

# JSPM's Jayawantrao Sawant College of Engineering, Pune



JSCOE MOODLE)  
JSCOE WOODTE)





# *“Creating Academic Excellence through MOODLE”*





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## Chapter 1. Overview of JSCOE LMS MOODLE

- MOODLE (i.e., Modular Object-Oriented Dynamic Learning Environment) is established by Parent Organization (JSPM) which helps the institute to manage academic activities effectively and efficiently. MOODLE provides self-paced learner centric environment which is conducive to quality education which helps to address the program outcomes of graduating student in terms of knowledge, Problem Solving Skills, Supporting Skills and Attitude.
- MOODLE allows to design a common platform creating a personalized learning environments for educators, administrators and learners. JSPM's JSCOE has designed the separate courses on MOODLE Platform as per SPPU Syllabus.
- 4800+ Users (including Students & Faculty Members of all departments of JSCOE, Pune) are benefited using this Learning Management System. New ID is created for every new joining faculty and newly admitted student to the department.
- JSPM's JSCOE is well equipped with ICT Enabled Classrooms and High-End Computers in laboratories. Students can access the MOODLE in class, labs and also in corridor.
- MOODLE Platform is available 24 x 7 for all users to access materials like recorded videos by faculty members, E-Books, NPTEL Videos, Game Pedagogies, Interactive Videos, SPPU Solutions for Slow Learners, BL-4 Activities for Fast Learners etc.





## Major Benefits using MOODLE in JSPM's JSCOEE:

- ✓ User Friendly Interface
- ✓ Ease of Integration
- ✓ Content Management
- ✓ Ease of Access
- ✓ Blended Learning Features
- ✓ Assessment & Testing
- ✓ Reporting & Tracking
- ✓ Security



## Chapter 2. Objectives using MOODLE as LMS in JSCOE:

1

To make MOODLE accessible to everyone.

2

To enable the creativity of individual teachers to develop course-specific materials for students

3

To measure and manage learners progress

4

To reward and recognize the learners





## Chapter 3. Best Practices using MOODLE:

- Active participation of students in ICT enabled classrooms using MOODLE Activities like memory-based quizzes; Experiential learning through Flip Classroom, Interactive Videos, Game Pedagogies like Crossword, Millionaire, Cryptex, Sudoku etc.
- Immediate learning feedback for the sessions conducted (especially during online classes)
- MID Term and End Term Examination during Pandemic
- Students Activities for slow learners like simple quiz, Drag & Drop Image/Text, short text answers etc.
- Students Activities for Fast Learners like Flip Classrooms, Think Pair & Share, Long Text Answers, Blooms Taxonomy Level 4 Activities etc.
- Students learning progress ensured through gradebook's setup.
- Students get certified by INSEM & END SEM Certification (if crosses min. 60% in course total)



# Chapter 4. Evidences

## ➤ Number of Users

Dashboard > Site administration > Users > Accounts > Browse list of users

**4857 Users**

1 2 3 4 5 6 7 8 9 10 ... 162 >

**New filter**

User full name

Show more...

First name / Surname	ID number	Email address	City/town	Country	Last access ^	Edit
OM PAWAR	22233251	ompawar52383@gmail.com	Pune	India	2 secs	
SHUBHAM MATE	22233244	shubhammate207@gmail.com	Pune	India	3 secs	
Mohd Raiyaan Shaikh	SE2250	raiyaanofficial@gmail.com	PUNE	India	8 secs	
Ganesh Wadule	SE2265	uniquegbw09@gmail.com	PUNE	India	10 secs	
ASHISH KHANDAGALE	22233334	ashishkhandagale20@gmail.com	Pune	India	10 secs	
Avadhut Daule	SE2213	avadhutdaule2011@gmail.com	PUNE	India	11 secs	
SANDEEP SHINDE	22233264	sandeepshinde905@gmail.com	Pune	India	13 secs	
YASHRAJ DHEMARE	22233274	yashrajdhemare@gmail.com			15 secs	
PRANAV MUJMULE	22234242	pranavmujmule@gmail.com			21 secs	





## > Personalized Learning Environment

Course content    Tab 2    Tab 1








- Announcements
- OBE Awareness Session by Dr. P. A. Patil Sir
- Quiz -Vision, Mission, PEOs and Outcome Base Education (OBE) Process Awareness   
70 of 78 attempted  
Go through the content on Vision-Mission, PEOs, Program Outcomes (PO) list, Program Specific Outcomes (PSOs) and Bloom Levels list, before attempting the Quiz.
- Announcements
- HVAC & R\_Engineering\_Syllabus\_2019\_Course\_
- Teaching -Learning and Assessment Plan
- Outcome base Education Documents
- HVAC Assessment Sheet
- Refrigeration and Air-conditioning by C P Arora
- Course Completion Certificate
- Restricted** Not available unless: You achieve a required score in **Course total**
- Course End Survey   
Due 30 November 2022  
68 of 78 attempted

Course Essentials



## ➤ Personalized Learning Environment

### Course Prerequisites

-  Prerequisite Lecture 1:- Basic Refrigeration System
-  Prerequisite Lecture 2:- Basic Air-Conditioning System
-  Prerequisite Test
  -  64 of 78 attempted
-  Prerequisite Test-II
  -  63 of 78 attempted
-  Video on Introduction to HVAC & R Syllabus

Course  
Prerequisites





## ➤ Personalized Learning Environment

### Unit-I:- Gas Cycle Refrigeration and Refrigerants

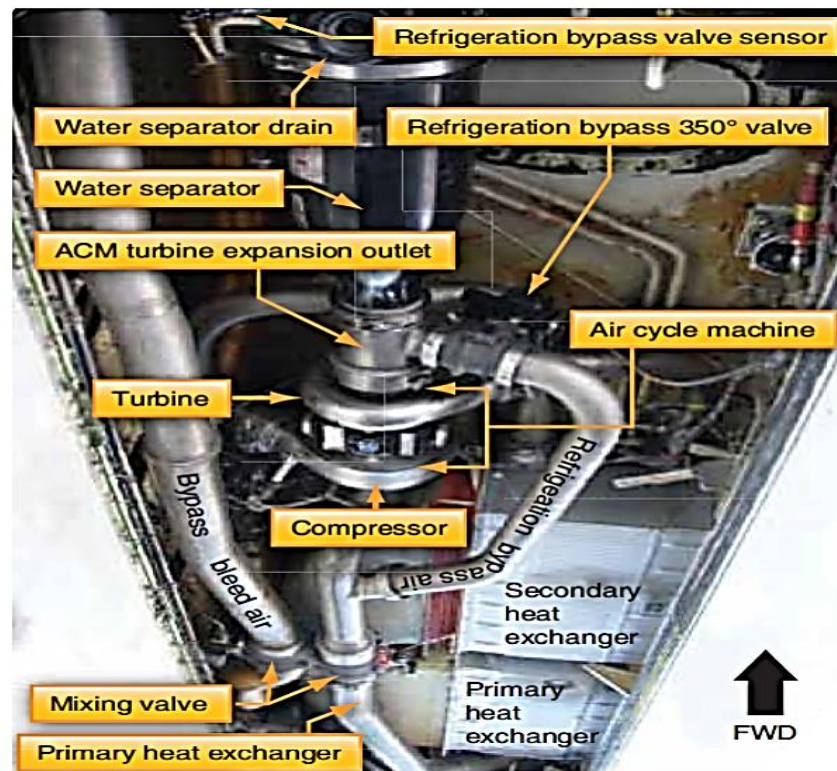
#### *Gas Cycle Refrigeration*

Application to air-craft refrigeration, Simple system, Bootstrap, Regenerative, Reduced ambient system, Concept of Dry Air Rated Temperature (DART).

#### *Refrigerants:*

Introduction-Definition and requirement, Classification of refrigerants, Designation of refrigerants, Desirable properties of refrigerants-Thermodynamic, Chemical and Physical. Properties of ideal refrigerant. Environmental issues like ODP, GWP & LCCP. Selection of environment friendly refrigerants, Alternative refrigerants, Secondary refrigerants, Anti-freeze solutions, Zeotropes and Azeotropes, Refrigerant recovery, reclaims, recycle and recharge.


CO404C.1:- ANALYSE different air-craft refrigeration systems and EXPLAIN the properties, applications and environmental issues of different refrigerants.



Unit-1  
Syllabus with CO

## ➤ Personalized Learning Environment


### Activity No.1.1:- Simple Quiz

 70 of 78 attempted

### Glossary:- Advanced VCS

Hidden from students

### Activity No. 1.2 :- Numerical Quiz

 71 of 78 attempted

### Activity No.1.3:- Interactive Video

### Activity No.1.4 Crossword

### Refrigerant

### Activity No. 1.5:-Recovery & Recycling of Air-Conditioning System

### Unit-I Question Bank

## Unit-1 contents

### Course Material:- Components of RAC

Lecture 3.1.1:-<https://fliphtml5.com/tmyfg/acou>

Lecture 3.1.2:-<https://fliphtml5.com/tmyfg/byev>

Lecture 3.1.3:-<https://fliphtml5.com/tmyfg/puso>

Lecture 3.1.4:-<https://fliphtml5.com/gafzn/mldw>

Lecture 3.1.5:-<https://fliphtml5.com/gafzn/rcxh>

### Course Material:- Safety Controls

Lecture 3.2.1 :<https://online.fliphtml5.com/aceon/ytma/>

Lecture 3.2.2:-<https://online.fliphtml5.com/aceon/lxzw/>

### Course Material:- Advanced Air-Conditioning System

Lecture 3.3.1:- <https://fliphtml5.com/gafzn/mddf>

Lecture 3.3.2:- <https://fliphtml5.com/gafzn/mkvn>

Lecture 3.3.3:- <https://fliphtml5.com/gafzn/tdcu>

Lecture 3.3.4:- <https://fliphtml5.com/gafzn/fyve>

Lecture 3.3.5:-<https://fliphtml5.com/gafzn/xiuh>

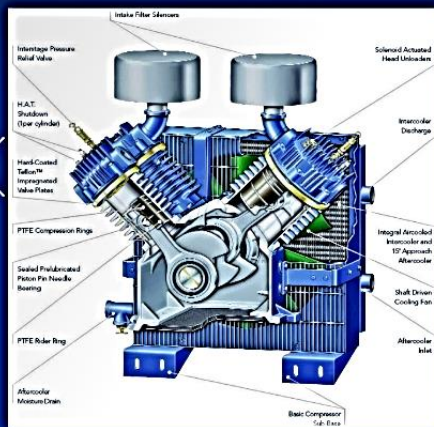
Lecture 3.3.6:- <https://fliphtml5.com/tmyfg/bhve>

Lecture 3.3.7:- <https://fliphtml5.com/tmyfg/ubkm>

## ➤ Personalized Learning Environment

made with FLIPHTML5

### Capacity Controls of Reciprocating Compressors



#### 2. By suction value lift control

-In multi cylinder compressor, the capacity may be controlled by forcing the suction valve to remain open in one or more cylinders & making them ineffective according to the load on the system.

### Capacity Controls of Reciprocating Compressors



#### 3. By using multiple compressors.

-The multiple compressors of the same capacity can be used to provide capacity control. The operation of all units will provide the maximum desired capacity & the operation of the various combinations of the units will permit efficient capacity reduction.  
-When this system of capacity control is used, the units are usually installed with common suction & discharge headers.

Flipbook  
(QR Code)































## MOODLE Activities

Home

All **Activities** Resources

 Assignment ☆ ⓘ	 Attendance ☆ ⓘ	 BigBlueButton ☆ ⓘ	 Chat ☆ ⓘ	 Checklist ☆ ⓘ	 Choice ☆ ⓘ
 Custom certificate ☆ ⓘ	 Database ☆ ⓘ	 External tool ☆ ⓘ	 Feedback ☆ ⓘ	 Forum ☆ ⓘ	 Game - Crossword ☆ ⓘ
 Game - Cryptex ☆ ⓘ	 Game - Hangman ☆ ⓘ	 Game - Hidden Picture ☆ ⓘ	 Game - Millionaire ☆ ⓘ	 Game - Snakes and Ladders ☆ ⓘ	 Game - Sudoku ☆ ⓘ
 Glossary ☆ ⓘ	 H5P ☆ ⓘ	 Interactive Content ☆ ⓘ	 Lesson ☆ ⓘ	 Questionnaire ☆ ⓘ	 Quiz ☆ ⓘ

117.206.159.20/jscoe/course/view.php?id=1491#activity-4

# Self-Paced Learning (Practical Video – Experiential Learning)

Course: Mechanical Systems and ×

Not secure | 117.206.159.20/jscoe/course/view.php?id=1558

Home Dashboard Events My courses This course

---

**Exp. No.2- Fully developed flow through a pipe (Sr. No3)**

- Practical Video:-Exp No 2 Fully developed flow through a pipe
- Experiment Notes
- Quiz No. 2:- Experiment No.2  
15 of 78 attempted

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**Exp.No.3-CFD Analysis of external flow Circular Cylinder (Sr. No.4)**

- Practical Video:-Exp No 3 CFD Analysis of external flow Circular Cylinder
- Experiment Notes
- Quiz 3:- Experiment No.3  
12 of 78 attempted

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**Exp.No.4-CFD analysis of heat transfer in pin fin (Sr.No.5)**

- Practical Video:Exp No 4 CFD analysis of heat transfer in pin fin
- Experiment Notes
- Quiz 4:- Experiment No.4  
13 of 78 attempted

(44) Exp No 4 CFD analysis of heat transfer in pin fin - YouTube - Google Chrome

youtube.com/watch?v=923iao6F1dl

YouTube

## Heat Transfer from extended surface

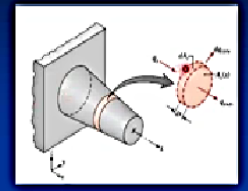
$q_x = q_{x+dx} + dq_{conv}$

$dq_{conv} = hdA_s(T - T_a)$

$q_x = -kA_c \frac{dT}{dx}$

$q_{x+dx} = q_x + \frac{dq_x}{dx} dx$

$q_{x+dx} = -kA_c \frac{dT}{dx} - k \frac{d}{dx} \left( A_c \frac{dT}{dx} \right) dx$



Exp No 4 CFD analysis of heat transfer in pin fin

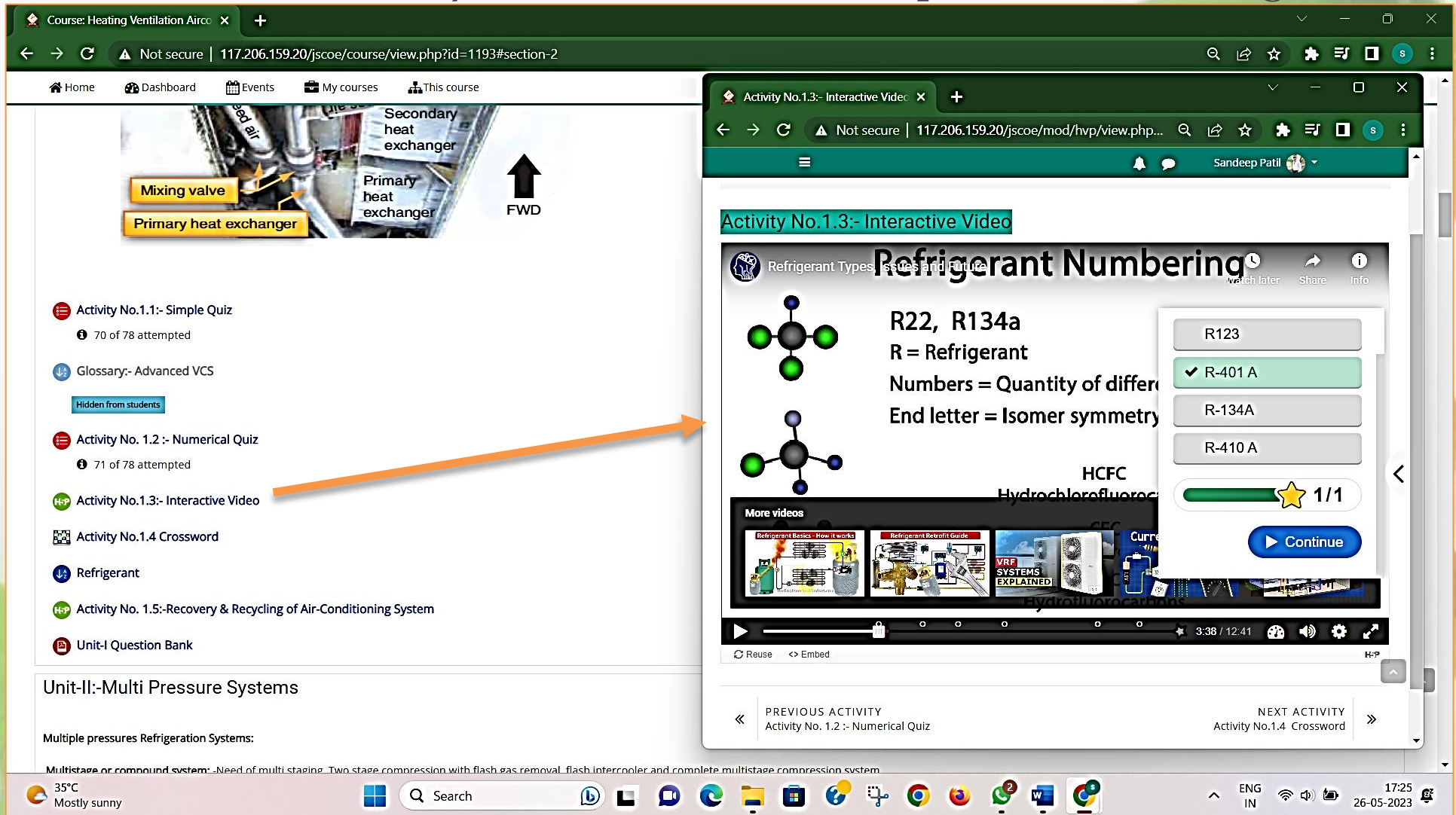
Pradeep Patil  
1.08K subscribers

Subscribed

5 5

Share Clip

## ➤ Activity - Interactive Video (Experiential Learning)



The screenshot displays a web browser interface for a course titled "Heating Ventilation Airco". The course overview on the left lists several activities, with "Activity No.1.3:- Interactive Video" highlighted by an orange arrow. The video player on the right is titled "Activity No.1.3:- Interactive Video" and features a video about "Refrigerant Numbering".

The video content includes:

- Chemical Structures:** Two ball-and-stick models of refrigerant molecules are shown.
- Text:**
  - R22, R134a
  - R = Refrigerant
  - Numbers = Quantity of different atoms
  - End letter = Isomer symmetry
- MCQ:** A dropdown menu lists options: R123, R-401 A (selected), R-134A, and R-410 A.
- Progress:** A progress bar shows 1/1 completion with a star icon.
- Buttons:** A "Continue" button is visible.
- Video Player:** The video player shows a progress of 3:38 / 12:41 and includes "Reuse" and "Embed" options.

Navigation links at the bottom of the video player indicate the "PREVIOUS ACTIVITY" (Activity No. 1.2 :- Numerical Quiz) and the "NEXT ACTIVITY" (Activity No.1.4 Crossword).





## ➤ Memory Based Test (Activity – Simple Quiz)

### Question 4

Not yet answered

Marked out of 1.00

Flag question

Edit question

Write ODE equation (written in Scilab)

Answer:

Short Answer Text

### Question 5

Not yet answered

Marked out of 1.00

Flag question

Edit question

Match the following syntax with their function

- u0
- r0
- r
- f

Match the Pairs

### Question 6

Not yet answered

Marked out of 1.00

Flag question

Edit question

In part-1 of the experiment,  through pipe is analyzed to develop equation for . One numerical discussed in order to understand

In part-2,  is written to  velocity and shear stress variation in pipe w.r.t. . Plot is developed using plot function.

Drag & Drop

## ➤ Memory Based Test (Activity - Drag & Drop)

Course: Design of Machine Elements

Not secure | 117.206.159.20/jscoe/course/view.php?id=1172

Home Dashboard Events My courses This course

- Lecture 1.5\_Unit-1\_Eccentric Loading  
Introduction of eccentric loading, Numerical on eccentric loading.
- PPT Notes\_Unit-1\_Design of Simple Machine Elements  
PPT Notes\_Unit-1\_Design of Simple Machine Elements
- Activity -1.1\_CO\_304.1 Unit-I\_Design of Simple Machine Elements  
49 of 50 attempted
- Game Quiz\_CO\_304.1\_Unit-I\_Cryptex\_Glossary
- Activity -1.2\_Cryptex Quiz\_CO\_304.1\_Unit-I  
All students,  
At the time of Answer, do not use space between two words.
- Activity 1.3 - Games Pedagogy [Drag and Drop] for unit 1  
49 of 50 attempted
- Activity 1.4 - Library Interaction Quiz based on Unit 1  
49 of 50 attempted, 1 ungraded
- Unit-I Theory Question Bank CO 1
- Unit 1 Question Bank as per SPPU Syllabus (Theory)

UNIT - II\_ Design of Shafts, Keys and Couplings

Shaft design on the Strength basis, torsional rigidity basis, and lateral rigidity basis, Design of shaft as per A.S.M.E. code. Design of square and rectangular keys, Kennedy key, and splines. Design of Flange Coupling and Bushed-Pin Flexible Coupling.

Activity 1.3 - Games Pedagogy

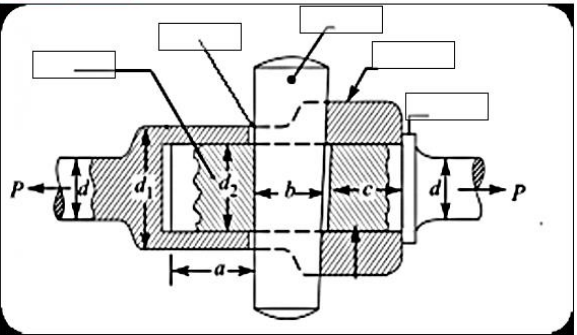
Not secure | 117.206.159.20/jscoe/mod/quiz/attempt.php?attempt=3095...

Home Dashboard Events My courses This course

Dashboard > Courses > Engineering > Department of Mechanical Engineering > Third Year > Academic Year-2022-23 > Semester-I > Division-A > DME\_2022-23-SEM-1-A Div MECH > UnitI\_Design of Simple Machine Elements > Activity 1.3 - Games Pedagogy [Drag and Drop] for ... > Preview

Question 1  
Not yet answered  
Marked out of 10.00  
Flag question  
Edit question

Games Pedagogy [Drag and Drop] for Unit I



Drag & Drop

[Finish attempt ...](#)

## Image Based Test (Critical Thinking)

Question 4  
 Not yet answered  
 Marked out of 1.00  
 Flag question  
 Edit question

The flow in the section of a conduit shown in Fig. is a:

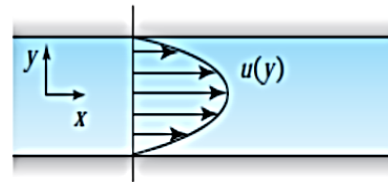


Select one:

- 1. three-dimensional unsteady flow
- 2. nonuniform flow
- 3. both A and B
- 4. three-dimensional steady flow

Question 5  
 Not yet answered  
 Marked out of 1.00  
 Flag question  
 Edit question

The flow in the image is best described as



Select one:

- 1. Pipe flow
- 2. Inviscid flow
- 3. Developed flow
- 4. None of the above

Question 6  
 Not yet answered  
 Marked out of 1.00  
 Flag question  
 Edit question

The flow in the section of a conduit shown in Fig. is a:



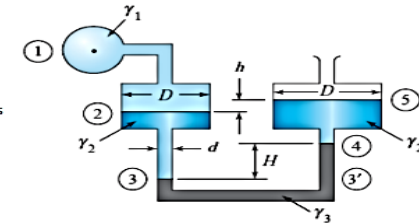
Select one:

- 1. developed flow
- 2. uniform flow
- 3. one-dimensional flow
- 4. two-dimensional flow

Previous page

Question 4  
 Not yet answered  
 Marked out of 1.00  
 Flag question  
 Edit question

The device in the fig. is known as

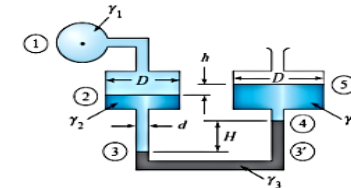


Select one:

- 1. Simple manometer
- 2. Double column manometer
- 3. Sensitive manometer
- 4. All of the above

Question 5  
 Not yet answered  
 Marked out of 1.00  
 Flag question  
 Edit question

The pressure measuring device in the fig. is



Select one:

- 1. U-tube differential manometer
- 2. U-tube simple manometer
- 3. Micro manometer
- 4. All of the above

Question 6  
 Not yet answered  
 Marked out of 1.00  
 Flag question  
 Edit question

State of equilibrium in fig. is



Select one:

- 1. Steady state equilibrium
- 2. Neutral state equilibrium
- 3. Unstable state equilibrium
- 4. Stable state equilibrium



## ➤ Image Based Test (Critical Thinking)

Question 1

Not answered  
Marked out of 1.00

Flag question

Edit question

Formation of bubble from at the liquid surface as shown in fig. is related to



Select one:

- 1. Vapour pressure
- 2. Saturation pressure
- 3. Boiling temperature
- 4. All of the above

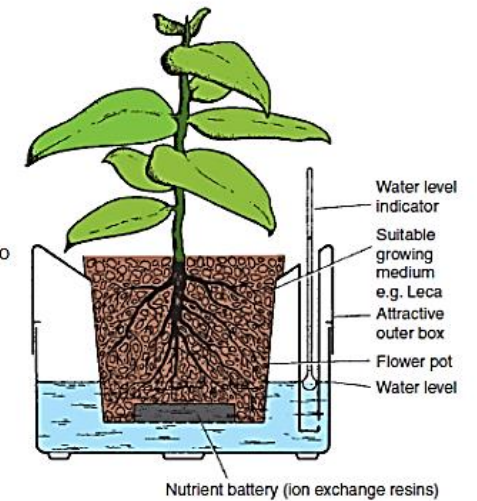
Question 10

Not answered  
Marked out of 1.00

Flag question

Edit question

Rising fluid from root to leaves is due to

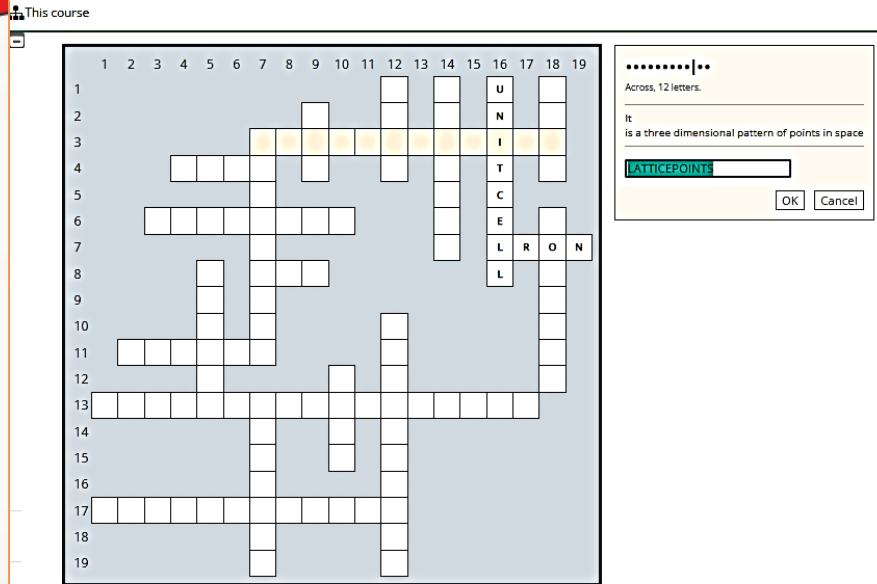


Select one:

- 1. gravity
- 2. capillarity
- 3. surface tension
- 4. adhesion

## Fun & Learn Activities (Game Pedagogies)

This course



Check crossword End of crossword game Print

### Across

3: It is a three dimensional pattern of points in space

4: Average number of atoms per unit cell for FCC Structure is \_\_\_\_

6: \_\_\_\_ this metal shows BCC Crystal Structure

7: \_\_\_\_ this metal shows FCC Crystal Structure

8: Average number of atoms per unit cell for BCC Structure is \_\_\_\_

11: directions of the miller indices are shown in \_\_\_\_ brackets

13: \_\_\_\_ Are regular 3 dimensional pattern of atoms in a space

17: The total number of nearest equidistant neighboring atoms surrounding an atom under consideration, is called \_\_\_\_ number.

### Down

5: \_\_\_\_ this metal shows HCP Crystal Structure

7A: atoms present only at the corners is called \_\_\_\_ cell

7B: it is the number of anions surrounding the central cation; in case of ionic solids.

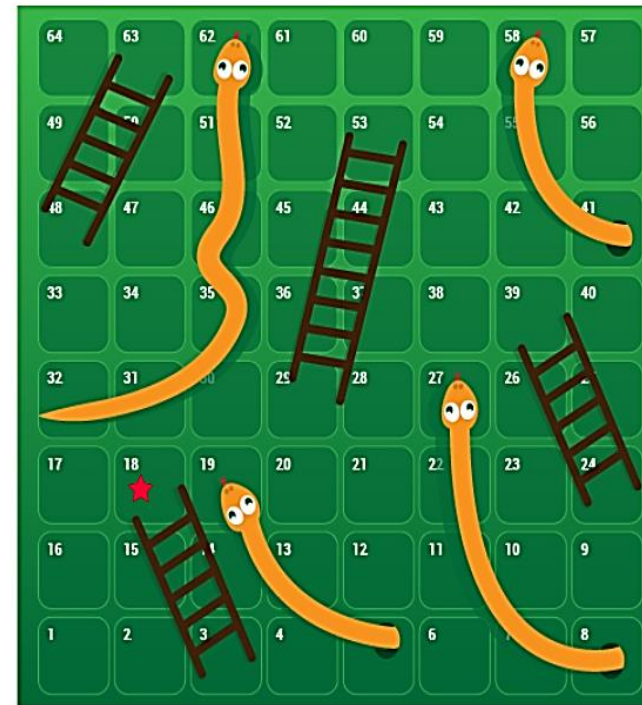
9: Average number of atoms per unit cell for HCP Structure is \_\_\_\_

10: The atomic radius or lattice parameter of a metal is obtained by X-RAY diffraction analysis is called Density of Metal

crossword

In Rockwell hardness test, \_\_\_\_ indenter made of diamond in form of a cone with included angle 120°

Answer:



Grade answers



Snakes & Ladders



## ➤ Fun & Learn Activities (Game Pedagogies)

Grade 13 %

M	C	O	A	O	U	M	V	S	I	C	O	M	U	A	L	E	S	I
T	T	Y	T	M	A	T	O	M	I	C	C	Z	E	C	E	O	I	N
O	M	B	B	E	T	I	L	T	T	I	A	S	P	V	E	I	M	E
P	S	I	Z	E	A	N	U	M	B	E	R	A	U	A	L	L	O	Y
T	O	U	I	S	B	A	M	T	E	U	C	A	T	L	S	E	E	E
Y	L	M	N	U	C	L	E	A	T	I	O	N	T	E	T	I	A	O
A	V	M	C	N	R	S	I	E	N	E	L	S	I	N	R	N	L	T
N	E	W	S	T	Y	I	M	E	T	A	L	L	I	C	F	T	I	U
E	N	E	S	L	S	T	O	O	L	T	S	L	I	Y	U	E	L	H
S	T	R	U	C	T	U	R	E	A	N	C	C	T	E	R	R	L	O
T	M	P	R	T	A	S	E	M	T	E	C	O	O	S	S	S	O	M
A	S	T	F	R	L	T	U	M	N	G	E	M	Z	I	I	T	C	O
B	A	I	A	E	S	Y	S	E	E	A	M	P	M	P	T	I	T	G
I	U	O	C	O	M	P	O	S	I	T	I	O	N	S	E	T	A	E
L	M	A	E	H	T	O	L	T	P	I	S	N	C	Y	I	I	P	N
I	R	B	L	L	G	A	U	S	O	V	M	E	Y	S	P	A	C	E
T	E	M	P	E	R	A	T	U	R	E	I	N	I	T	T	L	T	O
Y	E	T	E	S	A	U	E	T	R	R	T	T	C	E	O	E	Y	U
O	P	H	A	S	E	S	C	G	I	B	B	S	T	M	I	T	A	S

End of game

4. Equilibrium diagrams are used to find out the amount of phases existing in given alloy with their \_\_\_\_\_ at any temperature
5. Metals having same crystal structure will have greater solubility. Differences in crystal structure limits the solubility. This factor is called as \_\_\_\_\_ structure factor.
6. Free energy is also called as \_\_\_\_\_ free energy
7. Phase is \_\_\_\_\_, physically distinct and mechanically separable part of system under study.

5. Metals having same crystal structure will have greater solubility. Differences in crystal structure limits the solubility. This factor is called as \_\_\_\_\_ structure factor.

GIBBS

Cryptex





## ➤ Fun & Learn Activities (Game Pedagogies)

50:50

Nichrome contains more iron than Inconel

15	150000
14	80000
13	40000
12	20000
11	10000
10	5000
9	4000
8	2000
7	1500
6	1000
5	500
<b>4</b>	<b>400</b>
3 *	300
2 *	200
1 *	100

Agree

Disagree

**Millionaire**

« PREVIOUS ACTIVITY  
Activity 6.2 - Game Pedagogy - Crossword [20 Marks] [CO6] (hidden)

Activity 6.4 - Game Pedagogy - Snakes and Ladders [20 Marks] [CO6] (hidden) »



## Participative Learning (Problem Based Learning)



The image shows a web browser window with two tabs. The left tab is titled "Course: 202052 - Project Bas ..." and displays a course page for "202052 - Project Bas ...". The page has a navigation menu with "Home", "Dashboard", "Events", "My courses", and "This course". Below the menu, there is a breadcrumb trail: "Dashboard > Courses > Engineering > Department of Mechanical Engineering > Second Year > Academic Year-20...". The main content area has tabs for "Course content", "Tab 2", and "Tab 1". Under "Course content", there is an "Announcements" section and a "Problem Base Learning-II" section. The "Problem Base Learning-II" section contains a list of activities: "Project Based Learning II Carbon Footprint- Guideline Session" (with a lock icon) and "PBL Report Submission" (with a lock icon). The "Project Based Learning II Carbon Footprint- Guideline Session" activity has a red warning icon and text: "Due 30 June 2021", "222 of 233 submitted", and "Submit you PBL report here". Below this is a "Restricted" notice: "Not available unless: The activity Project Based Learning II Carbon Footprint- Guideline Session is mark...".

The right tab is titled "(45) Project Based Learning II Car ..." and displays a YouTube video. The video player shows a thumbnail with a yellow background and text: "Online Session On Investigation of Personal & Family Carbon Footprint (Project Based Learning - II) By Dr. P. A Patil Professor & Head, Mechanical Engineering Department". The video title is "Project Based Learning II Carbon Footprint". The channel name is "Pradeep Patil" with "1.08K subscribers". The video has "25" likes, "1.1K views" from "1 year ago", and a description: "Carbon foot print calculator Show more".

An orange arrow points from the video title in the course list to the video player.



## ➤ Experiential Learning (Problem Based Learning)

Course content   Tab 2   Tab 1

---

+ Announcements Edit ▾

Edit ▾

+ Add an activity or resource

---

Problem Base Learning-II Edit ▾

+ Project Based Learning II Carbon Footprint:- Guideline Session Edit ▾

+ PBL Report Submission Edit ▾

Due 30 June 2021

222 of 233 submitted

Submit you PBL report here

**Restricted** Not available unless: The activity Project Based Learning II Carbon Footprint:- Guideline Session is marked complete

+ Personal Carbon Footprint Calculator Edit ▾

+ Family Carbon Footprint Calculator Edit ▾

+ Study Material, Notice, formats, front pages Edit ▾

+ Add an activity or resource





# ➤ Critical Thinking (Problem Based Learning)

Course: 202052 - Project Based Learning - II  
Assignment: PBL Report Submission  
View all submissions



**FARDEEN PATEL**  
22234157, fardeenpatelasdf7@gmail.com  
Due date: 30 June 2021, 11:59 PM

Change user  
1 of 1

Page 11 of 14 [Navigation icons]

Carbon Footprint Worksheet (Family)		
Month: May		Year: 2021
Total Family Members: 04		
Name of Town: Katraj		District: Pune
Activity	Quantity	CO2 (KG)
Transportation		
Petrol (liters)	07	16.31
Diesel (liters)	15	40.2
LPG (kg)	1	3.03
Cab (km)	1	0.31
Local Bus (km)	1	0.05
Autorickshaw (km)	1	0.05
Local Train (km)	1	0.1
Domestic		
No. of LPG cylinders used in cooking	0	00
Amount of CNG used at home (m3)	0	0
Water usage (liter/month)	3900	253.11
Electricity used in a month (kWh)	125	115
Total emission per month (kg CO2/month)		470.35

**Submission**

Submitted for grading  
Graded  
Assignment was submitted 15 days 1 hour early  
Student cannot edit this submission

Fardeen Patel\_2155\_PBL.pdf  
15 June 2021, 10:49 PM

Comments (0)

**Grade**

Grade out of 50  
42.00  
Current grade in gradebook  
42.00

Feedback comments

[Rich text editor toolbar]

Notify students  Save changes Save and show next Reset





# SPPU Question Paper Solutions for slow learners

Supervisor's Name \_\_\_\_\_  
Signature & Date \_\_\_\_\_  
Roll No. \_\_\_\_\_

Dec 2013  
Pg./Suppl.No: 2  
Date: \_\_\_\_\_

Q.4.d) Define the critical cooling rate of steel and show the same on a TTT diagram. State the main factors responsible for the critical cooling rate.

→ Critical cooling rate is the rate of cooling necessary to just suppress the diffusion transformation or to avoid the nose of TT diagram is called as Critical Cooling Rate (CCR).

Figure shows the CCR which just bypass the nose of Isothermal Transformation (ITT) diagram. Time temperature transformation (TTT) diagram.

Temperature (°C)

Time

Austenite

Ferrite

Bainite

CCR

A1 = 727°C

A2 = 910°C

Acm

B

P

page 13

Scanned by CamScanner

SPPU QP SOLUTIONS

- 001\_MS - May 2012 QP - 2008 PATTERN QP MARKING SCHEME.pdf
- 001\_MS - May 2012 QP - 2008 PATTERN QP SOLUTION.pdf
- 002\_MS - May 2015 QP - 2012 PATTERN QP MARKING SCHEME.pdf
- 002\_MS - May 2015 QP - 2012 PATTERN QP SOLUTION.pdf
- 003\_MS - May 2016 QP - 2015 PATTERN QP MARKING SCHEME.pdf
- 003\_MS - May 2016 QP - 2015 PATTERN QP SOLUTION.pdf
- 004\_MS - May 2017 QP - 2015 PATTERN QP MARKING SCHEME.pdf
- 004\_MS - May 2017 QP - 2015 PATTERN QP SOLUTION.pdf
- 005\_MS - Dec 2017 QP - 2015 PATTERN QP MARKING SCHEME (1).pdf
- 005\_MS - Dec 2017 QP - 2015 PATTERN QP MARKING SCHEME.pdf
- 005\_MS - Dec 2017 QP - 2015 PATTERN QP SOLUTION.pdf
- 009\_ENGG\_META\_DEC\_19\_SPPU\_SOLUTION - SBP.pdf
- 009\_SPPU QP 01 Solution - ENGG META.pdf
- 009\_SPPU QP 02 Solution - ENGG META.pdf
- 009\_SPPU QP 03 Solution - ENGG META.pdf

Download folder Edit

26°C Mostly clear

Search

ENG IN

00:23 28-04-2023



## ➤ MID Term and End Term Examination during Pandemic

### Exam Section

Edit



EMM Mid Term Test Question Bank

Edit



MID-TERM TEST - [30 Marks] - [CO1]

Edit



Due 16 September 2021

45 of 56 submitted

**CLASS: SE [A]  
PM**

**A.Y.2021-22 (SEM-I) MID-TERM TEST**

**TIME: 02:00 PM to 04:00**

**SUBJECT WITH CODE: 202044**

**DATE: 16/09/2021**

**MAX MARKS: 30**

Q. No.	Description	Marks	Attainment of		
			CO	BL	PI
Q.1 a)	Represent Millers Indices for plane and directions for the following intercepts. i. (1 4 0) ii. (-1 0 1) iii. (1 -2 1) iv. (0 2 1)	4	1	3	1.1.3, 1.4.3
Q.1 b)	Compare dislocation methods according to Burgers vector (with neat diagrams)	6	1	3	1.4.3
Q.1 c)	Carbon is allowed to diffuse through a steel plate 10 mm thick. The concentrations of carbon at the two faces are 0.85 and 0.40 kg C/cm <sup>3</sup> Fe, which are maintained constant. If the pre-exponential and activation energy are $6.2 \times 10^{-7}$ m <sup>2</sup> /s and 80,000 J/mol, respectively, compute the temperature at which the diffusion flux is $6.3 \times 10^{-10}$ kg/m <sup>2</sup> -s.	5	1	4	1.1.3, 1.4.3 2.1.1





## ➤ MID Term and End Term Examination during Pandemic


+ **MID-TERM TEST - [30 Marks] - [CO2]**  Edit ▾  

! Due 16 September 2021

i 45 of 56 submitted

**CLASS: SE [A]      A.Y.2021-22 (SEM-I) MID-TERM TEST      TIME: 02:00 PM to 04:00 PM**  
**SUBJECT WITH CODE:    202044                                      DATE: 16/09/2021      MAX MARKS: 30**

Q. 2 a)	Differentiate between Brinell and Vickers hardness test with reference to load, indenter, formula and application	4	2	2	1.4.3, 12.1.1
Q. 2 b)	Draw self-explanatory diagram for Erichsen cupping and impact test and explain	8	2	3	1.4.3, 12.1.1
Q. 2 c)	By which hardness test will you test the following? Justify. 1. Window glass 2. High speed tool steel 3. Thin blade	3	2	4	1.4.3, 12.1.1

+ **Common Points after Assessment of Mid Term Test 1** Edit ▾ 

1. Lack of Book Reading
2. Not used Pencil for drawing
3. Structure drawn is not CUBIC by almost all students, must use Drawing Tools.
4. Height of Copy of Q. 1 C (How Carburizing Temperature is 8500+ degrees kelvin. Answer is 900 degrees kelvin or 626 degrees Celsius)
5. Q 2 a - Where is the Impact Test Diagram
6. Check the corrections in your submission by clicking Annotated PDF



## ➤ MID Term and End Term Examination during Pandemic

**+** **EMM END TERM TEST QUESTION PAPER 21-22 SEM 1**

**+** **END TERM TEST Q.1 a, Q.1 b [CO3] [15 MARKS]**

**!** Due 17 December 2021

**i** 43 of 56 submitted

Upload PDF File of Q. 1 a and Q.1 b here

**+** **END TERM TEST Q.2 a, Q.2 b, Q. 2 c [CO4] [15 MARKS]**

**!** Due 17 December 2021

**i** 45 of 56 submitted

Upload PDF File of Q. 2 a, Q. 2 b and Q. 2 c here

**+** **END TERM TEST Q.3 a, Q.3 b, Q. 3 c [CO5] [15 MARKS]**

**!** Due 17 December 2021

**i** 45 of 56 submitted

Upload PDF File of Q. 3 a, Q. 3 b and Q. 3 c here

**+** **END TERM TEST Q.4 a, Q.4 b [CO6] [15 MARKS]**

**!** Due 17 December 2021

**i** 41 of 56 submitted

Upload PDF File of Q. 4 a and Q. 4 b here

**+** Add an activity or resource

Edit

Edit

Edit

Edit







# ➤ Student's Grading System

**SE Project Based Lea ...**

Home Dashboard Events My courses This course Show blocks Full screen

Dashboard > My courses > PBL2\_2021-22-SEM-2 MECH > Grades > Grade administration > Grader report

## Grader report

View Setup Scales Letters Import Export

Grader report Grade history Outcomes report Overview report Single view User report

All participants: 211/211

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

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

1 2 3 »

				SE Project Based Learning - II		
First name / Surname	ID number	Email address		PBL II Report Submission...	Submit here PBL II Topic ...	Week 1 Assignment [5 M...
SUHAS ATOLE	22233101	suhasatole05@gmail.com		20.00	100.00	
ADITYA BORSE	22233106	ayborse03@gmail.com		20.00	100.00	
ABHISHEK HAJARE	22233118	abhihajare1255@gmail.com		20.00	100.00	
<b>Overall average</b>				16.27	99.23	



## ➤ Student's Grading System

First name / Surname	t [5 M...	Week 3 Assignment [5 M...	Week 4 Assignment [5 M...	Week 5 Assignment [5 M...	Week 6 Assignment [5 M...	Σ Course total
ANUP KULKARNI	5.00	4.00	4.00	4.00	4.00	141.00
VISHAL RAJMANE	5.00	4.00	4.00	4.00	4.00	141.00
RUSHIKESH SUPEKAR	4.00	5.00	4.00	4.00	4.00	141.00
ANUJ CHIPLUNKAR	4.00	3.00	3.00	5.00	4.00	141.00
PRAVIN GARUD	3.00	4.00	3.00	4.00	5.00	141.00
OMKAR KALE	3.00	3.00	3.00	5.00	4.00	141.00
AVINASH KAMBALE	4.00	4.00	4.00	4.00	4.00	140.00
TEJAS KUNDALE	3.00	4.00	3.00	4.00	4.00	140.00
VYANKAT SHINDE	4.00	3.00	3.00	4.00	4.00	140.00
ROHAN JAGTAP	4.00	4.00	4.00	4.00	4.00	140.00
ANIKET RAUT	4.00	4.00	4.00	4.00	4.00	140.00
YOGESH RIKIBE	4.00	4.00	4.00	4.00	4.00	140.00
SIDDH KADAM	3.00	3.00	3.00	4.00	4.00	139.00
SHUBHAM SHINDE	4.00	3.00	3.00	4.00	4.00	139.00
ANIKET KOLI	3.00	3.50	3.50	4.00	3.00	138.50
CHAITRA BILAGI	5.00	4.00	0.00	4.00	5.00	138.00
UMESH LAWATE	3.50	4.00	3.50	4.00	3.50	138.00
RUSHIKESH TEKALE	4.00	3.50	4.00	3.50	3.50	138.00
<b>Overall average</b>	4.05	4.01	4.12	4.15	4.19	110.09



# Course End Survey

Course: Elective - II Surface Engir

Not secure | 117.206.159.20/jscoe/course/view.php?id=886

## Elective - II Surfacc ...

Home Dashboard Events My courses

Dashboard > Courses > Engineering > Department of Mechanical E

Course content Tab 2 Tab 1

### General

- Announcements
- Course End Survey - Surface Engineering**  
198 of 233 attempted  
Kindly give the true feedback
- TE Mechanical Engineering (2019 Course)
- SUBMIT YOUR NPTEL SWAYAM MOOC COURSE CERTIFICA  
19 of 233 submitted, 19 ungraded

Course End Survey - Surface Engi

Not secure | 117.206.159.20/jscoe/mod/quiz/report.php?id=45258&mode=overview

Sandeep Patil

Overall average: 15.88 (196) 2.7

Regrade selected attempts Delete selected attempts

1 2 »

### Overall number of students achieving grade ranges

Participants

Grade	Participants
0.00 - 1.00	0
1.00 - 2.00	0
2.00 - 3.00	0
3.00 - 4.00	0
4.00 - 5.00	0
5.00 - 6.00	0
6.00 - 7.00	1
7.00 - 8.00	0
8.00 - 9.00	0
9.00 - 10.00	2
10.00 - 11.00	3
11.00 - 12.00	10
12.00 - 13.00	8
13.00 - 14.00	12
14.00 - 15.00	10
15.00 - 16.00	15
16.00 - 17.00	8
17.00 - 18.00	115

Hide chart data

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28-04-2023





## ➤ Student's Course Completion Certification

Home Dashboard Events My courses This course

⚙ Show blocks ↗ Full screen



### Course Completion Certificate



**Restricted** Not available unless:

- You achieve a required score in **Course total**
- You achieve a required score in **COURSE END SURVEY**
- You achieve a required score in **QUIZ 001 - PRACTICAL NO. 1 [INTERACTIVE VIDEO] [10 Marks] [CO2]**
- You achieve a required score in **QUIZ 002 - PRACTICAL NO. 2 [INTERACTIVE VIDEO] [10 Marks] [CO2]**
- You achieve a required score in **QUIZ 003 - PRACTICAL NO. 3 Game Pedagogy - Crossword [10 Marks] [CO2]**
- You achieve a required score in **QUIZ 004 - PRACTICAL NO. 4 [10 Marks] [CO5]**
- You achieve a required score in **QUIZ 005 - PRACTICAL NO. 5 [10 Marks] [CO6]**
- You achieve a required score in **QUIZ 006 - PRACTICAL NO. 6 [INTERACTIVE VIDEO] [10 Marks] [CO4]**
- You achieve a required score in **QUIZ 007 - PRACTICAL NO. 7 Game Pedagogy - Crossword [10 Marks] [CO4]**
- You achieve a required score in **QUIZ 008 - Miniature Assignment 1 Virtual Lab Creep Test [10 Marks] [CO1]**
- You achieve a required score in **QUIZ 009 - Miniature Assignment 2 Virtual Lab Fluorescence Microscope [10 Marks] [CO2]**
- You achieve a required score in **QUIZ 010 - Industrial Visit to LPR Global, Inc. Massenhausen Germany [INTERACTIVE VIDEO] [10 Marks]**



### COURSE END SURVEY



**i** 78 attempted

**Hidden from students**



### OBE Awareness Session by Dr. P. A. Patil Sir





## ➤ Student's Course Completion Certification

### Heating Ventilation ...

Home Dashboard Events My courses This course Show blocks Full screen

Dashboard > Courses > Engineering > Department of Mechanical Engineering > Final Year > Academic Year-2022-23 > Semester-I > Division-A > HVAC\_2022-23-SEM-1-A Div MECH > General > Course Completion Certificate

### Course Completion Certificate

Recipients: 68

Reset table preferences

1 2 »

Download table data as Comma separated values (.csv) Download

First name / Surname	ID number	Email address	Awarded on	Code	File
VISHAL GAIKWAD	22234124	vgvishalgaikwad18111@gmail.com	Wednesday, 30 November 2022, 1:20 PM	PVHyqYv9Ko	
NIKHIL PATIL	22234158	nikhilpatil42676@gmail.com	Monday, 28 November 2022, 12:35 PM	kCTrwwzja3	
KRUNAL KAWTHALKAR	22234142	kawthalkarkrunal333@gmail.com	Monday, 28 November 2022, 12:09 PM	mDAnxmzSHk	



## ➤ Student's Course Completion Certification

The screenshot displays a web browser interface with two tabs. The left tab is titled 'Course: Heating Ventilation Airco' and shows a course menu with items like 'HVAC & R\_Engineering\_Syllabus\_2019\_Course\_', 'Teaching -Learning and Assessment Plan', and 'Course Completion Certificate'. An orange arrow points from the 'Course Completion Certificate' item to the right tab. The right tab is titled 'Course Completion Certificate' and displays a certificate for Shubham Raskar, awarded by JSPM's Jayawantrao Sawant College of Engineering, Hadapsar Pune, Department of Mechanical Engineering. The certificate states that the student completed the course 'Heating Ventilation Airconditioning & Refrigeration (402041)' with a score of 96.35%. The certificate is signed by Dr. Pradeep A. Patil, HOD, MECH, and includes a QR code and a star seal.

Course: Heating Ventilation Airco x +  
Not secure | 117.206.159.20/jscoe/course/view.php?id=1193

Home Dashboard Events My courses

- HVAC & R\_Engineering\_Syllabus\_2019\_Course\_
- Teaching -Learning and Assessment Plan
- Outcome base Education Documents
- HVAC Assessment Sheet
- Refrigeration and Air-conditioning by C P Arora
- Course Completion Certificate**
- Course End Survey
- ✓ Attempted 24 November 2022
- Feedback available

Course Prerequisites

- Prerequisite Lecture 1:- Basic Refrigeration System
- Prerequisite Lecture 2:- Basic Air-Conditioning System

Course Completion Certificate  
1 / 1 | - 75% + | [Print] [Download]

JSPM's Jayawantrao Sawant College of Engineering, Hadapsar Pune  
Department of Mechanical Engineering

# Certificate of Completion

PRESENTED TO

## Shubham Raskar

for completing the Course -  
**Heating Ventilation Airconditioning & Refrigeration (402041)**  
**With 96.35 %**

Dr. PRADEEP PATIL  
Subject Teacher

Dr. Pradeep A. Patil  
HOD, MECH

26°C Clear | Search | [Taskbar icons] | ENG IN | 00:56 28-04-2023



## Chapter 5. Challenges

1

Solar connectivity to internet server rooms for uninterrupted MOODLE Services

2

updates require for browsers for smooth functioning of MOODLE.

3

Maintenance is required in JSCOE Computers Labs.





## Chapter 6. Outcomes

- 1 Ease of understanding the topics taught in classes along by participating in MOODLE Activities
- 2 Ease of Assessment and tracking of activity completion through grades by both faculty members and students.
- 3 Learners progress is measured through total grades obtained for respective MOODLE Course
- 4 Motivated the students by recognizing week toppers
- 5 Rewarding course completion certificate who completes the course with more than 60% grades.



## Chapter 7. Conclusion

- MOODLE provides opportunity to student as well as faculty to have one to one discussion on various aspects including learning styles and evaluation. Institute facilitates MOODLE platform 24x7 for
  1. Planning of Curriculum Enrichment Activity before commencement of the semester
  2. learning material like recorded videos by faculty members, E-Books, NPTEL Videos, SPPU Question Paper Solutions for Weak Students and
  3. Assessment tools like online quiz, game pedagogies, interactive videos, Course End Survey for Continuous Assessment of the student.
  4. Organization of Club Events, if any
- MOODLE provides self-paced learner centric environment which is conducive to quality education which helps to address the program outcomes of graduating student in terms of knowledge, Problem Solving Skills, Supporting Skills and attitude.