



Government of Karnataka
DEPARTMENT OF TECHNICAL EDUCATION

Curriculum Structure

II Semester Scheme of Studies - Diploma in Computer Science and Engineering

Sl. No.	Teaching Department	Course Code	Course Name	Hours per week			Total Contact Hours/week	Credits	CIE Marks		Theory SEE Marks		Practice SEE Marks		Total Marks
				L	T	P			Max	Min	Max	Min	Max	Min	
Integrated Courses															
1	SC	25SC21I	Engineering Mathematics-II	4	0	4	8	6	50	20	50	20	-	-	100
2	ENG	25EG01I	Essential English Communication	4	0	4	8	6	50	20	-	-	50	20	100
3	ME	25ME02I	Computer Aided Engineering Graphics	3	0	4	7	5	50	20	-	-	50	20	100
4	CS	25CS21I	Thinking Programming with Python	4	0	4	8	6	50	20	50	20	-	-	100
Audit Course															
5	CS	25CS22T	Indian Constitution	2	0	0	2	2	50	20	-	-	-	-	50
6	Personality Development		NCC/NSS/YOGA/SPORTS...	Students are expected to engage in any one of these activities from 1 st semester to 6 th semester (No Credits)											
Total				17	0	16	33	25	250	-	100	-	100	-	450



**Government of Karnataka
Department of Technical Education**

C-25 Diploma Curriculum

Engineering Mathematics for Engineering Programmes

Second semester
(Effect from the AY 2025-26)



Government of Karnataka
DEPARTMENT OF TECHNICAL EDUCATION

Curriculum Structure

II Semester Scheme of Studies- Diploma in _____Engineering

Sl. No.	Teaching Department	Course Code	Course Name	Hours per week			Total Contact Hours /week	Credits	CIE Marks		Theory SEE Marks		Practice SEE Marks		Total Marks
				L	T	P			Max	Min	Max	Min	Max	Min	
Integrated Courses															
1	SC	24SC21I	Engineering Mathematics-II	4	0	4	8	6	50	20	50	20	-	-	100

L: Lecture: T: Tutorial: P: Practice: SC-Science: Theory (Whole Class)::Practical(Batch wise)::I-Integrated (Both theory & Practice-Batch wise)

- For Engineering Mathematics-II, Theory for whole class and Practice batch wise.

Integrated Course Template (T+P)



Government of Karnataka
DEPARTMENT OF TECHNICAL
EDUCATION

Program	Engineering	Semester	II
Course Name	Engineering Mathematics-II	Type of Course	Integrated
Course Code	25SC21I	Contact Hours	8 hours/week (104 hours/semester)
Teaching Scheme	L: T:P- 4:0:4	Credits	6
CIE Marks	50	SEE Marks	50

1. Rationale:

This course is designed to give a comprehensive coverage at an introductory level to the subject of Straight Lines, Differential Calculus and Applications, Integration and Definite Integrals and Applications.

2. Course Outcomes: At the end of the Course, the student will be able to:

CO-01	Identify the various linear models and interpret the visualizations in MS excel and GeoGebra
CO-02	Apply the basic rules of differentiation.
CO-03	Apply the basic concepts of differentiation in one dimensional motion of a particle and compares the actual results with the results obtained at GeoGebra.
CO-04	Evaluate the integrals with basic integrands and compares results with the results obtained at GeoGebra.
CO-05	Evaluate definite integrals pertaining to area and volume. Also Compares the results with the result obtained at GeoGebra.

3. Course Content

WEEK	CO	PO (L3- highly mapped)	Theory (4 Hours per week)	Practice (4 Hours per week)
1	1	1,4,7	Straight Lines: - Introduction of Slope ($m = \tan \theta$) and Intercepts of a straight line, Problems	Practice-1: To find the slope of randomly drawn straight lines on a graph sheet manually for minimum 5 straight lines.
	1	1,4,7	Different forms of equation of straight lines (without proof), a) Slope – Intercept form b) Slope – Point form c) Two-point form d) Intercepts form Problems on Slope – Intercept form	

	1	1,4,7	Problems on Slope – Point form (one point form)	Practice-2: To visualize the sign convention of the slopes of the straight lines manually on a graph sheet.
	1	1,4,7	Problems on Two-point form	
2	1	1,4,7	Problems on Intercepts form	Practice-4: Collect two variable data (online or off line) and obtain the linear approximation for the same in MS Excel. Hence interpolate or extrapolate few data.
	1	1,4,7	Problems continued on above forms	
	1	1,4,7	General form of equation of straight line ($ax+by+c=0$). Finding slope, x-intercept and y-intercept of a line	Practice-5: Plot minimum 3 straight lines at GeoGebra graphing calculator and compare the results with theoretical inferences.
	1	1,4,7	Conditions for two straight lines to be parallel & perpendicular and Problems	
3	1	1,4,7	Equation of a straight line parallel to the given straight line and passing through a point and Problems	Practice-6: To visualize and record the data gathered by the straight lines plotted at GeoGebra graphing calculator. Hence conclude the conditions for parallelism and perpendicularity of lines($y=mx+c$).
	1	1,4,7	Problems continued	
	2	1,4,7	DIFFERENTIAL CALCULUS: - Definition of derivative. Derivative of Constant(K), x^n by the method of first principle.	Practice-7: Introduction to CAS (Computer Algebra System) tool in GeoGebra.
	2	1,4,7	Derivative of e^{ax} by the method of first principle.	
4	2	1,4,7	List of standard derivatives (Algebraic, trigonometric, exponential and logarithmic).	Practice-8: To verify the method of first principles in MS excel constraint to $f(x) = x^2$ and $f(x) = x^3$ at $x=1$.
	2	1,4,7	Derivative of a function with scalar multiple. Sum rule of differentiation. Difference rule of differentiation	
	2	1,4,7	Problems continued.	Practice-8: Find the derivatives of the standard functions in GeoGebra.
	2	1,4,7	Product rule of differentiation. (product of two functions)	
5	2	1,7	Product rule of differentiation. (product of three functions)	Practice-9: Find the derivatives of the sum and the difference in GeoGebra. Compare the result with the theoretical inference.
	2	1,7	Quotient rule of differentiation.	
	2	1,7	Composite rule (chain of two functions only) of differentiation.	Practice-10: Find the derivatives of product functions in GeoGebra. Compare the result with the theoretical inference.
	2	1,7	Problems on Composite rule.	
6	2	1,4,7	Successive differentiation up to second order and simple problems	Practice-11: Find the derivatives of quotient functions in GeoGebra. Compare the result with the theoretical inference.
	2	1,4,7	Problems continued	

	3	1,4,7	Applications of Derivatives: Tangent: Finding the slope of tangent to the curve.	Practice-12: To derive the equations of tangent at three distinct points from the plots obtained in GeoGebra.
	3	1,4,7	Equation of the tangent to the curve at a point and problems.	
7	3	1,4,7	Normal: Finding the slope of Normal to the curve.	Practice-13: To derive the equations of normal at three distinct points from the plots obtained in GeoGebra.
	3	1,4,7	Equation of the Normal to the curve at a point and problems.	
	3	1,4,7	Derivative as a rate measure: Velocity of a particle or a body and problems	Practice-14: To determine the velocity and acceleration for well-defined distance function and tabulate the velocity and acceleration in an interval in GeoGebra.
	3	1,4,7	Problems continued on velocity of a particle or a body	
8	3	1,4,7	Acceleration of a particle or a body and problems	
	3	1,2,4,7	Problems continued on acceleration of a particle or a body	
	4	1,2,4,7	Integral calculus:- Definition of Integration and list of formulae (Algebraic, trigonometric and exponential)	Practice-15: Evaluate the standard integrals in GeoGebra.
	4	1,2,4,7	Rules of integration (without proof) with examples	
9	4	1,4,7	Problems on Rules of integration for algebraic functions	Practice-16: Evaluate the integrals with the integrands as sum and difference of all functions in GeoGebra.
	4	1,4,7	Problems continued	
	4	1,4,7	Problems involving trigonometric functions	
	4	1,4,7	Problems continued	
10	4	1,4,7	Integration by substitution method of the forms $\int f(x)^n f'(x) dx$, $\int \frac{f'(x)}{f(x)} dx$ simple problems	Practice-17: Evaluate the integrals with the integrands as product of algebraic and trigonometric (ILATE) in GeoGebra. Compare the result with the theoretical inference.
	4	1,4,7	Problems on integration by substitution method	
	4	1,4,7	Problems on integration by substitution method continued	
	4	1,4,7	Integration by parts:(ILATE RULE) $\int x \sin x dx$, $\int x \cos x dx$	
11	4	1,4,7	Integration by parts: $\int x \sec^2 x dx$, $\int x \operatorname{cosec}^2 x dx$, $\int x e^x dx$	Practice-19: Evaluate the integrals with the integrands as product of algebraic and exponential functions (ILATE) in GeoGebra. Compare the result with the theoretical inference.
	4	1,4,7	Integration by parts: $\int \log x dx$, $\int x \log x dx$, $\int x^2 \log x dx$	

	5	1,2,4,7	Definite Integrals and Applications:- Definition and simple problems on definite integrals	Practice-20: Evaluate the integrals with the integrands as product of algebraic and logarithmic functions (ILATE) in GeoGebra. Compare the result with the theoretical inference.
	5	1,2,4,7	Problems on definite integrals of algebraic functions	
12	5	1,2,7	Problems on definite integrals of trigonometric functions	Practice-21: To evaluate the area under the given curve and the volume generated by rotating the curve $y=f(x)$ about x -axis in GeoGebra.
	5	1,2,7	Problems on definite integrals using substitution method	
	5	1,2,7	Problems continued	
	5	1,2,7	Problems continued	
13	6	1,2,4,7	Applications of Integration: Simple problems on finding the area bounded by the curve and x – axis. Problems.	Practice-22: Visualization Solids generated by rotating the curves about fixed axes in GeoGebra. (DEMONSTRATION)
	6	1,2,4,7	Problems continued.	
	6	1,2,4,7	Finding the volume of solid generated by revolving the curve about x – axis. Problems	
	6	1,2,4,7	Problems continued.	

4. References:

1. Higher Engineering Mathematics by B. S. Grewal, Khanna Publishers, New Delhi.
2. Engineering Mathematics by Reena Garg, Khanna Publishing House, New Delhi.
3. Calculus and Analytical Geometry by G. B. Thomas and R. L. Finney, Addison and Wesley Publisher.
4. NCERT Mathematics Books of Class XI and XII.
5. Deepak Singh, Mathematics-I, Khanna Book Publishing Co. (P) Ltd.
6. Garima Singh, Mathematics-II, Khanna Book Publishing Co. (P) Ltd.

Web-based/Online Resources:

- i) <https://www.youtube.com/watch?v=Yp-RERSe8Yk> – To find derivatives using CAS in GeoGebra
- ii) <https://www.youtube.com/watch?v=1Cu4iw6jv6Y> –To plot tangent to the curve in GeoGebra
- iii) <https://www.youtube.com/watch?v=sh5KutnKo9Q> – To evaluate indefinite and definite integrals
- iv) <https://www.youtube.com/shorts/ZNCBgVjgPDY> - To demonstrate the solid of revolution.

5. CIE and SEE Assessment Methodologies

Sl.No	Assessment	Test Week	Duration (minutes)	Max marks	
1.	CIE-1 Theory Test	4	90	50	Average of all CIE=50 Marks
2.	CIE-2 Practice Test	7	180	50	
3	CIE-3 Theory Test	10	90	50	
4.	CIE-4 Practice Test	13	180	50	
5	CIE-5 Portfolio evaluation of all the activities through Rubrics	1-13		50	
Total Continuous Internal Evaluation (CIE)					50 Marks
Semester End Examination (SEE) -Theory			180	100	50 (100 marks scaled down to 50 marks)
Total Marks					100 Marks
Minimum marks to pass in CIE & SEE is 40% individually					

6. CIE Theory Test:

CIE 1(at the end of 4th week)

Program	_____ Engineering		Semester	II
CourseName	Engineering Mathematics-II		Marks	50
Course Code	25SC21I		Duration	90 min
Section A (Answer any seven questions, each question carries 5 marks)				
Q. No.	Questions	CL	CO	PO
1			1	
2			1	
3			1	
4			1	
5			1	
6			1	
7			1	
8			1	
9			1	
10			1	
Section B (Answer any three questions, each question carries 5 marks)				
11			2	
12			2	
13			2	
14			2	
15			2	

Signature of the Course Coordinator Signature of the HOD Signature of the IQAC Chairman
CIE 3(at the end of 10th week)

Program	<u> </u> Engineering	Semester	II
CourseName	Engineering Mathematics-II	Marks	50
Course Code	25SC21I	Duration	90 min

Section A (Answer any two questions, each question carries 5 marks)				
Q. No.	Questions	CL	CO	PO
1			2	
2			2	
3			2	
Section B (Answer any three questions, each question carries 5 marks)				
4			3	
5			3	
6			3	
7			3	
8			3	
Section C (Answer any five questions, each question carries 5 marks)				
9			4	
10			4	
11			4	
12			4	
13			4	
14			4	
15			4	
16			4	

Signature of the Course Coordinator Signature of the HOD Signature of the IQAC Chairman

7. CIE Practice Test

Program	Engineering			Semester	II
CourseName	Engineering Mathematics-II			Test	II/IV
Course Code	25SC21I	Duration	180 min	Marks	50
Name of the Course Coordinator:					
Questions				CO	Marks
a.					50
OR					
b.					
Scheme of assessment					
a) Observation					10
b) Conduction					20
c)Result and Output					10
d) Viva					10
Total Marks					50

Note: For CIE-II Practice Test : 01 to 12 : For CIE – IV Practice Test : 13 to 22

Signature of the Course Coordinator Signature of the HOD Signature of the IQAC Chairman

Department of Technical Education, Government of Karnataka

8. Suggestive Activities:

The List is only shared as an Example and not inclusive of all possible activities of the course. Student and Faculty are encouraged to choose activities that are relevant to the topic and on the availability of such resources at their institution.

Note: Minimum 3 suggested activities should be done.

Sl. No.	Suggestive Activities
01	Write the application of system of linear equations in real life with neat diagrams and printed pictures.
02	Plot both standard functions and their derivatives in GeoGebra and document the plots obtained.
03	Plot the graphs for different $f(x)$ in any GeoGebra graphing tool and record the maxima and minima at different interval and submit in the document with neat pictures.
04	Apply the concept of derivatives to study the rate measure like velocity, acceleration and retardation etc.
05	Apply CAS tool in Geogebra to find the area between any two arbitrary curves and present the graphical inferences obtained.

9. Rubrics for Assessment of Activity (Qualitative Assessment)

Sl. No.	Dimension	Beginner 2	Intermediate 4	Good 6	Advanced 8	Expert 10	Students Score
1	Knowledge	Poor knowledge About the subject	Normal knowledge about the subject	Good knowledge about the subject	Very good knowledge about the subject	Excellent knowledge about the subject	10
2	Problems solving ability	Solved minimum number of problems with maximum mistakes	Solved minimum number of problems	Solved problems with few mistakes	Solved maximum number of problems	Solved all problems in neat manner	10
3	Strategies and Procedure	Hardly uses an effective strategy to solve problems.	Rarely uses an effective strategy to solve problems.	Sometimes use an effective strategy to solve problems but does not do it consistently.	Typically, uses an effective strategy to solve the problem(s).	Typically, uses an efficient and effective strategy to solve the problems	8
4	Completion	Several of the problem are not completed	Only 30% of the questions are answered correctly	Only 50% of the questions are answered correctly	Only 75% of the questions are answered correctly	All assignment questions are answered correctly	8
5	Neatness and Organization	The work appears sloppy and unorganized. It is hardly to know what information goes together.	The work appears sloppy and unorganized.	The work is presented in an organized fashion but may be hard to read at times.	The work is presented in a neat and organized fashion that is usually easy to read.	The work is presented in a neat, clear, organized fashion that is easy to read.	6
Total Marks= 10+10+8+8+6 =42							42

Note: Dimension and Descriptor shall be defined by the respective course coordinator as per the activities

11. Equipment/software list with Specification for a batch of 30 students

Sl. No.	Particulars	Specification	Quantity
01	Computers	12 th Generation, Intel Core I3, Graphic card, RAM 16GB, Storage: 1TB	30
02	Operating System and Software	Windows 10, MS Office, MS excel, GeoGebra	For all PC
03	Internet	High speed Internet	For all PC
04	Printer	Wireless Multifunctioning printer	05
05	Projector	High resolution, wifi enabled	01
06	UPS	As per standards	6KV

Practice Problems:

Straight Lines:

- Find the equation of line passing through the point (3, 4) having slope 5.
- Find the equation to the straight line cutting off y – intercept 5 units and making an inclination 135° .
- Find the slope of straight line whose inclination with x – axis is 45° .
- Find the slope of line passing through the points (2, 4) and (8, 7).
- Find equation of straight line whose slope is 3 units and y - intercept is 4.
- Find the equation of straight line passing through the point (–3, 9) and having the slope –1.
- Find the equation of the straight line passing through (2, 3) and having slope 5.
- Find the equation of line passing through the point (6, 8) and having slope 2.
- Write the standard form of equation of straight line with
 - One point (x_1, y_1) having slope m .
 - Two points (x_1, y_1) and (x_2, y_2) .
- Find the equation of line joining the points (3, 2) and (–1, 5).
- Find the equation of straight line passing through two points (2, 5) and (3, 7).
- Find the equation of straight line passing through two points (0, 5) and (4, 6).
- Find the equation to the straight line passing through the point (5, 2) and (–3, 3), hence find the slope of the line.
- Find the equation to the straight line passing through the point (4, –3) and (2, 1).
- Write the standard form of straight line
 - General form
 - Having slope m and y - intercept c .
- Find equation of straight line passing through the point (1, 2) which makes an angle 45° to the x - axis.
- Find the equation of straight line passing through the point (1, 2), which is parallel to the line $2x - 3y + 1 = 0$.
- Find the equation to the straight line passing through the point (4, 3) and parallel to the line $3x + 5y - 3 = 0$.
- Find equation of line parallel to $2x + y - 3 = 0$ which passes through the point (2, 3).

20. Find the equation to the straight line passing through the point (5, 2) and parallel to $4x - 3y + 1 = 0$.
21. Find equation of straight line passing through the point (5, 6) and having slope of 3 units by writing its standard form.
22. Find the equation of straight line whose x - intercept and y - intercepts are 3 and 4 units respectively
23. Show that the two lines $2x + y - 4 = 0$ and $6x + 3y + 10 = 0$ are parallel.
24. Show that the lines $3x + 2y - 1 = 0$ and $2x - 3y + 5 = 0$ are perpendicular.
25. Find the value of k , if the lines $(14 + k)x + 4y - 3 = 0$ and $8x - 3y + 1 = 0$ are perpendicular.
26. Find the equation of the line passing through the point $(-3, 2)$ and parallel to the line $4x - y + 7 = 0$.
27. Find equation of line passing through the point $(1, 2)$ and parallel to the line $2x - 3y + 1 = 0$
28. Find equation of line passing through the point $(2, 3)$ and parallel to the line $5x - 4y + 4 = 0$.
29. Find the slope and x - intercept of line $3x + 4y + 7 = 0$.
30. Find the intercepts of the line $3x + 5y - 15 = 0$
31. Find x - intercept and y - intercept of line $2x + 4y + 5 = 0$.
32. Find the slope, x -intercept and y -intercept of the line $2x + 3y - 11 = 0$.

Differential Calculus:

1. If $y = x^3 + 3\cos x + 4e^x + 2$ then find $\frac{dy}{dx}$
2. If $y = e^x + 7^x - 4\log x + \tan x$ then find $\frac{dy}{dx}$
3. If $y = e^{2x} + \cos x + 3\log x - \frac{1}{x} + \sin^{-1} x + 3$ then find $\frac{dy}{dx}$
4. If $y = x^3 + \sin x - \log x - \sqrt{x} + \tan^{-1} x + 5$ then find $\frac{dy}{dx}$
5. If $y = x e^x$ then find $\frac{dy}{dx}$
6. If $y = 2x^3 + 3x^2 + 5x$ then find $y_1(0)$.
7. If $y = 3e^{3x} + \frac{3}{x} - 4\cos x + \log x$ find $\frac{dy}{dx}$.
8. Find $\frac{dy}{dx}$ if $y = 6x^3 - 3\cos x + 4\cot x + 2e^{-x} - \frac{5}{x}$
9. If $y = x^2 + 2x + 3$ then find $\frac{d^2y}{dx^2}$
10. If $y = \log(\sin x)$ then find $\frac{dy}{dx}$
11. If $y = \log(\sec x + \tan x)$ then find $\frac{dy}{dx}$.
12. Find $\frac{d^2y}{dx^2}$ at $x = \pi$ given that $y = \sin x$.
13. Differentiate $\log \sqrt{x}$ w.r.t x .
14. Differentiate $\sin^2 x$ w.r.t x .

15. If $y = \sqrt{\cos x}$ then find $\frac{dy}{dx}$.
16. Find $\frac{dy}{dx}$ given that $y = x \log x$.
17. If $y = x \sin x$ then find $\frac{dy}{dx}$.
18. If $y = \frac{1+x^2}{1-x^2}$ then find
19. If $y = \frac{1+\sin x}{1-\sin x}$ then find $\frac{dy}{dx}$.
20. If $y = \frac{2+x}{2-x}$ find $\frac{dy}{dx}$.
21. If $y = e^{3x} + e^{-2x}$ then find $\frac{d^2y}{dx^2}$.
22. If $y = A \cos mx + B \sin mx$ then prove that $\frac{d^2y}{dx^2}$ at $x = 0$
23. If $y = ae^x + be^{-x}$ then prove that $\frac{d^2y}{dx^2}$ at $x = 0$.

Applications of differential calculus:

24. Find the equation to the tangent to the curve $y = 2x^2 - 3$ at $(1, 3)$.
25. Find the equation to the tangent to the curve $y = 3x^2 + 4x$ at $(1, 2)$.
26. Find the equation to the normal to the curve $y = x^2 + 1$ at $(1, 2)$.
27. Find the equation of the normal to the curve $y = 2x^3 - 5x^2 + 8x - 6$ at the point $(1, -1)$.
28. Find the slope of the tangent to the curve $y = x^2 - 3x + 2$ at $(1, 0)$.
29. Find slope of tangent and normal to the curve $y = x^3 - x$ at the point $(2, 3)$
30. Find equation of tangent to the curve $y = x^2 + x$ at the point $(1, 2)$
31. The displacement of a particle moving along a straight line is $S = t^3 - 2t^2 - 4t + 20$ meters. Find the velocity when $t=3$ secs.
32. The equation of motion is given by $S = 3t^2 + 4t + 6$, find the velocity after 2 seconds.
33. The equation of motion of the particle is $S = t^3 - 2t^2 + 4$ in meter. Find the velocity when $t = 2$ seconds.
34. The displacement of a particle S meters moving along a straight line is $S = 4t^3 - 2t^2 + t$. Find the velocity when $t = 2$ secs.
35. If $S = 6t^3 - 5t^2 + 4$ is the displacement of a particle in time ' t ' sec, find its velocity at $t = 2$ sec.
36. The displacement of a particle in time ' t ' seconds is given by $s = t^3 - 6t^2 - 8$. Find the velocity after 3 seconds.
37. If s is the distance traversed in meters by a particle in time t sec and $s = 4t^3 - 6t^2 + t - 7$, find the velocity and acceleration when $t=2$ sec.

Integration:

1. Integrate $e^x + \frac{1}{1+x^2} - \sin x + x^3$ w.r.t. x
2. Integrate $\sec^2 x - e^{4x} + x^5 - \frac{1}{x}$ w.r.t. x
3. Integrate $x^4 - e^{-2x} + \cos x - 100$ w.r.t. x
4. Evaluate $\int \left(\sin 2x + \frac{2}{x} + e^x + 3\sec^2 x + 5 \right) dx$.
5. Evaluate $\int (x^2(1+x)) dx$
6. Evaluate $\int (x \log x) dx$
7. Evaluate $\int \cos^2 x dx$
8. Evaluate $\int \sin^3 x dx$
9. Evaluate $\int \frac{2x+1}{x^2+x+1} dx$
10. Evaluate $\int (x^2 + x + 9)^{10} (2x+1) dx$
11. Evaluate $\int \frac{e^x}{1+e^x} dx$
12. Evaluate $\int \frac{1 - \cos 2x}{\sin 2x} dx$
13. Evaluate $\int \frac{(x+1)(x-5)}{x} dx$
14. Evaluate $\int \frac{2x-4}{x^2-4x+11} dx$
15. Evaluate the integral $\int x e^x dx$ using integration by parts.
16. Evaluate the integral $\int x \sin x dx$ using integration by parts.

Definite Integrals and Applications:

1. Evaluate $\int_0^1 (2x+1)(x-3) dx$
2. Evaluate $\int_0^{\pi/2} \sin^3 x dx$.
3. Evaluate $\int_0^{\pi/2} \cos^3 x dx$.
4. Evaluate $\int_0^{\pi/2} \sin x dx$.
5. Evaluate. $\int_0^1 x e^x dx$
6. Evaluate $\int_0^1 (x+2)(x-5) dx$.

7. Evaluate $\int_0^1 (3x^2 - 6x + 2) dx$
8. Show that $\int_0^{\frac{\pi}{4}} \tan^2 x \sec^2 x \, dx = \frac{1}{3}$.
9. Find the area bounded by the curve $y = 3x$, the x -axis and the ordinates between $x = 1$ and $x = 2$.
10. Find the area bounded by the curve $y = x - 5$, the x -axis, the coordinates between $x = 0$ and $x = 5$.
11. Find the area bounded by the curve $y = x^2 + 1$, x -axis and the ordinates $x = 1$, $x = 3$.
12. Find the area bounded by the curve $y = 4x^3$, x -axis and the ordinates $x = 0$ and $x = 2$.
13. Find the area bounded by the curve $y = 3x^2 + 2x$, x -axis and ordinates $x = 0$ and $x = 1$.
14. The curve $y^2 = x + 2$ is rotated about x -axis. Find the volume of solid generated by revolving the curve between $x = 2$ & $x = 5$.
15. With the use of definite integrals find the area bounded by the curve $y = x^3 - 2$, x -axis and $x = 0$ & $x = 1$.
16. Find the area bounded by the curve $y = 4x - x^2 - 3$, x -axis and ordinates $x = 1$ and $x = 3$.
17. Find the volume generated by rotating the curve $y^2 = x^3 - 2$ above x -axis between coordinates $x = 0$ and $x = 2$.
18. Find the volume generated by rotating the curve $y = x + 2$ about x -axis between $x = 0$ and $x = 2$.
19. Find the volume of the solid generated by revolving the curve $y^2 = 3x^2 - 2x + 1$ about x -axis and ordinates $x = 0$ and $x = 2$.
20. Find the volume of the solid generated by rotating the curve $y = x + 1$ about x -axis between $x = 0$ and $x = 2$.



**Government of Karnataka
Department of Collegiate and Technical Education**

**C-25
Diploma Curriculum
COMMON TO ALL ENGINEERING AND NON-ENGINEERING PROGRAMMES
EXCEPT COMMERCIAL PRACTICE
(Effective from the AY 2025-26)**

ESSENTIAL ENGLISH COMMUNICATION: 25EG01I



Government of Karnataka
DEPARTMENT OF COLLEGIATE AND TECHNICAL EDUCATION
Curriculum Structure

I/II Semester Scheme of Studies - Common to all Engineering and Non Engineering Programmes except Commercial Practice

Sl. No	Teaching Department	Course Code	Course Name	Hours per week			Total Contact Hours /week	Credits	CIE Marks		Theory SEE Marks		Practice SEE Marks		Total Marks
				L	T	P			Max	Min	Max	Min	Max	Min	
Integrated Courses															
1	ENGLISH	25EG01I	Essential English Communication	4	0	4	8	6	50	20	-	-	50	20	100

L: Lecture: T: Tutorial: P: Practice: I-Integrated (Theory, Tutorial & Practice-Batch wise classes mandatory)



Government of Karnataka
DEPARTMENT OF COLLEGIATE AND TECHNICAL EDUCATION

Program	Common to all Engineering and Non Engineering Programmes Except Commercial Practice	Semester	I/II
Course Name	Essential English Communication	Type of Course	Integrated
Course Code	25EG01I	Contact Hours	8 hours/week (104 hours/semester)
Teaching Scheme	L:T:P - 4:0:4	Credits	6
CIE Marks	50 (Practice + Theory Test)	SEE Marks (Practice)	50

1. Rationale:

Effective Communication is an important life skill. The process of exchange of information happens vocally (verbal exchanges), through written media (books, websites, and magazines), visually (using graphs, charts, videos and maps), non-verbally (body language, gestures, pitch of voice, and tone) or even electronically (mails, messages, posts). Awareness of, and expertise in basic communication tools, as well as the ability to make use of it in English, is a quality that is bound to open a plethora of doors for a serious learner looking to craft a successful career.

2. Course Outcomes: At the end of the Course, the student will be able to:

CO-01	Effectively read from a printed text, internet and other sources; understand and explain it in different written formats and contexts, adhering to the general rules of grammar and syntax
CO-02	Confidently listen to, perceive and comprehend audio-visual information and use verbal and nonverbal attributes to speak about them
CO-03	Persuasively present cogent, relevant and independent thought and analysis, using latest technological tools

VERY IMPORTANT

CO 1 is attained through learning and assessment of textual questions, composition and comprehension exercises.
CO 2 is accomplished through learning and assessment of listening and speaking skills. Use of audiovisual media is compulsory to fulfil this.
CO 3 is achieved through learning and assessment of presentation skills using modern technological tools. Use of computers, office tools and internet is mandatory.

3. Course Content (Based on the textbook **ESSENTIAL ENGLISH COMMUNICATION FOR POLYTECHNICS** prescribed by DTE; available on the department website)

WEEK	CO	PO	Lecture (Theory)	Methodology for Practice	Content for Practice
1	1, 3	6, 7	THE INSPIRATIONAL STORY OF ELON MUSK	Students will share their experiences on and expectations from their community leaders and model personalities	Use of Computers, Internet and Software as tools of Communication Online Newspaper Reading Individual Profile Creation and Resume Preparation using Word tools
2	1, 3	6, 7	THE INSPIRATIONAL STORY OF ELON MUSK Composition (Narrative Writing)	Students will sit in groups of five and discuss the difference between leaders and bosses. Each group shall note down ten points of difference based on the discussion	Building Social Media Profile (LinkedIn, X, Facebook/Instagram)
3	1, 2, 3	6, 7	AN EXCERPT FROM OORU KERI	ACTIVITY No. 1 for Portfolio Evaluation Shall be a group activity on topics related to basic English grammar: viz Parts of Speech,	Listening Skills (I Have a Dream - Martin Luther King Jr (https://www.youtube.com/wa

			Composition (Expository Writing) Composition (Descriptive Writing)	Auxiliary verbs and Tenses. Should involve Practical demonstration/ along with a written/printed report/portfolio.	tch?v=qHc3FY9il1s Sachin Tendulkar's Retirement Speech https://www.youtube.com/watch?v=joZZyUXU7Bg Shashi Tharoor's words on anti- colonialism https://www.youtube.com/watch?v=f7CW7S0zxv4&t=274s The Great Dictator - Speech https://www.youtube.com/watch?v=w8HdOHrc3OQ&t=98s Dananjaya Hettiaracchi - I see something https://www.youtube.com/watch?v=bbz2boNSeL0&t=169s Srikanth Bolla https://www.youtube.com/watch?v=hxS5He3KVEM Tryst with Destiny https://youtu.be/lrEkYscgbqE?s i=U4M_uOH3SXR_8Rf- Ted talk Shah Rukh Khan https://youtu.be/ONV1KdWRHck?si=WOcw6_aX_rvYLSGS Winston Churchill " We shall fight on the beaches." https://youtu.be/skrdyoabmgA?si=zIzVI-ZMTfnFAYw1 Greta Thunberg's speech made at UN Climate summit https://youtu.be/u9KxE4Kv9A8?si=NSBAL6z7DX_eTWiF Gururaj Karjagi's Motivational speech https://youtu.be/Dzj6TGwwNhg?si=ClbQsDOIEqGisynq
4	1, 2, 3	6, 7	AN EXCERPT FROM OORU KERI	Students in groups of five will talk to the class about any three local festivities, fairs or traditional practices	Speaking Skills Story Narration, Self Introduction, Asking questions based on a given text or a demo video, Self Justification, Theme based arguments, group discussions, extempore speech, elocution.
5	1, 2	6, 7	THE SECRET OF THE MACHINES	Students will debate the pros and cons of mechanisation in the rural areas of India	Technical Jargon – Engineering and Non-Engineering based- subject specific product labels, user manuals, technical/product brochures, sales pamphlets Agile Non Engineering: CAFM, CMMS, Compliance, Hot Dealing, ITSM, Hybrid Office, SaaS, Invoice, Indent, Challan, USP, CMS, CMR, TOFU, MOFU, BOFU, Cash cow, Appraisal, Attrition, Sabbatical, Benchmark

6	1, 3	6, 7	THE SECRET OF THE MACHINES Concept Development Note making, Circulars, Announcements, Notifications, Minutes of Meeting etc	Students will bring a few sales brochures to the class and evaluate their effectiveness in communicating the intended message. They will discuss the pros and cons and suggest required changes.	Branch specific product/service pitches/campaigns using PPT tools. Online communication tools - etiquettes of online communication - Do's and Don't s. Use of google forms for data collection and analysis
7	1, 3	6, 7	CYBERCRIME	Students will go through the following links: <u>XMost Common Mistakes Spoken English Connection by Kanchan Ma'am - YouTube Kids</u> Identify and discuss common mistakes in English usage. They will highlight funny and embarrassing situations that might arise due to such errors.	Use of Artificial Intelligence tools in imbibing communication skills, Identification of spam, phishing and Trojan mails Introduction to deep fakes
8	1, 3	6, 7	CYBERCRIME Concept Development using AI tools : Official Communication - Notices, Memo etc, Vocabulary Building	ACTIVITY No. 2 for Portfolio Evaluation Shall be a group activity based on topics related to basic English grammar viz: Subject-Verb Agreement, Voices, Homophones, Homonyms and Homographs. Should involve Practical demonstration/ along with a written/printed report/portfolio.	Technical/Professional Writing through Word and PowerPoint using AI Tools
9	1, 3	6, 7	CLIMATE CHANGE – A CONVERSATION	Students will watch the <i>Shovel scene</i> from <i>The Gold Rush</i> (https://www.youtube.com/watch?v=cMZY1rB8naw) and relate it to the climate variation being experienced in the last few years	Interview Skills (May use Wadhvani Co-Pilot or similar platforms) Role play
10	1, 3	6, 7	CLIMATE CHANGE – A CONVERSATION Comprehension - Unknown Passage/Story	After going through the trailer of <i>Gandhada Gudi</i> available at https://www.youtube.com/watch?v=cScfvBT6LGU and write a summary of the same. This shall also include their experiences of such naturally beautiful places in their vicinity.	Non Verbal Communication – Body Language, Gesture, Posture, Image, Tone, Pitch, Voice Modulation, Eye Contact, Space
11	1, 3	6, 7	A PAGE FROM THE DIARY OF A YOUNG GIRL	Students will search for information about the books <i>War and Peace</i> and <i>Train to Pakistan</i> and based on that, will debate the pros and cons of international wars	Professional Correspondence – CV Covering letter, Letters to the editor, higher officers, letters of complaint, business letters
12			A PAGE FROM THE DIARY OF A YOUNG GIRL	Students will start maintaining a journal of daily activities. They will record events and	Email Writing Personal and Official Correspondence

	1, 2	6, 7	Punctuation Comprehension - Unknown Passage	happenings around them and note down their own opinions about the same	Journal Keeping, Note Taking, Notices, Circulars, Announcements, Notifications, Government Orders, Office Memos, Minutes of Meeting, Offer/Appointment & Termination/Resolution Letters, DO Letters, UO Notes
13	1, 2, 3	6, 7	Seminars on the textual topics covered from Week 1 to 12	A set of students shall present a chosen topic from the text and the rest shall interact with them in turns and vice versa	Preparation of a comprehensive report on the topics covered till date, with student inputs and feedback recorded in writing. Content, Style, Format and Syntax of Report Writing to be made aware to and followed by students

EXAMPLES OF TUTORIAL QUESTIONS/LEADS:

The students shall be asked to mull over and articulate their thoughts about the following. These questions must be broad based and analytical, suitable for developing a deeper understanding of the subject through research, group-discussion, opinion sharing, critical analysis and synthesis.

1. Describe the leadership style of a chosen figure. How have their leadership qualities contributed to their successes and failures? Include examples of how their management approach has evolved over time.
2. How has a chosen figure addressed ethical considerations within their businesses and innovations? Discuss any notable instances where their decisions have led to ethical debates.
3. How has a chosen figure's personal life and public persona influenced their professional image? Discuss how they have managed public relations and personal challenges.
4. To what extent do you think luck played a role in the success of a chosen figure? Assess the balance between luck, skill, and determination in their career.

4. References:

Daniel Jones. The Pronunciation of English. Cambridge: Cambridge University Press, 1956. 2. James Hartman et al. Ed. English Pronouncing Dictionary. Cambridge: Cambridge University Press, 2006. 3. Rajesh Kumar et al. English Language Communication Skills: Lab Manual cum Workbook. Cengage: Cengage Learning India Pvt. Ltd, 2019. 4. Kandula Nirupa Rani et al. Speak Well. Orient BlackSwan: Orient BlackSwan Private Limited, 2012. J.D.O'Connor. Better English Pronunciation. Cambridge: Cambridge University Press, 1980. 5. ELCS Lab Manual: A Workbook for CALL and ICS Lab Activities. Orient BlackSwan: Orient BlackSwan Private

5. Suggested Activities: *The Course coordinator shall facilitate the learning of various attributes and attainment of course outcomes through active involvement in and proper stimulation of students' learning processes. Lecture, Tutorial and Practice as well as all assessment activities shall be carried out in batches, inside a well-equipped Language Laboratory. A word a day concept should be introduced and students encouraged to bolster their vocabulary. Grammar exercises may be referenced from [Advanced English Lessons](https://www.englishpage.com), available at <https://www.englishpage.com>.*

The following is just an indicative and not a comprehensive set of activities for the course. Students and Faculty are encouraged to choose activities that are relevant to the topics being discussed and based on the availability of resources/availability of implementation at their institutes.

Speaking Skills

1. **Role-plays:** Create role-playing scenarios that simulate real-life situations students may encounter in their future careers. For example, role-play scenarios could include job interviews, client consultations, or group project meetings. This activity allows students to practise speaking in different contexts and develop their communication skills
2. **Mock Interviews:** Conduct mock job interviews or admission interviews where students take turns playing the role of interviewer and interviewee. Provide feedback on communication skills, professionalism, and interview performance, helping students improve their speaking skills in professional settings.
3. **Storytelling.** Students can briefly summarise a tale or story they have listened to. They may create their own stories to tell to the class.
4. **Debates.** Holding **debates** is a great way for students to speak a lot in class, as you only act as the facilitator or judge during the activity.
5. **Instructions and Directions:** The student is asked to give directions or instructions, for example to the school library.

Listening Skills

1. **Listen and Summarise:** Provide students with recordings of academic lectures or TED Talks relevant to their field of study. After listening, ask them to summarise the main points, key ideas, and arguments presented in the talk. This activity not only hones listening skills but also reinforces comprehension and critical thinking.

2. **Dictations** - Vocabulary, syntax based
3. **Interactive Listening Games/Activities:** Introduce interactive listening games or activities such as "listen and draw" (where students listen to instructions and draw what they hear) or "listen and sequence" (where students listen to a series of events and arrange them in order). These activities make listening practise enjoyable and reinforce comprehension skills.
4. **Pairings/Group Listening Activities:** Organise pair or group listening exercises where students listen to audio clips or short speeches together. Afterward, encourage them to discuss and share their interpretations, ensuring active engagement and collaboration.
5. **Telephone.** In this activity, students are responsible for listening carefully to their peers in order to successfully relay a message.

Browsing and Presentation Skills

1. Browse KPSC website for the post of Assistant Civil Engineer, extract the details and create 5-6 slides using MS Powerpoint.
2. Browse through scholarship databases and funding opportunities available for you, extract the details and create a presentation using MS Powerpoint.
3. Browse any online collaboration tools and platforms to work on group projects with your classmates, extract the details and create a presentation using any MS Tools.
4. Browse websites and blogs offering professional development resources such as resume tips, interview advice, and career guidance, extract the information and create a presentation using any MS Tools.
5. Browse websites and resources offering skill development exercises, quizzes, and challenges related to your diploma program, extract the information and create a presentation using any MS Tools.

Unit	Concepts	Laboratory Activity
1	Composition, Documentation Elucidation, Presentation and Research	Use of Microsoft Word/Google Docs/Microsoft Powerpoint/Google Slides/WordUp, Memrise, Quizlet, Visuwords, Anki similar open source tools, use of internet to access various news portals and e-papers and magazines and LinkedIn, Facebook, Reddit profiles
2	Listening, Speaking, Verbal and Nonverbal skills	LingQ, FluentU, Speechling, YouTube, Spotify, Elsa Speak, Speechify, Speechnotes, Mozilla DeepSpeech, Descript etc for training students to practice simple conversational exercises.
3	Note taking, Official Communiques and presentation	Notepad, Microsoft OneNote, GoogleKeep, EverNote, Noteful, Obsidian, Gemini AI, Meta AI and ChatGPT for synthesis of various official communiques through input of bare points and Microsoft Powerpoint/Google Slides/similar open source presentation tools for effectively presenting official communication documents
4	Tools and etiquettes of Online Communication, Cyber crime	Google Meet, Microsoft Teams, WhatsApp, Telegram, YouTube
5	Interview Preparations, Body language	Wadhvani CoPilot, ChatGPT, Doulingo, Replika, YouTube,
6	Professional communication and correspondence	Emails, covering letters and notes of introduction, blogs, vlogs, podcasts using offline and online tools

6. Model Rubrics for Assessment of Activity (Qualitative Assessment)/ Portfolio Evaluation CIE-5

Sl. No.	Dimension	Beginner	Intermediate	Good	Advanced	Expert	Score
		2	4	6	8	10	
1	CONTENT/ ORGANISATION	Does not collect any information relating to the topic	Collects very limited information	Collects some information	Collects much information	Collects a great deal of information	8
2	DURATION/ PACE	Does not keep up time	Not up to the mark	Adequate	Above Average	Extremely good	6
3	PRESENTATION	Poor presentation	Scope for improvement	Average presentation skills	Presentation effective	Excellent Presentation	2
4	LANGUAGE/ DELIVERY	Poor Language skills	Scope for improvement	Average Language skills	Effective	Excellent Language	4
5	WORD CHOICE	Limited Vocabulary	Generally correct words	Experiments with figurative language	Effective and creative verbs	Powerful and engaging words. Accurate and precise	2
Average Marks= (8+6+2+4+2)/5=4.4							5

Note: Descriptors can be redefined by course coordinators as per classroom requirements.

7. CIE and SEE Assessment Methodologies

Sl. No	Assessment	Week	Duration	Max marks	Average of all 5 CIE=50 Marks Min Passing Marks: 40% in total (20/50)
1.	CIE-1 Theory Test	4	90	50	
2.	CIE-2 Practice Test	7	180	50	
3	CIE-3 Theory Test	10	90	50	
4.	CIE-4 Practice Test	13	180	50	
5	CIE-5 Portfolio Evaluation (Students are expected to submit a comprehensive report on at least 2 activities executed/performed during the 3rd and 8th weeks of the semester. The same shall be submitted to the course coordinator in the form of a bound folio, with proper indexing and certificate. A maximum of 50 marks shall be awarded for each activity. The final score shall be the average of the marks scored in the three activities)	1-13	NA	50	
Total Continuous Internal Evaluation (CIE)					50 Marks
Semester End Examination (SEE) -Theory					NA
Semester End Examination (SEE)-Practice		180		50	50 Marks
Total Marks: CIE+SEE (50+50)					100 Marks

CIE Theory Test 1 (Test No. 1)

Program	Common to all Engineering and Non Engineering Programmes			Semester I/II	
Course Name	ESSENTIAL ENGLISH COMMUNICATION			Test	I/III
Course Code	25EG011	Duration	90 min	Marks	50
Name of the Course Coordinator:					
Note to Course coordinators: This test shall assess learnings from the topics and exercises covered during the first four weeks of the semester, i.e from the texts: THE INSPIRATIONAL STORY OF ELON MUSK & An excerpt from OORU KERI. This shall include Question-Answer and Composition exercises. Each question may have one, two or three subdivisions. Optional questions (1:1 choice) in each section carry the same weightage of marks, cognitive level and course outcomes. Answer any one full question from each section. Each full question carries equal marks.					
Q. No	Questions	CL	Course Outcome	Marks	
1	a) List any five of Elon Musk's achievements. Provide details about any one of them. b) Based on your reading of the excerpt from OORU KERI, elaborate the statement: "Nature is an integral part of life in the villages". OR c) Briefly define the working of any two of the following: <i>Tesla Cybertruck/The Boring Company/Tesla Superchargers/Tesla AutoPilot/NeuraLink.</i> d) Is the writer angry or amused about the societal practices in his village? Explain with examples.	L1 L3 L1 L3	1	10X2=20	
2	a) Write a paragraph of not more than 200 words about your favourite personality? OR b) What are the qualities of a good leader? Explain with the help of an example?	L2 L2	1	10	
3	a) Describe how Coronavirus affected your family. OR b) Write a short note about your recent visit to a tourist destination.	L1 L1	1	10	
5	a) Draft a fresher Resume to apply for a suitable job? OR b) Create a Profile suitable for use in LinkedIn?	L5 L5	1	10	

Signature of the Course Coordinator

Signature of the HOD

Signature of the IQAC Chairman

CIE Theory Test 2 (Test No. 3)

Program	Common to all Engineering and Non Engineering Programmes			Semester I/II	
Course Name	ESSENTIAL ENGLISH COMMUNICATION			Test	I/III
Course Code	25EG01I	Duration	90 min	Marks	50
Name of the Course Coordinator:					
Answer any one full question from each section. Each full question carries equal marks. Note to Course coordinators: This test shall assess the learnings from the topics and exercises covered between weeks 5-10 of the semester, i.e from the texts: THE SECRET OF MACHINES, CYBERCRIME, CLIMATE CHANGE – A CONVERSATION and A PAGE FROM THE DIARY OF A YOUNG GIRL. This shall include Question- Answer, Concept Development, Comprehension and Grammar. Each question may have one, two or three subdivisions. Optional questions (1:1 choice) in each section carry the same weightage of marks, cognitive level and course outcomes.					
Q. No	Questions		CL	CO	Marks
1	a) Though the poem <i>The Secret of Machines</i> refrains from naming them explicitly, it is understood that there are clear references to many machines. Name any five such and explain their functions in simple words. b) From the reading of the text and your experience of using the internet on computers and phones, list ten good practices that will help you stay away and safe from the threats of cybercrimes. or c) What events/circumstances inspired Ms. Kangujam to take up climate activism? d) Jacques's matter of fact statement "I don't dare do anything anymore, 'cause I'm afraid it's not allowed" is a testament to the life of Jews during the II World war. Justify in light of your reading of Anne Frank's diary.		L1 L4 L1 L4	1	10X2=20
2	a) Write a letter to the Deputy Commissioner of your district requesting him to arrange for regular supply of potable water in your locality. Highlight the difficulties being faced by the residents in light of severe summer heat. OR b) The annual day function of your college is slated to be held on a certain date this month. Imagine the necessary details and prepare a detailed notice to be displayed for public information.		L3 L3	1	10
3	a) Develop a narrative using the following hints: Lion - sleeping in a forest - mouse - playing on it - angry lion - threatened to kill the mouse - mouse asked to forgive - promised to save him one day - lion laughed - let him off - another day - lion caught by hunter - in net - mouse heard the lion roar - mouse cut the net with his teeth - lion escaped - thanked the mouse. OR b) A poor woodcutter's axe slipped and fell into a river—a God heard him cry and wanted to help him—he dived brought a gold axe for him—the honest woodcutter did not take this axe—the god again went down into the river and brought up a silver axe, woodcutter refused to accept—the god was very pleased and gave him his own axe as well as the gold and silver axes		L5 L5	1	20

Signature of the Course Coordinator

Signature of the HOD

Signature of the IQAC Chairman

9. CIE Practical Test 1 (Test No. 2)

Program	Common to all Engineering and Non Engineering Programmes			Semester	I/II
Course Name	ESSENTIAL ENGLISH COMMUNICATION			Test	IV
Course Code	25EG01I	Duration	3 Hrs	Marks	50
Name of the Course Coordinator:					
Questions				Course Outcome	Marks
Note to Course coordinators: The questions shall concentrate on assessing students' listening and speaking skills, based mainly on audiovisual inputs provided in the classroom from week 1-7. The coordinator may choose one of the videos listed in the curriculum or may even use other audio clips/videos, based on viability.					
Answer any one full question. 1a. Listen to the audio clip being played. Based on your understanding of the audio, answer the following questions. i. ii. iii. iv. v. OR 1b. Sit with a friend of your choice. Talk to him/her and find out about his personal life, achievements, goals and aspirations. Prepare a short writeup of not more than 200 words about the same.				2	50
Scheme of Valuation 1a & 1b: Ten marks for each question. Grammatical and syntactical mistakes shall be penalised. The idea is to assess the listening skills of the student and his/her ability to transform the gleaned information into coherent, purpose-built answers.					
Total Marks					50

Signature of the Course Coordinator

Signature of the HOD

Signature of the IQAC Chairman

CIE Practical Test 2 (Test No. 4)

Program	Common to all Engineering and Non Engineering Programmes			Semester	I/II
Course Name	ESSENTIAL ENGLISH COMMUNICATION			Test	IV
Course Code	25EG01I	Duration	3 Hrs	Marks	50
Name of the Course Coordinator:					
Note to Course coordinators: The questions shall concentrate on assessing students' presentation skills using modern tools of communication, based on the topics covered in the class between week 8-13.				Course Outcome	Marks
Answer any one full question. Grammatical and syntactical mistakes shall be penalised. 1. a) You are Raghavan. Prepare a resume using <i>relevant details</i> from the information given below. Use your imagination to fill in details that are not provided. The resume is for seeking an internship at Cognizant/MI India/KPTCL. b) Type the same Resume in MS Age: 18, Height: 5.2, SSLC: 88%, Face resembles Salman Khan, Hobbies: playing PUBG, National Level Tennis Player, Favourite dessert: Ice-cream, Body Builder, Disco dancer, School Leader in 10 TH Std, Working part time in father's office, Zodiac sign: Libra. OR 2. a) List any five technical terms related to your branch. Explain their meanings in simple words. b) Prepare a PPT highlighting the meaning and importance of the above words.				3	25+25
Scheme of Valuation 1a. Five marks for including all the essential components of resume; five marks for using only the relevant details; five marks for building up and using the missing details; five marks for relevance of purpose; five marks for presentation 1b. Ten marks for error free recreation of the written resume in MS Word. Fifteen marks for proper use of formatting and stylistic tools. OR 2a. Five marks for including all the essential components of resume; five marks for using only the relevant details; five marks for building up and using the missing details; five marks for relevance of purpose; five marks for presentation 2b. Ten marks for error free recreation of the written resume in MS Word. Fifteen marks for proper use of formatting and stylistic tools.					
Total Marks					50

Signature of the Course Coordinator

Signature of the HOD

Signature of the IQAC Chairman

10. SEE - Model Practical Question Paper

Program	Common to all Engineering and Non Engineering Programmes		Semester	II
Course Name	ESSENTIAL ENGLISH COMMUNICATION	Course Code: 25EG01I	Duration	3 Hrs
Note to paper setters: 15 marks for written answers - BTE answer script; 15 marks for demonstration using computers; 10 marks for activity based assessment (class notes and assignments); 10 marks for viva-voce questions Questions on Email Writing, Personal and Official Correspondence, Notices, Circulars, Announcements, Journal Keeping, Note Taking, Notifications, Government Orders, Office Memos, Minutes of Meeting, Offer/Appointment & Termination/Resolution Letters, DO Letters, UO Notes, ,CV Covering letter, Letters to the editor, higher officers, letters of complaint, business letters, interview skills, Technical/Professional Writing, Individual Profile Creation and Resume Preparation, Non Verbal Communication – Body Language, Gesture, Posture, Image, Tone, Pitch, Voice Modulation, Eye Contact, Space can be included in this section.			50 marks	
1. Question based on audiovisual inputs (Listening and Speaking skills) 2. Question based on presentation skills using technological tools (using computers) 3. Question based on Portfolio Evaluation/Activities 4. Viva-voce questions based on listening and speaking skills.			3 hours	15 15 10 10
Total Marks				50

1) Signature of Examiner 1

2) Signature of Examiner 2

11. Equipment/Software list with Specification for a batch of 30 students

Sl. No.	Particulars	Specification	Quantity
1	Desktop Computers (All in ones preferred)	Core i7 and above 16GB RAM 1TB ROM Windows 11+	31
2	Headphones with mic	Sony MDR ZX110AP Wired Headset with In-line remote and mic for hands-free calls	31
3	Multimedia Speakers	Sony SA-D40 4.1 Channel Speaker, 80 Watts	1 Set
4	Ink Tank Colour Printer	HP 790 Ink Tank Multifunction Colour Wi-Fi Printer	1
5	UPS	As per the power needs for the above setup (10KV)	1
6	Digital Projector Ceiling-mounted with brackets and installation	Epson EB695Wi	1
7	LAN/WiFi with High Speed Internet connection		31
8	Language Lab Modules/Softwares Robotel/ SPEARS Language Lab/ iTell Digi Language Lab/ Digital Teacher OR similar		
9	Books for Reference 1. Daniel Jones. The Pronunciation of English. Cambridge: Cambridge University Press,1956. 2. James Hartman et al. Ed. English Pronouncing Dictionary. Cambridge: Cambridge University Press, 2006. 3. Rajesh Kumar et al. English Language Communication Skills: Lab Manual cum Workbook. Cengage: Cengage Learning India Pvt. Ltd, 2019. 4. Kandula Nirupa Rani et al. Speak Well. Orient BlackSwan: Orient BlackSwan Private Limited, 2012. 5. J.D.O'Connor. Better English Pronunciation. Cambridge: Cambridge University Press, 1980. 6. ELCS Lab Manual: A Workbook for CALL and ICS Lab Activities. Orient BlackSwan: Orient BlackSwan Private		

CO-PO CORRELATION

CO	PO 1	PO2	PO3	PO4	PO5	PO6	PO7
1	0	0	0	0	0	3	3
2	0	0	0	0	0	3	3
3	0	0	0	0	0	3	3
LEVEL 3- Highly Mapped, LEVEL 2-Moderately Mapped, LEVEL 1- Low Mapped, Level 0- Not Mapped							

CO	UNIT	PO	CL	HOURS	MARKS
1	1, 2, 3, 4, 5, 6	6, 7	L1, L2, L3, L4 L5	36	35
2	2, 5	6, 7	L2, L3, L5	32	30
3	1, 3, 4, 6	6, 7	L1, L2, L3, L4 L5	36	35
TOTAL HOURS/MARKS				104	100

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**Government of Karnataka
DEPARTMENT OF TECHNICAL EDUCATION**

Program	Non Mechanical & Allied Programs	Semester	I/II
Course Name	Computer Aided Engineering Graphics (CAEG)	Type of Course	Integrated
Course Code	25ME02I	Contact Hours	7 Hrs/Week=91Hrs
Teaching Scheme	L: T:P 3:0:4	Credits	5
CIE Marks	50	SEE Marks	50

1. Rationale: Engineering Drawing is universal & effective language of engineers that strengthens the technological structure. It helps in communicating design ideas and technical information to engineers and other professionals throughout the design process. The objective of Engineering drawing & CAD is to introduce the students, the techniques of drawing, visualize and represent 3D objects in 2D & create solid model.

2. Course Outcomes :At the end of the Course, the student will be able to:

CO-01	Create sketches with proper dimensions using drawing instruments.
CO-02	Develop and Interpret Principal Views of Points, Lines, Planes and Solids.
CO-03	Draw Orthographic views for the given pictorial Drawing.
CO-04	Create Solid model for the given pictorial Drawing in CAD.

3. Course Content

Note: Practice shall be done in A4 drawing book.

WEEK	CO	PO	Lecture (3 Hours per week)	Practical (CAD) (4 Hours per week)
1	1	1,4,7	Fundamentals of Engineering Drawing: • Introduction to Engineering Drawing - Need for Engineering Drawing, Instruments Used in Engineering Drawing • Layout of Drawing sheet, Title Block, Types of Lines and its Applications. • Dimensioning: Introduction to dimensioning, Need for dimensioning & Elements of dimensioning.	• Practice Dimensioning of common features: Line, Radius, Diameter, Arc, Chord, Angles, Sphere, Chamfer, Hole, through hole, Counter bore & Counter Sink.

			• System of dimensioning: Aligned system & Uni-direction system. • Methods of Dimensioning Chain, Parallel, Combined & Progressive Dimensioning	• Practice Problem on- Aligned and Uni-direction system of dimensioning. * • Practice Problems on - Chain Dimensioning, Parallel Dimensioning, Combined Dimensioning, Progressive Dimensioning
2	2	1,4,7	• Projection of Points: Problems on projection of points (All four quadrants). • Projection of Lines :(only First angle projection) for following conditions ○ Line parallel to both HP & VP ○ Line parallel to HP & Perpendicular to VP ○ Line parallel to VP & Perpendicular to HP.	• Practice Problems on projection of points (All four quadrants).* • Practice Problems on Projections of Lines
3	2	1,4,7	Projection of Planes: • Problems on projection of Planes (Triangular, Square, Pentagonal & Hexagonal laminas) With conditions: ○ Base edge resting on HP ○ Corner resting on HP ○ Inclination only to HP • Problems on projection Circular lamina with Inclination only to HP.	Practice Problems on Projection of Planes.*
4	2	1,4,7	Projection of Solids: • Problems on projections of Solids (Triangular and Square prism & pyramid) with conditions: ○ Base edge resting on HP ○ Corner resting on HP ○ Base Inclination only to HP. • Problems on projections of Cone with base Inclination only to HP	Practice Problems on Projection of Solids.*
5	2	1,4,7	• Problems on projections of Solids (Pentagonal, Hexagonal prism & pyramid) with conditions: ○ Base edge resting on HP ○ Corner resting on HP ○ Base Inclination only to HP. • Problems on projections of Cylinder with base Inclination only to HP	Practice Problems on Projection of Solids.*

6	3,4	1,4,7	Orthographic Projections & Solid Modelling: Draw Orthographic Views for Pictorial drawings.	• Familiarization of CAD window Commands like New file, saving the file, opening an existing drawing file, Undo, Redo, move commands, Menu bar, Tool bar, Task bar & Ribbon bar. • Practice CAD commands like arc, circle, square, rectangle, chamfer, Trim, Inclined lines, Extend, Extend to Next, Shell, Fillet, Group, Array and Mirror commands
7	3,4	1,4,7	Draw Orthographic Views for Pictorial drawings.	Create Solid model for Pictorial drawings in CAD & Extract Views.*
8	3,4	1,4,7	Draw Orthographic Views for Pictorial drawings.	Create Solid model for Pictorial drawings in CAD & Extract Views.*
9	3,4	1,4,7	Draw Orthographic Views for Pictorial drawings.	Create Solid model for Pictorial drawings in CAD & Extract Views.*
10	3,4	1,4,7	Draw Orthographic Views for Pictorial drawings	Create Solid model for Pictorial drawings in CAD & Extract Views.*
11	3,4	1,4,7	Draw Orthographic Views for Pictorial drawings.	Create Solid model for Pictorial drawings in CAD & Extract Views.*
12	3,4	1,4,7	Draw Orthographic Views for Pictorial drawings.	Create Solid model for Pictorial drawings in CAD & Extract Views.*
13	3,4	1,4,7	Draw Orthographic Views for Pictorial drawings.	Create Solid model for Pictorial drawings in CAD & Extract Views.*

Note: * Refer Annexure for suggestive practice questions and portfolio evaluation

4. References

Sl. No	Author	Title of Book	Publication/Year
01	Basant Agrawal/C N Agrawal	Engineering Drawing	3rd Edition, McGraw-Hill, 2019
02	K Venkata Reddy	Textbook of Engineering Drawing	2nd Edition, B S Publication
03	Venugopal K	Engineering Drawing and Graphics with Auto CAD	2009
04	N D Bhatt	Engineering Drawing	Charotar Publication

05	Imtiaz Hashmi	Fundamentals of Engineering Drawing	Lambert Academic Publishing, 2010
06	M B Shah	Engineering Drawing	Pearson Education India, 2013
07	Frederick E Giesecke and Ivan L Hill	Technical Drawing with Engineering Graphics	Pearson Education Limited, 2013
08	K R Gopala Krishna	Engineering Graphics	Subhash Publications
09	R K Dhawan	Text book of Engineering Drawing	S Chand Publications
10	Maurice Arthur Parker	Engineering Drawing with Worked Examples, Volume 1	Stanley Publications Thornes

5. CIE Assessment Methodologies

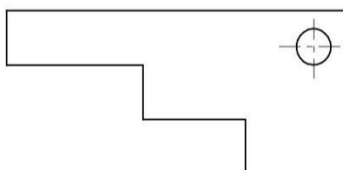
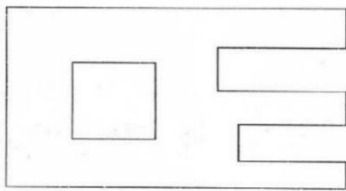
Sl.No	CIE Assessment	Test Week	Duration (minutes)	Max Marks	Average of all CIE=50 Marks
1.	CIE-1 Practice Test	4	90	50	
2.	CIE-2 Practice Test	7	180	50	
3	CIE-3 Practice Test	10	90	50	
4.	CIE-4 Practice Test	13	180	50	
5	CIE-5 Portfolio evaluation of A4 - Drawing book and activities through Rubrics	1-13	-	50	
Total					50 Marks

6. SEE – Practice Assessment Methodologies

Sl. No	SEE – Practice Assessment	Duration (minutes)	Max Marks	Min Marks to pass
1.	Semester End Examination-Practice	180	50	20

7. CIE Theory Test model question paper

Program	CS/EC/EE/IT/MT			Semester I/II	
Course Name	Computer Aided Engineering Graphics (CAEG)			Test	I
Course Code	25ME02I	Duration	90min	Marks	50
Name of the Course Coordinator:					
Note: Answer any one full question from each section. Each full question carries equal marks.					
Q. No	Questions		Cognitive Level	Course Outcome	Marks
Section-1					

1	a) Dimension the given sketch using aligned system with chain method.  b) Draw three principal views of a point P, 30mm Above HP, 50mm in front of VP & 40mm from Left Profile Plane.	Apply	C01	10+15=25
2	a) Dimension the given sketch using unidirectional system with parallel method.  b) Draw three principal views of a point P, 30mm Below HP, 50mm behind VP & 40mm from Left Profile Plane.			
Section-2				
3	a) Draw the three principal views of a line 40 mm long when it is placed parallel to both HP & VP. The line is 30 mm above HP, 40 mm in front of VP and 30mm from right Profile plane. b) A triangular lamina of base edge 40mm rests with one its base edge on HP so that the surface of the lamina is inclined at 30° to HP. Draw the projections of the lamina.	Apply	C02	10+15= 25
4	a) Draw the three principal views of a line 40mm long which it is inclined at 30°to VP and parallel to HP. The line is 30mm above HP, 40mm in front of VP and 30mm from right profile plane. b) A pentagonal lamina of base edge 40mm rests with one its base edge on HP so that the surface of the lamina is inclined at 30° to HP. Draw the projections of the lamina.			
Note for the Course coordinator: Each question may have one, two or three sub divisions. Optional questions in each section carry the same weightage of marks, cognitive level and course outcomes.				

Signature of the Course Coordinator

Signature of the HOD

Signature of the IQAC Chairman

8. CIE Practice Test model question paper

Program	CS/EC/EE/IT/MT			Semester	I/II
Course Name	Computer Aided Engineering Drawing.			Test	II/IV
Course Code	25ME02I	Duration	180 min	Marks	50
Name of the Course Coordinator:					
Questions				CO	Marks
a) A pentagonal Prism of base edge 40mm and height 60mm rests with one its corner on HP so that the base of the prism is inclined at 30° to HP. Draw the				CO2	20

projections of the prism. (ANSWER SHEET)		CO3, CO4	30
b) Draw Orthographic views for a pictorial Drawing (ANSWER SHEET) & create solid model of the same pictorial drawing Extracting Views (CAD)			
Scheme of assessment for Q1 1. Drawing projections of a Solid - 15 Marks 2. Adopting Dimensioning & Drawing convention (types of lines) -5Marks	Scheme of assessment for Q2 1. Drawing orthographic Views in answer sheet-15 Marks 2. Creating solid model in CAD -10Marks 3. Extracting Views- 5 Marks		
Total Marks			50

Signature of the Course Coordinator

Signature of the HOD

Signature of the IQAC Chairman

9. Suggestive Activities for Tutorials:

- The students shall do minimum of one suggested activities
- List is an Example and not inclusive of all possible activities of the course.
- Student and Faculty are encouraged to choose activities that are relevant to the topic.

Sl. No.	Suggestive Activities for Tutorials
01	Prepare Nut and Bolt by 3D Printing
02	Prepare V block/ Patterns by 3D Printing
03	Prepare solid models of Inter-disciplinary components by 3D Printing

10. Rubrics for Assessment of A4 -Drawing sheet and Activities (Qualitative Assessment)

Sl. No.	Dimension	Unsatisfactory	Need Improvement	Satisfactory	Good	Excellent	Students Score
		(0-10)	(11-20)	(21-30)	(31-40)	(41-50)	
1	Technical Accuracy	Significant errors make the drawing unusable.	Multiple inaccuracies	Some errors affecting understanding but correctable.	Minor errors in interpretation or calculations	All details are accurate	40
2	Line Quality	Lines are messy and confusing.	Lines are uneven	Inconsistent line quality	Clear lines with minor inconsistencies.	Clean and consistent lines	40
3	Dimension	Dimensions are missing or incorrect.	Many errors; hard to interpret	Some dimension errors affecting interpretation	Mostly accurate; minor issues	Dimensions are precise, clear, and correctly positioned, following	45

				n.		standards.	
4	Presentation & Neatness	Very untidy; Very poor presentation	Messy; Presentation hinders clarity	Somewhat neat; Some layout issues	Generally neat with minimal flaws; minor improvement in Presentation	Extremely neat and organized; all details easy to read	40
5	Adherence to Standards	Does not follow any drawing standards.	Limited adherence to standards	Lacks consistency.	Minor deviations from standards.	Adheres to relevant drawing standards (ISO, ANSI, etc.).	35
Average Marks = (40+40+45+40+35)/5 = 40 Marks							40

Note: Dimension and Descriptor shall be defined by the respective course coordinator as per the activities

11. SEE- Model Practice Question Paper

20ME02I Model Practice Question Paper				
Program	CS/EC/EE/IT/MT		Semester	I
Course Name	Computer Aided Engineering Graphics (CAEG)	Course Code: 20ME02I	Duration	180 min
			Max Marks	50
Questions			CO	Marks
1. Draw Orthographic views for a pictorial Drawing (ANSWER SHEET) & create solid model of the same pictorial drawing (CAD)			3,4	50
Scheme of assessment for Q1				
• Drawing orthographic Views in answer sheet -15 Marks • Creating solid model in CAD – 25 Marks • Extract Views – 5 Marks • Printout - 5 Marks				
Total Marks				50

1) Signature of the Examiner

2) Signature of the Examiner

12. Equipment/software list with Specification for a batch of 30 students

Sl. No.	Particulars	Specification	Quantity
01	Drawing tables	As per standard size	30
02	CAD software	-	30 users
03	Computers	Latest configuration	30

*Annexure

Students shall practice these or similar questions for portfolio evaluation

1. Fundamentals of Engineering Drawing

Drawing Sheet No. 1 - (Student has to submit Minimum one standard size drawing sheets (A2) in this unit for portfolio evaluation).

- Draw Fig.1 & Fig.2 as per the drawing and identify types of lines.

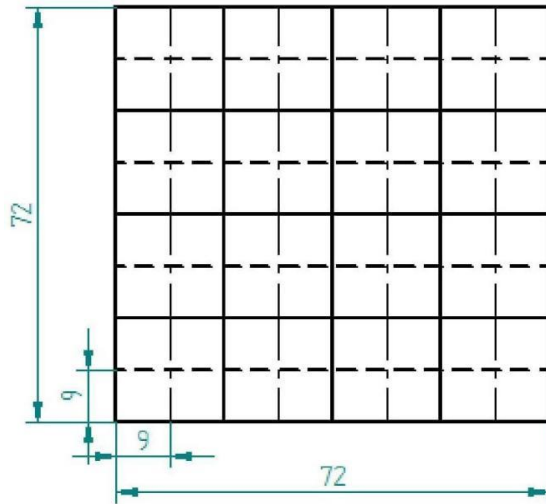


Fig.1

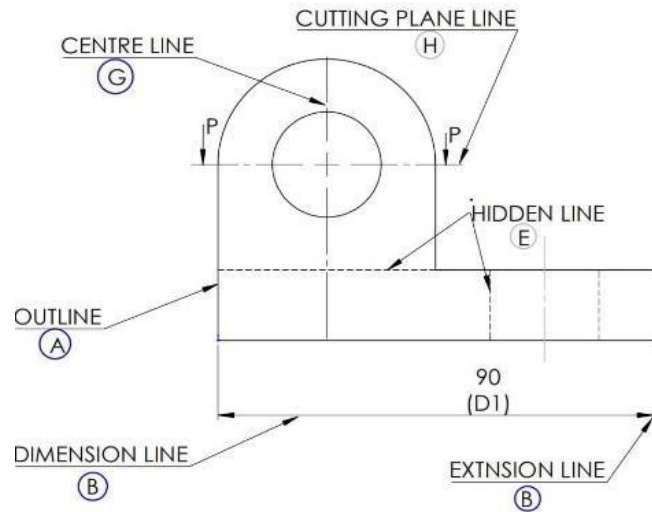


Fig.2

2. Dimensioning

Drawing Sheet No.2 & 3 - (Student has to submit Minimum two standard size drawing sheets (A2) in this unit for portfolio evaluation)

Draw Fig.3 to 1:1 scale, 1:2 scale & 2:1 scale.

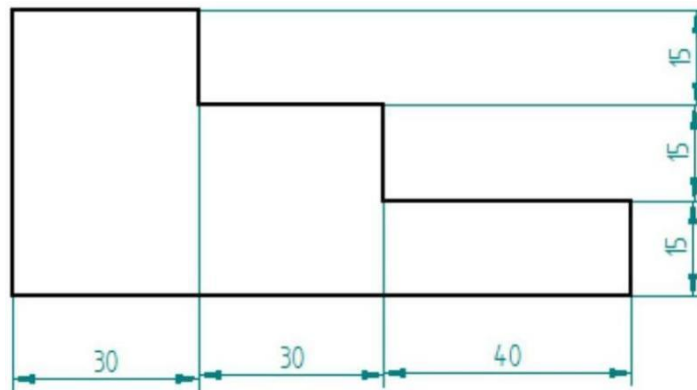


Fig.3

- Copy Fig. 3 to 1:1 scale and dimension it using both Aligned system & Uni-directional system.
- Copy Fig.4 to 2:1 scale and dimension it using Aligned system with Chain dimensioning.

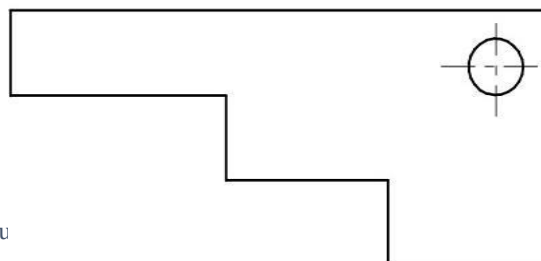


Fig.4

- Copy Fig. 5 to 1:1 Scale and dimension it using Unidirectional system with Parallel dimensioning

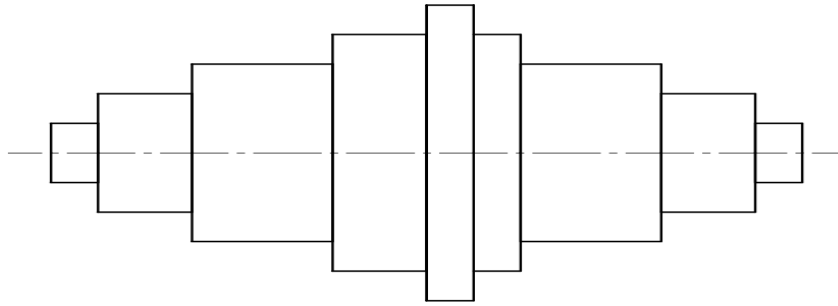


Fig.5

- Copy Fig. 6 to 1:1 scale and dimension it using unidirectional system with Combined dimensioning method

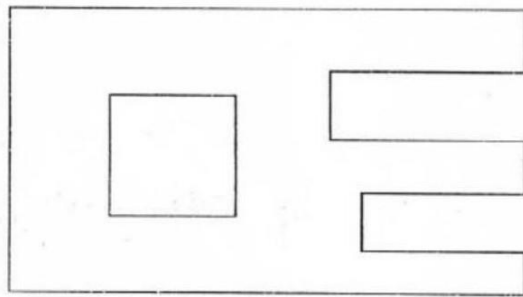


Fig.6

- Copy Fig. 7 to 1:1 scale and dimension it using Aligned system with Progressive dimensioning method

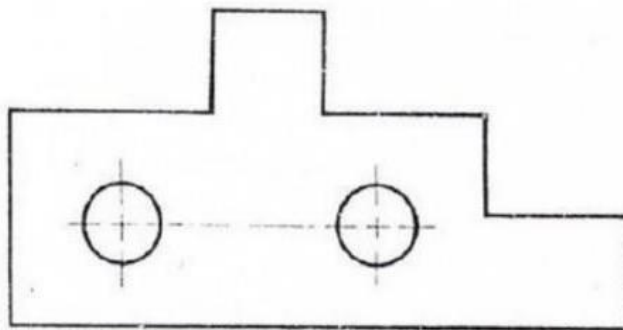
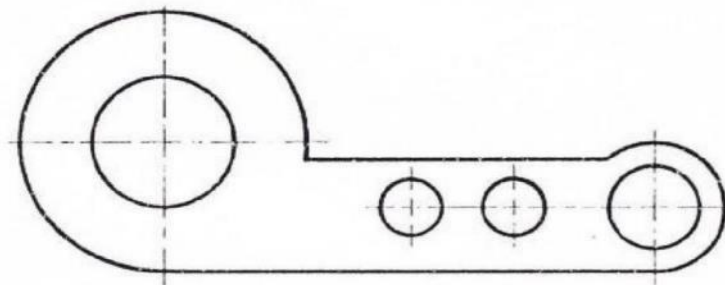


Fig.7

- Copy Fig. 8 to 1:1 scale and dimension it using Aligned system with chain dimensioning method



- **Fig.8**

2. Projection of Points

Drawing Sheet No.4- (Student has to submit Minimum one standard size drawing sheet (A2) in this unit for

portfolio evaluation).

- Q1.** Draw three principal views of a point P, 30mm Above HP, 50mm in front of VP & 40mm from Left Profile Plane.
- Q2.** Draw three principal views of a point P, 30mm Above HP, 50mm behind VP & 40mm from Left Profile Plane.
- Q3.** Draw three principal views of a point P, 30mm Below HP, 50mm behind VP & 40mm from Left Profile Plane.
- Q4.** Draw three principal views of a point P, 30mm Below HP, 50mm in front VP & 40mm from Left Profile Plane.

2. Projection of Lines

Drawing Sheet No.5- (Student has to submit Minimum one standard size drawing sheet in this unit for portfolio evaluation).

- Q1.** Draw the three principal views of a line 40 mm long when it is placed parallel to both HP & VP. The line is 30 mm above HP, 40 mm in front of VP and 30mm from right Profile plane.
- Q2.** Draw the three principal views of a line 40 mm long when it is placed parallel to HP and perpendicular to VP. The line is 30mm above HP, 40mm in front of VP and 30mm from right Profile plane.
- Q3.** Draw the three principal views of a line 40 mm long when it is placed parallel to VP and perpendicular to HP. The line is 30mm above HP, 40mm in front of VP and 30mm from right Profile plane.
- Q4.** Draw the three principal views of a line 40mm long which it is inclined at 30° to HP and parallel to VP. The line is 30mm above HP, 40mm in front of VP and 30mm from right profile plane.
- Q5.** Draw the three principal views of a line 40mm long which it is inclined at 30° to VP and parallel to HP. The line is 30mm above HP, 40mm in front of VP and 30mm from right profile plane.

3. Projections of Planes

Drawing Sheet No.6 - (Student has to submit Minimum one standard size drawing sheet (A2) in this unit for portfolio evaluation).

- Q1.** A triangular lamina of base edge 40mm rests with one its base edge on HP so that the surface of the lamina is inclined at 30° to HP. Draw the projections of the lamina.
- Q2.** A triangular lamina of base edge 40mm rests with one its Corner on HP so that the surface of the lamina is inclined at 30° to HP. Draw the projections of the lamina.
- Q3.** A square lamina of base edge 40mm rests with one its base edge on HP so that the surface of the lamina is inclined at 30° to HP. Draw the projections of the lamina.
- Q4.** A square lamina of base edge 40mm rests with one its corner on HP so that the surface of the lamina is inclined at 30° to HP. Draw the projections of the lamina.
- Q5.** A pentagonal lamina of base edge 40mm rests with one its base edge on HP so that the surface of the lamina is inclined at 30° to HP. Draw the projections of the lamina.
- Q6.** A pentagonal lamina of base edge 40mm rests with one its corner on HP so that the surface of the lamina is inclined at 30° to HP. Draw the projections of the lamina.
- Q7.** A hexagonal lamina of base edge 40mm rests with one its base edge on HP so that the surface of the lamina is inclined at 30° to HP. Draw the projections of the lamina.
- Q8.** A hexagonal lamina of base edge 40mm rests with one its corner on HP so that the surface of the lamina is inclined at 30° to HP. Draw the projections of the lamina.
- Q9.** A circular lamina of 30mm diameter rests on HP such that the surface of the lamina is inclined at 30° to HP. Draw the projections of the lamina.

4. Projections of Solids

Drawing Sheet No.7- (Student has to submit Minimum one standard size drawing sheet (A2) in this unit for portfolio evaluation).

- Q1.** A triangular Prism of base edge 40mm and height 60mm rests with one its base edge on HP so that the base of the prism is inclined at 30° to HP. Draw the projections of the prism.
- Q2.** A square Prism of base edge 40mm and height 60mm rests with one its base edge on HP so that the axis of the prism is inclined at 30° to HP. Draw the projections of the prism.
- Q3.** A pentagonal Prism of base edge 40mm and height 60mm rests with one its corner on HP so that the base of

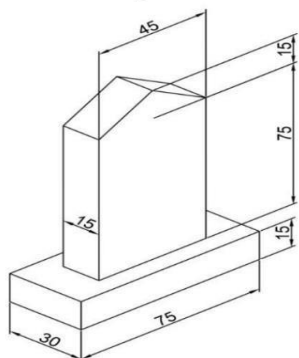
the prism is inclined at 30° to HP. Draw the projections of the prism.

- Q4.** A hexagonal Prism of base edge 40mm and height 60mm rests with one its corner on HP so that the base of the prism is inclined at 30° to HP. Draw the projections of the prism.
- Q5.** A triangular pyramid of base edge 40mm and height 60mm is resting with one of its corner on HP so that axis of the pyramid is inclined at 30° to HP. Draw the projections of the pyramid.
- Q6.** A square pyramid of base edge 40mm and height 60mm is resting with one of its corner on HP so that base of the pyramid is inclined at 30° to HP. Draw the projections of the pyramid.
- Q7.** A pentagonal pyramid of base edge 40mm and height 60mm is resting with one of its base edge on HP so that base of the pyramid is inclined at 30° to HP. Draw the projections of the pyramid.
- Q8.** A hexagonal pyramid of base edge 40mm and height 60mm is resting with one of its base edge on HP so that base of the pyramid is inclined at 30° to HP. Draw the projections of the pyramid.
- Q9.** A cylinder of 40mm diameter and axis height 65mm rests with its base on HP so that the base diameter inclined at 45° to the HP. Draw the projections.
- Q10.** A cone of 40mm diameter and axis height 65mm is resting with its base on HP. Draw the projections if base diameter is inclined at 45° to HP.

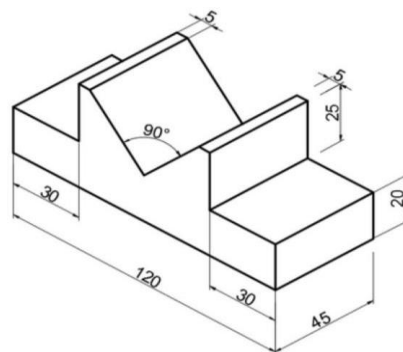
5. Pictorial Drawings.

Drawing Sheet No.8,9& 10 - (Student has to submit Minimum two standard size drawing sheets(A2) in this unit for portfolio evaluation).

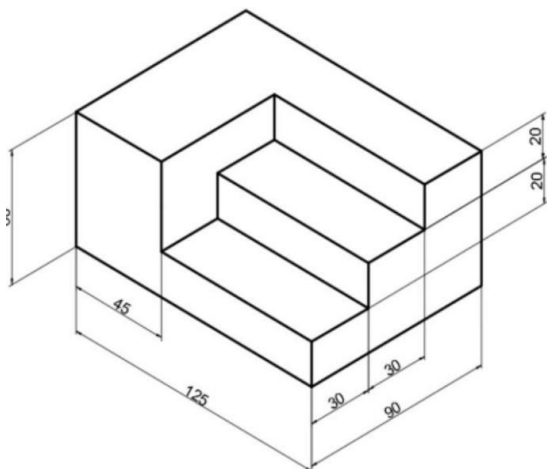
Q1. Draw the three principal views of the given component. & Create Solid Model.



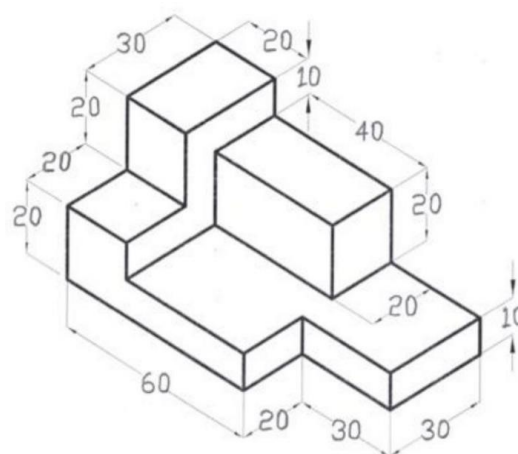
Q2. Draw the three principal views of the given component. & Create Solid Model.



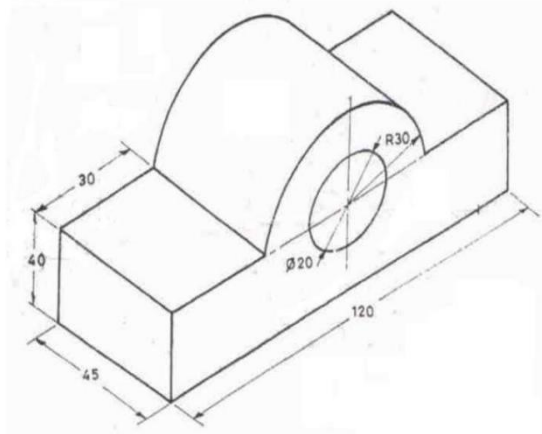
3. Draw the three principal views of the given component. & Create Solid Model.



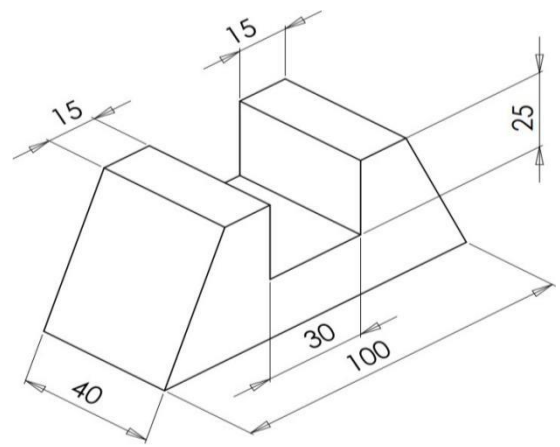
4. Draw the three principal views of the given component. & Create Solid Model.



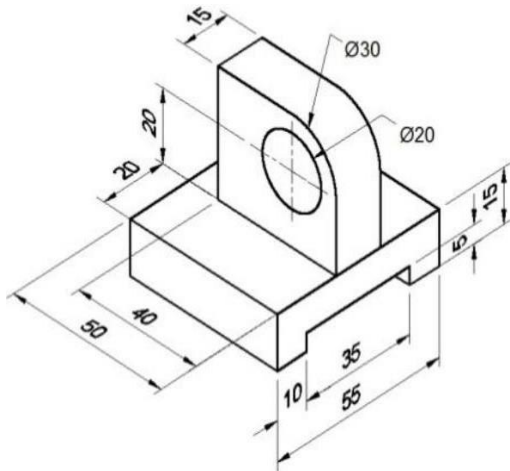
Q5. Draw the three principal views of the given component. & Create Solid Model.



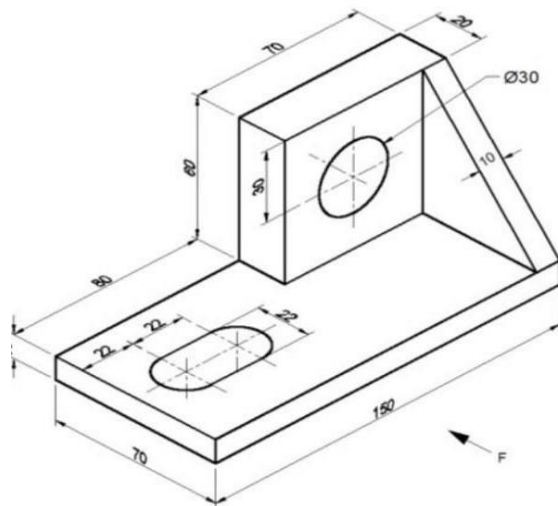
Q6 Draw the three principal views of the given component. & Create Solid Model.



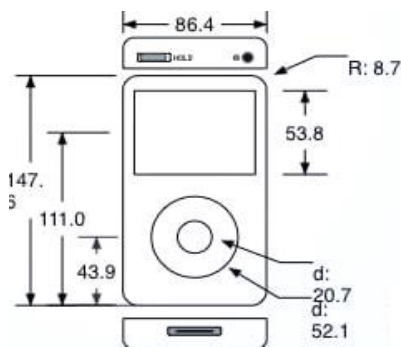
7. Draw the three principal views of the given component. & Create Solid Model.



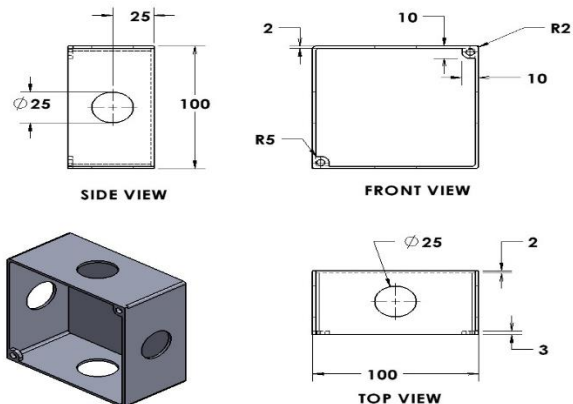
8 Draw the three principal views of the given component. & Create Solid Model.



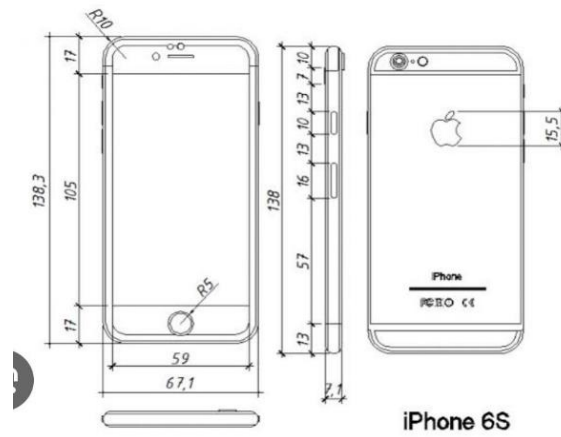
9 Create 3D model using CAD for the component whose orthographic views are given below



10 Create 3D model using CAD for the component whose orthographic views are given below



11 Create 3D model using CAD for the component whose orthographic views are given below





Government of Karnataka
DEPARTMENT OF TECHNICAL EDUCATION

Program	Computer Science and Engineering	Semester	2
Course Name	Thinking Programming with Python	Type of Course	Integrated
Course Code	25CS21I	Contact Hours	8 Hours per week
Teaching Scheme	4:0:4	Credits	6
CIE Marks	50	SEE Marks	50 (Theory)

1. Rationale:

The course aims to combine foundational problem-solving skills with practical programming experience in Python. This integrated approach enables learners to develop a logical mindset while gaining hands-on coding experience in one of the world's most versatile and beginner-friendly programming languages. The course goes beyond teaching programming syntax. It's an essential step toward developing logical, computational, and technical proficiency for success in the digital age.

2. Course Outcomes: At the end of the Course, the student will be able to:

CO-01	Apply computational thinking to solve the given problem and illustrate the solution as an algorithm
CO-02	Develop programs using fundamental programming concepts.
CO-03	Design, code, and debug a Python program to solve a problem
CO-04	Identify and resolve both syntactical and semantic errors.
CO-05	Apply modular programming approach to optimize the program.

3. Course Content

Week	CO	PO	Lecture(4HRS) (Knowledge Criteria)	Practice(4HRS) (Performance Criteria)
1	1	1,2	Computational Thinking Introduction, Components, Importance and Applications of CT in various fields. Decomposition: Consider a problem statement to learn decomposition (refer table 1 for examples) – Pattern recognition: Analogy; Classification; Sequencing; Ranking; Series	Organize Games and Activities to instill Computational Thinking
2	1	1,2	Algorithmic thinking Problem Types for Algorithmic Solutions [definition and examples] ▪ Searching Problems ▪ Sorting Problems ▪ Optimization Problems	For a given problem ▪ Identify the key components (input, output and logic) of an algorithm ▪ Develop a step-by-step algorithm to solve it.

			▪ Graph Problems ▪ String Processing Problems ▪ Numerical Problems ▪ Combinatorial Problems ▪ Cryptographic Problems Algorithm Representation: Natural Language, Pseudocode, Flowchart <i>[Note: Sorting Algorithms: designed to arrange data in a specific order Examples: Bubble Sort, Merge Sort, Quick Sort]</i>	
3	2	1	Introduction to Programming What is programming? ; Why we need Programming; How to Think like a programmer; Programming Paradigms; Programming Languages and their Paradigms	Organize Games and Activities to instill Programmer Thinking
4	2	1,4	Basic Programming Concepts: Syntax ; Tokens and types; Variable -Rules for creating variables; constants; datatypes; errors ; comments ; Best programming practices;	Setup and get familiar with Your Development Environment such as VsCode
5	2	1,4	Introduction to python programming: Features and applications ; Data types (primitive); Assignment statement; Type conversion;	Practice Programs to understand datatype, and their conversion.
6	3,4	1,2,4	Input and output statements: input (); print (); Formatting output - string concatenation, format() and f-strings; Debugging techniques.	Practice Programs to understand reading input and formatting output
7	3,4	1,2,4	Operators and their Precedence Expressions	Practice Programs to understand Operators and Expressions
8	3,4	1,2,3,4	Flow control Conditional statements: if, if-else, if-elif, match case	Practice programs to understand the concept of conditional statements
9	3,4	1,2,3,4	Iterative statement – for loop: structure of the for loop using range();concept of break and continue with the for loop;	Practice programs to understand the concept of for loop
10	3,4	1,2,3,4,	Iterative statement - While loop : structure; concept of Break, continue, pass statements with while loop;	Practice programs to understand the concept of while loop

11	3,4	1,2,3,4	Nested loops : Use cases of nested loops; control flow in nested loops using break, continue, and else;	Practice programs to understand the concept of nested loops
12	3,4,5	1,2,3,4,5,7	Functions : Need for functions ; create function ; function call: with and without arguments; return statements; Variable scope	Practice programs to understand the concept of functions
13	3,4,5	1,2,3,4,5,7	Modules and Packages : Significance of modules and packages; Import and use built-in modules; Create new module; Create a package with multiple modules; import statement (import, import...as .., from....import, import *)	Practice programs to understand the concept of modules and packages

4. References:

Sl No	Description
1	<i>Think Like a Programmer</i> (V. Anton Spraul)
2	<i>Automate the Boring Stuff with Python</i> – Al Sweigart
3	<i>Python Crash Course</i> – Eric Matthes
4	Introduction to Computation and Programming Using Python – John V. Guttag
5	How to Think Like a Computer Scientist: Learning with Python – Allen B. Downey
6	Programming for the Puzzled – Srini Devadas
7	Introduction to Algorithmic Thinking – Daniel Zingaro
8	CS50 Python Course - Harvard's CS50P: Introduction to Python
9	Google Python Course -
10	Codecademy Python Course
11	Coursera: Python for Everybody – University of Michigan

5. Suggestive Online courses

Sl no	Topic Name	Reference Courses	Self Assessment Link	Source
1	Computational Thinking	TOC - Problem Solving Using Computational Thinking Infosys Springboard		Coursera
2	Algorithmic thinking	TOC - Programming Fundamentals using Python - Science Graduates - Foundation Program Infosys Springboard		Infosys Wingspan
3	Introduction to Programming	TOC - Programming Fundamentals using Python - Science Graduates - Foundation Program Infosys Springboard		Infosys Wingspan
4	Basic Programming Concepts:	TOC - Programming Fundamentals using Python - Science Graduates - Foundation Program Infosys Springboard		Infosys Wingspan
5	Introduction to python programming:	TOC - Basics of Python Infosys Springboard	Basics of Python - Self Assessment - Viewer Page Infosys Springboard	Infosys Wingspan

6	Input and output statements:	TOC - Programming Fundamentals using Python - Science Graduates - Foundation Program Infosys Springboard	Assessment - Programming Fundamentals using Python - Science Graduates - Viewer Page Infosys Springboard	Infosys Wingspan
7	Operators and their Precedence Expressions			
8	Flow control Practice programs to understand the Conditional statements			
9	Iterative statement			
10	Nested loops			
11	Functions			
12	Modules and Packages			

6. Suggestive Program List

week	Suggested program/ activity list
1	Case based learning: - Improving the Transport System in the Countryside - Analyzing the Reach of Government Schemes - Smart Irrigation System for Optimal Water Usage - Impact of Social Media on Students
2	Problem / use case based learning Devise an Algorithm and draw flowchart for problems such as - Swapping two values - Finding largest / smallest among two/three number - Computing area/ perimeter of given shape (circle, triangle, rectangle, square) - Metric conversion (meter – KM, pound – kilo gram, Celsius – Fahrenheit) - Determine given number is even or odd, positive or negative.
3	<u>Think Like a Programmer - Google Books</u> <u>Think Like a Programmer: Introduction (youtube.com)</u> General problem solving techniques- refer the book or youtube videos https://www.codecademy.com/resources/blog/how-to-think-like-a-programmer/
4	Prepare Your Development Environment: - Download and install the necessary compiler or interpreter - Python: Download from python.org. - Java: Install the Java Development Kit (JDK) from Oracle or OpenJDK. - Verify the installation by checking the version using the terminal/command prompt - Install an IDE (for python VSCode or Pycharm)

	▪ Open your IDE and explore its features: ▪ Create a new project. ▪ Write a simple "Hello, World!" program. ▪ Learn to run and debug your code. ▪ Explore useful features like syntax highlighting, auto-completion, and integrated terminal.
5	Create variables, assign values, and display their data types: a. Create variables of different data types and assign values b. Display the values and their respective data types using the <code>type()</code> function. Assignment Statements: a. Single variable assignment: Assign a value to a single variable. b. Multiple variable assignment: Assign values to multiple variables in one statement. c. Assign the same value to multiple variables. Type Conversion a. Demonstrate Python's ability to convert types automatically during operations. b. Use functions like <code>int()</code>, <code>float()</code>, <code>str()</code>, or <code>bool()</code> to explicitly convert data types.
6	1. Write a program that: a. Accepts user input for name and age. b. Prints a formatted message using different string formatting methods. 2. Read message from the user and Format it with different methods and display. 3. Demonstrate swapping the values(numerical) of two variables using a temporary variable.
7	1. Write python equivalent expressions for math expressions such as a. $f = ax + b$ b. $f = a^2 + b^2 + 2ab$. c. $f = a^3 + b^3 + 3ab(a + b)$ d. $area = \pi r^2$ e. $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$ f. $d = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$ 2. Translate textual problem statements into Python expressions 3. Write a program that: a. Accepts two numbers from the user. b. Converts them to integers (if they are not already). c. Performs arithmetic operations (add, subtract, multiply, divide) and displays the results with the data types and appropriate message. 4. Calculate the total cost of an item after applying a 15% discount to its original price of Rs150. 5. Calculate the compound interest on a principal of Rs10000 at an annual interest rate of 5% for 3 years, compounded annually. 6. Compute area of triangle, rectangle. 7. Swapping values of two variables without using a temporary variable

8	- Create a program to manage airline ticket bookings based on the passenger's selected class: "economy", "business", or "first". - Prompt the user to input details such as name, age, destination, and class preference (economy, business, or first). - Validate inputs (e.g., ensure the name contains only letters, age is a positive integer, and class selection is valid). - Display appropriate error messages for invalid entries and allow the user to re-enter the data. - Build a system to suggest clothing based on the temperature. - If temperature $\geq 30^{\circ}\text{C}$, suggest "Wear light clothes." - If $20^{\circ}\text{C} \leq \text{temperature} < 30^{\circ}\text{C}$, suggest "Wear moderate clothing." - If temperature $< 20^{\circ}\text{C}$, suggest "Wear warm clothes." - Implement a discount system for an e-commerce website. - If the total purchase is $\geq \text{Rs}5000$, apply a 20% discount. - If $\text{Rs}2000 \leq \text{total} < \text{Rs}5000$, apply a 10% discount. - If total $< \text{Rs}2000$, no discount is applied. - Create a program that simulates an ATM machine to check: - If the entered PIN is correct, allow the user to proceed. - Validate that the withdrawal amount doesn't exceed the account balance. - Ensure that the withdrawal amount is in multiples of a specific denomination (e.g., Rs100).
9	- Generate numbers from 1 to 10 using range(). - Generate numbers for a given range. - Write a program to display square numbers from 1 to 10. - Write a Python program that accepts an integer input from the user and determines whether the number is a prime number or not. If the number is prime, display an appropriate message; otherwise, indicate that it is not prime. - Write a Python program that accepts a message and a number from the user. The program should then print the specified message the given number of times. - Write a Python program to calculate the factorial of a given number. The program should: - Accept a non-negative integer as input. - Use an iterative approach to compute the factorial. - Handle invalid inputs (e.g., negative numbers or non-numeric inputs) by displaying appropriate error messages. - Evaluation of mathematical series like $S=1+2+3+\dots+n$ $S=1^2+2^2+3^2+\dots+n^2$ $H_n=1+1/2+1/3+\dots+1/n$
10	- Implement the Euclidean algorithm to find the GCD of two integers using a while loop. - Collect daily weather data (e.g., temperature, humidity) from the user. Allow data entry to continue until the user decides to stop or inputs a sentinel value. - Simulate a loan repayment system where a borrower pays a fixed amount each month. Continue reducing the loan balance until it is fully paid off, and display the balance after each payment.

	4. Write a program that simulates a countdown timer. Start with a given number of seconds and decrement until it reaches zero, displaying the countdown at each step. 5. Write a program that takes an integer and calculates the sum of its digits using a while loop. 6. Write a program that simulates a simple user authentication system. The program should: - Repeatedly ask the user to input their username and password. - Verify the entered credentials against a pre-defined username and password. - Allow the user up to three attempts to enter the correct credentials. - Provide appropriate feedback for each attempt (e.g., "Incorrect username or password"). - If the correct credentials are provided within three attempts, display a success message and terminate the program. - If all three attempts are exhausted, display a failure message and terminate the program.
11	1. Write a program to identify all prime numbers within a user-defined range. The program should: - List all the prime numbers within the range. - Calculate and display the total count of prime numbers found. - Compute and display the sum of these prime numbers. 2. Write a Python program to perform the following tasks for a user-defined range of integers: - Identify and list all non-prime numbers within the given range. - Categorize the non-prime numbers into even and odd. - Count the total number of even and odd non-prime numbers. - Calculate and display the sum of even and odd non-prime numbers separately. 3. Write a Python program to perform the following tasks for a user-defined range of integers: - Identify and list all palindrome numbers within the specified range. - Count the total number of palindrome numbers found. - Display the results in a user-friendly format. 4. Write a program to generate and display a multiplication table for numbers 1 to 10. 5. Generate star or number patterns like a pyramid or diamond shape.
12	1. Write simple functions for arithmetic calculations (e.g., addition, factorial). 2. Define a function <code>assign_priority()</code> for ticketing system which assigns priorities to support tickets based on the issue type (low, medium, high and returns a priority level. 3. Define function <code>calculate_interest()</code> for banking system, to calculate the interest on savings accounts based on the principal amount, rate, and time period. 4. An online store offers a discount based on the total purchase amount. If the customer's total purchase exceeds a certain threshold, they get a percentage discount. Define a function <code>apply_discount()</code> that accepts the total amount and returns the final price after discount.

13	1. Create a module that includes a function to calculate the area of a circle and use it in another script. 2. Create a package for a small project, such as a calculator application with modules for arithmetic, trigonometric, and logarithmic operations.
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7. CIE Assessment Methodologies

Sl.No	CIE Assessment	Test Week	Duration (minutes)	Max marks	Average of all CIE=50 Marks
1.	CIE-1TheoryTest	4	90	50	
2.	CIE-2Practice Test	7	180	50	
3	CIE-3TheoryTest	10	90	50	
4.	CIE-4Practice Test	13	180	50	
5	CIE-5 ▪ Portfolio evaluation (20) ▪ Online Course/s of minimum 10 Hrs. in Infosys Spring Board/ Swayam/NPTEL/AWS /any other (30)	1-13		50	
Total					50 arks

Note:

Portfolio evaluation

Each laboratory exercise will be evaluated for a total of 20 marks. The evaluation will include the following components:

- Written description of the experiment in the observation book.
- The results obtained from the experiment.
- Corrections and evaluations of the experiment completed in the previous class, documented in the record book.

The average of all exercises shall be considered for the final assessment at the end of course.

Rubrics for the Mini Project (if included) should be defined by the course coordinator.

8. SEE - Theory Assessment Methodologies

Sl. No	SEE – Theory Assessment	Duration	Exam Paper Max marks	Exam Paper Max Marks scale down to (Conversion)	Min marks to pass
1.	Semester End Examination-Theory	3 Hours	100	50	20

9. CIE Theory Test model question paper

Program	Computer Science and Engineering			Semester – 2	
Course Name	Thinking Programming with Python			Test	I/III
Course Code	25CS21I	Duration	90 min	Marks	50
Name of the Course Coordinator:					
Note: Answer any one full question from each section. Each full question carries equal marks.					
Q.No	Questions		Cognitive Level	Course Outcome	Marks
Section – 1					
1	a. You are tasked with organizing a class party. The goal is to ensure everything is well-prepared, including food, decorations, activities, and invitations. Use decomposition to break down this problem into smaller, manageable tasks. – (10 M) b. Identify the pattern and provide an explanation to complete the series. (10M) 1. 3, 6, 11, 18, 27, __, __, __, __ 2. 1, 1, 2, 3, 5, 8, __, __, __, __ 3. 2, 4, 12, 48, __, __, __, __ 4. A2, B4, C8, D16, __, __, __, __ c. Explain the four pillars of computational thinking. – (5M)		L2,L3	1	25
2	a. You are tasked with organizing a birthday party for your best friend. The goal is to ensure the party runs smoothly. To accomplish this, break the task into smaller, manageable steps and write down the plan. – (10M) b. A magical machine only accepts even numbers and rejects odd ones. If you input an even number, the machine lights up green; if you input an odd number, it lights up red. Write an algorithm and draw flowchart to help a wizard decide whether a number can be accepted by the machine or not.- (7M) c. Identify different types of problems and provide an example algorithm to solve each. - (8M)		L2,L3	1	
Section – 2					
3	a. Explain the concept of a variable. Why are variables essential in programming? b. Define tokens. List and explain the different types of tokens with examples. c. List the rules for naming variables in Python. Provide examples of valid and invalid variable names. d. Why are constants important in programming? Illustrate with an example where a constant would be beneficial.		L2	2	25

	e. What are syntax errors, logical errors, and runtime errors?			
4	a. How can learning programming enhance one's logical thinking, creativity, and problem-solving abilities? b. Explain the concept of "thinking like a programmer" and its importance in solving real-world problems. c. Explain how identifying patterns in problems can lead to efficient solutions. Use an example to demonstrate this process. d. Trace the evolution of programming paradigms through the generations of programming languages. e. A team is building a web application with a real-time chat feature. Discuss which programming paradigms and languages might be best suited for this task and why.	L2	2	
Note for the Course coordinator: Each question may have one, two or three subdivisions. Optional questions in each section carry the same weightage of marks, cognitive level and course outcomes.				

Signature of the Course Coordinator Signature of the HOD Signature of the IQAC Chairman

10.CIE Practice Test model question paper

Program	Computer Science and Engineering			Semester	2
Course Name	Thinking Programming with Python			Test	II/IV
Course Code	25CS21I	Duration	180 min	Marks	50
Name of the Course Coordinator:					
Questions				CO	Marks
Write a program that performs the following tasks: 1. Generate Random Numbers: Generate a random number within a given range [a, b], where a and b are user inputs. 2. Determine non-prime Number: Determine that generated random number is not prime. 3. Classify non-prime Number: Further classify numbers into: Even / Odd Instructions: ▪ Clearly identify and describe the key concepts needed to develop the program. ▪ Structure the program into separate, reusable modules or functions.				1,2,3,4	50
Scheme of assessment a) Program Design and Conceptual Clarity (Clear identification of the key concepts, Explanation of the logic and methodology used and organization of the program.) - 10 b) Implementation and Execution - 30 c) Best Practices (Code Readability and Error Handling)- 10					
Total Marks					50

Signature of the Course Coordinator

Signature of the HOD

11. Equipment/software list with Specification for a batch of 30 students

Sl.No.	Particulars	Specification	Quantity
01	Desktop/Laptop PC with Windows/Linux	Intel i3, 500GB Hard Disk/SSD, 8GB RAM, Monitor, Mouse, Keyboard or higher configuration	30
02	Internet Connection	100 Mbps speed or higher subscription	1
03	LAN connectivity/ High speed Wireless AP	32 Port Switch with LAN cabling/ Wifi Adapters (32 No.)	1
04	Online UPS	5KV with 3 -6 hours backup	1
05	Projector	Multimedia Projector	1
06	White Board	Plane white board / Smart Board/Smart TV	1
07	Audio Speakers	Multimedia, Two-way hybrid speaker system	2



**Government of Karnataka
Department of Technical Education**

Programme	All Diploma Programmes (Audit Course)	Semester	II
Course Code	Programme Specific	Type of Course	Audit
Course Name	Indian Constitution	Contact Hours	2 hours/week 26 hours/semester
Teaching Scheme	L:T:P :: 2:0:0	Credits	2
CIE Marks	50	SEE Marks	-

1. Course Outcomes: At the end of the Course, the student will be able to:

CO-01	CO1	Understand Preamble, salient features and importance of Indian Constitution.
CO-02	CO2	Understand Fundamental rights, duties and Directive principles of state policy.
CO-03	CO3	Understand Parliamentary system of governance, Structure, Functions, Power of Central, state governments (Legislative, Executive) and Judiciary.
CO-04	CO4	Understand Panchayat Raj Institutions and Local self-governments, UPSC, KPSC, NHRC, Status of women, RTE etc.

2. Course Content

Week	CO	Detailed Course Content	Contact Hours
1	1	Introduction to constitution of India-Formation and Composition of the Constituent Assembly-Salient features of the Constitution-Preamble to the Indian Constitution	2
2	1,2	Fundamental Rights- Definition, The right to equality, The right to freedom, The right against exploitation, The right to freedom of religion.	2
3	1,2	Cultural and educational rights and The right to constitutional remedies. Fundamental Duties, Directive principles of state policy.	2
4	1,3	Parliamentary system of governance- Structure of Parliament- Lok Sabha and Rajya Sabha. Functions of parliament- Legislative, Executive, Financial Function Powers of Lok Sabha and Rajya Sabha.	2
5	1,3	Procedure followed in parliament in making law, Annual financial statement (Budget) – procedure in parliament with respect to estimates, Appropriation bill, Supplementary, additional grants, Vote on account, votes on credit and exception grant, special provisions, rules of procedure.	2
6	1,3	Structure of union executive, Power and position of President. Vice President, Prime minister and council of ministers.	2

7	1,3	Structure of the judiciary: Jurisdiction and functions of Supreme Court, high court, and subordinate courts.	2
8	1,3	Federalism in the Indian constitution- Division of Powers: Union list, State list and concurrent list. Structure of state legislation, Legislative assembly and Legislative council.	2
9	1,3	Functions of state legislature, Structure of state executive-Powers and positions of Governor, Speaker, Deputy Speaker, Chief Minister and council of minister.	2
10	4	Local self-government- meaning-Three tier system, Village Panchayath-Taluk panchayat Zilla panchayath, Local bodies-Municipalities and Corporations, Bruhath Mahanagara Palike, Functions of Election commission, UPSC, KPSC.	2
11	4	Amendment of the constitution, Human Rights-Definition-constitutional provisions-right to life and liberty-Human Rights of Women-Discrimination against women steps that are to be taken to eliminate discrimination against women in Education, employment, health care, Economic and social life,	2
12	4	Status of Women in India - Women in rural areas, Constitutional Safeguards - Dowry Prohibition act 1961- Domestic violence act 2005- Sexual harassment at work place bill 2006. Human Rights of Children- Who is a child- list the Rights of the Child- Right to education, Protection of Children from Sexual Offences Act (POCSO)-2012-	2
13	1,4	National Human Rights Commission Constitution- Powers and function of the Commission-Employee rights- Provisions made, Contractual-Non contractual employee rights-Whistle blowing-definition-Aspects-Intellectual Property Rights (IPR)-Meaning-Need for protection- Briefly description of concept of patents, Copy right, Trademark	2
Total in Hours			26 Hrs

REFERENCES

1. Introduction to the Constitution of India- Dr. Durga Das Basu
2. Empowerment of rural women in India-Hemalatha H.M and Rameshwari Varma, Hema Prakashana.

4. CIE Assessment Methodologies

Sl. No	Assessment	Test Week	Duration In minutes	Max marks	Conversion
1.	CIE-1 Written Test (Theory)	7	90	50	Average of three tests 50
2.	CIE-2 Written Test (Theory)	10	90	50	
3	CIE-3 Written Test (Theory)	13	90	50	
Total CIE Marks					50
Total Marks					50

5. CIE Theory Test model question paper

Program				Semester -2	
Course Name	Indian Constitution			Test	I/II/III
Course Code	Programme Specific	Duration	90 min	Marks	50
Name of the Course Coordinator:					
Note: Answer any one full question from each section. Each full question carries equal marks.					
Q.No	Questions				Marks
Section - 1					
1					25
2					
Section - 2					
3					25
4					
Note for the Course coordinator: Each question may have one, two, three, four or five sub divisions. Optional questions in each section carry the same weightage of marks.					

Signature of the Course Coordinator Signature of the HOD Signature of the IQAC Chairman