

**MAHARASHTRA STATE BOARD OF TECHNICAL EDUCATION (MSBTE)****I – Scheme****II – Semester Course Curriculum**Course Title: **Applied Mechanics** (AE, CE, CH, FG, ME, PT)

(Course Code: ..... )

<b>Diploma programme in which this course is offered</b>	<b>Semester in which offered</b>
Automobile, Civil, Mechanical, Chemical Fabrication Technology and Erection Engineering and Production Technology	Second

**1. RATIONALE**

In day-to-day working we come across different types of structures created for different purposes and functions. While designing of the structures, analysis of forces and stresses' is an important and prerequisite step. Correct analysis is possible only when one knows the types and effects of forces acting on the structures. This course also provides the scope to understand fundamental concepts of laws of mechanics and their applications to different engineering problems. This course is designed to provide basic understanding about the different types of forces, moments and their effects on structural elements, which will analysing different structural systems.

**2. COMPETENCY**

The aim of this course is to help the student to attain the following industry identified competency through various teaching learning experiences:

- **Use principles of applied mechanics to solve broad-based engineering related problems.**

**3. COURSE OUTCOMES (COs)**

The theory, practical experiences and relevant soft skills associated with this course are to be taught and implemented, so that the student demonstrates the following *industry oriented* COs associated with the above mentioned competency:

- Identify the force systems for given conditions by applying the basics of mechanics.
- Select the relevant simple lifting machine(s) for given purposes.
- Determine unknown force(s) of different engineering systems.
- Check the stability of various force systems.
- Apply the principles of friction in various conditions for useful purposes.
- Find the centroid and centre of gravity of various components in engineering systems.

**4. TEACHING AND EXAMINATION SCHEME**

<b>Teaching Scheme (In Hours)</b>			<b>Total Credits (L+T+P)</b>	<b>Examination Scheme</b>				<b>Total Marks</b>
<b>L</b>	<b>T</b>	<b>P</b>		<b>Theory Marks</b>		<b>Practical Marks</b>		
			<b>C</b>	<b>ESE</b>	<b>PA</b>	<b>ESE</b>	<b>PA</b>	
3	2	2	7	70	30*	25	25	150

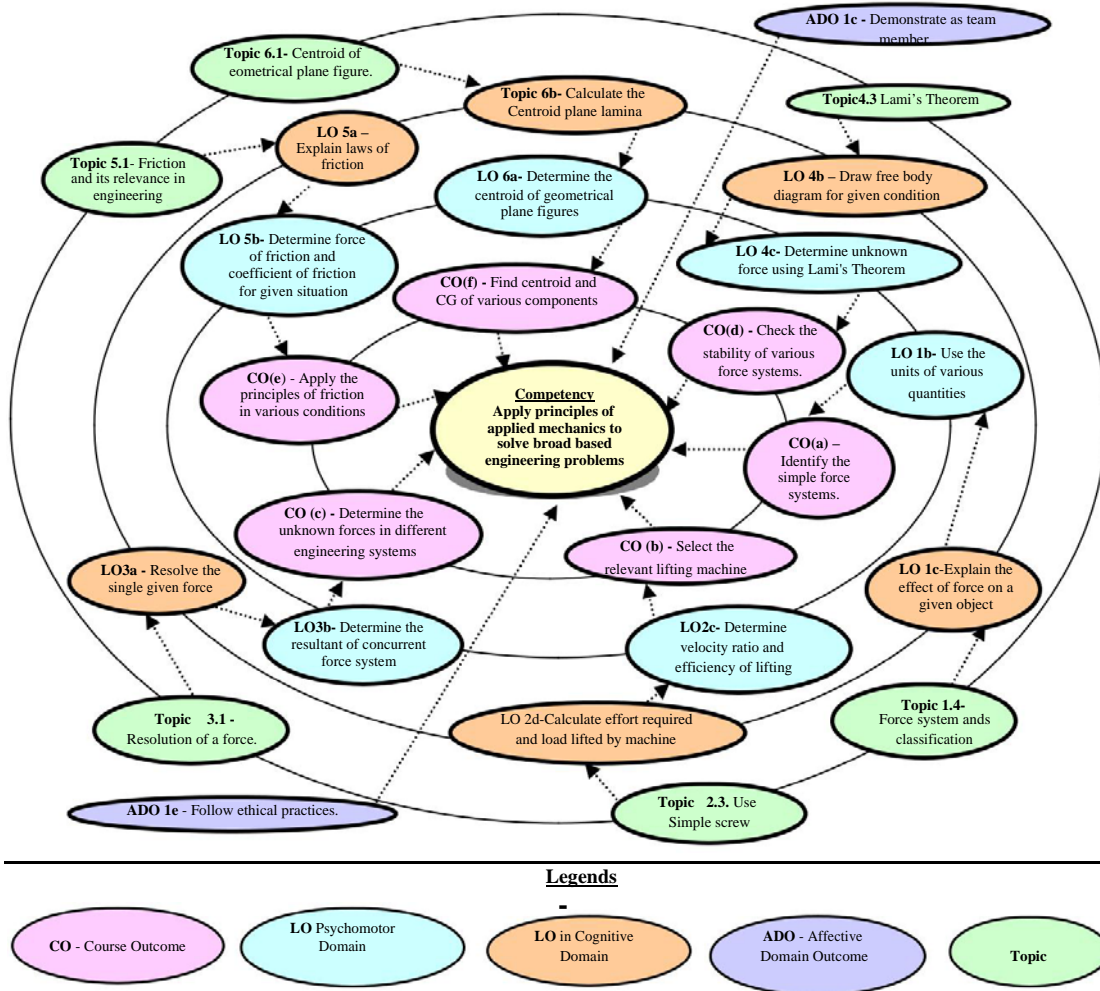
(\*): Under the theory PA, Out of 30 marks, 10 marks are for micro-project assessment to facilitate integration of COs and the remaining 20 marks is the average of 2 tests to be taken

during the semester for the assessment of the cognitive domain LOs required for the attainment of the COs.

**Legends:** L-Lecture; T – Tutorial/Teacher Guided Theory Practice; P - Practical; C – Credit, ESE - End Semester Examination; PA - Progressive Assessment.

**5. COURSE MAP (with sample COs, Learning Outcomes i.e. LOs and topics)**

This course map illustrates an overview of the flow and linkages of the topics at various levels of outcomes details in subsequent sections) to be attained by the student by the end of the course, in all domains of learning in terms of the industry/employer identified competency depicted at the centre of this map.



**Figure 1 - Course Map**

**6. SUGGESTED PRACTICALS/ EXERCISES**

The practicals/exercises/tutorials in this section are psychomotor domain LOs (i.e.sub-components of the COs), to be developed and assessed in the student to lead to the attainment of the competency.

S. No.	Practical Exercises (Learning Outcomes in Psychomotor Domain)	Unit No.	Approx. Hrs. required
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S. No.	Practical Exercises (Learning Outcomes in Psychomotor Domain)	Unit No.	Approx. Hrs. required
1	Identify various equipment related to Applied Mechanics.	II to VI	02
2	Use Differential axle and wheel.	II	02*
3	Use Simple screw jack.	II	02
4	Use worm and worm wheel.	II	02
5	Use single or double purchase crab.	II	02
6	Use Weston's differential or wormed geared pulley block.	II	02
7	Use force table to determine resultant of concurrent force system applying Law of Polygon of forces.	III	02*
8	Use force table to determine resultant of concurrent force system applying Law of Polygon of forces.	III	02*
9	Graphically determine resultant of concurrent force system.	III	02
10	Graphically determine resultant of parallel force system.	III	02
11	Use Law of moment apparatus to determine unknown forces.	IV	02*
12	Apply Lami's theorem to determine unknown force.	IV	02
13	Determine support reactions for simply supported beam.	IV	02
14	Determine coefficient of friction for motion on horizontal plane.	V	02*
15	Determine coefficient of friction for motion on inclined plane.	V	02
16	Determine centroid of geometrical plane figures.	VI	02
<b>Total</b>			<b>32</b>

**Note**

- i. A suggestive list of practical LOs is given in the above table, more such practical LOs can be added to attain the COs and competency. A judicious mix of minimum 12 or more practical LOs/tutorials need to be performed, out of which, the practicals marked as '\*' are compulsory, so that the student reaches the 'Precision Level' of Dave's 'Psychomotor Domain Taxonomy' as generally required by the industry.
- ii. Hence, the 'Process' and 'Product' related skills associated with each LO of the laboratory/workshop/field work are to be assessed according to a suggested sample given below:

S.No.	Performance Indicators	Weightage in %
1	Preparation of experimental set up	20
2	Setting and operation	20
3	Safety measures	10
4	Observations and Recording	10
5	Interpretation of result and Conclusion	20
6	Answer to sample questions	10
7	Submission of report in time	10
<b>Total</b>		<b>100</b>

Additionally, the following affective domain LOs (social skills/attitudes), are also important constituents of the competency which can be best developed through the above mentioned laboratory/field based experiences:

- a. Follow safety practices.
- b. Practice good housekeeping.
- c. Demonstrate working as a leader/a team member.

- d. Maintain tools and equipment.
- e. Follow ethical practices.

The development of the attitude related LOs of Krathwohl's 'Affective Domain Taxonomy', the achievement level may reach:

- 'Valuing Level' in 1<sup>st</sup> year.
- 'Organising Level' in 2<sup>nd</sup> year.
- 'Characterising Level' in 3<sup>rd</sup> year.

## 7. MAJOR EQUIPMENT/ INSTRUMENTS REQUIRED

The major equipment with broad specification mentioned here will usher in uniformity in conduct of experiments, as well as aid to procure equipment by administrators.

S. No.	Equipment Name with Broad Specifications	Exp. No.
1	Differential axle and wheel (wall mounted unit with the wheel of 40 cm diameter and axles are in steps of 20 cm and 10 cm reducing diameter .	2
2	Simple screw Jack (Table mounted metallic body , screw with a pitch of 5 mm carrying a double flanged turn table of 20 cm diameter.	3
3	Worm and worm wheel (wall mounted unit with threaded spindle, load drum, effort wheel; with necessary slotted weights, hanger and thread)	4
4	Single Purchase Crab winch (Table mounted heavy cast iron body. The effort wheel is of C.I. material of 25 cm diameter mounted on a shaft of about 40mm dia. On the same shaft a geared wheel of 15 cm dia.	5
5	Double Purchase Crab winch (Having assembly same as above but with double set of gearing arrangement.)	5
6	Weston's Differential pulley block (consisting of two pulleys; one bigger and other smaller.	6
7	Weston's Differential worm geared pulley block (Consists of a metallic (preferably steel) cogged wheel of about 20 cm along with a protruded load drum of 10 cm dia to suspend the weights of 10 kg, 20 kg-2 weights and a 50 kg weights)	6
8	Universal Force Table (Consists of a circular 40 cm dia. Aluminum disc, graduated into 360 degrees.) with all accessories..	7, 10
9	Law of moments apparatus consisting of a stainless steel graduated beam 12.5 mm square in section, 1m long, pivoted at centre.	9
10	Beam Reaction apparatus (The apparatus is with two circular dial type 10 kg.	11
11	Friction apparatus for motion along horizontal and inclined plane (base to which a sector with graduated arc and vertical scale is provided. The plane may be clamped at any angle up to 45 degrees. pan. Two weight boxes (each of 5 gm, 10 gm, 2-20 gm, 2-50 gm, 2-100 gm weight),	12
12	Models of geometrical figures.	13

## 8. UNDERPINNING THEORY COMPONENTS

The following topics/subtopics should be taught and assessed in order to develop LOs in cognitive domain for achieving the COs to attain the identified competency.

Unit	Major Learning Outcomes (in cognitive domain)	Topics and Sub-topics
<b>Unit – I Mechanics and force system</b>	1a. Explain concepts of the given terms. 1b. Use the relevant units of various quantities in the given situations. 1c. Explain effects of a force on the given object. 1d. Identify the force system for the given situation.	1.1. Significance and relevance: Mechanics, applied mechanics, statics, dynamics. 1.2. Space, time, mass, particle, body, rigid body. 1.3. Scalar and vector quantity, Units of measurement (SI units)- Fundamental units and derived units. 1.4. Force – unit, representation as a vector and by Bow's notation, characteristics and effects of a force, Principle of transmissibility of force, Force system and its classification.
<b>Unit – II Simple lifting machine</b>	2a. Describe the components of the given lifting machine. 2b. Differentiate the working principle of the given two types of simple lifting machines. 2c. Determine velocity ratio, efficiency and law of the given simple lifting machine. 2d. Calculate effort required and load lifted by the given simple lifting machine. 2e. Interpret the graphs after drawing them with the given data. 2f. Select the relevant simple lifting machine required for the given purpose with justification.	2.1 Simple lifting machine, load, effort, mechanical advantage, applications and advantages. Velocity ratio, efficiency of machines, law of machine. 2.2 Ideal machine, friction in machine, maximum Mechanical advantage and efficiency, reversible and non-reversible machines, condition for reversibility 2.3 Velocity ratios of Simple axle and wheel, Differential axle and wheel, Worm and worm wheel, Single purchase and double purchase crab winch, Simple screw jack, Weston's differential pulley block, geared pulley block. 2.4 Graphs of Load verses Effort, Load verses ideal Effort, Load verses Effort lost in friction, Load verses MA, Load verses Efficiency.
<b>Unit- III Resolution and compositio n</b>	3a. Resolve the given single force. 3b. Calculate the resultant of the given force system analytically. 3c. Determine graphically the resultant of the given force system. 3d. Find the resultant of the given force system using	3.1 Resolution of a force - Orthogonal and Non Orthogonal components of a force, moment of a force, Varignon's Theorem, 3.2 Composition of forces – Resultant, analytical method of determination of resultant for concurrent, non concurrent and parallel co-planar force systems – Law of triangle, parallelogram and polygon of forces. 3.3 Graphic statics, graphical representation

Unit	Major Learning Outcomes (in cognitive domain)	Topics and Sub-topics
	law of triangle and law of parallelogram.	of force, Space diagram, force diagram, polar diagram and funicular polygon, Graphical method of determination of resultant for concurrent and parallel co-planar force systems.
<b>Unit– IV Equilibrium</b>	4a. Draw the free body diagram for the given condition. 4b. Determine unknown force in the given situation using Lami's theorem. 4c. Identify the types of beams required for the given situation. 4d. Determine reactions in the given type of beam analytically and graphically.	4.1 Equilibrium and Equilibrant, Free body and Free body diagram, Analytical and graphical conditions of equilibrium, 4.2 Equilibrium of force systems analytically 4.3 Lami's Theorem, 4.4 Types of beam, supports (simple, hinged, roller and fixed) and loads acting on beam ( vertical and inclined point load, UD load, couple), span of beam. 4.5 Beam reaction for cantilever, simply supported beam with or without overhang – subjected to combination of Point load and UD load or Vertical Point load and couple. 4.6 Beam reaction graphically for simply supported beam subjected to vertical loads only.
<b>Unit– V Friction</b>	5a. Determine force of friction and coefficient of friction for the given condition. 5b. Describe the conditions for friction for the give situation. 5c. Determine friction force in the given situation. 5d. Identify the various forces acting on a ladder for the given conditions using free body diagram.	5.1 Friction and its relevance in engineering, types and laws of friction, limiting equilibrium, limiting friction, co-efficient of friction, angle of friction, angle of repose, relation between co-efficient of friction and angle of friction. 5.2 Equilibrium of bodies on level surface subjected to force parallel and inclined to plane. 5.3 Equilibrium of bodies on inclined plane subjected to force parallel to the plane only. 5.4 FBD of ladder in friction
<b>Unit– VI Centroid and centre of gravity</b>	6a. Determine the centroid of geometrical plane figures and centre of gravity of the given simple solid. 6b. Calculate centroid of the given composite plane lamina 6c. Determine centre of gravity of the given solids. 6d. Determine centre of gravity	6.1 Centroid of geometrical plane figures (square, rectangle, triangle, circle, semi-circle, quarter circle) 6.2 Centroid of composite figures composed of not more than three geometrical figures 6.3 Centre of Gravity of simple solids (Cube, cuboid, cone, cylinder, sphere, hemisphere) 6.4 Centre of Gravity of composite solids composed of not more than two simple

Unit	Major Learning Outcomes (in cognitive domain)	Topics and Sub-topics
	of the given composite solid.	solids.

*Note: To attain the COs and competency, above listed Learning Outcomes (LOs) need to be undertaken to achieve the 'Application Level' of Bloom's 'Cognitive Domain Taxonomy'.*

## 9. SUGGESTED SPECIFICATION TABLE FOR QUESTION PAPER DESIGN

Unit No.	Unit Title	Teaching Hours	Distribution of Theory Marks			
			R Level	U Level	A Level	Total Marks
I	Mechanics and Force System	04	02	02	02	06
II	Simple Lifting Machines.	08	02	04	06	12
III	Resolution and Composition	10	02	04	08	14
IV	Equilibrium	10	02	02	10	14
V	Friction	08	02	04	06	12
VI	Centroid and Centre of Gravity	08	02	02	08	12
<b>Total</b>		<b>48</b>	<b>12</b>	<b>18</b>	<b>40</b>	<b>70</b>

*Legends: R=Remember, U=Understand, A=Apply and above (Bloom's Revised taxonomy)*

*Note: This specification table provides general guidelines to assist student for their learning and to teachers to teach and assess students with respect to attainment of LOs. The actual distribution of marks at different taxonomy levels (of R, U and A) in the question paper may vary from above table.*

## 10. SUGGESTED STUDENT ACTIVITIES

Other than the classroom and laboratory learning, following are the suggested student-related *co-curricular* activities which can be undertaken to accelerate the attainment of the various outcomes in this course:

- Collect five different photographs indicating concurrent, parallel, general force system in equilibrium.
- Prepare a table of type of machine and relevant industrial application.
- Collect five different situations where law of moment plays an important role.
- Prepare models representing various types of supports (hinged, roller and fixed)
- Illustrate situations wherein friction is essential and not essential.
- Prepare models in the form of geometrical figures and solids and locate centroid and centre of gravity of them.

## 11. SUGGESTED SPECIAL INSTRUCTIONAL STRATEGIES (if any)

These are sample strategies, which the teacher can use to accelerate the attainment of the various outcomes in this course:

- Massive open online courses (*MOOCs*) may be used to teach various topics/sub topics.
- '*L*' in item No. 4 does not mean only the traditional lecture method, but different types of teaching methods and media that are to be employed to develop the outcomes.
- About **15-20% of the topics/sub-topics** which is relatively simpler or descriptive in nature is to be given to the students for *self-directed learning* and assess the development of the LOs/COs through classroom presentations (see implementation guideline for details).

- d. With respect to item No.10, teachers need to ensure to create opportunities and provisions for *co-curricular activities*.
- a. Guide student(s) in undertaking micro-projects.

## 12. SUGGESTED MICRO-PROJECTS

**Only one micro-project** is planned to be undertaken by a student assigned to him/her in the beginning of the semester. S/he ought to submit it by the end of the semester to develop the industry oriented COs. Each micro-project should encompass two or more COs which are in fact, an integration of practicals, cognitive domain and affective domain LOs. The micro-project could be industry application based, internet-based, workshop-based, laboratory-based or field-based. Each student will have to maintain dated work diary consisting of individual contribution in the project work and give a seminar presentation of it before submission. The total duration of the micro-project should not be less than **16 (sixteen) student engagement hours** during the course.

In the first four semesters, the micro-project could be group-based. However, in higher semesters, it should be individually undertaken to build up the skill and confidence in every student to become problem solver so that s/he contributes to the projects of the industry. A suggestive list is given here. Similar micro-projects could be added by the concerned faculty:

- Types of Forces:** Prepare chart showing real-life examples indicating various types of forces
- Lifting Machine:** Collect photographs of specific simple lifting machine and relate these machines with the machines being studied and prepare models of simple lifting machines using tools in “MECHANO” and “MECHANIX”
- Types of support:** Prepare chart showing actual and corresponding schematic diagram of various type of support
- Beams:** Prepare models of beam subjected to point loads, uniformly distributed loads, simply supported, overhang and cantilever type beam.
- Friction:** Prepare chart regarding type of friction in various field conditions and collect data regarding coefficient of friction by referring books, Determine coefficient of friction for three different types of surfaces
- Centre of Gravity:** Prepare a chart of situations wherein concept of Centre of Gravity is vital.

## 13. SUGGESTED LEARNING RESOURCES

S. No.	Title of Book	Author	Publication
1	Applied Mechanics	Khurmi, R.S.	S.Chand & Co. New Delhi 2014 ISBN: 9788121916431
2	Engineering Mechanics	Ramamrutham, S.	S Chand & Co. New Delhi 2008 ISBN:9788187433514
3	Foundations and Applications of Applied Mechanics	Ram, H. D.; Chauhan, A. K.	Cambridge University Press, Thomson Press India Ltd., New Delhi, 2015, ISBN: 9781107499836
4	Engineering Mechanics- Statics, Vol. I	Meriam, J. L.; Kraige, L.G.	Wiley Publication, New Delhi, ISBN: 978-81-265-4396

## 14. SOFTWARE/LEARNING

**WEBSITES** a. <http://www.asnu.com.au>



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- b. [www.youtube.com](http://www.youtube.com) for videos regarding machines and applications, friction
  - c. [www.nptel.ac.in](http://www.nptel.ac.in)
  - d. [www.discoveryforengineers.com](http://www.discoveryforengineers.com)