

Innovation in Teaching learning 2022-2023

Pallavi Nair



Six months (24th January 2023 to 5th May 2023)

Microwave Communication

Class: B.E./T.E. EXTC/ETRX

&

Optical Fiber Communication

Sem VI, Sem VIII



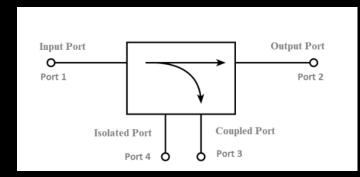
Course Code: 1Y
Course Name: Optical Fiber
Communication

| Teaching Scheme (Hrs/week) | | | | Credits Assigned | | | |
|----------------------------|-----|------------|------|------------------|-----|-------|--|
| L | T P | | L | Т | Р | Total | |
| 2 | - 2 | | 2 | - | 1 | 3 | |
| | E | xamination | Sche | eme | | | |
| | | arks | } | | | | |
| ISE MSE | | | | | ESE | Total | |
| Theory: 20 20 | | 20 | | 100 | | 67% | |
| Lab: 80 - | | | | 20 | 33% | | |

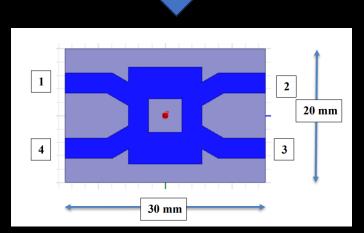
Course Code: 1T12
Course Name: Microwave
Communication Lab

| Teaching Scheme (Hrs/week) | | Credits Assigned | | | | | | |
|-------------------------------|-----|------------------|--------------------|-----|-----|-----------|-------|--|
| L | Т | P | L | Т | P | Total | | |
| 2 | - | 2 | 2 | - | 1 | 3 | | |
| | | | Examination Scheme | | | | | |
| | | | Practical Marks | | | | | |
| | ISE | | | MSE | | ESE | Total | |
| | | Weight | | | | Weightage | | |
| Theory: 20 | | | 20 | | 100 | 67% | | |
| Lab: 80 | | | - | | 20 | 33% | | |

Mini Project: Microwave Communication



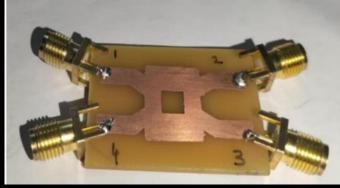
Selection of a passive device to design.



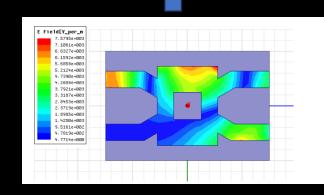
Conceptional design.



Testing



Fabrication.



Simulation.







| Remember & Understand | Apply | Analyse | Evaluate | Create |
|-------------------------|----------------------|----------------------|---------------------|-------------------------|
| Recalled and | Utilized theoretical | Broke down the | Assessed the | Synthesized theoretical |
| comprehended | knowledge to design | design into critical | performance of the | understanding and |
| microwave theory, | passive components | components, analyze | fabricated | practical skills to |
| concepts, and component | with specific | simulation results, | components through | fabricate, test, and |
| properties. | parameters. | and identify design | comparison with | experimentally validate |
| | | considerations. | simulation results. | designed components. |



Course Outcomes were realized

Skill Enhancement

Real-world Application Problem-solving Abilities

Collaboration and Teamwork



Division over entire semester

Phase 1:Feb Topic Selection Phase 2:Mar Simulation Results (3 Marks) Phase
3:April
Fabrication
and Testing

- **1.Simulation Results (3 Marks):** Submission of accurate image, dimensions, and S-parameters reflecting effective simulation.
- **2.Fabrication and Testing (3 Marks):** Successful physical realization, thorough testing, and faculty verification of the designed microwave passive component.
- **3.Graphs of Simulation vs Measured Results (1 Mark):** Clear graphical representation comparing simulation outcomes with actual measurements.
- **4.Submission Time (2 Marks):** Timely submission of all components and punctuality in adhering to the specified deadline.
- **5.Report and Viva Working (1 Mark):** Inclusion of comprehensive working details, design images, tables, and graphs in the report, and effective preparation for Viva Voce.



| Semester | Subject | Percentage feedback |
|----------|-----------------------------------|------------------------|
| Sem 6 | Microwave Communication | 86.54% |
| Sem 6 | Microwave Communication Lab | 86.84% |

Respected Pallavi ma'am,

Being a student with Learning Disability, ma'am I found you very accommodating and a keen motivator with respect to my studies. You were my tutor for my earlier semester and also my current tutor for my final B.Tech. Your interaction with me at regular intervals has encouraged me to develop a special affinity for the related subject.

You always had a word of appreciation for things well performed which itself guided me to concentrate and excel in my endeavours. I consider you as a most ideal tutor for students with Learning Disabilities joining the hallowed portals of this institute for years to come.

Regards Trupti Gopinath LD student Testimony



Case study: Optical Fiber Communication



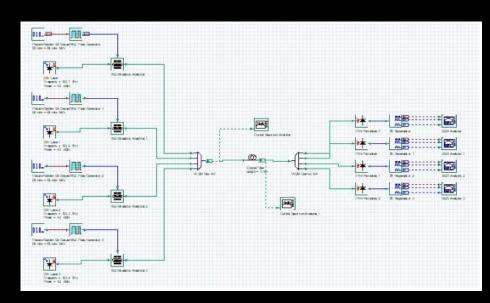
Choose topic

Understand the theory

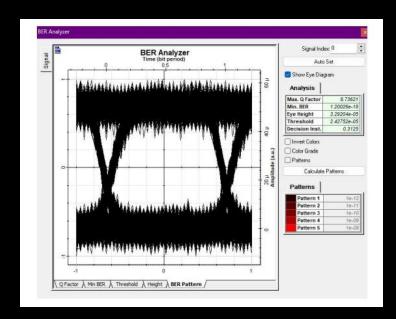
Implement code to validate behaviour/concept

Inference & documentation

Viva



Sample WDM Network Implementation



Parameter impact study and analysis



| Remember & Understand | Apply | Analyse | Evaluate | Report |
|---|--|---|--|--|
| Grasped theoretical concepts related to the chosen problem in optical fiber communication (dispersion, non-linear effects, DWDM/WDM, or SONET/SDH). | Applied theoretical knowledge to create a block diagram or flow diagram representing the chosen problem's impact in an optical communication system. | Implemented code or simulation tools (Matlab, Scilab, Python) to analyze and showcase the effects of the selected problem, emphasizing pulse dispersion, nonlinear impacts, or network protocols. | Evaluated the results obtained from simulations or code, providing a critical discussion in the report about the impact of dispersion, non-linear effects, or network protocols on optical fiber communication | Developed a comprehensive report that includes code, results, and a conclusive summary, synthesizing the theoretical understanding and practical application of the chosen optical communication |
| | | | systems | problem |

Course Outcomes were realized

Skill Enhancement

Real-world Application

Problem-solving Abilities

Collaboration and Teamwork



| Simluation Code (3 marks) | simulations/plagiarised but with | | do the simulation h lots of help and bus errors | Completed simu with minor proble 2 points | | Completed without errors and little help 3 points | |
|---|--|--|---|---|--|--|--|
| Effect in study : Theory (1 marks) | Poorly written theory and plagiarised data 0 points | | Theory written with errors/ Enough explanation is not given 0.5 points | | depth a | Properly explained theory with in depth analysis 1 points | |
| Block diagram or flow diagram(1 marks) | No block diagram <i>o points</i> | | block diagram with errors 0.5 points | | correct block diagram 1 points | | |
| Results and discussion (1mark) | Results and graphs are not aligned with the theory <i>o points</i> | | Results and graphs have errors 0.5 points | | Results and graphs are proper 1 points | | |
| Submission time (2mark) | Submitted after the deadline <i>o points</i> | | | Submitted on time 2 points | | | |
| Documentation (1 mark) | Document has lots of formattting e spelling errors <i>0 points</i> | | errors and | Document is properly made 1 points | | de | |
| Ethics (1marks): Citation/ references) / plagiarism check | Proper Citations and references n (25% and above) O points | | ot mentioned, | All citations and references are properly (below 25%) 1 points | | es are mentioned | |



Sem 6 Optical Fiber 86.66% Communication

Weekly Lecture takeaway. Please write anything you remember. This will strengthen your knowledge. (Ex: I learned about resonator, they signify... etc. Please write in detail)

31 responses

I learnt about advantages and disadvantages of optical fibers.

Learnt about ray theory, modal analysis, V number, types of fibers, Group and Phase velocities.

We studied the basics and origin of optical fibres, ray theory,TIR,NA,etc, the bessels function, revised the maxwells equation and learnt about skew rays and modal analysis.

Learned about applications of optical fibre, calculations regarding numerical aperture and various angles associated with the fibre. Bessel function and ray and modal analysis

In the past 2 weeks, we have studied about different parameters of optical fibers such as numerical aperture, acceptance angle, different types of rays (skew and meridonial), ray theory and modal analysis, V number and different modes

| Any other suggestion 11 responses |
|---|
| |
| No |
| NA |
| |
| None |
| I appreciate the inclusion of graphics and animations of the concepts being taught, makes the visualisation process easier. |
| |

Teaching is effective and the point is communicated well.

Learnings: The case study and mini-project facilitated experiential learning, allowing students to practically apply theoretical knowledge. Engaging in real-world scenarios nurtured critical thinking, problem-solving skills, and effective teamwork.

Effective Evaluation for the future: Utilizing detailed rubrics ensured transparent assessment criteria, guiding students to meet expectations. Incorporating continuous assessment, peer review, and reflective components could provide a comprehensive evaluation approach, fostering a deeper understanding of the subject matter and encouraging ethical practices.

Thank you

Pallavi Nair

