



MANGALORE INSTITUTE OF TECHNOLOGY & ENGINEERING
MOODABIDRI

A Unit of Rajalaxmi Education Trust®, Mangalore
Affiliated to V.T.U., Belgaum, Approved by AICTE, New Delhi.

1.4.1: Institution obtains feedback on the syllabus and its transaction at the Institution from the following stakeholders

1) Students 2) Teachers 3) Employers 4) Alumni

DOCUMENTS ENCLOSED

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MANGALORE INSTITUTE OF TECHNOLOGY AND ENGINEERING

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Structured Feedback from Students

| | | | |
|---------------------|--|-----------|--|
| Name of the Student | | Programme | |
| USN. | | Date | |

1. How do you rate Programme in terms of the Curriculum Syllabi in different semesters?

4-Excellent 3- Very Good 2- Good 1-Fair 0-Poor

2. How do you rate the availability of the text books and reference books in the library?

4-Excellent 3- Very Good 2- Good 1-Fair 0-Poor

3. How do you rate courses in terms of their relevance to the latest and /or future technologies?

4-Excellent 3- Very Good 2- Good 1-Fair 0-Poor

4. How do you rate ambience of the class rooms for effective delivery of the lectures?

4-Excellent 3- Very Good 2- Good 1-Fair 0-Poor

5. How do you rate the quality and the relevance of the courses prescribed into the curriculum?

4-Excellent 3- Very Good 2- Good 1-Fair 0-Poor

6. How do you rate Institute activities that help in getting jobs and placements?

4-Excellent 3- Very Good 2- Good 1-Fair 0-Poor

7. How do you rate quality of teaching during the entire programme?

4-Excellent 3- Very Good 2- Good 1-Fair 0-Poor

8. How do you rate teacher's approach about your overall development?

4-Excellent 3- Very Good 2- Good 1-Fair 0-Poor

9. How do you rate transparency of the evaluation system in the Institution?

4-Excellent 3- Very Good 2- Good 1-Fair 0-Poor

10. Mentor does a necessary follow-up with you regarding the assigned task to you.

4-Every time 3-Usually 2- Occasionally / Sometimes 1- Rarely 0- I don't have a mentor



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Structured Feedback from Teachers

| | | | |
|---------------------|--|-------------|--|
| Name of the Teacher | | Employee ID | |
| Department | | Date | |

- How do you rate the quality and the relevance of the courses included into the curriculum
4-Excellent 3- Very Good 2- Good 1-Fair 0-Poor
- How do you rate the student's ability to understand the course taught by you?
4-Always effective 3- Sometimes effective 2- Just satisfactory 1-Generally ineffective 0-Very poor communication
- Do students discuss assignments and problems with you?
4-Every time 3- Usually 2- Occasionally/Sometimes 1-Rarely 0-Never
- Do you illustrate the concepts through examples and applications?
4-Every time 3- Usually 2- Occasionally/Sometimes 1-Rarely 0-Never
- How do you rate ambience of the Institution for effective delivery of the academic process?
4-Excllent 3- Very Good 2- Good 1-Fair 0-Poor
- How do rate courses in terms of their relevance to the latest and/or the future technologies?
4-Excellent 3- Very Good 2- Good 1-Fair 0-Poor
- How do you rate the outcomes that your student has achieved from the courses
4-Excellent 3 - Very Good 2- Good 1-Fair 0-Poor
- How do you rate the transformation of your students after the completion of the course?
4-Excellent 3- Very Good 2- Good 1-Fair 0-Poor
- How do you rate the Institutional activities that help your students in getting jobs and placements?
4-Excellent 3- Very Good 2- Good 1-Fair 0-Poor
- How do you rate the transparency of the evaluation system in the University?
4-Excellent 3- Very Good 2- Good 1-Fair 0-Poor



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Structured Feedback from Employer

| | | | |
|----------------------|--|-------|--|
| Name of the Employer | | Date: | |
| Organization: | | | |

1. Technical skills appropriate to job requirements
4-Excellent 3- Very Good 2- Good 1-Fair 0-Poor
2. **Accountability:** Punctual in attending work and honor commitment to meet deadlines
4-Excellent 3- Very Good 2- Good 1-Fair 0-Poor
3. Competency level
4-Excellent 3- Very Good 2- Good 1-Fair 0-Poor
4. Adequacy of skill
4-Excellent 3- Very Good 2- Good 1-Fair 0-Poor
5. **Quality of work:** Compete tasks accurately. Work reflects neatness, attention to detail, and compliance to company standards
4-Excellent 3- Very Good 2- Good 1-Fair 0-Poor
6. Adequacy of Curriculum
4-Excellent 3- Very Good 2- Good 1-Fair 0-Poor
7. Target Orientation
4-Excellent 3 - Very Good 2- Good 1-Fair 0-Poor
8. **Initiative:** Consistently demonstrates a proactive nature. Takes appropriate action without constant supervision
4-Excellent 3- Very Good 2- Good 1-Fair 0-Poor
9. Ability to relate theory to practice
4-Excellent 3- Very Good 2- Good 1-Fair 0-Poor
10. **Analysis and Judgment:** Demonstrates the ability to analyze the facts and make sound decisions
4-Excellent 3- Very Good 2- Good 1-Fair 0-Poor
11. **Communication and Attitude:** Expresses verbal and written ideas effectively. Interacts well with others and resolves conflicts
4-Excellent 3- Very Good 2- Good 1-Fair 0-Poor
12. Overall rating
4-Excellent 3- Very Good 2- Good 1-Fair 0-Poor

Structured Feedback from Alumni

| | | | |
|--------------------|--|---------|--|
| Name of the Alumni | | Program | |
| Graduation Year | | Date | |

- Quality of course content including the project work during your entire programme.
4-Excellent 3- Very Good 2- Good 1-Fair 0-Poor
- How do you rate the coverage of courses during programme?
4-Excellent 3- Very Good 2- Good 1-Fair 0-Poor
- How do you rate the curriculum that helps in your employment?
4-Excellent 3- Very Good 2- Good 1-Fair 0-Poor
- How do you rate the syllabus applicability/relevance to real life situation?
4-Excellent 3- Very Good 2- Good 1-Fair 0-Poor
- How do you rate the programme curriculum in terms of knowledge, concepts, skills, analytical abilities and broadening perspectives?
4-Excellent 3- Very Good 2- Good 1-Fair 0-Poor
- How do you rate the clarity and relevance of class room & teaching materials?
4-Excellent 3- Very Good 2- Good 1-Fair 0-Poor
- How do you rate the focus towards the research orientation during the programme?
4-Excellent 3- Very Good 2- Good 1-Fair 0-Poor
- Teachers inform you about your expected competencies, course outcomes and programme outcomes.
4-Every time 3- Usually 2- Occasionally/Sometimes 1-Rarely 0-Never
- The teachers identify your strengths and encourage you by providing right level of challenges.
4-Fully 3- Reasonably 2- Partially 1-Slightly 0- Unable to
- Teachers are able to identify your weakness and help you to overcome them
4-Every time 3- Usually 2- Occasionally/Sometimes 1-Rarely 0-Never
- The institute / teachers use student centric methods such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.
4-To a great extent 3- Moderate 2-Somewhat 1- Very little 0-Not at all
- Teachers encourage you to participate in extracurricular activities
4-Strongly agree 3- Agree 2- Neutral 1- Disagree 0-Strongly disagree
- Efforts are made by the institute/teachers to inculcate soft skills, life skills, and employability skills to make you ready for the world of work.
4-To a great extent 3- Moderate 2- Somewhat 1- Very little 0-Not at all



Structured Feedback from Students 2019-20

204 responses

Publish analytics

USN

204 responses

4MT16EC054

4MT16EC088

4mt16ec075

4MT16EC012

4MT16EC002

4MT16EC057

4Mt16ec041

4MT16EC087

4MT16EC062

Principal
Mangalore Institute of Technology & Engineering
Badaga Mijar, MOODBIDRI - 574 225

Name

204 responses

Nidhi Shetty

Srujana M

Sanjay T R

Amrutha

ABHIJITH P

Pavan M Shetty

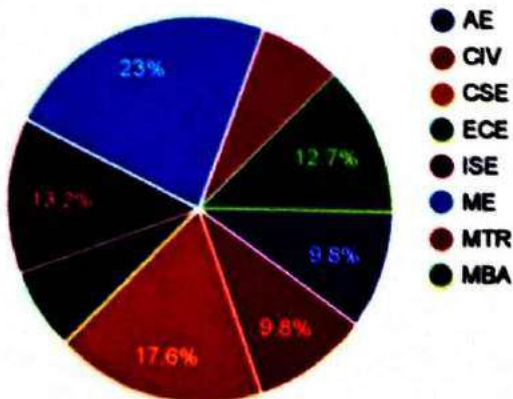
Khalid mohidin mohammed

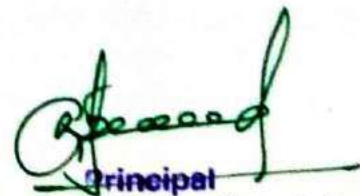
Srinidhi S

Rahul Krishnanand Naik

Department

204 responses

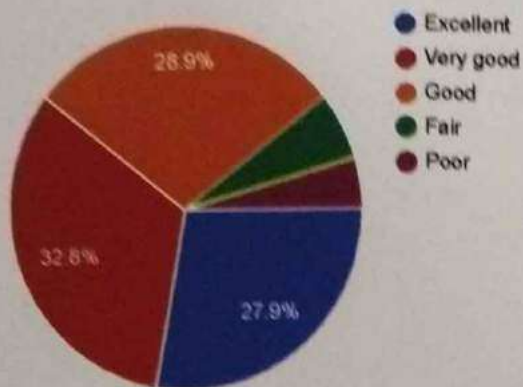



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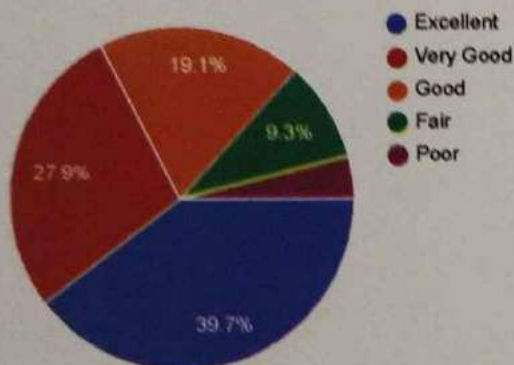
1.How do you rate Programme in terms of the Curriculum Syllabi in different semesters?

204 responses



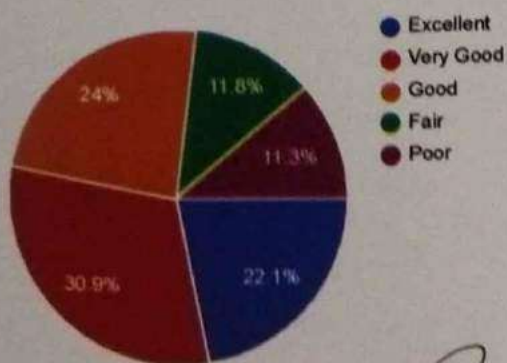
2.How do you rate the availability of the text books and reference books in the library?

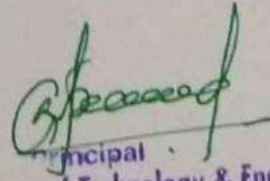
204 responses



3.How do you rate courses in terms of their relevance to the latest and /or future technologies?

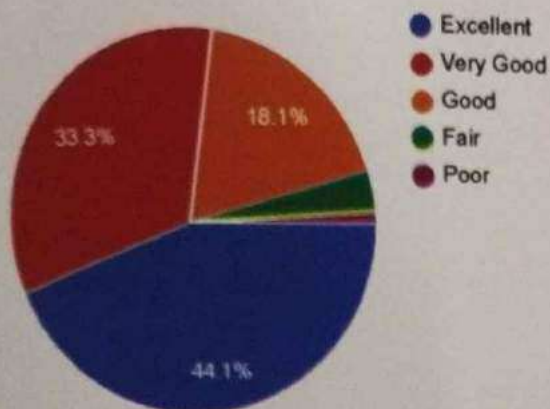
204 responses




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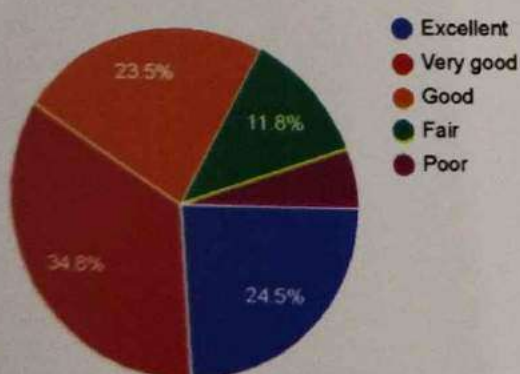
4. How do you rate ambience of the class rooms for effective delivery of the lectures?

204 responses



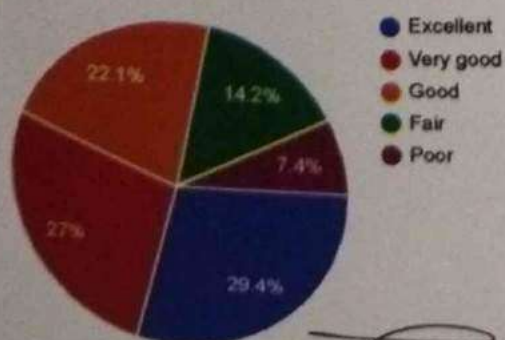
5. How do you rate the quality and the relevance of the courses prescribed into the curriculum?

204 responses



6. How do you rate Institute activities that help in getting jobs and placements?

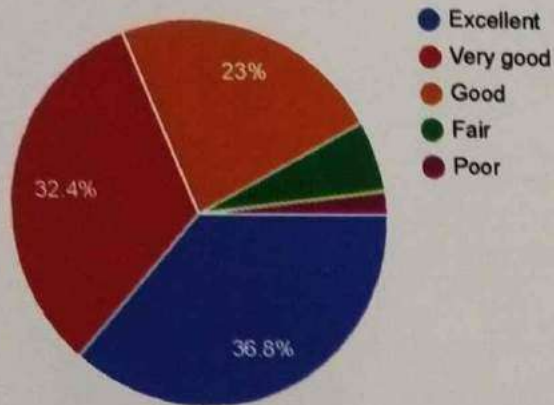
204 responses




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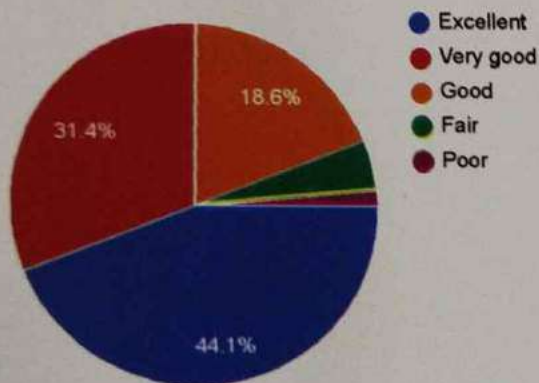
7.How do you rate quality of teaching during the entire programme?

204 responses



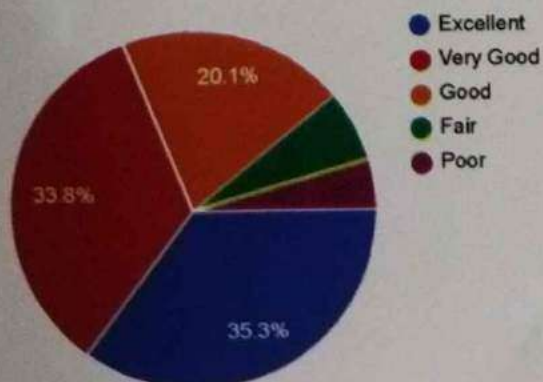
8.How do you rate teacher's approach about your overall development?

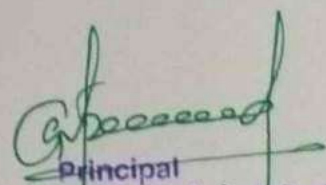
204 responses



9.How do you rate transparency of the evaluation system in the Institution?

204 responses

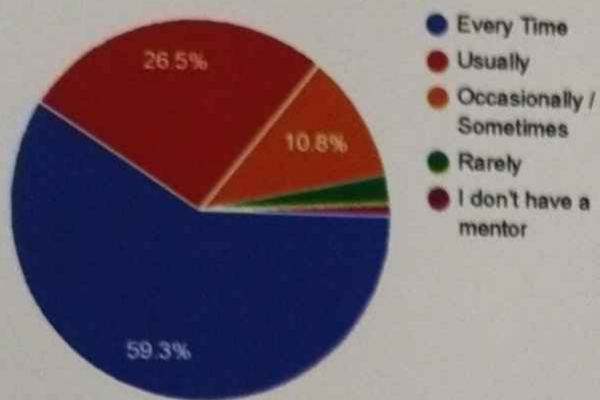



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10. Mentor does a necessary follow-up with you regarding the assigned task to you.

204 responses



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Structured Feedback from Teachers -2018 Scheme

80 responses

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Name

80 responses

Pallavi S

Dr. Joseph Michael Jerard

Dr. Raghavendra Sagar

Dr. Neelakantha V Londe

Anusha Jain

Akhila Rupesh

Varn K

Ajith Kumar

Dr Vishwanath M S

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Employee ID

80 responses

ISE737

ISE800

BCSPH465

MEC 390

CIV759

AER745

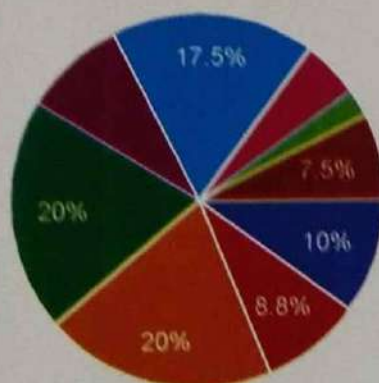
MBA78

AER214


ECE799

Department

80 responses

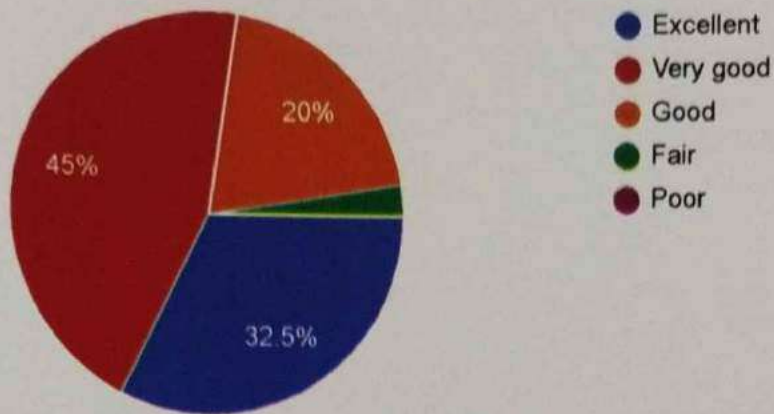


- AE
- CIV
- CSE
- ECE
- ISE
- ME
- MTR
- MBA
- Basic Science


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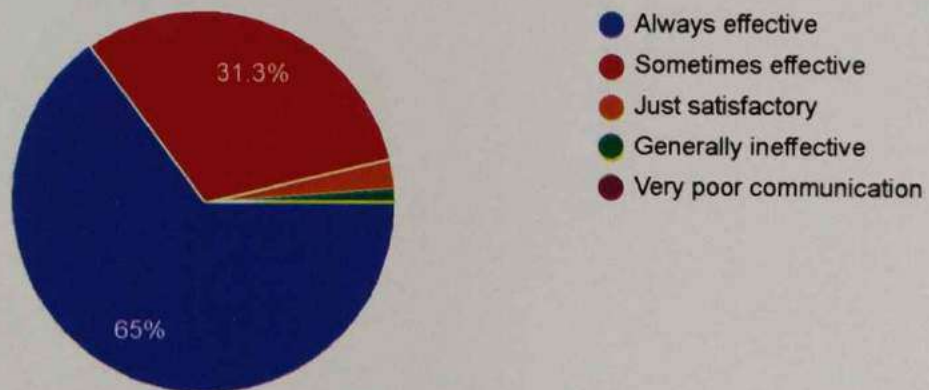
1.How do you rate the quality and the relevance of the courses included into the curriculum

80 responses



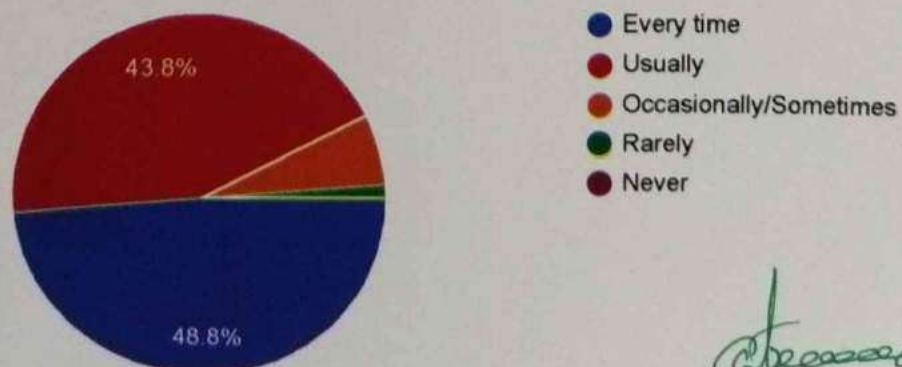
2.How do you rate the student's ability to understand the course taught by you?

80 responses



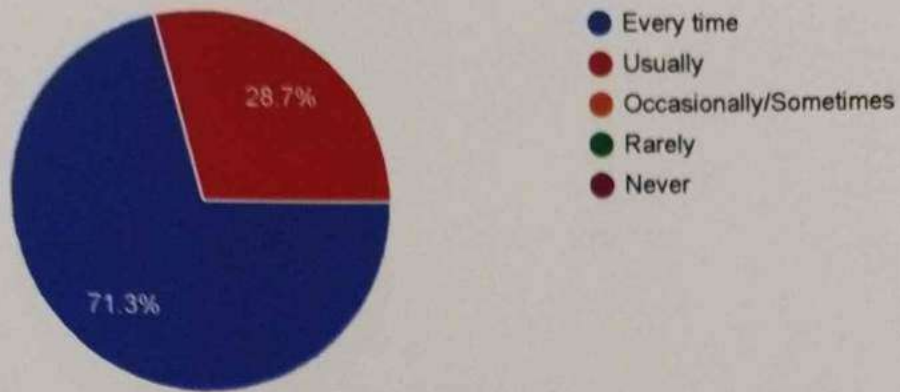
3.Do students discuss assignments and problems with you?

80 responses



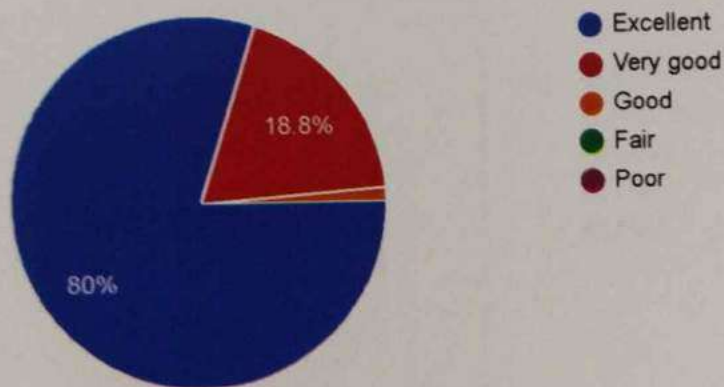
4. Do you illustrate the concepts through examples and applications?

80 responses



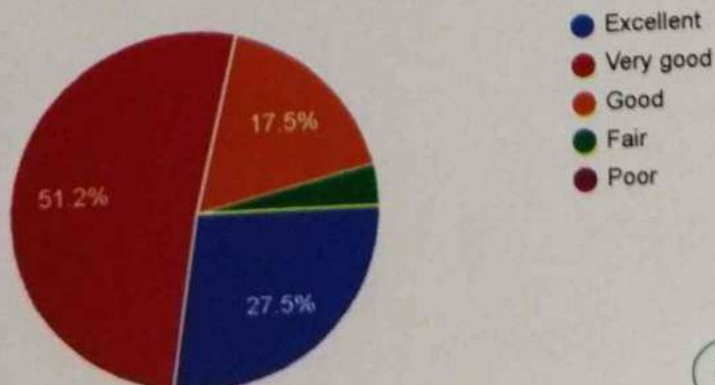
5. How do you rate ambience of the Institution for effective delivery of the academic process?

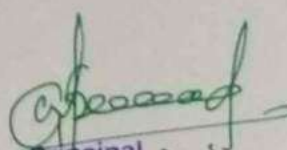
80 responses



6. How do rate courses in terms of their relevance to the latest and/or the future technologies?

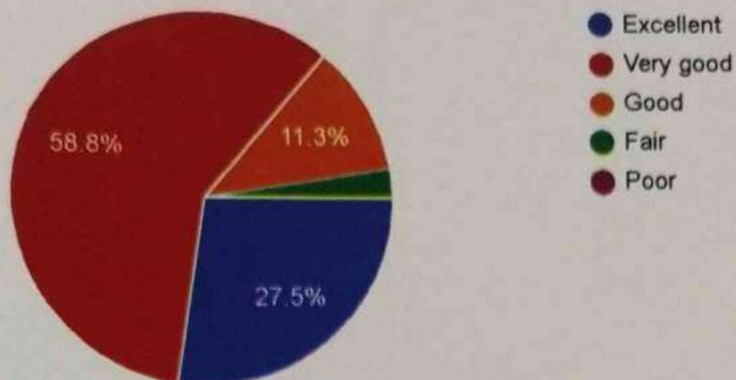
80 responses




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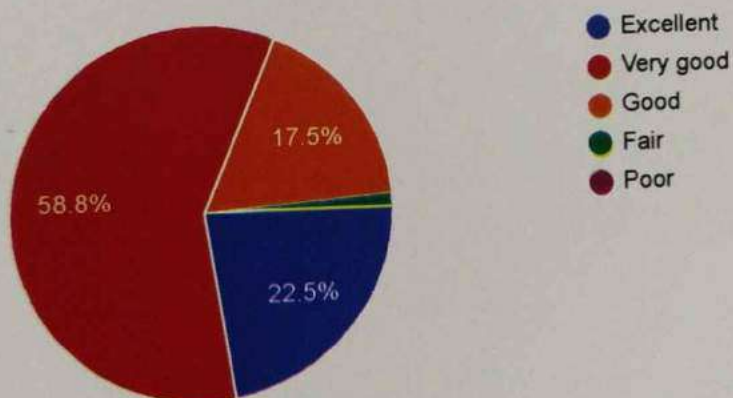
7. How do you rate the outcomes that your student has achieved from the courses

80 responses



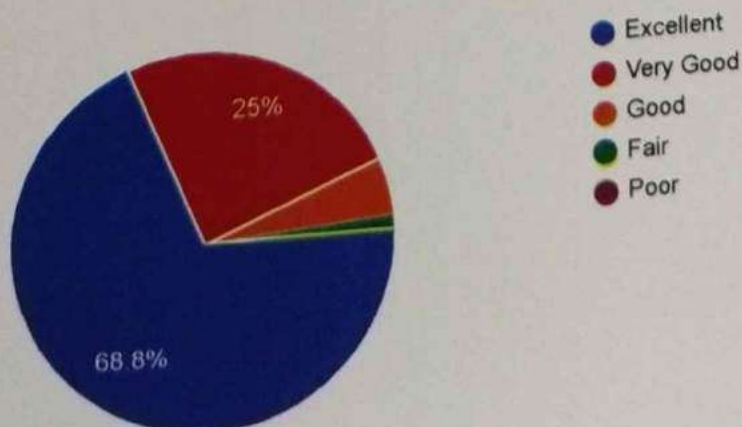
8. How do you rate the transformation of your students after the completion of the course?

80 responses



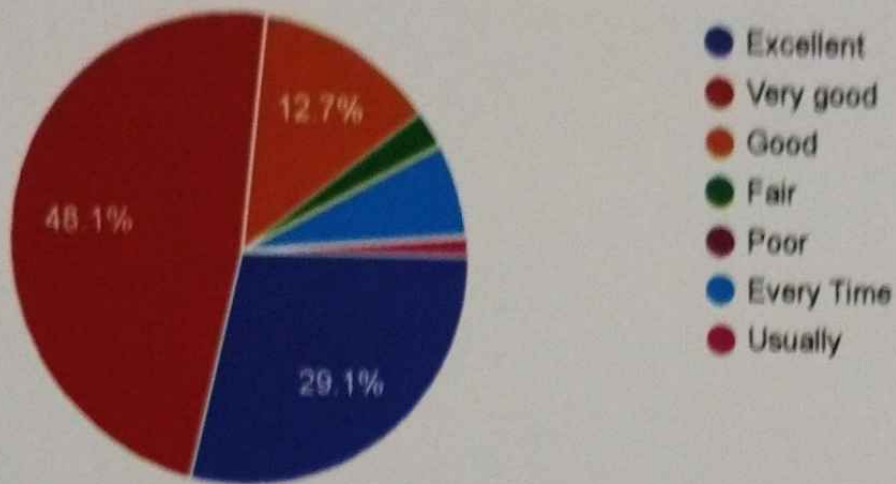
9. How do you rate the Institutional activities that help your students in getting jobs and placements?

80 responses



10. How do you rate the transparency of the evaluation system in the University?

79 responses



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Structured Feedback from Teachers 2017 Scheme

73 responses

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Name

73 responses

Ganesh Raj Urs G P

Ramalingam H M

Sumalatha U

SHIVAPRASAD T K

Guruprasad

Ms. Nischitha

Supreetha YL

AISHWARYA M BHAT

Dr C R Rajashekhar

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Employee ID

73 responses

MEC700

ECE226

CSE604

CSE636

CSE261

ECE739

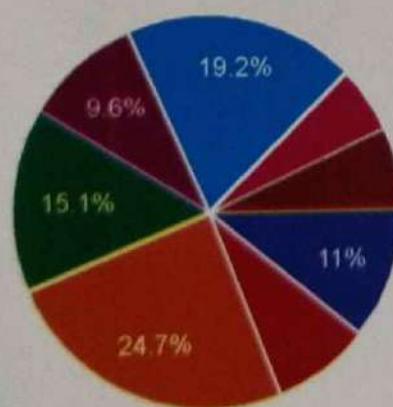
CIV760

CSE801

MEC287

Department

73 responses

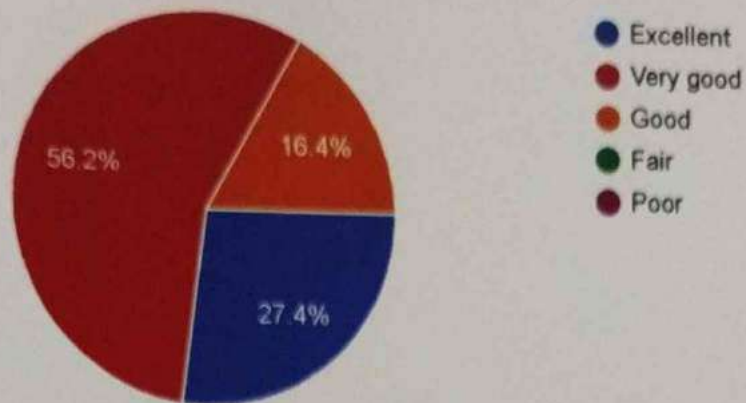


- AE
- CIV
- CSE
- ECE
- ISE
- ME
- MTR
- MBA
- Basic Science


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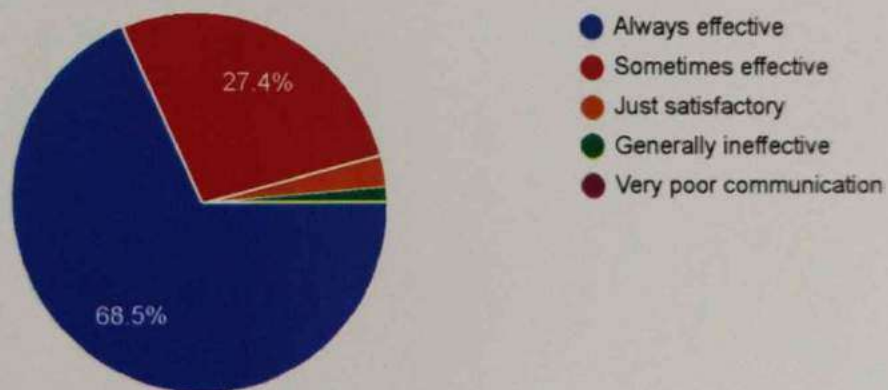
1. How do you rate the quality and the relevance of the courses included into the curriculum

73 responses



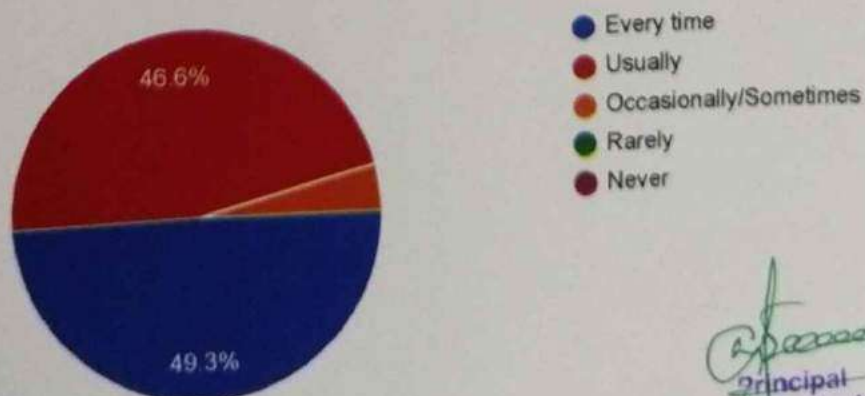
2. How do you rate the student's ability to understand the course taught by you?

73 responses



3. Do students discuss assignments and problems with you?

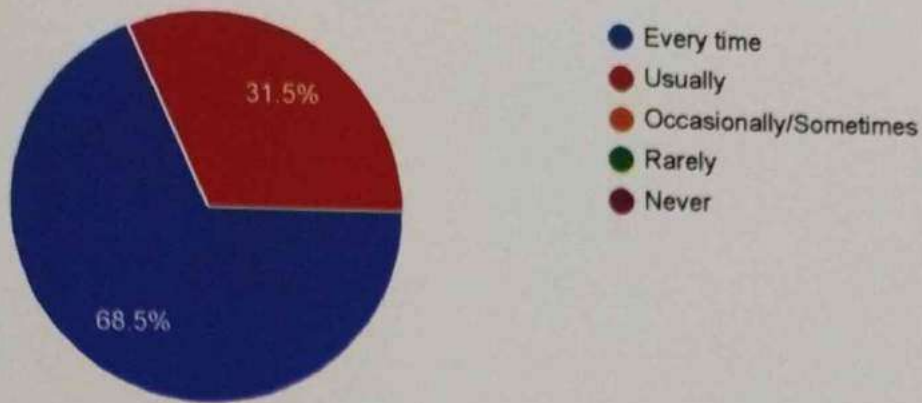
73 responses




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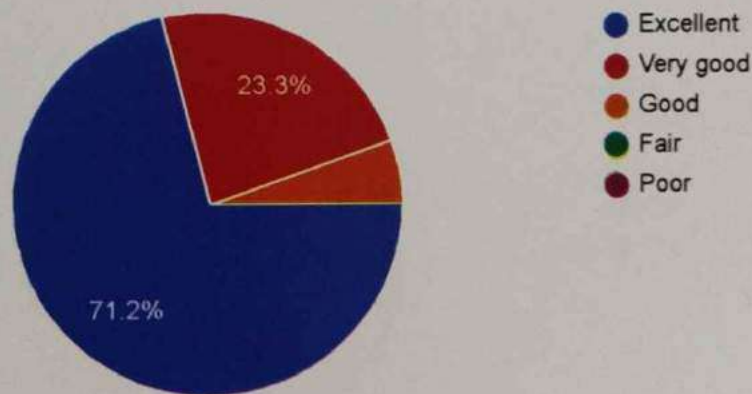
4. Do you illustrate the concepts through examples and applications?

73 responses



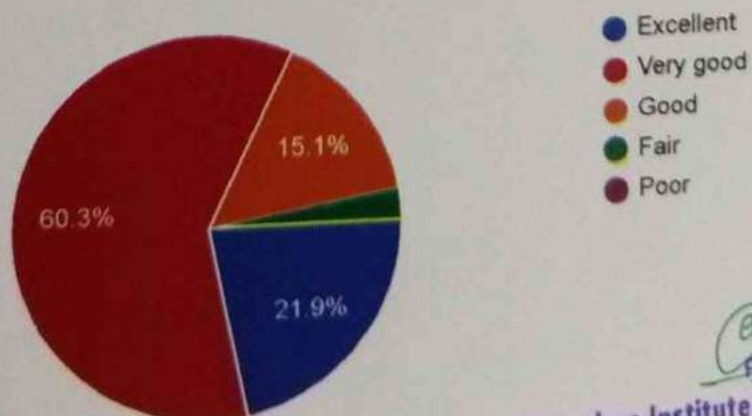
5. How do you rate ambience of the Institution for effective delivery of the academic process?

73 responses



6. How do rate courses in terms of their relevance to the latest and/or the future technologies?

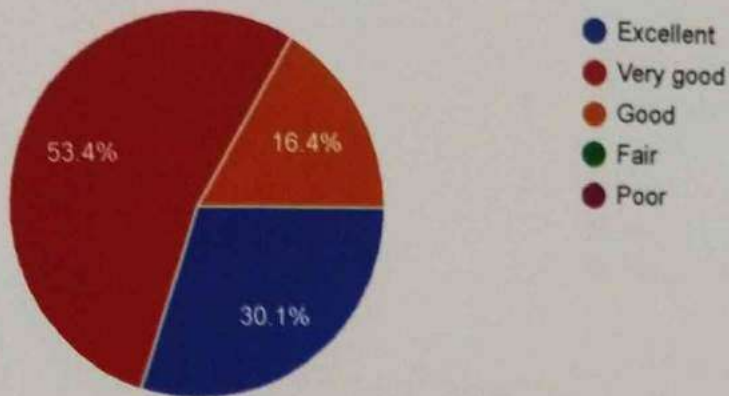
73 responses




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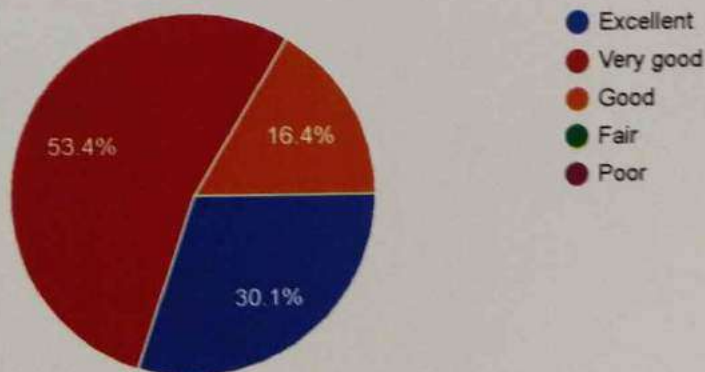
7. How do you rate the outcomes that your student has achieved from the courses

73 responses



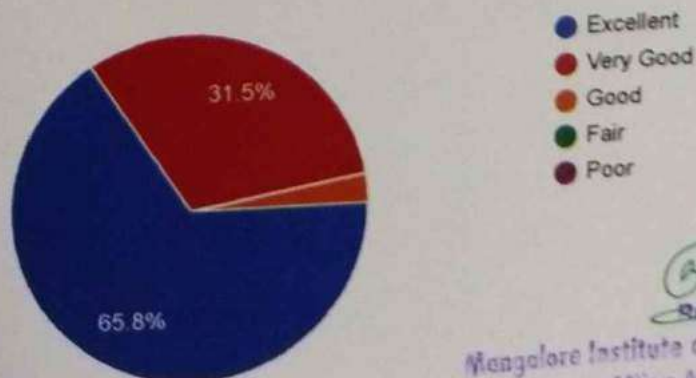
8. How do you rate the transformation of your students after the completion of the course?

73 responses



9. How do you rate the Institutional activities that help your students in getting jobs and placements?

73 responses



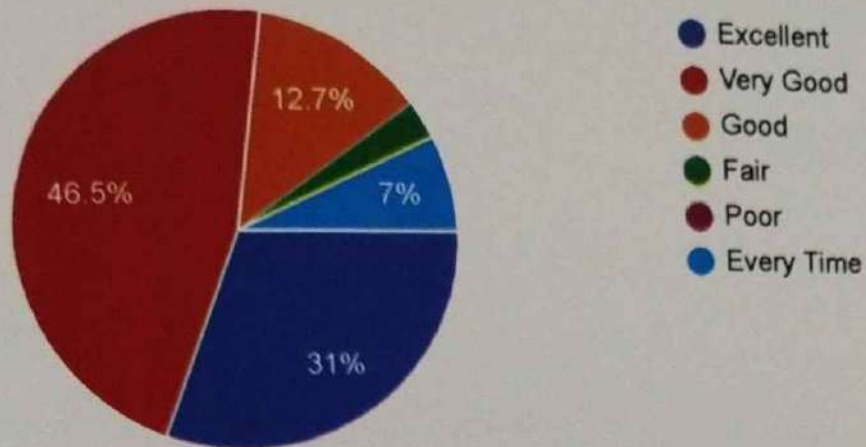
Excellent
Very Good
Good
Fair
Poor

[Signature]
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10. How do you rate the transparency of the evaluation system in the University?

71 responses



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Structured Feedback from Teachers 2015 Scheme

60 responses

[Publish analytics](#)

Name

60 responses

SHIVAJI LAMANI

Krishnamoorthy K

Ajith Kumar

Madhusudhan B

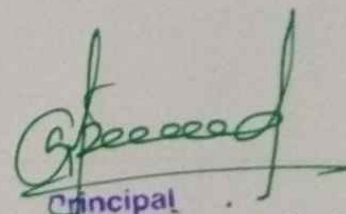
Suma K

Dr C R Rajashekhar

Vikranth Kannanth M S

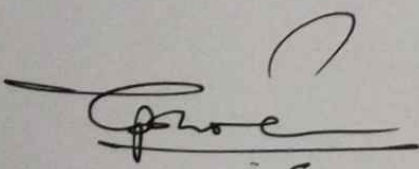
Aveen K P

Vishwaretha K R



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Employee ID
60 responses

AER764

CSE191

AER 214

MEC773

CSE763

MEC287

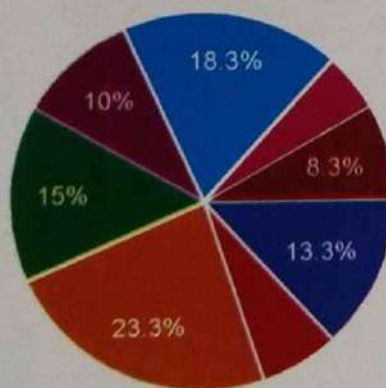
MEC335

MEC498

AER747

Department

60 responses

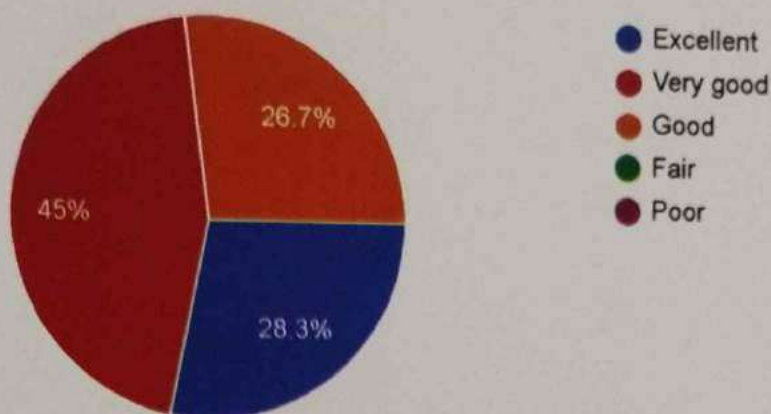


- AE
- CIV
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- ECE
- ISE
- ME
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- Basic Science

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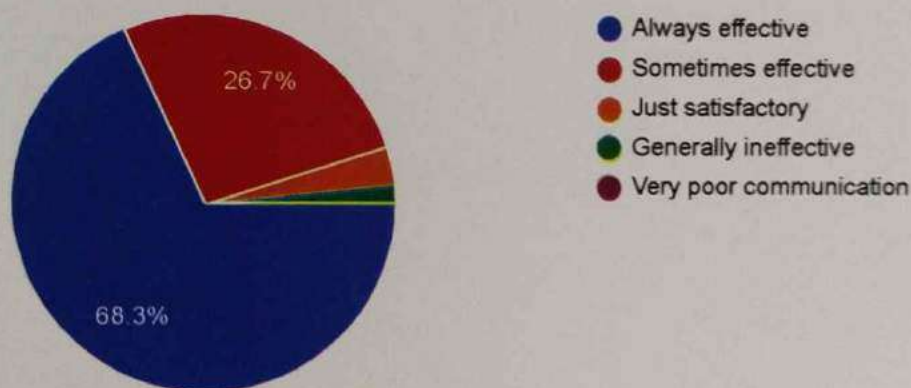
1. How do you rate the quality and the relevance of the courses included into the curriculum

60 responses



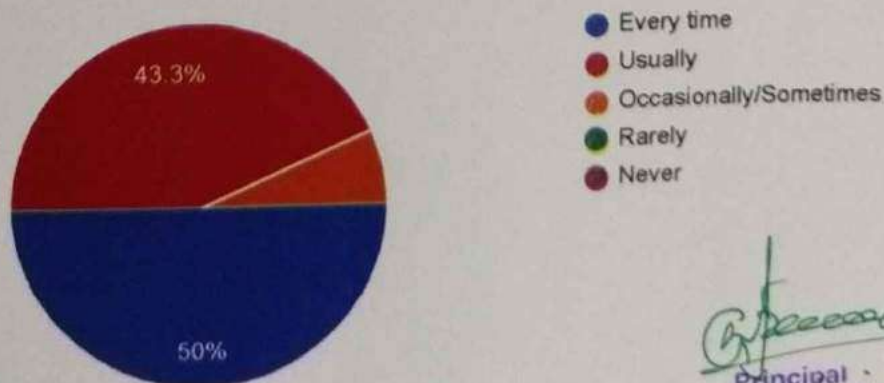
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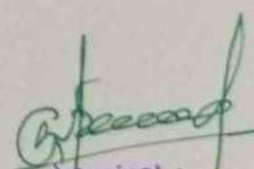
60 responses



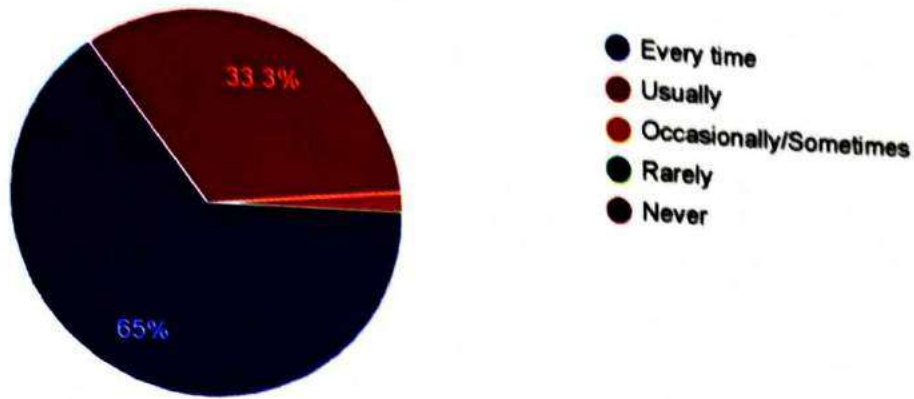
3. Do students discuss assignments and problems with you?

60 responses



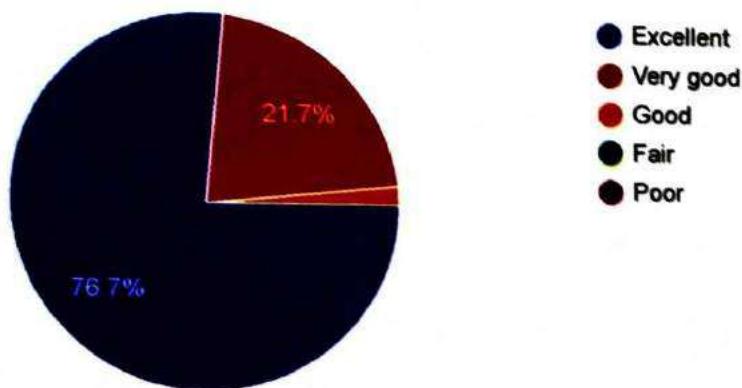

Principal
Mangalore Institute of Technology & Engineering
Badaga Mijar, MOODIBIDRI - 574 225

4. Do you illustrate the concepts through examples and applications?
60 responses



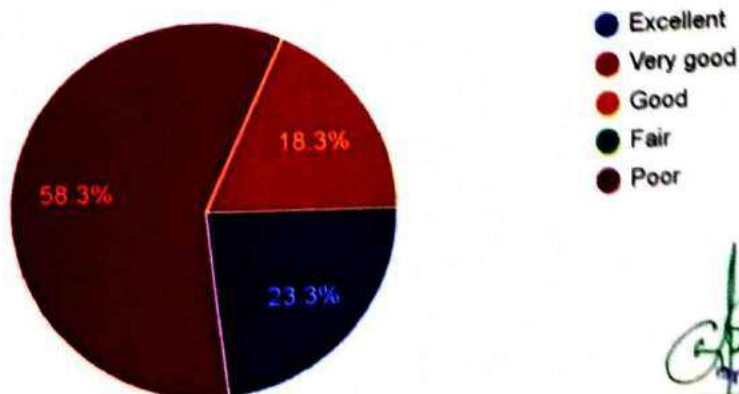
5. How do you rate ambience of the Institution for effective delivery of the academic process?

60 responses



6. How do rate courses in terms of their relevance to the latest and/or the future technologies?

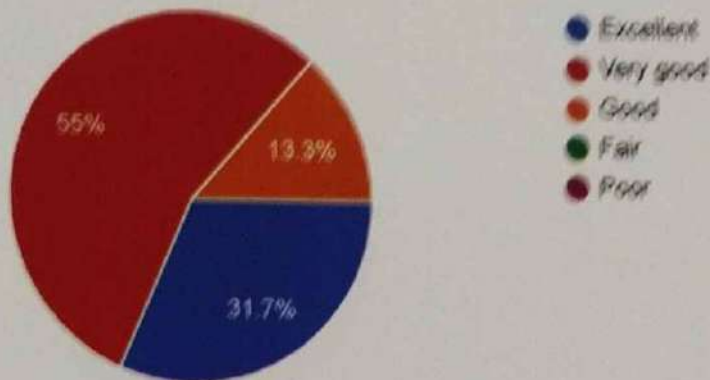
60 responses




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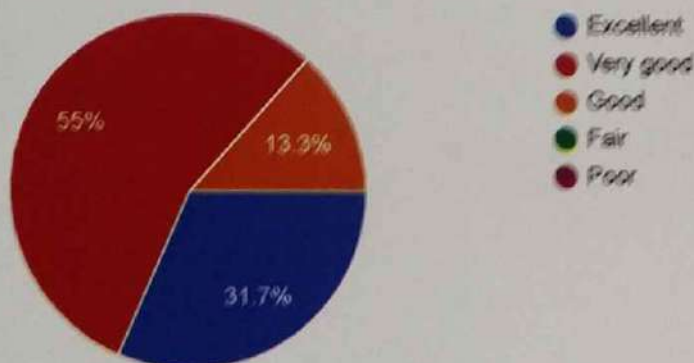
7. How do you rate the outcomes that your student has achieved from the courses

60 responses



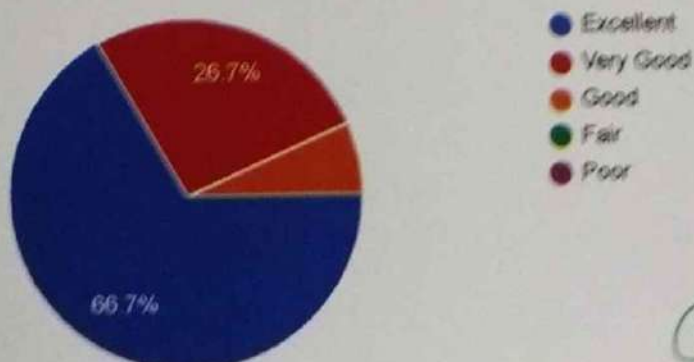
8. How do you rate the transformation of your students after the completion of the course?

60 responses



9. How do you rate the Institutional activities that help your students in getting jobs and placements?

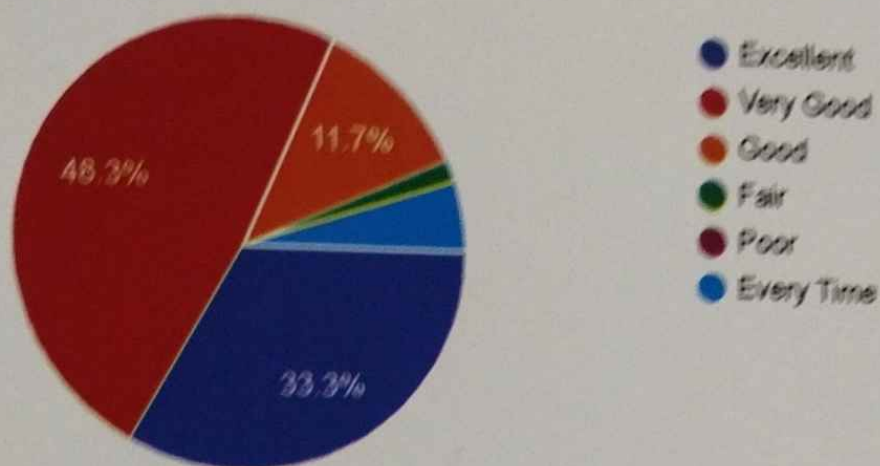
60 responses



Principal
Mangalore Institute of Technology & Engineering
Badaga Mijar, MOOBBIDRI - Page |27

10. How do you rate the transparency of the evaluation system in the University?

60 responses



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Structured Feedback from Teachers -2010 Scheme

42 responses

[Publish analytics](#)

Name

42 responses

Sagar S

Dr. Jayaprakash M C

Swapna Srinivasan

Sujesh Kumar

Aveen K P

Mohan Kumar

Vikranth Kannanth M S

Ms. Nischitha

SANJEEVI KUMAR P

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Mangalore Institute of Technology & Engineering
Badaga Mijar, MOOBBIDRI - 574 225

Employee ID

42 responses

CIV545

CIV301

ECE367

AER409

MEC498

MEC560

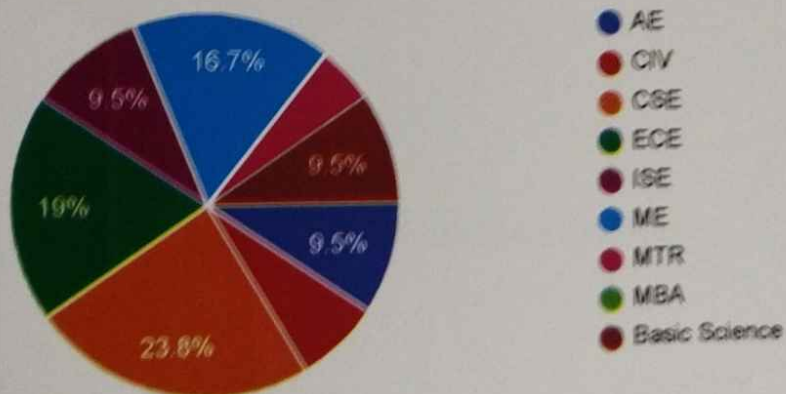
MEC335

ECE739

ECE171

Department

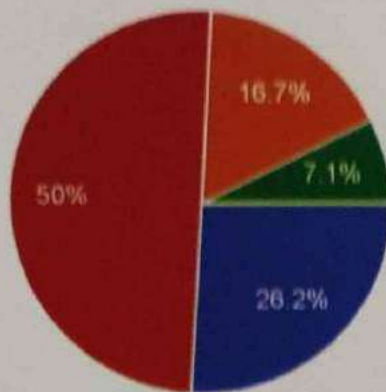
42 responses



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1. How do you rate the quality and the relevance of the courses included into the curriculum

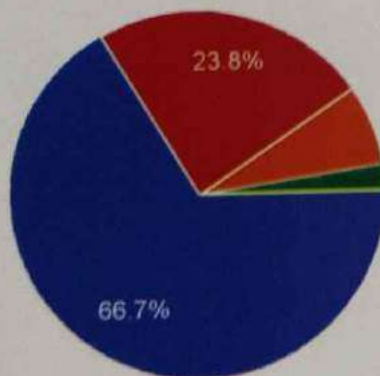
42 responses



- Excellent
- Very good
- Good
- Fair
- Poor

2. How do you rate the student's ability to understand the course taught by you?

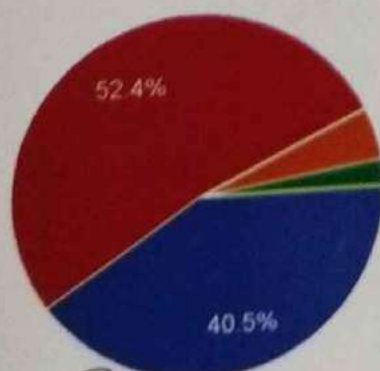
42 responses



- Always effective
- Sometimes effective
- Just satisfactory
- Generally ineffective
- Very poor communication

3. Do students discuss assignments and problems with you?

42 responses



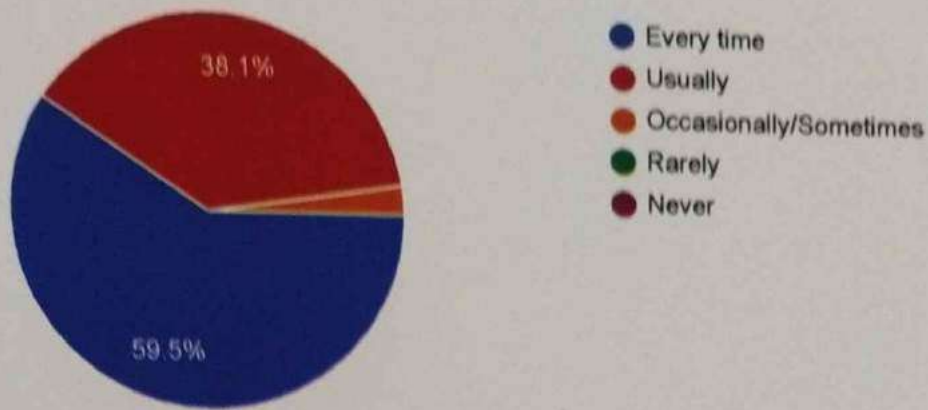
- Every time
- Usually
- Occasionally/Sometimes
- Rarely
- Never

[Signature]

[Signature]
Principal
Mangalore Institute of Technology & Engineering
Badaga Mijar, MOODBIDRI - 574 225

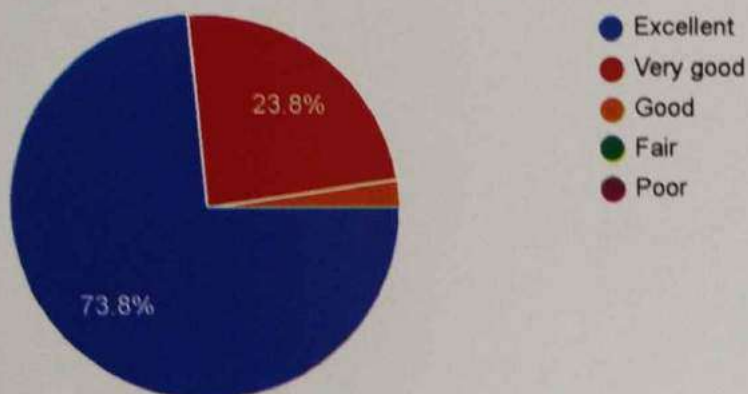
4. Do you illustrate the concepts through examples and applications?

42 responses



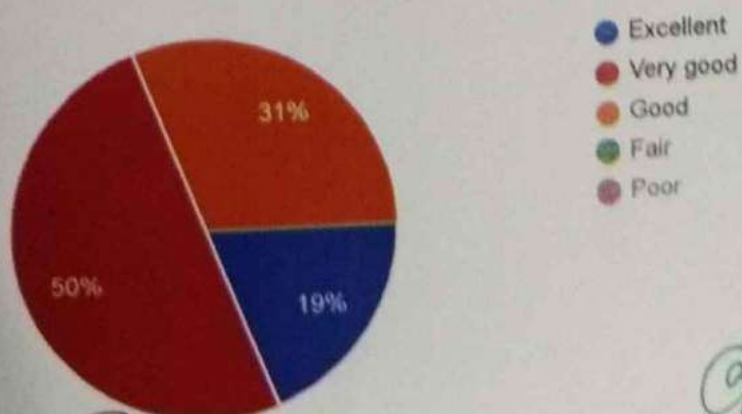
5. How do you rate ambience of the Institution for effective delivery of the academic process?

42 responses



6. How do rate courses in terms of their relevance to the latest and/or the future technologies?

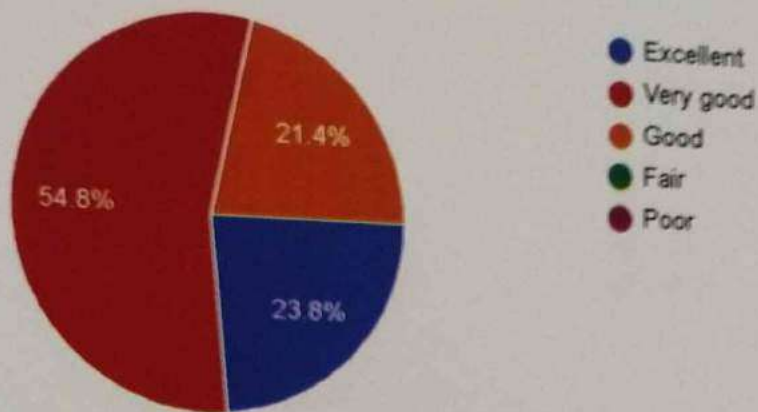
42 responses



[Signature]
Principal
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Badaga Milar, MOOBBIDRI 574 225

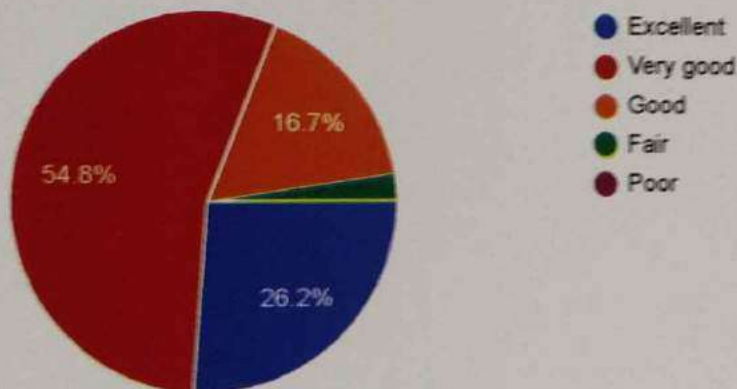
7. How do you rate the outcomes that your student has achieved from the courses

42 responses



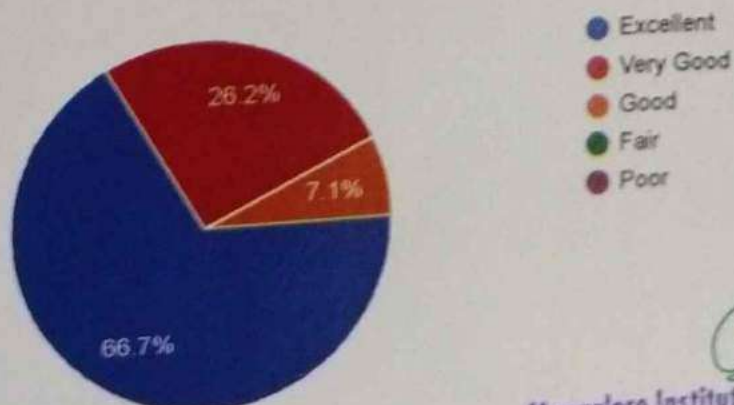
8. How do you rate the transformation of your students after the completion of the course?

42 responses



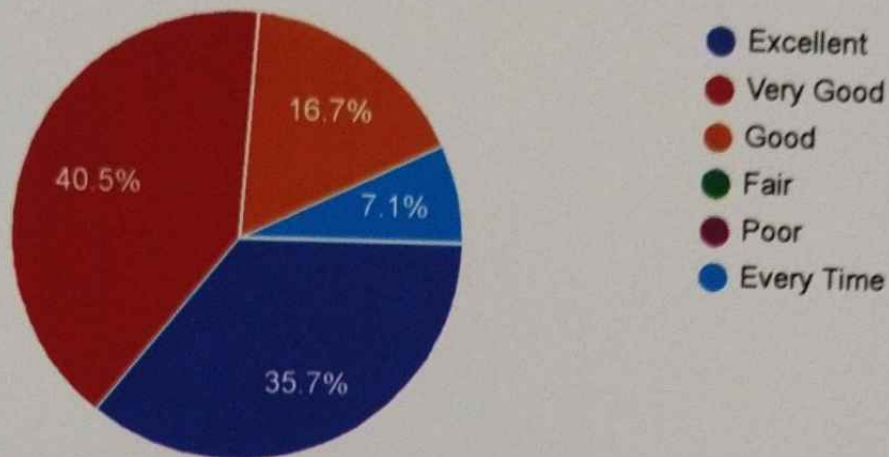
9. How do you rate the Institutional activities that help your students in getting jobs and placements?

42 responses



10. How do you rate the transparency of the evaluation system in the University?

42 responses



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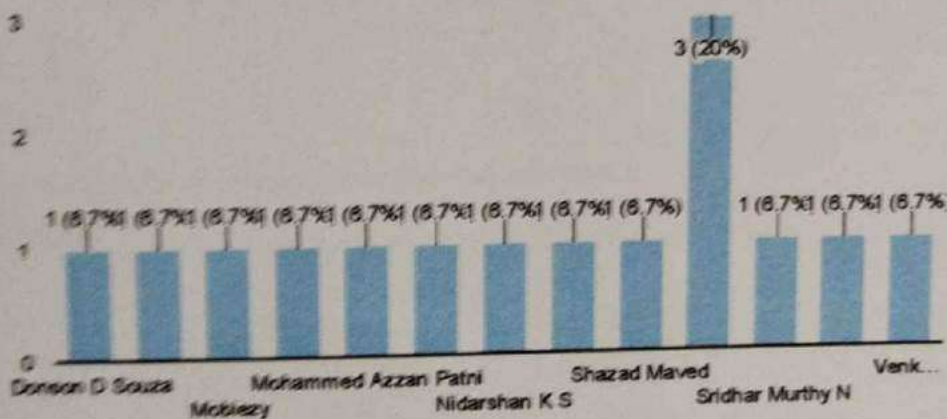
MITE Moodabidri:: Structured Feedback from Employer

15 responses

Publish analytics

Name Of the Employer

15 responses

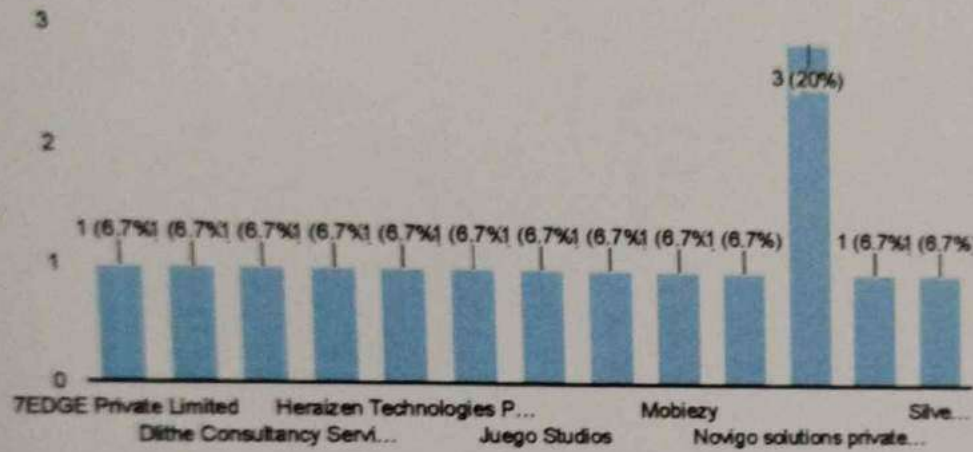


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Principal
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Badaga Mijar, MOODBIDRI - 574 22

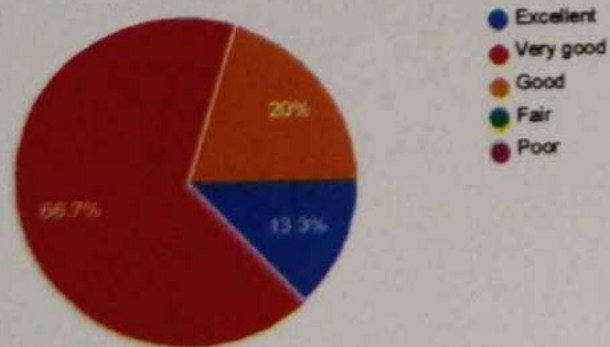
Organization

15 responses



1. Technical skills appropriate to job requirements

15 responses



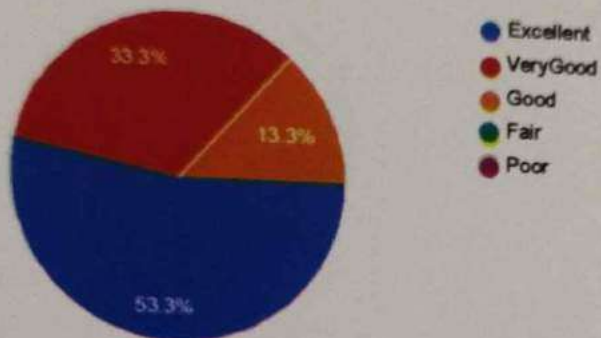
[Signature]

[Signature]
Principal

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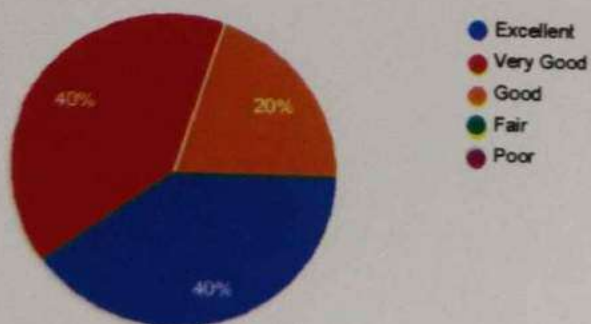
2.Accountability: Punctual in attending work and honor commitment to meet deadlines

15 responses



3.Competency level

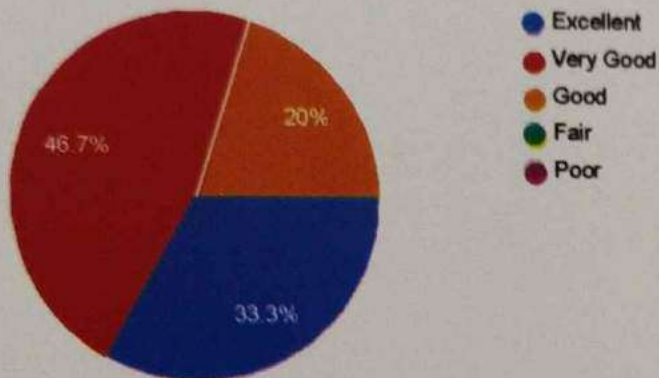
15 responses



Principal
Mangalore Institute of Technology & Engineering
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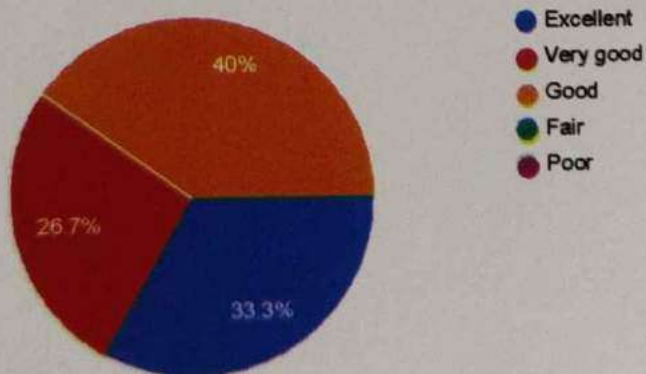
4. Adequacy of skill

15 responses



5. Quality of work: Compete tasks accurately. Work reflects neatness, attention to detail, and compliance to company standards

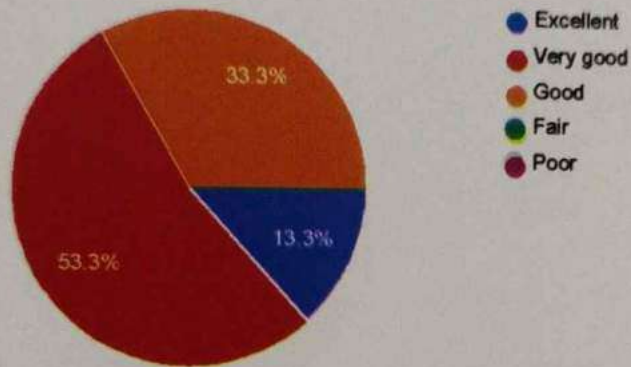
15 responses



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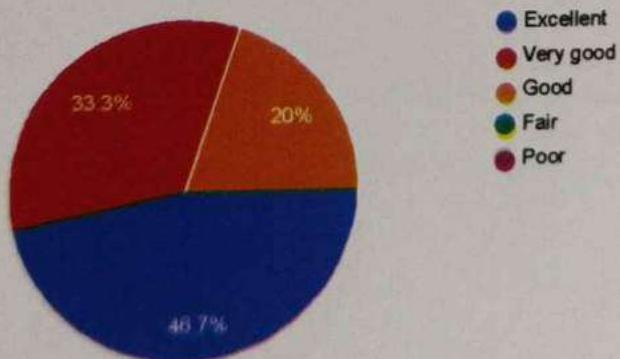
6. Adequacy of Curriculum

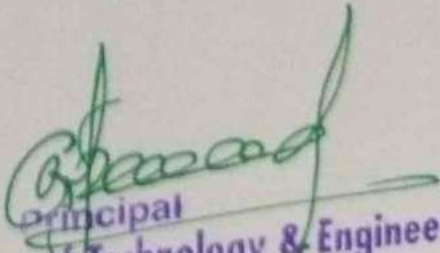
15 responses



7. Target Orientation

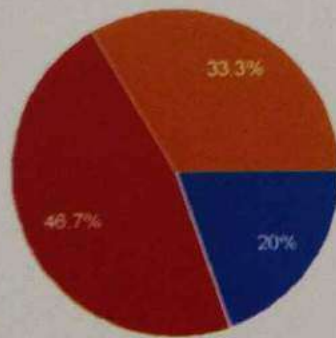
15 responses




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8. Initiative: Consistently demonstrates a proactive nature. Takes appropriate action without constant supervision

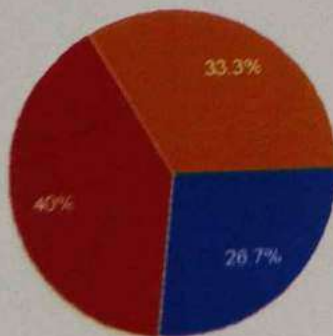
15 responses



● Excellent
● Very good
● Good
● Fair
● Poor

9. Ability to relate theory to practice

15 responses



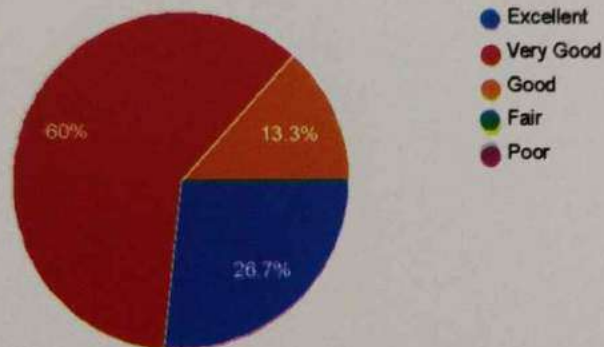
● Excellent
● Very Good
● Good
● Fair
● Poor

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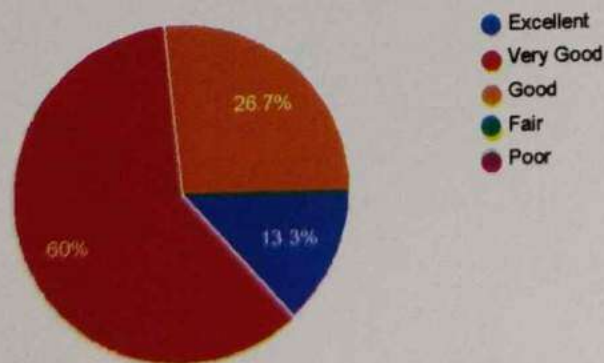
10. Analysis and Judgment: Demonstrates the ability to analyze the facts and make sound decisions

15 responses



11. Communication and Attitude: Expresses verbal and written ideas effectively. Interacts well with others and resolves conflicts

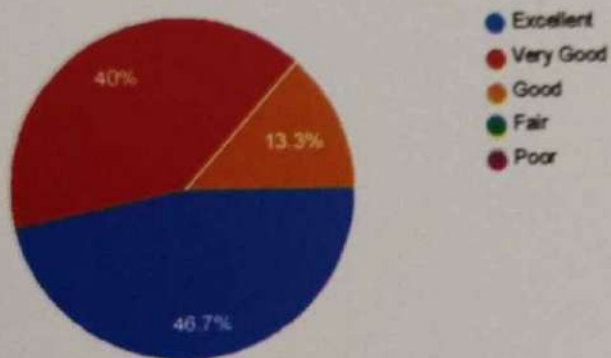
15 responses



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12. Overall rating

15 responses



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Structured Feedback from Alumni 2019-20

167 responses

[Publish analytics](#)

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Name

167 responses

Aditya

Prathika Shetty

Sujith

Akshaya B

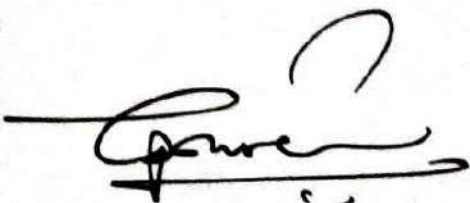
Sharadhi A Patil

Neha Rao

Arpitha

Ravikumar udupa

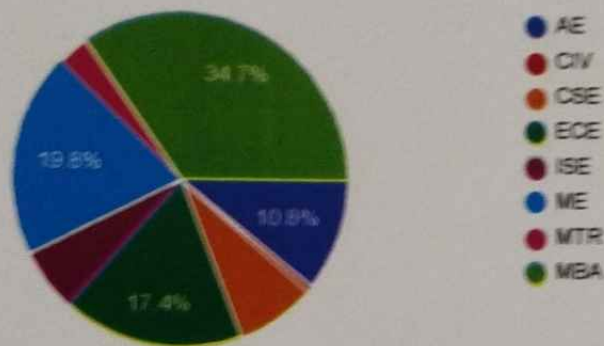
Sushravya



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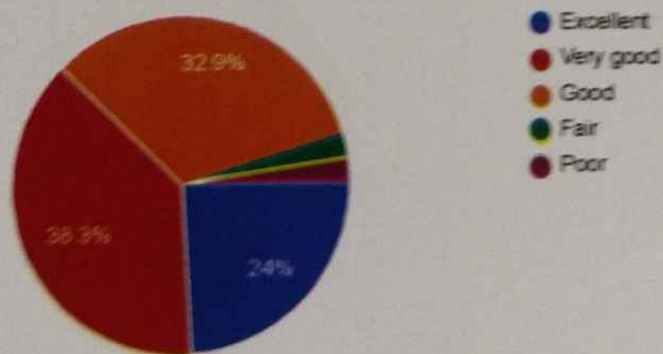
Department

167 responses



1. Quality of course content including the project work during your entire programme

167 responses

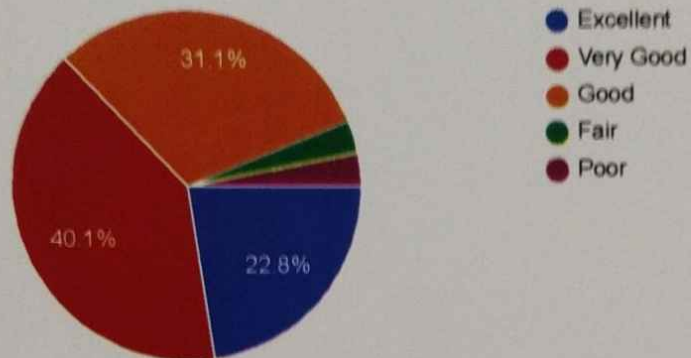


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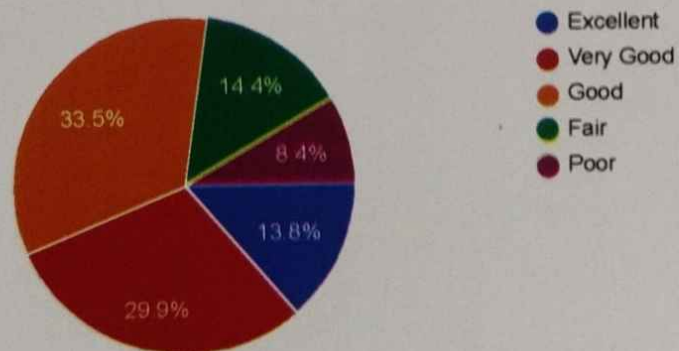
2.How do you rate the coverage of courses during programme?

167 responses



3.How do you rate the curriculum that helps in your employment?

167 responses

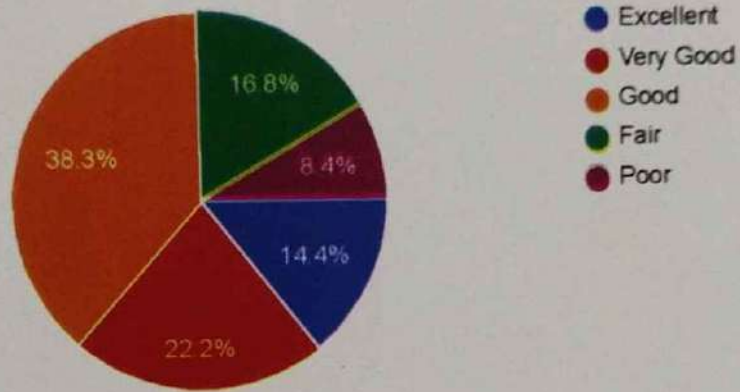


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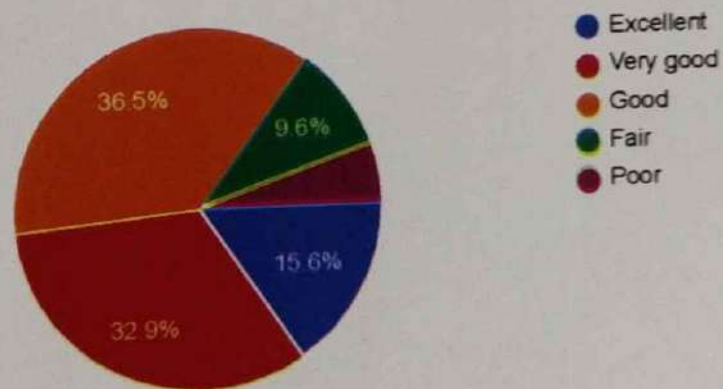
4.How do you rate the syllabus applicability/relevance to real life situation?

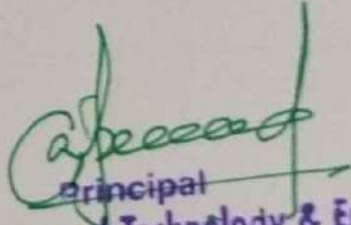
167 responses



5.How do you rate the programme curriculum in terms of knowledge, concepts, skills, analytical abilities and broadening perspectives?

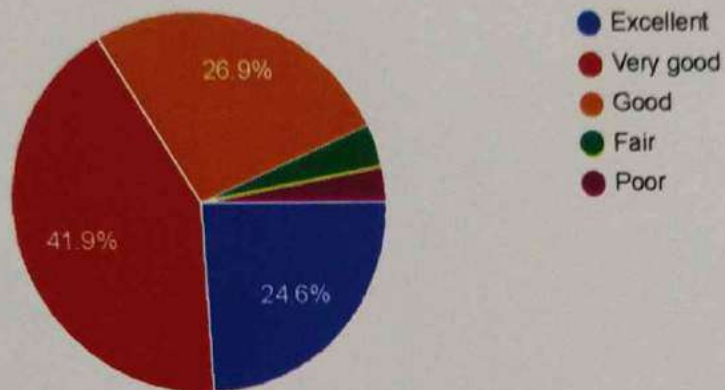
167 responses




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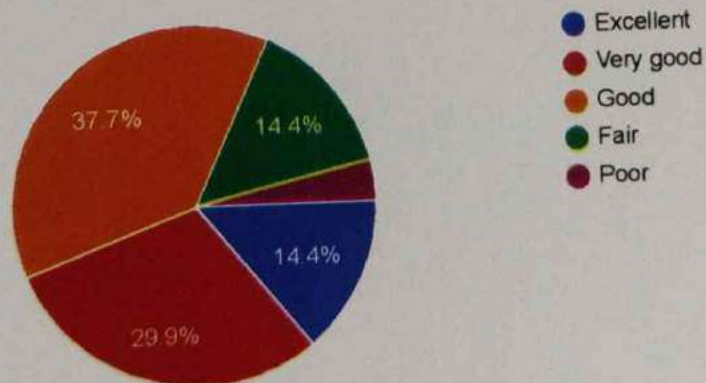
6. How do you rate the clarity and relevance of class room & teaching materials?

167 responses



7. How do you rate the focus towards the research orientation during the programme?

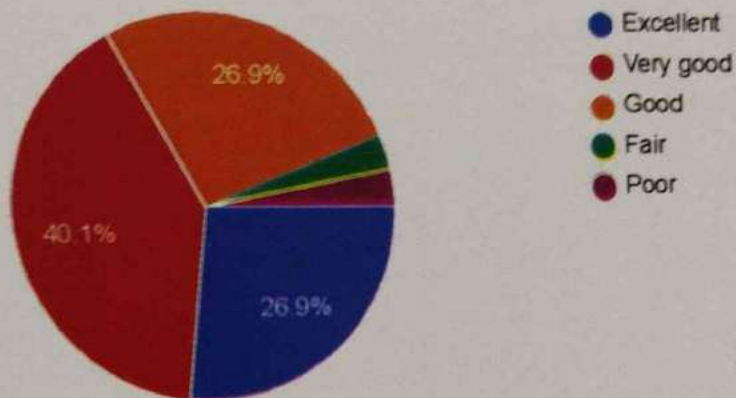
167 responses




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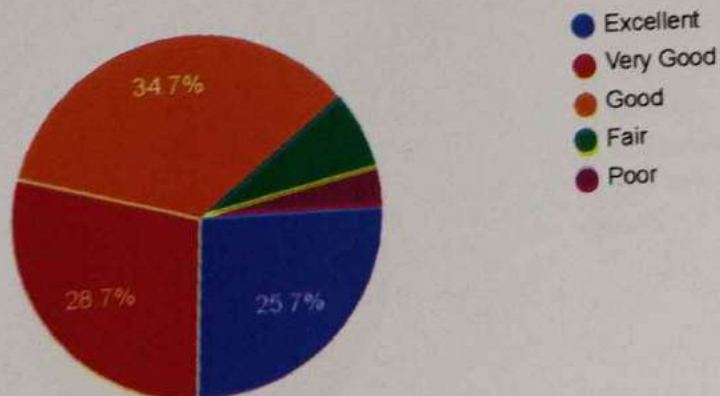
8. Teachers inform you about your expected competencies, course outcomes and programme outcomes.

167 responses



9. The teachers identify your strengths and encourage you by providing right level of challenges.

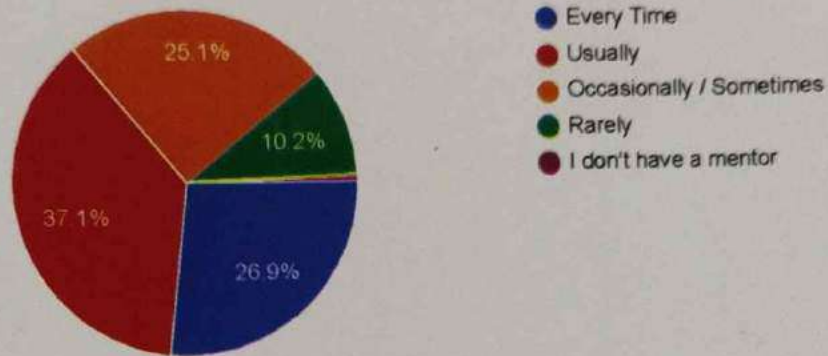
167 responses



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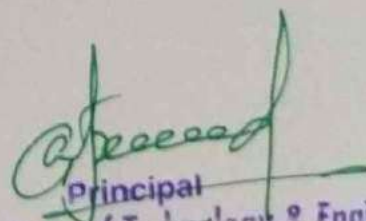
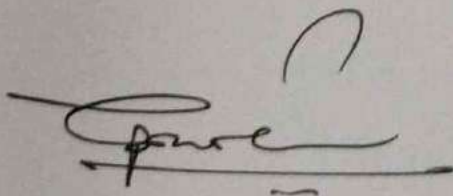
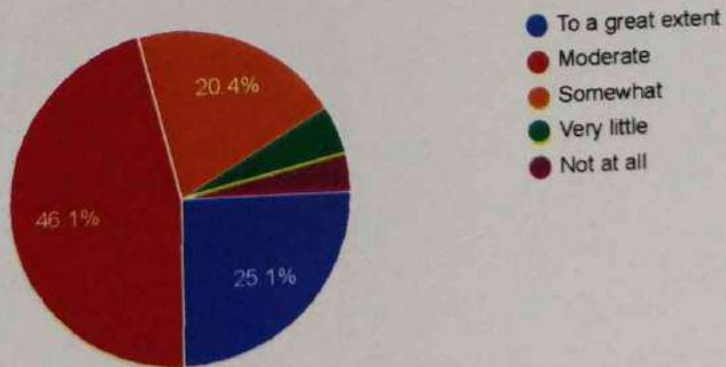
10. Teachers are able to identify your weakness and help you to overcome them

167 responses



11. The institute / teachers use student centric methods such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.

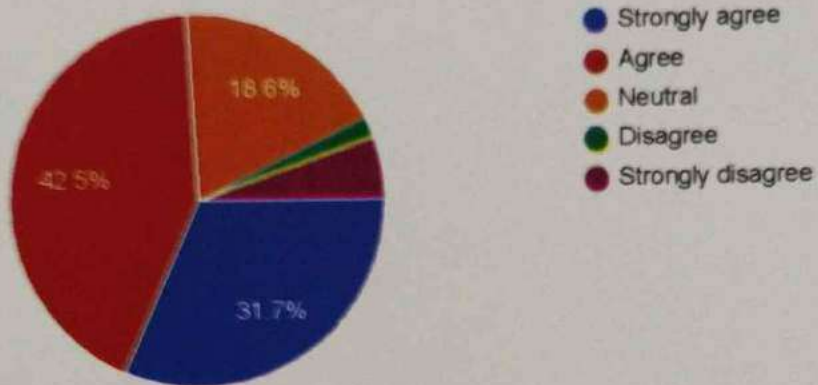
167 responses



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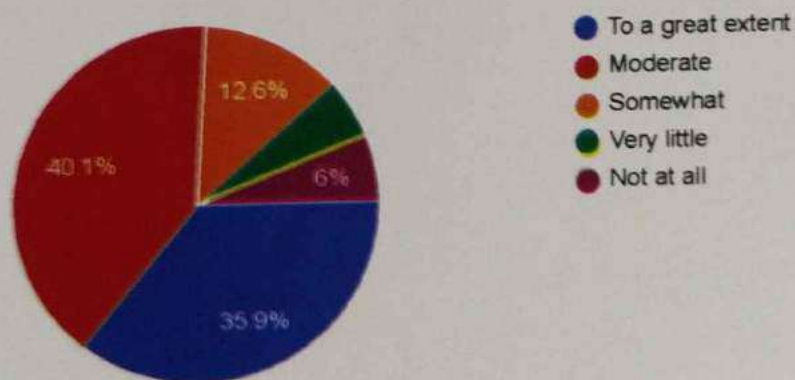
12. Teachers encourage you to participate in extracurricular activities

167 responses



13. Efforts are made by the institute/teachers to inculcate soft skills, life skills, and employability skills to make you ready for the world of work.

167 responses



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An ISO 9001: 2015 Certified Institution, Accredited by NAAC
(A unit of Rajalaxmi Education Trust*)

Affiliated to V.T.U., Belagavi, Approved by AICTE, New Delhi.

Action Taken Report

Date: 23-07-2018

Background:

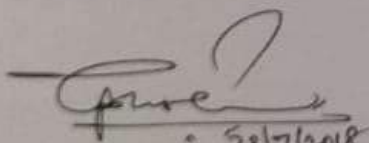
Students of the third semester of Aeronautical Engineering submitted their grievance on the syllabus for the course 'Mechanics of Materials (Course Code: 15AE34). The course has contents that are of higher order and not conducive for under graduate students at the third semester since the pre-requisite courses were not included in the earlier semesters.

Action taken:

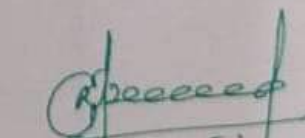
Since MITE is an affiliated institution and the syllabus is set by the Visvesvaraya Technological University (VTU), Belagavi, the institute holds no flexibility in formulating the syllabus. Hence the institute forwarded a requisition letter to the Chairman of Board of Studies of Aeronautical Engineering, Registrar, VTU and the Vice-Chancellor, VTU addressing the issues raised by the students.

Outcome:

The Board of Studies of the Aeronautical Engineering of the affiliated University after due discussion, revised the syllabus for the course in the subsequent 2018 scheme for the Undergraduate Aeronautical Engineering.


23/7/2018
Dr. G. Purushotham

Prof. & HoD
Head of the Department of
Aeronautical Engineering,
Mangalore Institute of Technology & Engineering
P.O. Mijar Moodabidri 574225
Mangalore, Karnataka


Dr. G.L. Easwara Prasad

Principal
Principal
Mangalore Institute of Technology & Engineering
Badaga Mijar, MOODBIDRI - 574 225



MANGALORE INSTITUTE OF TECHNOLOGY & ENGINEERING

(An ISO 9001: 2008 Certified Institution)

(A unit of Rajalaxmi Education Trust®)

Affiliated to V.T.U., Belgaum, Approved by AICTE, New Delhi.

To,

Date: 30.05.2017

The Registrar,

VTU, Belagavi-590 018.

Respected Sir,

Sub: Result of Mechanics of Materials (15AE34) – Reg.

With reference to the about subject, we wish to bring to your kind consideration the following information.

The third semester CBCS scheme students of Aeronautical Engineering are having a subject titled Mechanics of Materials (MOM), subject code 15AE34. This subject was there in the 2010 scheme also.

In the CBCS scheme, the syllabus of very high order (PG level Syllabus) was set by VTU to the course 15AE34 which was very difficult for the students of 3rd SEM level. Considering this aspect, we have written to the Registrar VTU in our letter dated 18-7-2016, requesting for reconsideration of the syllabus.

The same has been brought to the notice of Chairman - BOS of AE board in the e-mail, dated 16-9-2016 and also conveyed to all the higher authorities of VTU. In spite of all our requests the syllabus of MOM (15AE34) remained same as it was given.

The examination was held for the subject on Nov/Dec 2016 and the results are declared. It is also observed that, the result of this subject is found to be very low in the other affiliated colleges of VTU. As expected, the results of this subject is found to be very low, i.e. 17% in our institution. The results of all other subjects of same students, under University results are found to be very good (more than 75%). Please see the enclosed letters. Because of PG level syllabus of this subject, students were unable to understand the subject.

Due to this problem, the students and parents of these failed students are under high stress. For all the good students, since they have failed a subject, it may also affect their placement opportunities in future.

We request you to kindly support the students to see that their career is supported. Else otherwise, the career of some of these students may be seriously affected.

Thanking You,

Principal

Principal

Mangalore Institute of Technology & Engineering
Bada Mijar, Moodabidri - 574 225

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELGAUM
CHOICE BASED CREDIT SYSTEM (CBCS)
SCHEME OF TEACHING AND EXAMINATION 2015-2016

| Mechanics of Materials [As per Choice Based Credit System (CBCS) scheme] SEMESTER – III | | | |
|--|---------------|----------------|--------------------------------------|
| Subject Code | 15AE34 | IA Marks | 20 |
| Number of Lecture Hours/Week | 04 | Exam Hours | 03 |
| Total Number of Lecture Hours | 50 | Exam Marks | 80 |
| CREDITS – 04 | | | |
| Course objectives: This course will enable students to <ol style="list-style-type: none"> 1. Comprehend the basic concepts of strength of materials. 2. Acquire the knowledge of stress, strain under different loadings. 3. Understand the different failure theory. | | | |
| Modules | | Teaching Hours | Revised Bloom's Taxonomy (RBT) Level |
| Module -1 Basic equations of linear elasticity: The concept of stress, Analysis of the state of stress at a point, Equilibrium equations, The state of plane stress, The concept of strain, Analysis of the state of strain at a point, Plane strain and plane stress in polar coordinates, Problem featuring cylindrical symmetry. Constitutive behaviour of materials: Constitutive laws for isotropic materials, Allowable stress, Yielding under combined loading, Material selection for structural performance, Composite materials, Constitutive laws for anisotropic materials, Strength of a transversely isotropic lamina. Engineering structural analysis: Solution approaches, Bar under constant axial force, Pressure vessels. | | 10 Hours | L1, L2 |
| Module -2 Euler-Bernoulli beam theory: The Euler-Bernoulli assumptions, Implications of the Euler-Bernoulli assumptions, Stress resultants Beams subjected to axial loads, Beams subjected to transverse loads, Beams subjected to combined axial and transverse loads. Three-dimensional beam theory: Kinematic description, Sectional constitutive law, Sectional equilibrium equations, Governing equations, Decoupling the three-dimensional problem, The principal centroidal axes of bending. The neutral axis, Evaluation of sectional stiffness. | | 10 Hours | L1, L2, L3 |
| Module -3 Torsion: Torsion of circular cylinders . Torsion combined with axial | | 10 Hours | L1, L2, L3 |

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELGAUM
CHOICE BASED CREDIT SYSTEM (CBCS)
SCHEME OF TEACHING AND EXAMINATION 2015-2016

| | | |
|---|----------|----------------|
| sections, Torsion of a thin rectangular cross-section, Torsion of thin-walled open sections. | | |
| Thin-walled beams: Basic equations for thin-walled beams, Bending of thin-walled beams, Shearing of thin-walled beams. The shear centre. Torsion of thin-walled beams, Coupled bending-torsion problems Warping of thin-walled beams under torsion. Equivalence of the shear and twist centres, Non-uniform torsion, Structural idealization. | | |
| Module -4 Virtual work principles: Introduction, Equilibrium and work fundamentals, Principle of virtual work, Principle of virtual work applied to mechanical systems, Principle of virtual work applied to truss structures. Principle of complementary virtual work, internal virtual work in beams and solids. Energy methods: Conservative forces, Principle of minimum total potential energy, Strain energy in springs, Strain energy in beams, Strain energy in solids, Applications to trusses, Development of a finite element formulation for trusses, Principle of minimum complementary, Energy theorems, Reciprocity theorems, Saint-Venant's principle. | 10 Hours | L1, L2, L3, L4 |
| Module -5 Yielding: Yielding under combined loading, Applications of yield criteria to structural, Application to bars, trusses and beams. Buckling of beams: Rigid bar with root torsion spring, buckling of beams, buckling of sandwich beams. Shearing deformations in beams, Shear deformable beams: an energy approach. Kirchhoff plate theory: Governing equations of Kirchhoff plate theory, The bending problem, Anisotropic plates, Solution techniques for rectangular plates, Circular, Energy formulation of Kirchhoff plate theory, Buckling of plates. | 10 Hours | L1, L2, L3 |
| Course outcomes: After studying this course, students will be able to: <ol style="list-style-type: none"> 1. Apply the basic concepts of strength of materials. 2. Compute stress, strain under different loadings. 3. Distinguish the different failure theories . | | |
| Graduate Attributes (as per NBA): <ul style="list-style-type: none"> • Engineering Knowledge. • Problem Analysis. • Design / development of solutions • Interpretation of data. | | |
| Question paper pattern: | | |

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELGAUM
CHOICE BASED CREDIT SYSTEM (CBCS)
SCHEME OF TEACHING AND EXAMINATION 2015-2016

- Each full question consists of 16 marks.
- There will be 2 full questions (with a maximum of four sub questions) from each module.
- Each full question will have sub questions covering all the topics under a module.

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

Text Books:

1. S.S. Bhavaikatii, "*Strength of Materials*", Vikas Publications House, New Delhi, 2012, ISBN-13: 978-8125927914.
2. Timoshenko and Young "*Elements of Strength of Materials*", East-West Press, 1976, ISBN 10: 8176710199.

Reference Books:

1. Beer.F.P. and Johnston.R, "*Mechanics of Materials*", McGraw Hill Publishers, 2006, ISBN-13: 978-0073380285.
2. S.Ramamrutham, R Narayanan, "*Strength of Materials*", Dhanapath Rai Publishing Company, New Delhi, 2012, ISBN 13: 9789384378264
3. Bao Shihua, Gong Yaoqing "*Structural Mechanics*" Wuhan University of Technology Press, 2005, ISBN: 7562924074 9787562924074
4. T.H.G Megson "*Introduction to Aircraft Structural Analysis*", Butterworth-Heinemann Publications, 2007, ISBN 13: 9781856179324

| B. E. AERONAUTICAL ENGINEERING Choice Based Credit System (CBCS) and Outcome Based Education (OBE) SEMESTER - III | | | |
|--|----------------------|------------|----|
| Mechanics of Materials | | | |
| Course Code | 18AS33/18AE33 | CIE Marks | 40 |
| Teaching Hours/Week (L:T:P) | (3:2:0) | SEE Marks | 60 |
| Credits | 04 | Exam Hours | 03 |
| Course Learning Objectives: <ul style="list-style-type: none"> • Comprehend the basic concepts of strength of materials. • Acquire the knowledge of stress, strain under different loadings. • Understand the properties of materials. | | | |
| Module-1 | | | |
| Basics of linear elasticity: The concept of stress & strain, state of stress & Strain at a point, Equilibrium equations, The state of plane stress and plane strain. Compatibility equations, Constitutive Laws (Hooke's Law), Stress-strain curves for brittle and ductile materials, Allowable stress, Material selection for structural performance. | | | |
| Simple & Compound Stresses: Extension / Shortening of a bar, bars with cross sections varying in steps, bars with continuously varying cross sections. Elongation due to self-weight. Volumetric strain, expression for volumetric strain, elastic constants, simple shear stress, shear strain, temperature stresses, Introduction to Plane stress, stresses on inclined sections, principal stresses & strains, Analytical & graphical method (Mohr's Circle) to find principal stresses & strains. | | | |
| Module-2 | | | |
| Bending Moment and Shear Force in Beams: Introduction, Types of beams, loads and reactions, shear forces and bending moments, rate of loading, sign conventions, relationship between shear force and bending moments. Shear force and bending moment diagrams for different beams subjected to concentrated loads, uniformly distributed load, (UDL) uniformly varying load (UVL) and couple for different types of beams. | | | |
| Euler-Bernoulli beam theory: The Euler-Bernoulli assumptions, Implications of the Euler-Bernoulli assumptions, the Euler-Bernoulli Beam theory derivation, Bending stress equation, Moment carrying capacity of a section. Shearing stresses in beams, shear stress across rectangular, circular, symmetrical I and T sections (Only Numerical). | | | |
| Module-3 | | | |
| Deflection of Beams: Introduction, Differential equation for deflection. Equations for deflection, slope and bending moment. Double integration method for cantilever and simply supported beams for point load, UDL, UVL and Couple. Macaulay's method. | | | |
| Torsion of Circular Shafts and Elastic Stability of Columns: Introduction. Pure torsion, assumptions, derivation of torsional equations, polar modulus, torsional rigidity / stiffness of shafts. Power transmitted by solid and hollow circular shafts. | | | |
| Module-4 | | | |
| Virtual work principles: Introduction, Equilibrium and work fundamentals, Principle of virtual work, Principle of virtual work applied to mechanical systems, Principle of virtual work applied to truss structures, Principle of virtual work applied to beams. Principle of complementary virtual work, internal virtual work in beams and solids. | | | |
| Energy methods: Conservative forces, Principle of minimum total potential energy, Strain energy in springs, Strain energy in beams, Strain energy in solids, Applications to trusses, Development of a finite element formulation for trusses, Principle of minimum complementary, Energy theorems, Reciprocity theorems, Saint-Venant's principle. | | | |
| Module-5 | | | |
| Mechanical Properties of materials: | | | |
| Fracture: Type I, Type II and Type III. | | | |
| Creep: Description of the phenomenon with examples. Three stages of creep, creep properties, stress relaxation. | | | |

| Fatigue: Types of fatigue loading with examples, Mechanism of fatigue, fatigue properties, fatigue testing and S-N diagram. | | | | |
|--|--|-------------------------------|---|------------------|
| Course Outcomes: At the end of the course the student will be able to: <ul style="list-style-type: none"> • CO1: Apply the basic concepts of strength of materials. • CO2: Compute stress, strain under different loadings. • CO3: Distinguish the properties of different materials. | | | | |
| Question paper pattern: <ul style="list-style-type: none"> • The question paper will have ten full questions carrying equal marks. • Each full question will be for 20 marks. • There will be two full questions (with a maximum of four sub- questions) from each module. • Each full question will have sub- question covering all the topics under a module. • The students will have to answer five full questions, selecting one full question from each module | | | | |
| Sl. No. | Title of the Book | Name of the Author/s | Name of the Publisher | Edition and Year |
| Textbook/s | | | | |
| 1 | Strength of Materials | S. S. Bhavaikatii | Vikas Publications House, New Delhi | 2012 |
| 2 | Strength of Materials | S. Ramamrutham | Dhanapath Rai Publishing Company | 2012 |
| Reference Books | | | | |
| 1 | Introduction to Aircraft Structural Analysis | T. H. G Megson | Butterworth-Heinemann | 2007 |
| 2 | Mechanics of Materials | Beer, F. P. and Johnston, R | McGraw Hill Publishers | 2006 |
| 3 | Elements of Strength of Materials | Timoshenko and Young | East-West Press | 1976 |
| 4 | Structural Analysis | O. A. Bauchau and J. I. Craig | Springer Dordrecht Heidelberg London New York | |

Evaluation of Course End and Program End survey Details



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Course End Survey 2019-20

Batch : BE , 2018-2022

Staff Name : Mr Ajith Kumar

Subject Code : 18AE44

Subject Name : MECHANISMS AND
MACHINE THEORY

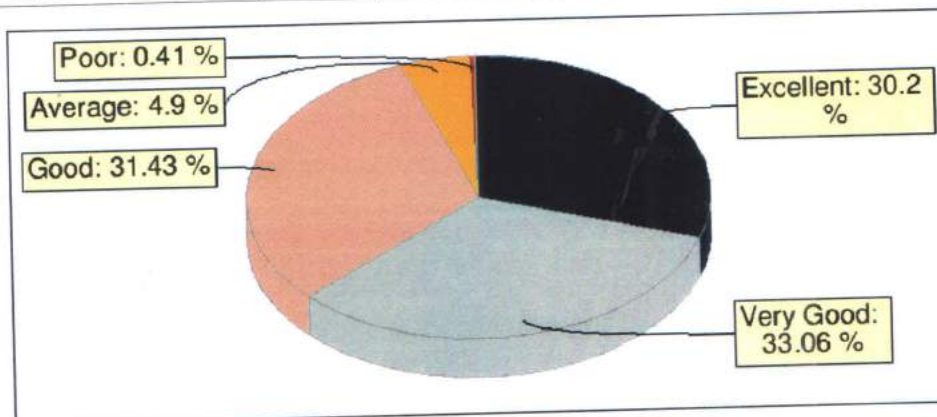
Department : Aeronautical

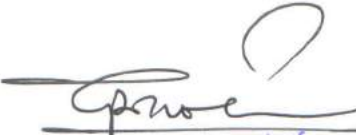
Engineering

Semester 4 , Sec : A

Date : 01 Jul 2020

| No | Questions | Excellent | Very Good | Good | Average | Poor | % | Average Score (5) |
|----|---|-----------|-----------|------|---------|------|------|-------------------|
| | | 5 | 4 | 3 | 2 | 1 | | |
| | <i>CO</i> | | | | | | | |
| 1 | Understand the working of different mechanisms and related terminologies. | 18 | 16 | 13 | 2 | 0 | 80.4 | 4 |
| 2 | Apply the knowledge of velocity, acceleration and static force analysis of simple mechanisms by graphical method. | 15 | 13 | 19 | 2 | 0 | 76.7 | 3.8 |
| 3 | Analysis of spur gears and epicyclic gear trains. | 12 | 21 | 12 | 3 | 1 | 76.3 | 3.8 |
| 4 | Solve the problems related to static and dynamic balancing of rotary and reciprocating masses. | 14 | 15 | 18 | 2 | 0 | 76.7 | 3.8 |
| 5 | Demonstrate the application of Porter and Hartnell Governors and understand the gyroscopic effect on aero plane. | 15 | 16 | 15 | 3 | 0 | 77.6 | 3.9 |
| | Total Count | 74 | 81 | 77 | 12 | 1 | 77.6 | 3.86 |




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Aeronautical Engineering,
Mangalore Institute of Technology & Engg.,
P.O. Mijar, Moodabidri - 574225
Mangalore, Karnataka



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Course End Survey 2019-20

Batch : BE , 2017-2021

Staff Name : Ms Akhila Rupesh

Subject Code : 17AE61

Subject Name : AERODYNAMICS - II

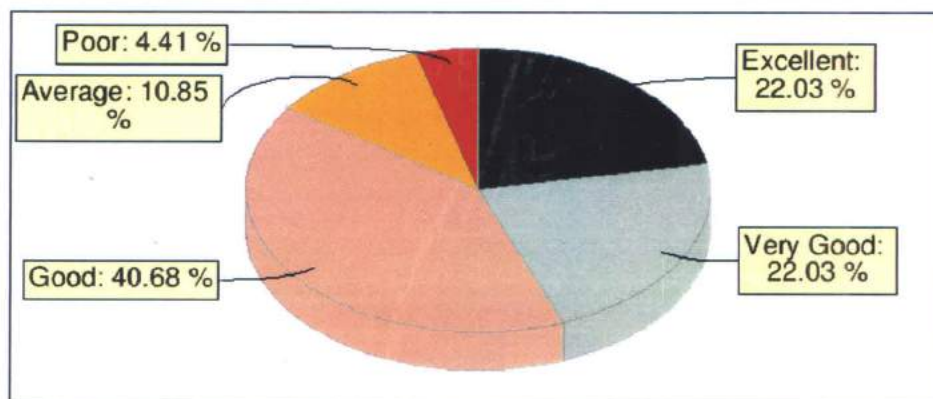
Department : Aeronautical

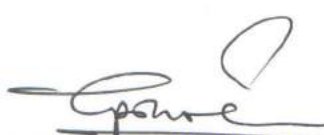
Engineering

Semester 6 , Sec : A

Date : 01 Jul 2020

| No | Questions | Excellent | Very Good | Good | Average | Poor | % | Average Score (5) |
|----|--|-----------|-----------|------|---------|------|------|-------------------|
| | | 5 | 4 | 3 | 2 | 1 | | |
| | <i>CO</i> | | | | | | | |
| 1 | Interpret the concept of flow behavior over the finite aerodynamic bodies. | 20 | 10 | 22 | 5 | 2 | 73.9 | 3.7 |
| 2 | Acquire the knowledge of normal shock formation. | 13 | 17 | 23 | 4 | 2 | 71.9 | 3.6 |
| 3 | Acquire the knowledge of oblique shock and expansion wave formation. | 11 | 11 | 28 | 6 | 3 | 67.1 | 3.4 |
| 4 | Analyze the effects of compressibility and linearized flow over airfoils. | 8 | 16 | 24 | 8 | 3 | 66.1 | 3.3 |
| 5 | Understand the concepts and techniques in high speed flow measurement. | 13 | 11 | 23 | 9 | 3 | 67.5 | 3.4 |
| | Total Count | 65 | 65 | 120 | 32 | 13 | 69.3 | 3.48 |




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EXIT FEEDBACK 2019-20

Batch : BE , 2016-2020

Department : Aeronautical

Engineering

Date : 31 Jul 2020

| No | Questions | Excellent | Very Good | Good | Average | Poor | % | Average Score (5) |
|-------------------------|---|-----------|-----------|------|---------|------|------|-------------------|
| | | 5 | 4 | 3 | 2 | 1 | | |
| <i>Program Outcomes</i> | | | | | | | | |
| 1 | Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems | 14 | 11 | 10 | 1 | 0 | 81.1 | 4.1 |
| 2 | Identify, formulate, review research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences | 12 | 13 | 8 | 2 | 1 | 78.3 | 3.9 |
| 3 | Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations | 13 | 12 | 10 | 1 | 0 | 80.6 | 4 |
| 4 | Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions | 11 | 15 | 9 | 1 | 0 | 80 | 4 |
| 5 | Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations | 12 | 12 | 9 | 3 | 0 | 78.3 | 3.9 |
| 6 | Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice | 12 | 13 | 10 | 1 | 0 | 80 | 4 |
| 7 | Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development | 12 | 13 | 9 | 2 | 0 | 79.4 | 4 |



EXIT_FEEDBACK 2019-20

Batch : BE , 2016-2020

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Engineering

Date : 31 Jul 2020

| | | | | | | | | |
|----------------------------------|---|-----|-----|-----|----|---|------|-----|
| 8 | Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice | 14 | 12 | 7 | 2 | 1 | 80 | 4 |
| 9 | Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings | 14 | 14 | 6 | 2 | 0 | 82.2 | 4.1 |
| 10 | Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions | 12 | 16 | 6 | 2 | 0 | 81.1 | 4.1 |
| 11 | Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments | 16 | 11 | 8 | 1 | 0 | 83.3 | 4.2 |
| 12 | Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change | 17 | 11 | 6 | 2 | 0 | 83.9 | 4.2 |
| <i>Program Specific Outcomes</i> | | | | | | | | |
| 1 | Graduates will excel in their professional career in Aeronautical industry and research with highest professional and ethical standards to their activities by acquiring knowledge in basic engineering, mathematics, science and Aeronautical engineering. | 13 | 10 | 5 | 1 | 0 | 67.8 | 4.2 |
| 2 | Graduates will exhibit professionalism, team work in their chosen profession and adapt to current trends, technologies and industrial scenarios by pursuing lifelong learning. | 11 | 11 | 6 | 1 | 0 | 66.1 | 4.1 |
| Total Count | | 183 | 174 | 109 | 22 | 2 | 78.7 | 4.1 |



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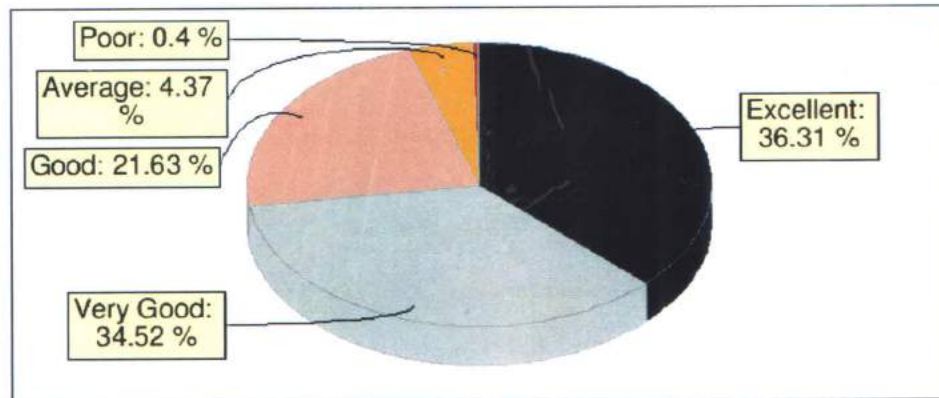
EXIT_FEEDBACK 2019-20

Batch : BE , 2016-2020

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