

REVIEW ON ONLINE SOFTWARE TO EVALUATE MUFFLER TRANSMISSION LOSS**Dr.Amit Kumar Gupta¹**¹Department of Mechanical Engineering, Institute of Engineering & Technology, DAVV,
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Teachers who taught fourteen weeks of online courses used E-software in this study. The purpose of this study was to learn about supervisors' thoughts Noise pollution is a major factor which affects the environment. As the diesel engines run on high compression ratio, they emit higher level of noise. According to the permissible limits for vehicle in India are 70 dB and for two-wheelers, it is 75 dB. Hence, it is required to reduce noise levels as per the CPCB norms. In order to reduce the exhaust noise, mufflers are designed which reduce the sound transmissions by the exhaust gases. Reduction of the noise is determined by the mufflers design and its working features. The mufflers also influence other characteristic of vehicles such as efficiency of fuel and emissions. Therefore, it is crucial that the muffler is analysed thoroughly before its fabrication and application. There are various factors which determine the performance of the muffler. These include transmission loss, insertion loss, back pressure and perforations.

Keywords: *Emerging Trends for Muffler, E-Business, E-commerce*

INTRODUCTION

Consumers across the country are finding online shopping more appealing and convenient as their earnings rise and the choice of goods and services available expands. The basic goal is to locate Undergraduate education using an electronic teaching approach. To investigate supervisors' viewpoints on the influence of employing online technologies in online classes. To gain a better understanding of mentors' experiences with various online teaching approaches. To understand how instructors and students can use laptops with E-software and technology to examine the influence of outstanding value. The purpose of this research is to see how laptop E-software applications may be employed in undergraduate education courses in the real world.

LITERATURE REVIEW

Stephen Norton, Campbell J. McRobbie, and Tom J. Cooper, Exploring Undergraduate Teachers' Reasons for Not Using Computers in Their Teaching, pages 87-109, published online February 24, 2014. (Shown in Figure 1)



Fig 1: Automotive Muffler

Although the internet has brought a new means of linking professors and students, distant education is not a new notion. Distance learning, according to Saba (2005), can be traced back to the 1800s; technological advancements, such as radio in the 1920s, television in the 1950s, and thus civilian use of the Internet in the mid-1980s, have all contributed to moving distance education from a fringe activity to a central focus in American education. MERLOT Journal of Online Learning and Teaching Vol. 4, No. 3, September 2008 326 Whether the method is referred to as distance education, distributed learning, e-learning, or online education, the goal of research into these methods of bringing instructors and learners together has always been to find the best strategies for improving the student learning experience. The concept of active learning is one area of research that has gotten a lot of attention from researchers across disciplines. When instructional strategies involve students in the learning process, active learning is promoted (Bonwell & Eisen, 1991). When teachers ask students to reflect on what they do and participate in meaningful learning activities, they are engaging in active learning. This could take the form of journal entries or discussion board comments in an online learning context, as well as traditional homework assignments or simulation exercises. Prince (2004) identified substantial empirical support for the assumption that active learning can dramatically improve data recall and significantly contribute to student engagement in an in-depth assessment of the research around active learning. Active learning tactics have been found to lead to improved enjoyment in online learning as well as greater retention of factual data.

Dennen discovered that about half of non-posting discussion board behavior among students in online classes felt that they learned through online discussions; students who reported participating in discussion only to meet course requirements and those who focused more on posting than reading messages had fewer positive impressions of discussion. The learning object (LO) nomenclature provides a useful foundation for describing Web-based multimedia systems that deliver instructional content in online courses. Learning objects have been the subject of much dispute recently, and definitions vary greatly; yet, the zeal with which proponents and adversaries continue to debate both the explication of the concept and its educational utility is a proof of the concept's durability. LOs, as described by Hodgins, are short, reusable instructional components given via the Internet that are meant to meet specific learning objectives. Hodgins compared LOs to LEGO building bricks, or individual course components that can be readily added, deleted, or replaced, resulting in highly customizable course content. Wiley expanded the definition of LOs to include any digital material that will be utilized to promote learning. The LO definition used in this study is loosely based on Hodgins' original concept.

This study used the literature on student preferences, satisfaction, and perceived learning as a foundation (with special attention paid to active learning strategies), as well as the taxonomy of learning objects as a framework, to investigate the LOs that students preferred, used the most, and were the most satisfied with, as well as the LOs that they believed had the most potential.

METHODOLOGY

Scope of the work

A survey of the literature on a wide range of theoretical and empirical research on the use of technology in UNDERGRADUATE online teaching techniques at a variety of organizations. Examining papers such as curricular documents, teacher support materials, and workshop materials. The qualitative data for this study was acquired and analyzed using a document analysis of research articles from journals, books, edited volumes, reports, and internet materials, using an interpretive method. The approach for the proposed study is based on document-based analysis.

Methodology Employed

It is also a document-based analytical study. it's the chief characteristics of recent document based analytical research.

Research Materials

1. Peer-reviewed Journals
2. Books,
3. Magazines, On-line reports from some relevant and reliable internet sources.

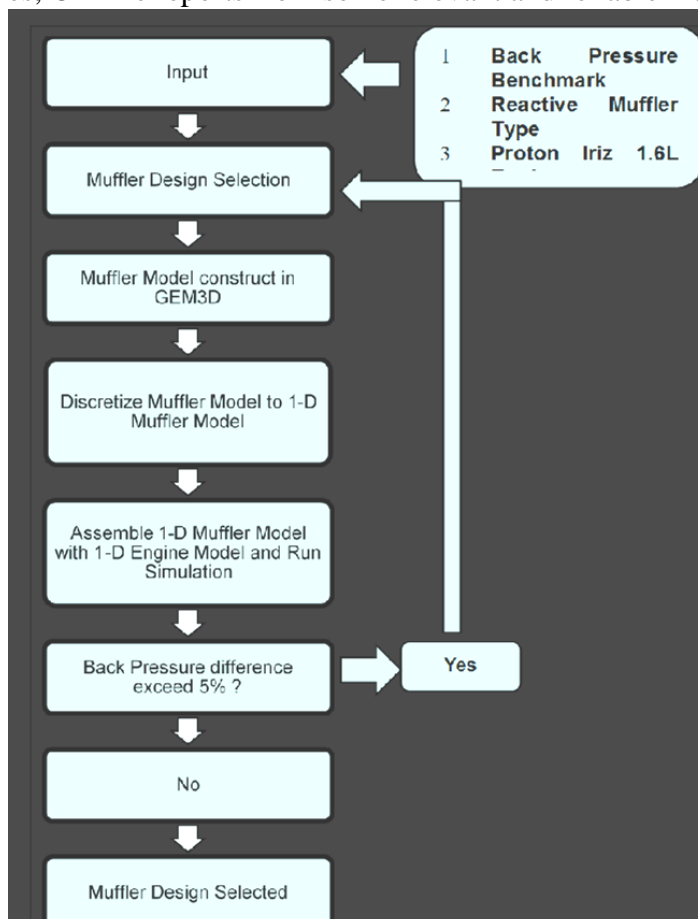


Fig 2: Process Flowchart On Muffler Design Selection - Muffler Process Flow Chart

Data Collection Process

Multiple procedures consisting of studying international and national journals, library consultation, online journals, periodical, newspapers, and monographs have remained employed.

Data Analysis

The study employs current document-based analytical approach. To examine the obtained data, the research also adopts historical and sociological strategies.

Strategies and pedagogical approaches

This research provides an e-learning-based teaching technique for undergraduate students who attend college on a part-time and regular basis. It also depicts the educational measures taken in the first quarter of the 2020–2021 college year. A comparison is also made with the traditional explanatory technique created with the college's students. The concept of subject applied to the social sciences was wiped out by all of this. The goal of this study is to provide consistency in the use of the e-learning technique in the teaching of undergraduate courses, with the goal of comparing the results of other studies with comparable features.

Proposed Methodology

The validity and dependability of the instrument employed were the first steps in the study procedure. Following that, the sample was chosen and, as a result, a permission application was submitted. The pedagogical proposals were then created. On the one hand, the conventional exposition technique (GC), in which the instructor delivered theoretical topics in the textbook's order and assigned assignments, was still in use. On the other side, there's the e-learning technique (GM), which will be discussed in further depth in the next point. Data was collected at the beginning of the first quarter using a Google Form, which may be a Google Drive application. In other words, the data was gathered.

In other words, the information was gathered. The pupils did this by using their own mobile devices. In the situations when they didn't have one, the centre provided one for them to complete the questionnaire. This data was downloaded in Excel format and then transcribed into the statistical program's format.

CONCLUSIONS

Several issues with the use of ICT in various subjects were discovered in the literature. Incorporating ICT into education has a favorable influence on both teaching and learning. The purpose of the study was to identify the barriers to integrating ICT into teaching and learning in Teacher-Training Colleges and Undergraduate Courses. In many disciplines of courses, there are some hurdles to integrating ICT in teaching and learning. We want to continue my education at a higher level in the future for professional growth.

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