SARDAR PATEL UNIVERSITY Programme: BCA Semester: I Syllabus with effect from: JUNE 2011

Part-I: Weightage-50% Practical based on computer programming using C

Part-II: Weightage-50% Practical based on PC software and HTML

| Paper Code: US01CBCA05 | Total Credit: 6 |
|----------------------------|-----------------|
| Title Of Paper: Practicals | Total Credit: 0 |

| Unit | Description in detail | Weighting (%) |
|------|--|---------------|
| | Sample Practical Exercises: | |
| | Develop algorithms/flow charts/C programs for the following : | |
| | To prepare a cup of tea. | |
| | To open a bank account. | |
| | To purchase a railway ticket for Bombay (from Anand). | |
| | To find maximum from the given three numbers. | |
| | To find simple interest. | |
| | To read three sides of a triangle and print whether it will form a triangle or not | |
| | To find the solution of quadratic equation. | |
| | To find out N! (factorial of N). | |
| | To find out minimum from N numbers. | |
| | To find whether given number is prime or not. | |
| | To print the N terms of fibonacci series. (i.e. 1, 1, 2, 3, 5, 8, 11). | |
| | To read a number & check whether it is a palindrome or not. | |
| | To find out value of NCR. | |
| | Find the sum of the following series : | |
| | $Sum = 1 + 3 + 5 + 7 \dots$ up to N terms. | 50% |
| | $Sum = 5 - 10 + 15 - 20 + 25 \dots$ up to N terms. | |
| | Sum = $1 + 1 + 2 + 3 + 5 + 8 + 13 \dots$ up to N terms. | |
| | Sum = $1^2 + 2^2 + 3^2 + 4^2 + 5^2$ up to N terms. | |
| | Sum = $1! + 2! + 3! + 4! \dots$ up to N terms. | |
| | Read marks of three subjects and find the percentage of it. Also, print the | |
| | appropriate class. Here, | |
| | If percentage < 40 then class is 'fail' | |
| | If $40 \le \text{percentage} \le 48$ then class is 'pass' | |
| | If 48 <= percentage < 60 then class is 'second' | |
| | Else class is 'first'. | |
| | Find the value of SUM for the following. | |
| | $SUM = X + X / 2! + X / 3! + X / 4! \dots$ up to N terms. | |
| | SUM = $1 - \frac{1}{2} + \frac{1}{3} - \frac{1}{4} + \frac{1}{5} \dots$ up to N terms. | |
| | To find the sum of the digits in a given positive numbers. | |



| To input a time as a number of seconds after midpoint and outputs it as hours : | |
|--|-----|
| minutes : seconds. For example, if the input were 50000 the output should be | |
| 13 : 53 : 20. | |
| To read the price of one dozen bananas and calculate and print the total cost | |
| of N bananas. | |
| To read a number and find whether it is divisible by two or not. | |
| | |
| To accept a positive integer and check whether it is one-digited, two-digited or | |
| three-digited otherwise print appropriate message. | |
| Sample Practical Exercises: | |
| [A] 1. <u>Microsoft Word</u> | |
| Creating the documents with Special effects like underline, bold, different | |
| size, different font, different color. Etc. | |
| Find and Replace operations like cut, paste, copy, clipboard. | |
| Inserting Date & Time, Pictures, Bullets & Numbering etc. | |
| | |
| Paragraphs, bullets, indentation etc. Formatting features. | |
| Printing the documents, it includes paper-size, margins, header and footer, | |
| page no. etc. | |
| Creating a table. | |
| Mailmerge, spellcheck, drawing table. | |
| Template. | |
| 2. <u>Microsoft PowerPoint</u> | |
| Creating a presentation | |
| Inserting/Deleting slides | |
| Different slide views | |
| Editing slides | |
| Formatting slides | |
| | 50% |
| Slide transition & additing special effects | |
| Inserting sound, picture, chart, organization chart | |
| 3. <u>Microsoft Excel</u> | |
| Creating Worksheets | |
| Printing, Inserting, Deleting, Copying, Moving worksheets. | |
| Formulas, built-in functions | |
| Graph-Plotting facilities | |
| Database Management System | |
| Using extenternally created data files. | |
| What – if analysis | |
| Formatting cells, Worksheets etc. | |
| Custom Controls | |
| Protection facility | |
| Pivot tables | |
| | |
| Macro facility | |
| [B] <u>HTML</u> | |
| | |
| Development of simple web sites using features covered in US01CBCA04. | |
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