapalayam
Training and Placement Centre**

12.03.2021

Submitted to Principal

Placements for 2022 batch has commenced, We wish to inform you that, exclusive training for II and III years aptitude training and soft skill training are given by Innate training services from 15.03.2021 to 20.03.2021.

The detailed schedule of the training Programme is given below,

| S. No. | Time | Year | Venue |
|--------|------------------------|---------------------------------|--|
| 1 | 9.50 a.m. to 3.50 p.m. | All II and III Year students | Respective Classroom for all department |

dh
12/3/21
ATPO

g
12/03/21
DGM(A)

de
12/3/21
Vice Principal

M
12/3/21
Principal



HACKATHON 2020-21



E-CERTIFICATE OF APPRECIATION

is awarded to **SKATHI PRAKASH ADTHIYA B**, a student of III YEAR, ECE department, **RAMCO INSTITUTE OF TECHNOLOGY**, a partner institute of PALS 2020 - 21, on successful completion of the PALS-NexGen 3D Hackathon, conducted by PALS and NexGen 3D Ltd, Chennai, held from **March 1st to 7th, 2021**.

PALS-NexGen 3D Hackathon is a week-long program that helps transform the budding engineer into a creative and innovative engineer.

SKATHI PRAKASH ADTHIYA B from the team **ELECTROCOM**, has completed the project to **DESIGN AND DEVELOP AN ERGONOMIC GAMING CONSOLE**, was awarded a team cash prize of **INR 5000**, and believes that as an individual, can use this knowledge and potential to make the world a better place.

Palghat V Mohan
Chairman, PALS

Anuradha S Ramanujam
PALS Champion, PALS Hackathon

Padmaja Reddy
Director, Business Development,
NexGen 3D Ltd., Chennai

In the PALS- Hackathon Program, the participants learn how to provide design solutions applying knowledge gathered on their own, to work in inter disciplinary teams for 96 hours, and present their product communicating effectively in text, video and viva to the panel of judges. These values help them gain a new perspective. The program was offered in the hackathon format and spread over seven days. (registration-qualifying test-case study of choice –96 hours- submission of documents- judged by an Industry Expert and a PALS Representative.



HACKATHON 2020-21



E-CERTIFICATE OF APPRECIATION

is awarded to **M.THOJESH NANDHA**, a student of III YEAR, MECH department, **RAMCO INSTITUTE OF TECHNOLOGY**, a partner institute of PALS 2020 - 21, on successful completion of the PALS-NexGen 3D Hackathon, conducted by PALS and NexGen 3D Ltd, Chennai, held from **March 1st to 7th, 2021**.

PALS-NexGen 3D Hackathon is a week-long program that helps transform the budding engineer into a creative and innovative engineer.

M.THOJESH NANDHA from the team **ASPIRANTS**, has completed the project to **DESIGN AND DEVELOP A BOTTLE BASED ON THE CRITERIA AND 3D PRINT IT**, was awarded a team cash prize of **INR 2000**, and believes that as an individual, can use this knowledge and potential to make the world a better place.

Palghat V Mohan
Chairman, PALS

Anuradha S Ramanujam
PALS Champion, PALS Hackathon

Padmaja Reddy
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