UNIVERSITY OF MUMBAI

Bachelor of Engineering
Electronics and Telecommunication Engineering

Third Year Engineering
(Sem. V and Sem. VI), (Rev-2012)
effective from Academic Year 2014 -15

Under

FACULTY OF TECHNOLOGY

(As per Semester Based Credit and Grading System)

From Dean's Desk:

To meet the challenge of ensuring excellence in engineering education, the issue of quality needs to be addressed, debated and taken forward in a systematic manner. Accreditation is the principal means of quality assurance in higher education. The major emphasis of accreditation process is to measure the outcomes of the program that is being accredited. In line with this Faculty of Technology of University of Mumbai has taken a lead in incorporating philosophy of outcome based education in the process of curriculum development.

Faculty of Technology, University of Mumbai, in one of its meeting unanimously resolved that, each Board of Studies shall prepare some Program Educational Objectives (PEO's) and give freedom to affiliated Institutes to add few (PEO's) and course objectives and course outcomes to be clearly defined for each course, so that all faculty members in affiliated institutes understand the depth and approach of course to be taught, which will enhance learner's learning process. It was also resolved that, maximum senior faculty from colleges and experts from industry to be involved while revising the curriculum. I am happy to state that, each Board of studies has adhered to the resolutions passed by Faculty of Technology, and developed curriculum accordingly. In addition to outcome based education, semester based credit and grading system is also introduced to ensure quality of engineering education. Semester based Credit and Grading System enables a much-required shift in focus from teacher-centric to learner-centric education since the workload estimated is based on the investment of time in learning and not in teaching. It also focuses on continuous evaluation which will enhance the quality of education. University of Mumbai has taken a lead in implementing the system through its affiliated Institutes and Faculty of Technology has devised a transparent credit assignment policy and adopted ten points scale to grade learner's performance. Credit assignment for courses is based on 15 weeks teaching learning process, however content of courses is to be taught in 12-13 weeks and remaining 3-2 weeks to be utilized for revision, guest lectures, coverage of content beyond syllabus etc.

Credit and grading based system was implemented for First Year of Engineering from the academic year 2012-2013. Subsequently this system will be carried forward for Second Year Engineering in the academic year 2013-2014, for Third Year and Final Year Engineering in the academic years 2014-2015 and 2015-2016 respectively.

Dr. S. K. Ukarande
Dean, Faculty of Technology,
Member - Management Council, Senate, Academic Council
University of Mumbai, Mumbai

Preamble:

In the process of change in the curriculum there is a limited scope to have major changes in the fundamental subjects which are mainly part of second year of engineering. The exposure to the latest technology and tools used all over the world is given by properly selecting subjects and their hierarchy in pre-final and final year. Thus this syllabus is made to groom the undergraduate students best suited and competent in all respect with best possible efforts put in by the experts in framing detail contents of individual subjects.

The engineering education in India is expanding in manifolds and the main challenge is the quality education. All the stakeholders are very much concerned about it. To meet this challenge, the issue of quality needs to be addressed, debated and taken forward in a systematic manner.

An engineering program must ensure that its graduates understand the basic concepts of science and mathematics have gone through one engineering field and have acquired skills for life-long learning.

An engineering program must therefore have a mission statement which is in conformity with program objectives and program outcomes that are expected of the educational process. The outcomes of a program must be measureable and must be assessed regularly through proper feedback for improvement of the programme. There must be a quality assurance process in place within the institute to make use of the feedback for improvement of the programme. The curriculum must be constantly refined and updated to ensure that the defined objectives and outcomes are achieved. Students must be encouraged to comment on the objectives and outcomes and the role played by the individual courses in achieving them. In line with this Faculty of Technology, University of Mumbai has taken a lead in incorporating philosophy of outcome based education in the process of curriculum development.

I, the Chairman, Board of Studies in Electronics and Telecommunication Engineering University of Mumbai, am happy to state that, heads of the department and senior faculty from various Institutes took timely and valuable initiative to frame Program Educational Objectives as listed below.

- To provide students with a strong foundation in the mathematical, scientific and engineering fundamentals necessary to formulate, solve and analyze engineering problems and to prepare them for graduate studies.
- To prepare students to demonstrate an ability to identify, formulate and solve electronics and telecommunication engineering problems.
- To prepare students to demonstrate ability to design electrical and electronics systems and conduct experiments, analyze and interpret data.
- To prepare students to demonstrate for successful career in industry to meet needs of Indian and multi-national companies.
- To develop the ability among students to synthesize data and technical concepts from applications to product design.
- To provide opportunity for students to work as part of teams on multidisciplinary projects.
- To promote awareness among students for the life-long learning and to introduce them to professional ethics and codes of professional practice.

These are the suggested and expected main objectives and individual affiliated institute may add further in the list. In addition to Program Educational Objectives, for each course of undergraduate program, objectives and expected outcomes from learner's point of view are

also included in the curriculum to support the philosophy of outcome based education. I believe strongly that small step taken in right direction will definitely help in providing quality education to the stake holders.

At the end, I must extend my gratitude to all the experts who contributed to make curriculum competent at par with latest technological development in the field of Electronics and Telecommunication Engineering.

Dr. Udhav Bhosle
Chairman, Board of Studies in Electronics and Telecommunication Engineering

SEMESTER V

Course Code	Course Name	Teaching Scheme (Hrs.)			Credits Assigned			
		Theory	Practical	Tutorial	Theory	Practical	Tutorial	Total
ETC501	Microcontrollers and Applications	04	--	--	04	--	--	04
ETC502	Analog Communication	04	--	--	04	--	--	04
ETC503	Random Signal Analysis	04	--	01	04	--	01	05
ETC504	RF Modeling and Antennas	04	--	--	04	--	--	04
ETC505	Integrated Circuits	04	--	--	04	--	--	04
ETS506	Business Communication and Ethics	--	04 *	--	--	02	--	02
ETL501	Microcontrollers and Applications Laboratory	--	02	--	--	01	--	01
ETL502	Communication Engineering Laboratory I		02			01	--	01
ETL503	Communication Engineering Laboratory II	--	02	--	--	01	--	01
ETL504	Mini Project I	--	02	--	--	01	--	01
Total		20	12	01	20	06	01	27

* Out of 4 hours, 2 hours class wise theory and 2 hours batch wise practical

Course Code	Course Name	Examination Scheme							
		Theory Marks				Term Work	Practical and Oral	Oral	Total
		Internal assessment			End Sem. Exam				
		Test 1	Test 2	Ave. of Test 1 & Test 2					
ETC501	Microcontrollers and Applications	20	20	20	80	--	--	--	100
ETC502	Analog Communication	20	20	20	80	--	--	--	100
ETC503	Random Signal Analysis	20	20	20	80	25	--	--	125
ETC504	RF Modeling and Antennas	20	20	20	80	--	--	--	100
ETC505	Integrated Circuits	20	20	20	80	--	--	--	100
ETS506	Business Communication and Ethics	--	--	--	--	50	--	--	50
ETL501	Microcontrollers and Applications Laboratory	--	--	--	--	25	25	--	50
ETL502	Communication Engineering Laboratory I	--	--	--	--	25	25	--	50
ETL503	Communication Engineering Laboratory II	--	--	--	--	25	25	--	50
ETL504	Mini Project I	--	--	--	--	25	25	--	50
Total		100	100	100	400	175	100	--	775

Course Code	Course Name	Teaching Scheme			Credits Assigned			
		Theory	Practical	Tutorial	Theory	TW/Practical	Tutorial	Total
ETS506	Business Communication and Ethics	--	2 + 2	--	--	02	--	02

Course Code	Course Name	Examination Scheme							
		Theory Marks				Term Work	Practical	Oral	Total
		Internal assessment			End Sem. Exam				
		Test 1	Test 2	Ave. Of Test 1 and Test 2					
ETS506	Business Communication and Ethics	--	--	--	--	50	--	--	50

Course Pre-requisite : FEC206 Communication Skills

Course Objective :
- To inculcate in students professional and ethical attitude, effective communication skills, teamwork, multidisciplinary approach and an ability to understand engineer's social responsibilities.
- To provide students with an academic environment where they will be aware of the excellence, leadership and lifelong learning needed for a successful professional career.
- To inculcate professional ethics and codes of professional practice and leadership.
- To prepare students for successful careers that meets the global Industrial and Corporate requirement' provide an environment for students to work on Multidisciplinary projects as part of different teams to enhance their team building capabilities like leadership, motivation, teamwork etc.

Expected Outcomes
After completion of this course students will be able to:
- Communicate effectively in both verbal and written form and demonstrate knowledge of professional and ethical responsibilities
- Participate and succeed in Campus placements and competitive examinations like GATE, CET.
- Possess entrepreneurial approach and ability for life-long learning.
- Have education necessary for understanding the impact of engineering solutions on Society and demonstrate awareness of contemporary issues.

Module No.	Unit No.	Topics	Hrs
1.0	1.0	**Report Writing**	08
	1.1	Objectives of report writing	
	1.2	Language and style in a report	
	1.3	Types of reports	
	1.4	Formats of reports: Memo, letter, project and survey based	
2.0	2.0	**Technical Proposals**	02
	2.1	Objective of technical proposals	
	2.2	Parts of proposal	
3.0	3.0	**Introduction to Interpersonal Skills**	08
	3.1	Emotional Intelligence	
	3.2	Leadership	
	3.3	Team building	
	3.4	Assertiveness	
	3.5	Conflict Resolution	
	3.6	Negotiation Skills	
	3.7	Motivation	
	3.8	Time Management	
4.0	4.0	**Meetings and Documentation**	02
	4.1	Strategies for conducting effective meetings	
	4.2	Notice	
	4.3	Agenda	
	4.4	Minutes of the meeting	
5.0	5.0	**Introduction to Corporate Ethics and etiquettes**	02
	5.1	Business meeting etiquettes, interview etiquettes, professional and work etiquettes, social skills	
	5.2	Greetings and art of conversation	
	5.3	Dressing and grooming	
	5.4	Dinning etiquette	
	5.5	Ethical codes of conduct in business and corporate activities (Personal ethics, conflicting values, choosing a moral response, the process of making ethical decisions)	
6.0	6.0	**Employment Skills**	06
	6.1	Cover letter	
	6.2	Resume	
	6.3	Group Discussion	
	6.4	Presentation Skills	
	6.5	Interview Skills	
Total			**28**

Reference Books:
1. Fred Luthans, "*Organisational Behavior*" , McGraw Hill, edition
2. Lesiker and Petit, "*Report Writing for Business*" , McGraw Hill, edition
3. Huckin and Olsen, "*Technical Writing and Professional Communication*", McGraw Hill
4. Wallace and Masters, "*Personal Development for Life and Work*" , Thomson Learning, 12th edition
5. Heta Murphy, "*Effective Business Communication*", McGraw Hill, edition
6. R.C Sharma and Krishna Mohan, "*Business Correspondence and Report Writing*"
7. B N Ghosh, "*Managing Soft Skills for Personality Development*", Tata McGraw Hill.Lehman, Dufrene, Sinha, "*BCOM*", Cengage Learning, 2nd edition
8. Bell . Smith,"Management Communication" Wiley India edition, 3rd edition.

Internal Assessment (IA):
There will be no IA written examination

End Semester Examination:
There will be no ESE written examination.

List of assignments:
Term work shall consist of assignments as listed below:
1. Report writing (Synopsis or the first draft of the Report)
2. Technical Proposal (Group activity, document of the proposal
3. Interpersonal Skills (Group activity and Role play)
4. Interpersonal Skills (Documentation in the form of soft copy or hard copy)
5. Meetings and Documentation (Notice, Agenda, Minutes of Mock Meetings)
6. Corporate ethics and etiquettes (case study, Role play)
7. Cover Letter and Resume Printout of the Power Point presentation

---

The distribution of marks for term work shall be as follows.
1. Assignments - 20 marks
2. Project Report Presentation – 15 marks
3. Group Discussion – 10 marks
4. Attendance - 5 marks

At least total 08 assignments, project report presentation and group discussion covering entire syllabus must be given during the batch wise practical. The assignments and project work should be students' centric and an attempt should be made to make assignments more meaningful, interesting and innovative.

Term work assessment must be based on the overall performance of the student with every assignment / project / group discussion graded from time to time. The average of grades converted in to marks should be taken into account for term work assessment.