



Council for Technical Education and Vocational Training
Office of the Controller of Examinations
Sanothimi, Bhaktapur

Regular/Back/Special Exam-2080, Mangsir/Poursh

Program: Diploma in IT Engineering

Full Marks: 80

Year/Part: I/II (2016)

Pass Marks: 32

Subject: Electrical Engineering

Time: 3 hrs.

Candidates are required to give their answers in their own words as far as practicable. The figures in the margin indicate full marks.



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Attempt Any Five questions.

1. a) Define the terms: i) Current ii) Voltage [4x2=8]
iii) Power iv) Energy
- b) State and explain Faraday's law of electromagnetic induction. [4]
- c) State and explain KVL with example. [4]
2. a) Using node voltage method find the current in the 3Ω resistor. [8]



- b) Using Thevenin's theorem calculate the current through 4Ω resistor. [8]



3. a) What do you mean by transformer? Explain the working principle of single phase transformer. [8]
- b) Explain the construction and working principle of 3ϕ induction motor in brief. [8]



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Cont.....

Diploma In Electrical Question Paper 2nd Sem

Glick, Danny, Cohen, Anat, Chang, Chi

Diploma In Electrical Question Paper 2nd Sem:

ELECTRONICS - I K. Shashidhar, 2012-05-25 Electronics I is intended to be used as a text book for II Semester Diploma in Electrical and Electronics Engineering The motivation for writing this book came when I felt the absence of a suitable text for Polytechnic students This book is meant to fill the void It is designed for comprehensively covering all topics relevant to the subject Each and every topic has been explained in a very simple language as per the syllabus prescribed by the Board of Technical Education To enhance the utility of the book important points and review questions Fill in the blank and descriptive type have been included at the end of each chapter Model question papers have been provided to help students prepare better for the semester examinations It is hoped that this book will be of immense use to teachers and students of Polytechnics Any constructive suggestions from teachers and students for improving the contents will be warmly appreciated

Early Warning Systems and Targeted Interventions for Student Success in Online Courses Glick, Danny, Cohen, Anat, Chang, Chi, 2020-06-26 Online learning has increasingly been viewed as a possible way to remove barriers associated with traditional face to face teaching such as overcrowded classrooms and shortage of certified teachers While online learning has been recognized as a possible approach to deliver more desirable learning outcomes close to half of online students drop out as a result of student related course related and out of school related factors e g poor self regulation ineffective teacher student student student and platform student interactions low household income Many educators have expressed concern over students who unexpectedly begin to struggle and appear to fall off track without apparent reason A well implemented early warning system therefore can help educators identify students at risk of dropping out and assign and monitor interventions to keep them on track for graduation Despite the popularity of early warning systems research on their design and implementation is sparse Early Warning Systems and Targeted Interventions for Student Success in Online Courses is a cutting edge research publication that examines current theoretical frameworks research projects and empirical studies related to the design implementation and evaluation of early warning systems and targeted interventions and discusses their implications for policy and practice Moreover this book will review common challenges of early warning systems and dashboard design and will explore design principles and data visualization tools to make data more understandable and therefore more actionable Highlighting a range of topics such as curriculum design game based learning and learning support it is ideal for academicians policymakers administrators researchers education professionals instructional designers data analysts and students

Interactive Collaborative Learning Michael E. Auer, David Guralnick, James Uhomoibhi, 2016-12-31 This book presents the proceedings of the 19th International Conference on Interactive Collaborative Learning held 21-23 September 2016 at Clayton Hotel in Belfast UK We are currently witnessing a significant transformation in the development of education The impact of globalisation on all areas of human life the exponential acceleration of developments in both technology and the global markets and the growing need for flexibility and

agility are essential and challenging elements of this process that have to be addressed in general but especially in the context of engineering education To face these topical and very real challenges higher education is called upon to find innovative responses Since being founded in 1998 this conference has consistently been devoted to finding new approaches to learning with a focus on collaborative learning Today the ICL conferences have established themselves as a vital forum for the exchange of information on key trends and findings and of practical lessons learned while developing and testing elements of new technologies and pedagogies in learning

The Paper Industry, 1926 **Daily Graphic** Yaw Boadu-Ayeboafah, 2005-12-10 **Vocational-technical Learning Materials** Bruce Reinhart, 1974 **The Electrical World**, 1893 *Doctoral Examination: Exploring Practice Across the Globe* Vijay Kumar, Stan Taylor, Sharon Sharmini, 2022-11-30 This book considers how the main doctoral awarding countries from across the globe examine doctoral degrees It compares and contrasts their approaches comments on their robustness and identifies examples of good practice The doctorate is the highest award made by universities but the examination process involved varies considerably in form and structure across the globe This book studies the similarities and differences systematically on a cross national basis providing insights into the ways in which countries have sought to ensure that the awarded degree is comparable in standards This book presents case studies of examination policies and practices covering 20 countries which collectively are responsible for nearly 75% of global doctoral awards Each chapter includes a summary of the key points and a concluding chapter analyses the case studies from a comparative perspective This book is written by a distinguished international team of authors who are researchers in doctoral education and will be of interest to all those engaged in the field particularly policy makers graduate deans and programme leaders supervisors administrators examiners and scholars in the field

HCI International 2020 - Late Breaking Papers: Universal Access and Inclusive Design Constantine Stephanidis, Margherita Antona, Qin Gao, Jia Zhou, 2020-09-24 This book constitutes late breaking papers from the 22nd International Conference on Human Computer Interaction HCII 2020 which was held in July 2020 The conference was planned to take place in Copenhagen Denmark but had to change to a virtual conference mode due to the COVID 19 pandemic From a total of 6326 submissions a total of 1439 papers and 238 posters have been accepted for publication in the HCII 2020 proceedings before the conference took place In addition a total of 333 papers and 144 posters are included in the volumes of the proceedings published after the conference as Late Breaking Work papers and posters These contributions address the latest research and development efforts in the field and highlight the human aspects of design and use of computing systems The 59 late breaking papers presented in this volume address the latest research and development efforts in the field and highlight the human aspects of design and use of computing systems

Proceedings American Society for Engineering Education. Conference, 1994 Electrical World, 1893 Engineering Justice Jon A. Leydens, Juan C. Lucena, 2017-12-18 Shows how the engineering curriculum can be a site for rendering social justice visible in engineering for exploring complex socio

technical interplays inherent in engineering practice and for enhancing teaching and learning Using social justice as a catalyst for curricular transformation Engineering Justice presents an examination of how politics culture and other social issues are inherent in the practice of engineering It aims to align engineering curricula with socially just outcomes increase enrollment among underrepresented groups and lessen lingering gender class and ethnicity gaps by showing how the power of engineering knowledge can be explicitly harnessed to serve the underserved and address social inequalities This book is meant to transform the way educators think about engineering curricula through creating or transforming existing courses to attract retain and motivate engineering students to become professionals who enact engineering for social justice Engineering Justice offers thought provoking chapters on why social justice is inherent yet often invisible in engineering education and practice engineering design for social justice social justice in the engineering sciences social justice in humanities and social science courses for engineers and transforming engineering education and practice In addition this book Provides a transformative framework for engineering educators in service learning professional communication humanitarian engineering community service social entrepreneurship and social responsibility Includes strategies that engineers on the job can use to advocate for social justice issues and explain their importance to employers clients and supervisors Discusses diversity in engineering educational contexts and how it affects the way students learn and develop Engineering Justice is an important book for today s professors administrators and curriculum specialists who seek to produce the best engineers of today and tomorrow

Resources in Education ,2000 *Electrical & Electronics Abstracts* ,1997 **School Life** ,1938 **The Assessment of Learning in Engineering Education** John Heywood,2016-04-11

Explores how we judge engineering education in order to effectively redesign courses and programs that will prepare new engineers for various professional and academic careers Shows how present approaches to assessment were shaped and what the future holds Analyzes the validity of teaching and judging engineering education Shows the integral role that assessment plays in curriculum design and implementation Examines the sociotechnical system s impact on engineering curricula Research in Education ,1973 Collier's ,1917 Backpacker ,2001-03 Backpacker brings the outdoors straight to the reader s doorstep inspiring and enabling them to go more places and enjoy nature more often The authority on active adventure Backpacker is the world s first GPS enabled magazine and the only magazine whose editors personally test the hiking trails camping gear and survival tips they publish Backpacker s Editors Choice Awards an industry honor recognizing design feature and product innovation has become the gold standard against which all other outdoor industry awards are measured *Engineering Education* John Heywood,2006-01-24 A synthesis of nearly 2 000 articles to help make engineers better educators While a significant body of knowledge has evolved in the field of engineering education over the years much of the published information has been restricted to scholarly journals and has not found a broad audience This publication rectifies that situation by reviewing the findings of nearly 2 000 scholarly articles to help engineers become

better educators devise more effective curricula and be more effective leaders and advocates in curriculum and research development The author s first objective is to provide an illustrative review of research and development in engineering education since 1960 His second objective is with the examples given to encourage the practice of classroom assessment and research and his third objective is to promote the idea of curriculum leadership The publication is divided into four main parts Part I demonstrates how the underpinnings of education history philosophy psychology sociology determine the aims and objectives of the curriculum and the curriculum s internal structure which integrates assessment content teaching and learning Part II focuses on the curriculum itself considering such key issues as content organization trends and change A chapter on interdisciplinary and integrated study and a chapter on project and problem based models of curriculum are included Part III examines problem solving creativity and design Part IV delves into teaching assessment and evaluation beginning with a chapter on the lecture cooperative learning and teamwork The book ends with a brief insightful forecast of the future of engineering education Because this is a practical tool and reference for engineers each chapter is self contained and may be read independently of the others Unlike other works in engineering education which are generally intended for educational researchers this publication is written not only for researchers in the field of engineering education but also for all engineers who teach All readers acquire a host of practical skills and knowledge in the fields of learning philosophy sociology and history as they specifically apply to the process of engineering curriculum improvement and evaluation

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Table of Contents Diploma In Electrical Question Paper 2nd Sem

1. Understanding the eBook Diploma In Electrical Question Paper 2nd Sem
 - The Rise of Digital Reading Diploma In Electrical Question Paper 2nd Sem
 - Advantages of eBooks Over Traditional Books
2. Identifying Diploma In Electrical Question Paper 2nd Sem
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Diploma In Electrical Question Paper 2nd Sem
 - User-Friendly Interface

4. Exploring eBook Recommendations from Diploma In Electrical Question Paper 2nd Sem
 - Personalized Recommendations
 - Diploma In Electrical Question Paper 2nd Sem User Reviews and Ratings
 - Diploma In Electrical Question Paper 2nd Sem and Bestseller Lists
5. Accessing Diploma In Electrical Question Paper 2nd Sem Free and Paid eBooks
 - Diploma In Electrical Question Paper 2nd Sem Public Domain eBooks
 - Diploma In Electrical Question Paper 2nd Sem eBook Subscription Services
 - Diploma In Electrical Question Paper 2nd Sem Budget-Friendly Options
6. Navigating Diploma In Electrical Question Paper 2nd Sem eBook Formats
 - ePub, PDF, MOBI, and More
 - Diploma In Electrical Question Paper 2nd Sem Compatibility with Devices
 - Diploma In Electrical Question Paper 2nd Sem Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Diploma In Electrical Question Paper 2nd Sem
 - Highlighting and Note-Taking Diploma In Electrical Question Paper 2nd Sem
 - Interactive Elements Diploma In Electrical Question Paper 2nd Sem
8. Staying Engaged with Diploma In Electrical Question Paper 2nd Sem
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Diploma In Electrical Question Paper 2nd Sem
9. Balancing eBooks and Physical Books Diploma In Electrical Question Paper 2nd Sem
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Diploma In Electrical Question Paper 2nd Sem
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Diploma In Electrical Question Paper 2nd Sem
 - Setting Reading Goals Diploma In Electrical Question Paper 2nd Sem
 - Carving Out Dedicated Reading Time

12. Sourcing Reliable Information of Diploma In Electrical Question Paper 2nd Sem
 - Fact-Checking eBook Content of Diploma In Electrical Question Paper 2nd Sem
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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