

Government of Karnataka
Department of Collegiate & Technical Education
**JSS POLYTECHNIC FOR THE DIFFERENTLY ABLED
(AUTONOMOUS)**

(Aided by the Govt. of Karnataka and Approved by AICTE, New Delhi)
MYSURU – 570 006



**C-21 CURRICULUM AND
SCHEME OF EXAMINATION**

**UNDER SEMESTER SYSTEM
BASED ON CHOICE-BASED CREDIT SYSTEM (CBCS)**

Placed before Polytechnic Academic Board
Meeting held on 22-10-2022 for Approval

THIRD SEMESTER

PROGRAM NAME:

**DIPLOMA IN COMMERCIAL
PRACTICE**

PROGRAM CODE: 25

W.E.F. 2022-2023

***SCHEME OF STUDIES & EXAMINATION
AND
COURSEWISE DETAILS & CONTENTS***

**DIPLOMA IN COMMERCIAL
PRACTICE (C-21)**

THIRD SEMESTER

W.E.F. 2022-23

JSS POLYTECHNIC FOR THE DIFFERENTLY ABLED, MYSURU
CURRICULUM STRUCTURE

III Semester Scheme of Studies-Diploma in Commercial Practice [C-21]

Sl. No.	Course Category / Teaching	Course Code	Course Name	Hours per week			Total contact hrs/week	Credits	CIE Marks		SEE Marks		Total Marks	Marks for Passing (including CIE marks)	Assigned Grade	Grade Point	SGPA and CGPA
				L	T	P			Max	Min	Max	Min					
Integrated Courses																	
1	PC/CP	2531	Financial Accounting - III	3	1	2	6	5	50	20	50	20	100	40			SGPA & CGPA OF THIRD SEMESTER
2	PC/CP	2532	Business Management	3	1	2	6	5	50	20	50	20	100	40			
3	PC/CP	2533	English Shorthand – III * (60WPM) SEE - Dic – 07 Min - TRNS 90 MIN Duration)	3	1	2	6	5	50	20	50	20	100	40			
4	PC/CP	2534	Professional English Competence III *	3	1	2	6	5	50	20	50	20	100	40			
5	PC/CP	2535	English Computer Typing - III (35 WPM) SPEED (SEE -10 MIN Duration)	1	1	4	6	4	60	24	40	16	100	40			
6	PC/CP	2536	Desk Top Publishing -[PageMaker, Photoshop &Nudi]	1	1	4	6	4	60	24	40	16	100	40			
7	----	----	English Language Lab - III	0	0	2	2	1	NO END EXAMINATION								
Audit Course																	
8	AU/KA	----	À»À 1AZÀÈÀ – 2/ §¼ÀÉ – PÀÈÀqÀ – 2	2	0	0	2	2	50	20	-	-	50	20			
Total				16	6	18	40	31	370	148	280	112	650	260			

*PC: Programme Core:: AU-Audit Course:: L:Lecture:: T: Tutorial : P: Practice. CP: Commercial Practice

- AU/KA - . À»À 1AZÀÈÀ – 2/§¼ÀÉ – PÀÈÀqÀ – 2 Courses are treated as Audit Course. À»À 1AZÀÈÀ – 2/ is for Kannada Students and §¼ÀÉ – PÀÈÀqÀ – 2 is for Non – Kannada Students.
- Theory course Semester End Examination (SEE) is conducted for 100 marks (3 Hrs duration)
- Practical course CIE and SEE is conducted for 100 marks (3 hrs duration)
- *Courses 3 & 4 are Optional/Elective. The student can opt for any one course.
- ECT Courses are treated as Practical Courses for Examination purpose and the Scheme of examination with allocation of time is given in the syllabus.
- In the Course Code (Example 2531) of the Program, The First Digit indicates the Programme No, Second Digit indicates the no of revision of the curriculum. Third Digit indicates the semester and Fourth Digit indicates Course Serial No.
- English Language Lab – Evaluation to be done through Class Performance, Assignment and Activity. Records to be maintained in the Department

Program Co – Ordinator of CP

Principal

GOVERNMENT OF KARNATAKA
DEPARTMENT OF COLLEGIATE AND TECHNICAL EDUCATION
JSS POLYTECHNIC FOR THE DIFFERENTLY ABLED (AUTONOMOUS)

Programme: DIPLOMA IN COMMERCIAL PRACTICE

Course Code	2531	Semester	III
Course Title	Financial Accounting - III	Course Group	Core
No. of Credits	5	Type of Course	Lecture
Course Category	Core	Total Contact Hours	6 Hrs. / Week 96 Hrs. / Semester
Prerequisites	Basic Calculations	Teaching Scheme	[L : T : P] = 3 : 1 : 2
CIE Marks	50	SEE Marks	50

1. COURSE SKILL SET

The students shall be able to:

1. Know about the provision and Computation of the Interest on Partners' Drawings, Appropriate profits for various purposes, Maintain Partners 'Capital Accounts in the prescribed methods.
2. Highlight the Accounting treatment at the time of admission of new partner.
3. Understand the amount payable to the retiring partner and its settlement.
4. Learn about the amount payable to the Executors of the deceased partner and its settlement.
5. Understand the Concept relating financial accounts of Joint Stock Company.

2. COURSE OUTCOMES:

At the end of the course, students will be able to

	Course Outcome
CO1	Procure the knowledge on computation of Interest on Partners' Drawings, Prepare Profit and Loss Appropriation A/c, Maintain Partners 'Capital Accounts.
CO2	Acquire the Skill of Accounting Entries on the Admission of a New Partner and Prepare necessary ledger accounts and New Balance Sheet of the Firm.
CO3	Acquire the knowledge of Accounting Entries on the Retirement of a Partner and Death of a Partner. Prepare necessary ledger accounts and New Balance Sheet of the Firm.
CO4	Acquire and Apply the knowledge of Accounting Entries on the Dissolution of a Partnership Firm and Close the books of the Firm
CO5	Obtain and Apply the Knowledge of Accounting for Share capital
CO6	Acquire the knowledge of relating Financial Accounts of Joint Stock Company

3. COURSE CONTENT OUTLINE WITH TEACHING HOURS AND MARK FOR SEE

	COURSE CONTENT AND BLUE PRINT OF MARKS FOR SEE Legend: Remembering Understanding, Application of Knowledge, Analysis and Evaluation.							
Unit No	Unit name	Hou r	Questions to be set for SEE				Marks Weightage	Hours Weightage (%)
			R/ U /A					
			No of question of 1 Mark	No of question of 6 Marks	No of question of 12 Marks	No of question of 14 Marks		
1	ACCOUNTING FOR PARTNERSHIP FIRMS FUNDAMENTALS	10	04	12	-	-	16	10
2	PARTNERSHIP ACCOUNTS ADMISSION OF A PARTNER	15	03	-	24	-	27	16
3	PARTNERSHIP ACCOUNTS RETIREMENT AND DEATH OF A PARTNER	15	02	12	24	-	38	16
4	PARTNERSHIP ACCOUNTS DISSOLUTION OF PARTNERSHIP FIRM	20	03	-	24	-	27	21
5	ACCOUNTING FOR SHARE CAPITAL	16	02	12	24	-	38	21
6	FINANCIAL ACCOUNTS OF JOINT STOCK COMPANY	20	06	-	-	28	34	16
Total		96	20	36	96	28	180	100

4. DETAILS OF COURSE CONTENT

The following topics / subtopics is to be taught and accessed in order to develop Unit Skill Sets for achieving CO to attain identified skill sets:

UNIT NO. AND NAME	UNIT SKILL SET	THEORY TOPICS / SUBTOPICS	PRACTICAL TOPICS / SUBTOPICS T+P:1+2=3	HOURS L-T-P
UNIT – 1 Accounting for Partnership firms Fundamentals	Understand to solve Problems on Profit and Loss Appropriation Account	1.1 .Partnership: Meaning and features, Partnership Deed: Meaning and Contents . 1.2 Provision of Indian Partnership Act of 1932 in absence of Partnership deed, Maintenance of Capital Account of Partnership deed. Maintenance of Capital accounts of Partners. Fixed capital System – Fluctuating Capital System (Theory only) 1.3. Interest on Partners drawings- Problems under direct Method 1.4. Format of Profit and Loss Appropriation account – Meaning and Simple Problem	1.1 Calculation of Interest on Drawings on Direct method in any Partnership Firm 1.2 Act as Partner Prepare of Profit and Loss Appropriation Accounts	04+2+4=10
UNIT– 2 Partnership Accounts Admission of a Partner	Understand to solve Problems on Admission of a Partner	2.1 Admission of a partner – Meaning- Points to be Studied at the time of admission of Partner , Ratios in Connection with admission of a Partner – a) Sacrifice ratio – Meaning - Problems on Sacrifice ratio b) New Profit Sharing Ratio – Meaning – - Problems on New Profit Sharing Ratio- Adjustment in Connection with Admission of a Partner 1. Revaluation of Assets and Liabilities of the Firm 2. Distribution of Reserves and Undistributed Profit or Losses 3. Capital Brought by the new Partner in cash 4. Goodwill and its treatments Methods of Valuation of Goodwill- Average Profit method- Problems 2.2 Simple Problems on Admission of a Partner	2.1 Assume you are admitted to a partnership firm and calculate sacrifice ratio and new profit sharing ratio. 2.2 As a partner of a firm how you treat the Goodwill under various circumstances 2.3 Prepare necessary accounts at the time of admission of partners. 2.4 Assume yourself as a existing partner, prepare accounts when you are admitting a new partner.	05+4+6=15

<p style="text-align: center;">UNIT- 3 PARTNERSHIP ACCOUNTS RETIREMENT AND DEATH OF A PARTNER</p>	<p>Understand to solve Problems on Retirement and Death of a Partner</p>	<p>RETIREMENT OF A PARTNER 3.1 Meaning ,Ratios in connection with retirement of a partner : a) Gain Ratio [Meaning] b) New profit sharing ratio [Meaning] c)Difference between Gain Ratio and New Profit Sharing ration d)Difference between sacrifice and gain ratio e) Point to be noted at the time of retirement of partner. Adjustments in connection with retirement of a partner i. Revaluation of assets and Liabilities of the firms 3.2 Calculation of Gain Ratio and New Profit Sharing Under various circumstances. 3.3 Treatment of Goodwill : 1] Created at its full value and retained. 2] Created at its full value and written off. 3) Settlement of amount due the retiring partner- Settlement in cash 3.4 Simple Problems on Retirement of a Partner DEATH OF A PARTNER 3.5 Death of a Partner –meaning of executor, a) Ascertain of the amount due to the deceased partner. b) Items to be taken into account at the time of death of a partner. c) Preparation of Deceased partner’s capital account or executors account. 3.6 Preparation of Deceased partner’s capital account or executors account. (Simple Problems)</p>	<p>3.1 Assume you are retiring partner from a partnership firm calculate Gain ratio and new profit sharing ratio. 3.2 Preparation of necessary accounts at the time of retirement of partner. 3.3 Preparation of accounts at the time of retirement. 3.4 Act as an executor of a Deceased partner’s and prepare capital account or executors account.</p>	<p>03+4+8=15</p>
<p style="text-align: center;">UNIT-- 4 PARTNERSHIP ACCOUNTS DISSOLUTION OF PARTNERSHIP FIRM</p>	<p>Students Able to solve Problems on Dissolution of a Partner</p>	<p>4.1 Dissolution of partnership – Meaning. Dissolution of partnership firm – Meaning. Difference between Dissolution of partnership and partnership firm 4.2 Circumstance of dissolution of a firm. Settlement of accounts on dissolution of a firm .Realization account : a) Format Realisation account b] Partner’s capital account c] Cash or bank account 4.3 Simple Problems on dissolution of partnership</p>	<p>4.1 Prepare Realisation Account at the time of dissolution.. 4.2 Prepare partners capital account at the time of dissolution. 4.3 Act as a partner and dissolve the partnership firm. 4.4 Prepare necessary accounts at the time of dissolution</p>	<p>4+6+10=20</p>

<p style="text-align: center;">UNIT-5 ACCOUNTING FOR SHARE CAPITAL</p>	<p>Learn about to solve Simple problems on Accounts for Share Capital</p>	<p>5.1 Meaning of Joint Stock Company. Features of Joint Stock Company. Share Capital of a Company— Meaning. 5.2 Different Phases of Shares Capital: Meaning and Types – Equity share, Preference share. Meaning of: a) Issue of shares: b) Minimum subscription c) Application of shares d) Allotment of shares e) Calls on shares. 5.3 Problems on Journal entries relating issue of shares at par, premium and discount. 5.4 Problems on Journal entries relating to Calls-in arrears.</p>	<p>5.1 Collect the procedure for issue of shares. 5.2 Identify the journal entries relating to issue of shares. 5.3 Assume you are an accountant, Pass Journal Entries at the time of issue of shares at par and at premium. 5.4 As an accountant you have to give discount on issue of shares. Pass Journal Entries regarding this. 5.5 Pass journal entries while issuing shares to the shareholders as an account</p>	<p>2+4+10=16</p>
<p style="text-align: center;">UNIT-6 FINANCIAL ACCOUNTS OF JOINT STOCK COMPANY</p>	<p>Learn about to solve Simple problems on Income Statement and Financial Account</p>	<p>6.1 Financial Statements – Meaning, Objective of financial Statements. 6.2 Treatment of adjustment relating to financial statements. 6.3 Types of Financial Statement: a) Format of Income Statements 6.4 Simple Problems on Income Statement. 6.5 Preparation of Consolidated Financial Accounts under vertical format</p>	<p>6.1 Identify the items to be entered in financial statement. 6.2 Prepare an Income Statement of any Joint Stock Company as an accountant. 6.3 Identify the various schedules appearing in the balance sheet of Joint Stock Company. 6.4 Prepare a Balance Sheet of any Joint Stock Company 6.5 Prepare consolidated financial statement under vertical format for a company.</p>	<p>02+6+12=20</p>

5. MAPPING OF CO WITH PO

CO	Course Outcome	PO Mapped	Unit Linked	CL R/U/A	Theory in Hrs.	Total Marks
1	ACCOUNTING FOR PARTNERSHIP FIRMS FUNDAMENTALS	1,2,3,4,5,7	1	R/U/A	10	10
2	PARTNERSHIP ACCOUNTS ADMISSION OF A PARTNER	1,2,3,4,5,7	2	R/U/A	15	15
3	PARTNERSHIP ACCOUNTS RETIREMENT AND DEATH OF A PARTNER	1,2,3,4,5,7	3	R/U/A	15	20
4	PARTNERSHIP ACCOUNTS DISSOLUTION OF PARTNERSHIP FIRM	1,2,3,4,5,7	4	R/U/A	20	15
5	ACCOUNTING FOR SHARE CAPITAL	1,2,3,4,5,7	5	R/U/A	16	20
6	FINANCIAL ACCOUNTS OF JOINT STOCK COMPANY	1,2,3,4,5,7	6	R/U/A	20	20
Total					96	100

6. LEVELS OF CO, PO AND PSO MAPPING

Course	CO's	Programme Outcomes							Programme Specific Objectives		
		1	2	3	4	5	6	7	1	2	3
Financial Accounting - III	CO1	3	2	2	1	1	1	2	2	2	1
	CO2	3	2	2	1	1	1	2	2	2	1
	CO3	3	2	2	1	1	1	2	2	2	1
	CO4	3	2	2	1	1	1	2	2	2	1
	CO5	3	2	2	1	1	1	2	2	2	1
	CO6	3	2	2	1	1	1	2	2	2	1
<p>Level 3- Highly Addressed, Level 2-Moderately Addressed, Level 1-Low Addressed. Method is to relate the level of PO with the number of hours devoted to the COs which address the given PO. If >40% of classroom sessions addressing a particular PO, it is considered that PO is addressed at Level 3 If 25 to 40% of classroom sessions addressing a particular PO, it is considered that PO is addressed at Level 2 If 5 to 25% of classroom sessions addressing a particular PO, it is considered that PO is addressed at Level 1 If < 5% of classroom sessions addressing a particular PO, it is considered that PO is considered not-addressed.</p>											

7. INSTRUCTIONAL STRATEGY

There are various strategies that can be adopted by the teachers today related to the course outcomes.

- Teachers are suggested to do demonstration of subject in the class room for enhance the learning.
- Teachers can involve the students in the group discussions by which they can come out with their innovative thinking.
- Teachers conducting the guest lectures, workshops and seminars by involving the experts of the subjects make the students to get more knowledge exposure.
- Teachers provide case studies that can provide the necessary platform to communicate and collaborate about a situation that is concerned.
- Teachers need to take the students on industrial visits to get them exposure on working environment.
- By providing the course materials in soft copy, large font size Print outs and Braille Printouts it helps to the students to revise the contains in depth.
- Providing the E-books links students can understand the contents in depth.
- To understand the concepts in depth the YouTube Links are been Provide for the repetitive purpose and easy access.

8. SUGGESTED LEARNING RESOURCES:

Sl. No	Title of Books	Author	Publication / Year
1	Introduction to Accountancy	Prof. T.S.Grewal	S.Chand and Company/2021
2	Accountancy	Prof. N.P.Srinivasan and Prof. Sakthivel Murugan	S Chand and Company /2021
3	Accountancy Vol – II	Prof. B.S. Raman	United Publisher 2020
4	Accountancy II	Prof. T.V Raju and Prof. Shashidhar Murthy	Sapna Book House /2021

9. COURSE ASSESSMENT AND EVALUATION CHART

Assessment Methods	Types of Assessment		Target	Assessment Methods	Max Marks	Types of Record	Course Outcomes for Assessment
DIRECT ASSESSMENT	CIE CONTINUOUS INTERNAL EVALUATION	IA Test	STUDENTS	Three tests (Average of Three tests will be Computed)	30	Blue Book	All Co's
		Assignment & Student activity		Average of Two Assignment/ Activity	20	Activity Book	Specified CO by the Course Coordinator
				Total CIE Marks	50		
	SEE SEMESTER END EXAMINATION	Semester End Exam		End of the Course	50	Answer Scripts	All Co's
				Total	100		
INDIRECT ASSESSMENT	Student Feedback		STUDENTS	Middle of the Course	Feed Back Forms		
	End of Course Survey			End of the Course			

10. COURSE ASSESSMENT SUMMARY

Sl. No.	Assessment	Duration	Max Marks	Conversion
1	CIE Assessment – 1 (Written Test – 1) At the end of 6 th Week	80 Minutes	30	Average of three written tests 30 Marks
2	CIE Assessment – 2 (Written Test – 2) At the end of 10 th Week	80 Minutes	30	
3	CIE Assessment – 3 (Written Test – 3) At the end of 15 th Week	80 Minutes	30	
4	CIE Assessment 4(Student Activity / Assignment) At the end of 8 th Week	—	20	Average of two 20 Marks
6	CIE Assessment 6 (Student Activity / Assignment) At the beginning of 16 th Week	—	20	
Total Continuous Internal Evaluation (CIE) Assessment				50
7	Semester End Examination (SEE) Assessment (Written Test)	3 Hours	100	50
Total Marks				100
The First 3 CIE assessments (1, 2 & 3) will cover all the COs and the Coverage of CO will be decided by the concerned Course Coordinator.				
The Last 3 CIE assessments (4,5 & 6) will cover all the COs and the Coverage of CO will be in line with the coverage of first 3 CIE assessments.				

Note:

1. SEE (Semester End Examination) is conducted for 100 Marks theory courses for a time duration of 3 Hours.
2. Three CIE (written test), each of 30 marks for a time duration of 80 minutes shall be conducted. Also, three CIE (student activity or assignment) each of 20 marks shall be conducted. Any fraction at any stage during evaluation will be rounded off to the next higher digit
3. Assessment of assignment and student activity is evaluated through appropriate rubrics by the respective course coordinator. The secured mark in each case is rounded off to the next higher digit.

11. DETAILED COURSE CONTENTS

UNIT NO. AND NAME	DETAILED COURSE CONTENT	CO	PO	CONTACT HRS.	TOTAL
1. Accounting for Partnership firms Fundamentals	Partnership: Meaning and features, Partnership Deed: Meaning and Contents .	1	1	1	10
	Provision of Indian Partnership Act of 1932 in absence of Partnership deed, Maintenance of Capital Account of Partnership deed. Maintenance of Capital accounts of Partners. Fixed capital System – Fluctuating Capital System (Theory only)	1	1,2	1	
	Interest on Partners drawings- Problems under direct and Product Method	1	1,2	1	
	Format of Profit and Los Appropriation account – Meaning and Problems	1	1	1	
	Calculation of Interest on Drawings on Direct in any Partnership Firm	1	1,5	3	
	Act as Partner Prepare of Profit and Loss Appropriation Accounts	1	1	3	
2. Partnership Accounts Admission of a Partner	Admission of a partner – Meaning- Points to be Studied at the time of admission of Partner	2	1	1	17
	Ratios in Connection with admission of a Partner – a) Sacrifice ratio –Meaning - Problems on Sacrifice ratio	2	1	1	
	New Profit Sharing Ratio – Meaning – - Problems on New Profit Sharing Ratio- Adjustment in Connection with Admission of a Partner	2	1	1	
	Simple Problems on Admission of a Partner	2	1	2	
	Assume you are admitted to a partnership firm and calculate sacrifice ratio and new profit sharing ratio.	2	1	3	
	As a partner of a firm how you treat the Goodwill under various circumstances	2	1	3	
	Prepare necessary accounts at the time of admission of partners.	2	1	3	
	Assume yourself as a existing partner, prepare accounts when you are admitting a new partner	2	1	3	
3.PARTNERSHIP ACCOUNTS RETIREMENT	Meaning ,Ratios in connection with retirement of a partner : Gain Ratio [Meaning and problems]	3	1	1	17
	New profit sharing ratio [Meaning and problems]	3	1	1	
	Difference between sacrifice and gain ratio	3	1	1	
	Point to be noted at the time of retirement of partner. Adjustments in connection with retirement of a partner i. Revaluation of assets and Liabilities of the firms	3	1	1	

	Calculation of gain ratio and new profit sharing Under various circumstances	3	1	1	
	Treatment of Goodwill : 1) Created at its full value and retained. 2) Created at its full value and written off. 3) Settlement of amount due the retiring partner- Settlement in cash	3	1	1	
	Simple Problems on Retirement of a Partner DEATH OF A PARTNER	3	1	1	
	Death of a Partner –meaning of executor, a) Ascertain of the amount due to the deceased partner.	3	1	1	
	Items to be taken into account at the time of death of a partner	3	1	1	
	Preparation of Deceased partner's capital account or executors account.	3	1	1	
	Preparation of Deceased partner's capital account or executors account.	3	1	1	
	Assume you are retiring partner from a partnership firm calculate Gain ratio and new profit sharing ratio.	3	1	1	
	Preparation of necessary accounts at the time of retirement of partner	3	1	2	
	Preparation of accounts at the time of retirement.	3	1	3	
	Act as an executor of a Deceased partner's and prepare capital account or executors account				
4. PARTNERSHIP ACCOUNTS DISSOLUTION OF PARTNERSHIP FIRM	Dissolution of partnership – Meaning. Dissolution of partnership firm – Meaning. Difference between Dissolution of partnership and partnership firm	4	1	1	15
	Circumstance of dissolution of a firm. Settlement of accounts on dissolution of a firm .Realization account : a) Format Realisation account b) Partner's capital account c) Cash or bank account	4	1,5,7	1	
	Simple Problems on dissolution of partnership	4	1,5,7	1	
	Prepare Realisation Account at the time of dissolution.	4	1	3	
	Prepare partners capital account at the time of dissolution	4	1	3	
	Act as a partner and dissolve the partnership firm.	4	1	3	
	Prepare necessary accounts at the time of dissolution	4	1	3	
5.ACCOUNTING FOR SHARE CAPITAL	Meaning of Joint Stock Company. Features of Joint Stock Company. Share Capital of a Company— Meaning.	5	1	1	20
	Shares: Meaning and Types – Equity share, Preference share. Meaning of: a) Issue of shares: b) Minimum subscription c) Application of shares d) Allotment of shares e) Calls on shares.	5	1	3	
	Problems on Journal entries relating issue of shares at par, premium and discount	5	1	1	
	Problems on Journal entries relating to Calls-in arrears	5	1	1	

	Collect the procedure for issue of shares.	5	1	1	
	Identify the journal entries relating to issue of shares.	5	1	1	
	Assume you are an accountant, Pass Journal Entries at the time of issue of shares at par and at premium.	5	1	3	
	As an accountant you have to give discount on issue of shares. Pass Journal Entries regarding this	5	1	3	
	Pass journal entries while issuing shares to the shareholders as an account	5	1	3	
	Pass journal entries while issuing shares to the shareholders as an account Calls-in arrears	5	1	3	
6 FINANCIAL ACCOUNTS OF JOINT STOCK COMPANY	Financial Statements – Meaning, Objective of financial Statements.	6	1,5	1	17
	Treatment of adjustment relating to financial statements.	6	2	1	
	Types of Financial Statement: a) Format of Income Statements	6	2	1	
	Simple Problems on Income Statement	6	1,5	1	
	Preparation of Consolidated Financial Accounts under vertical format	6	1,5,7	1	
	Identify the items to be entered in financial statement.	6	1,5,7	1	
	Prepare an Income Statement of any Joint Stock Company as an accountant	6	1,5,7	2	
	Identify the various schedules appearing in the balance sheet of Joint Stock Company	6	1,5,7	3	
	Prepare a Balance Sheet of any Joint Stock Company	6	1,5,7	3	
	Prepare consolidated financial statement under vertical format for a company	6	1,5,7	3	
	Total				96

12. RUBRICS FOR ACTIVITY

Dimension	RUBRICS FOR ASSESSING STUDENT ACTIVITIES SCALE					Marks
Marks	1. Unsatisfactory (59 and Below) 4	2. Developing (69-60) 8	3. Satisfactory (79-70) 12	4. Good (89-80) 16	5. Exemplary (100-90) 20	
1.Introduction/ Understanding	Contents Disorganized not able to understand the Importance of the topic	Somewhat organized Contents but not able to understand the importance of topic	Contents organized and Understand able Knowledge of the importance of the topic	Organize d and Understa nd the importan ce of the topic	A well Organized and easy to understand the importance of the topic	
2. Focus on the Topic/ Contents	Poor attempt is made to collect information in the context that shows poor understanding	Fewer attempts are made to collect information in the context that shows no understandi ng	Partially attempt is made to collect information in the context that shows little Understandi ng	Attempt is made to collect informati on in the context that Shows understa nding	Succeeds in collecting information that shows understandi ng	
3.Applications	Presentation is not clear	Meet task but lacks clarity and Consistency	Meet task but lacks some clarity and Consistency	Meet task clarity and Consiste ncy	Presentation is very clear	
Average Marks of 3 Dimensions=						/3
Maximum 20 Marks						

13. SUGGESTED LIST OF STUDENTS ACTIVITIES FOR CIE

Sl. NO.	SUGGESTED ACTIVITIES
1	Assuming you are going to start a partnership firm and draft a partnership deed.
2	List the steps in admitting a new partner to partnership firm.
3	Select a suitable method for treating Goodwill when you admit a new partner into your Firm.
4	Discuss and frame the steps to be followed at the time of retirement of partner
5	Identify the duties and powers of the executor
6	Illustrate the reasons for dissolution of partnership and partnership firm.
7	Identify the steps to be followed in the procedure of dissolution of the partnership firm.
8	Identify the procedure for issue of shares.
9	Draft an allotment letter and Share certificate.
10	Draft a Letter of regret and a notice of Forfeiture.
11	Identify any 5 items appearing under each schedule of Company Financial Statements
12	Division of authorized capital into Equity and Preference share capital.
13	Collect information from any JSC and prepare financial statement.
14	Assuming you are going to start a partnership firm and draft a partnership deed.

14. MODEL QUESTION PAPER FOR SEE

IC: 210

Code: 2531

THIRD SEMESTER DIPLOMA EXAMINATIONS, NOV/DEC 20

Programme : Commercial Practice

Course Name : Financial Accounting – III

Course Code: 2531

Semester : III

Max. Marks : 100

Duration : 3 Hours

Qn. No.	Question	CL	CO	Marks
Section – 1				
1	Choose the correct answer and complete the sentence: (Compulsory) a b c d	U/A	1	4
2	Answer any one of the following Question a) or b)	U/A	1	6
Section - 2				
3	Choose the correct answer and complete the sentence: (Compulsory) a b c	U/A	2	3
4	Answer any one of the following Question a) or b)	U/A	2	12
Section - 3				
5	Choose the correct answer and complete the sentence: (Compulsory) a b	U/A	3	02
6	Answer any one of the following Question a) or b)	U/A	3	06
7	Answer any one of the following Question a) or b)	U/A	3	12

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Section – 4				
8	Choose the correct answer and complete the sentence: (Compulsory) a b c	U/A	4	3
9	Answer any one of the following Question a) or b)	U/A	4	12
Section – 5				
10	Choose the correct answer and complete the sentence: (Compulsory) a b	U/A	5	2
11	Answer any one of the following Question a) or b)	U/A	5	6
12	Answer any one of the following Question	U/A	5	12

[Type the document title]

	a) or b)			
Section – 6				
13	Choose the correct answer and complete the sentence: (Compulsory) a b c d e f	U/A	6	6
14	Answer any one of the following Question a) or b)	U/A	6	14

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DEPARTMENT OF COLLEGIATE AND TECHNICAL EDUCATION
JSS POLYTECHNIC FOR THE DIFFERENTLY ABLED (AUTONOMOUS)

Programme: DIPLOMA IN COMMERCIAL PRACTICE

Course Code	2532	Semester	III
Course Title	BUSINESS MANAGEMENT	Course Group	Core
No. of Credits	5	Type of Course	Lecture
Course Category	Core	Total Contact Hours	6 Hrs. / Week
			96 Hrs. / Semester
Prerequisites	English Knowledge	Teaching Scheme	[L : T : P] = 3 : 1 : 2
CIE Marks	50	SEE Marks	50

1. COURSE SKILL SET

At the end of the course The students will be able to acquire the following skills

1. To Understand the basic concepts and functions of Management
2. To Know the Process of Management Planning & Decision Making
3. To Understand the Qualities of Leadership
4. To Know the Communication skill and Controlling Techniques.
5. To Understand the need and importance of Coordination & Motivational theories

2. COURSE OUTCOMES:

At the end of the course, students will be able to

	Course Outcome
CO1	Obtain the knowledge of Basic Concepts & functions of Management.
CO2	Acquire the knowledge of Process of Management Planning & Decision Making
CO3	Acquire and apply the knowledge of Dynamic qualities of Leadership in Management
CO4	Procure the knowledge of Communication Skill and Controlling techniques
CO5	Acquire the knowledge of emerging trends in Coordination & Motivational theories

3. COURSE CONTENT OUTLINE WITH TEACHING HOURS AND MARK FOR SEE

Unit No	Unit Title	Teaching Hour	Distribution levels (Marks)			Total
			R/ U /A			
			No of question of 1 Mark	No of question of 6 Marks	No of question of 10 Marks	
1	Management	24	4	2	2	36
2	Planning &Decision making	16	4	2	2	36
3	Organising &Leadership	16	4	2	2	36
4	Communication & controlling	16	4	2	2	36
5	Coordination & Motivation	24	4	2	2	36
Total		96	20	60	100	180
(R = Remember, U = Understand, A = Apply and above levels (Bloom’s Revised Taxonomy))						

4. DETAILS OF COURSE CONTENT

The following topics / subtopics is to be taught and accessed in order to develop Unit Skill Sets for achieving CO to attain identified skill sets:

UNIT NO. AND NAME	UNIT SKILL SET	THEORY TOPICS / SUBTOPICS	PRACTICAL TOPICS / SUBTOPICS T+P:1+2=3	HOURS L-T-P
UNIT – 1 Management	Understand the basic concepts of Management	1.1 Concepts of Management – Definition of Management – 1.2 Characteristics of Management 1.3 Importance. of Management 1.4 Functions of Management 1.5 Management as a Arts, Science and Profession 1.6 Management and Administration	1.1 Conduct Brain Storming Session regarding the Importance and Characteristics of Management 1.2 Being the Employee of an Organisation, Differentiate between and Administration by analysing the different Functions of Management. 1.3 Role Play as an Employee in all the Three Levels of Management	15-3-6=24
UNIT– 2 Planning & Decision making	Understand the knowledge of Process of Management Planning and Decision Making	2.1 Meaning of Planning 2.2 Importance of Planning 2.3 Process of Management planning 2.4 Meaning of Decision Making 2.5 Importance of Decision Making 2.6 Types of Decision making 2.7 Techniques of Decision Making -CPM and PERT 2.8 Meaning and Types of Business Forecasting 2.9 Importance of Business Forecasting.	2.1 Draw the Planning Process 2.2 Identify the different Stages in Decision Making for launching a New Product	10-2-4=16

UNIT- 3 Organising &Leadership	Understand the Qualities of Leadership	3.1 Meaning of Organising and Leadership 3.2 Organisation Structure – Principles of Organisation. 3.3 Departmentation – Delegation and De Centralisation of Authority and Responsibility –Meaning and Importance. 3.4 Leadership Concepts, Types and Qualities	3.1 Chalk out the Organization structure of any Educational Institution. 3.2 Visit a nearby Bank /Organization and discuss how the Delegation and Decentralization of Authority is Carried on. 3.3 Play a Skit on different types of Leadership/ case study	7-3-6=16
UNIT- 4 Communication & controlling	Understand the Communication skill and Controlling Techniques.	4.1 Meaning of Communication and Controlling 4.2 Business Communication – Meaning, Elements and Importance of Communication 4.3 Process of Communication 4.4 Channels of Communication 4.5 Barriers of Communication 4.5 Controlling – Meaning – Definition- Techniques	4.1 Choose the different Channels from where you are conducting a Cultural Fest of your Institution 4.2 Identify the different Controlling Techniques in a Mall/ Store	10-2-4=16
UNIT-5 Coordination & Motivation	Understand emerging trends in Coordination & Motivational theories.	5.1 Co-ordination –Need and Importance of Coordination 5.2 Motivation –Meaning- Needs- Importance of Motivation	5.1 Conduct one Skit with a Group of 10 students to discuss the importance of Co-ordination 5.2 Identify the various Theories of Motivation Maslow's Hierarchy of Needs, McClelland's Three Needs, Theory X & Y and Herzberg's Motivation Theory.	15-3-6=24

5.MAPPING OF CO WITH PO

CO	Course Outcome	PO Mapped	Unit Linked	CL R/U/A	Theory in Hrs.	Total Marks
1	Management	1,2,3,5,7	1	R/U/A	24	36
2	Planning & Decision making	1,2,3,5,7	2	R/U/A	16	36
3	Organising & Leadership	1,2,3,5,7	3	R/U/A	16	36
4	Communication & Controlling	1,2,3,5,7	4	R/U/A	16	36
5	Coordination & Motivation	1,2,3,5,7	5	R/U/A	24	36
Total					96	180

6. LEVELS OF CO, PO AND PSO MAPPING

Course	CO's	Programme Outcomes							Programme Specific Objectives		
		1	2	3	4	5	6	7	1	2	3
Business Management	CO1	3	3	2	-	2	-	2	1	2	1
	CO2	3	3	2	-	1	-	2	1	2	1
	CO3	3	3	2	-	1	-	2	1	2	1
	CO4	3	3	2	-	2	-	2	1	2	1
	CO5	3	3	2	-	1	-	2	1	2	1

Level 3- Highly Addressed, Level 2-Moderately Addressed, Level 1-Low Addressed.

Method is to relate the level of PO with the number of 2hours devoted to the COs which address the given PO.

If >40% of classroom sessions addressing a particular PO, it is considered that PO is addressed at Level 3

If 25 to 40% of classroom sessions addressing a particular PO, it is considered that PO is addressed at Level 2

If 5 to 25% of classroom sessions addressing a particular PO, it is considered that PO is addressed at Level 1

If < 5% of classroom sessions addressing a particular PO, it is considered that PO is considered not-addressed.

7. INSTRUCTIONAL STRATEGY

Teachers may adopt the following or any related strategies to accelerate the attainment of the various Course Outcomes.

1. Using Sign Language for Communication in class room since most of the students are Hearing Impaired in nature.
2. Use of Indian Sign Language and American Sign Language related to course words and General Communication.
3. Encouraging Students to attend interactive sessions, Group Discussions, Guest Lectures, Workshops, Industrial Visits, Activities, MCQ/ Quiz, Assignment, Open Book Test, and Co curricular activities etc. to facilitate students for learning.
4. Providing the Course Materials in soft and/or Hard copy makes easy for the students to grasp the contents easily and quickly.
5. Enhancing lessons with visuals for Differently Abled Students - OH, HI, and PVI to make them self visual learners
6. Use of Audio - Visual Techniques like PPT, Videos, animation or E books, slide shows, pictures will help the Differently Abled Students to maximum extent.
7. Using Signed English, Cued Speech and more finger spelling for Hearing Impaired Students to clarify differences between sign language and Printed English.
8. Encouraging Peer Learning among students to understand course contents effectively in class room and Laboratory.

8. SUGGESTED LEARNING RESOURCES:

Sl. No	Author	Title of Books	Publication / Year
1	Koontz & O'Donnell,	Management.	
2	Appaniah & Reddy,	Essentials of Management.	
3	L M Prasad	Principles of Management.	-
4	Rustum & Davar,	Principles and Practice of Management	-
5	Sharma & Shashi K Guptha	Principles of Management	

9. COURSE ASSESSMENT AND EVALUATION CHART

Assessment Methods	Types of Assessment		Target	Assessment Methods	Max Marks	Types of Record	Course Outcomes for Assessment
DIRECT ASSESSMENT	CIE CONTINUOUS INTERNAL EVALUA-TION	IA Test	STUDENTS	Three tests (Average of Three tests will be Computed)	30	Blue Book	All Co's
		Assignment & Student activity		Average of Two Assignment/ Activity	20	Activity Book	Specified CO by the Course Coordinator
				Total CIE Marks	50		
	SEE SEMESTER END EXAMINA-TION	Semester End Exam		End of the Course	50	Answer Scripts	All Co's
				Total	100		
INDIRECT ASSESSMENT	Student Feedback		STUDENTS	Middle of the Course	Feed Back Forms		
	End of Course Survey			End of the Course			

10. COURSE ASSESSMENT SUMMARY

Sl. No.	Assessment	Duration	Max Marks	Conversion
1	CIE Assessment – 1 (Written Test – 1) At the end of 6 th Week	80 Minutes	30	Average of three written tests 30 Marks
2	CIE Assessment – 2 (Written Test – 2) At the end of 10 th Week	80 Minutes	30	
3	CIE Assessment – 3 (Written Test – 3) At the end of 15 th Week	80 Minutes	30	
4	CIE Assessment 4(Student Activity / Assignment) At the end of 13 th Week	—	20	Average of three 20 Marks
5	CIE Assessment 6 (Student Activity / Assignment) At the of beginning of 16 th Week	—	20	
Total Continuous Internal Evaluation (CIE) Assessment				50
6	Semester End Examination (SEE) Assessment (Written Test)	3 Hours	100	50
Total Marks				100
The First 3 CIE assessments (1, 2 & 3) will cover all the COs and the Coverage of CO will be decided by the concerned Course Coordinator.				
The Last 2 CIE assessments (4 & 5) will cover all the COs and the Coverage of CO will be in line with the coverage of first 3 CIE assessments.				

Note:

1. SEE (Semester End Examination) is conducted for 100 Marks theory courses for a time duration of 3 Hours.
2. Three CIE (written test), each of 30 marks for a time duration of 80 minutes shall be conducted. Also, three CIE (student activity or assignment) each of 20 marks shall be conducted.
- 3 Any fraction at any stage during evaluation will be rounded off to the next higher digit
4. Assessment of assignment and student activity is evaluated through appropriate rubrics by the respective course coordinator. The secured mark in each case is rounded off to the next higher digit.

11. DETAILED COURSE CONTENTS

UNIT NO. AND NAME	DETAILED COURSE CONTENT	CO	PO	CONTACT HRS.	TOTAL
1. Management	Concept of Management	1	1	1	24
	Definition of Management by C K Prahalad	1	1,2	1	
	Characteristics of Management	1	1,2	1	
	Importance. of Management	1	1	2	
	Functions of Management	1	1,5	2	
	Arts of Management	1	1	1	
	Science of Management	1	1,5	2	
	Profession of Management	1	1,7	2	
	Management and Administration	1	1,7	2	
	Evolution of Management	1	1,7	1	
	Conduct Brain Storming Session regarding the Importance and Characteristics of Management	1	1,7	3	
	Being the Employee of an organisation, differentiate between and Administration by Analysing the different Functions of Management.	1	1,7	3	
	Role Play as an Employee in all the Three Levels of Management	1	1,5	3	
2. Planning & Decision making	Meaning of Planning	2	1	1	16
	Importance of Planning	2	1	1	
	Process of Management Planning	2	1	1	
	Meaning of Decision Making	2	1	1	
	Importance of Decision Making	2	1	1	
	Types of Decision making	2	1	1	
	Techniques of Decision Making CPM & PERT	2	1,2	1	
	Meaning of Business Forecasting	2	1	1	
	Types of Business Forecasting	2	1	1	
	Importance of Business Forecasting	2	1	1	
	Draft and Discuss the Process of Management Planning.	2	1	3	
	Identify the different Stages in Decision Making for launching a New Product	2	1	3	
3 Organising & Leadership	Basic Concept of Organising and Leadership	3	1	1	16
	Organisation Structure - Principles of Organisation	3	1	1	
	Meaning and Importance of Departmentation	3	1	1	
	Meaning and Importance of Delegation	3	1	1	
	Meaning and Importance of Delegation	3	1	1	

	Centralisation of Authority and Responsibility				
	Leadership Concepts	3	1,2	1	
	Types of Leaders and Qualities of Leader	3	1	1	
	Chalk out the Organization structure of any Educational Institution.	3	1	3	
	Visit a nearby Bank /Organization and discuss how the Delegation and Decentralization of Authority is carried on.	3	1	3	
	Play a Skit on different types of Leadership	3	1	3	
4. Communication & controlling	Communication and controlling	4	1	1	16
	Meaning of Business Communication	4	1,5,7	1	
	Elements and Importance of Communication	4	1,5,7	1	
	Process of Communication	4	1	1	
	Channels of Communication	4	1	2	
	Barriers of Communication	4	1	2	
	Meaning – Definition of Controlling	4	1	2	
	Choose the different Channels from where you are conducting a Cultural Fest of your Institution	4	1,5,7	3	
	Identify the different Controlling Techniques in a Departmental Store	4	1,5,7	3	
5. Coordination & Motivation	Meaning of Co-ordination	5	1,5	2	24
	Need of Co-ordination	5	2	1	
	Importance of Coordination	5	2	2	
	Meaning and need of Motivation	5	1,5,7	2	
	Importance of Motivation	5	1,5,7	2	
	Conduct one Skit with a Group of 10 students to discuss the importance of Co-ordination	5	1,5,7	3	
	Identify the various Theories of Motivation Maslow's Hierarchy of Needs	5	1,5,7	3	
	Identify the various Theories of X & Y	5	1,5,7	3	
	Identify the various Theories of Motivation, McClelland's Three Needs Theory,	5	1,5,7	3	
	Identify the various Theories of Motivation Herzberg's Motivation Theory	5	1,5,7	3	
Total					96

12. RUBRICS FOR ACTIVITY

Dimension	RUBRICS FOR ASSESSING STUDENT ACTIVITIES SCALE					Marks
Marks	1. Unsatisfactory 4	2. Developing 8	3. Satisfactory 12	4. Good 16	5. Excellent 20	
1.Introduction/ Understanding	Contents Disorganized not able to understand the Importance of the topic	Somewhat organized Contents but not able to understand the importance of topic	Contents organized and Understandabl e Knowledge of the importance of the topic	Organized and Understand the importance of the topic	A well Organized and easy to understand the importance of the topic	
2. Focus on the Topic/ Contents	Poor attempt is made to collect information in the context that shows poor understanding	Fewer attempts are made to collect information in the context that shows no understandi ng	Partially attempt is made to collect information in the context that shows little Understanding	Attempt is made to collect information in the context that Shows understandi ng	Succeeds in collecting information that shows understandi ng	
3.Applications	Presentation is not clear	Meet task but lacks clarity and Consistency	Meet task but lacks some clarity and Consistency	Meet task clarity and Consistency	Presentation is very clear	
Average Marks of 3 Dimensions=						/3
Maximum 20 Marks						

13. SUGGESTED LIST OF STUDENTS ACTIVITIES FOR CIE

SL. NO.	SUGGESTIVE ACTIVITIES FOR TUTORIAL
1.	Suggest the various Characteristics of Good Management.
2.	Differentiate between Management and Administration.
3.	Suggest and discuss the different Levels of Management and Principles of Management.
4.	Draft and discuss the Process of Management Planning.
5.	Highlight the importance of Decision and Forecasting.
6.	Mention the Organization Structure and Principles of Organization.
7.	Suggest how the delegation of Authority and Responsibility is undertaken.
8.	What are the Concepts and different Types of Leadership?
9.	Discuss How the Process of Communication is carried.
10.	Suggest the different Techniques of Controlling.
11.	What is the need for Co-ordination?
12.	Conduct Class Room Seminar regarding new Trends in Management.
13.	Explain the various Theories of Motivation.

14. MODEL QUESTION PAPER FOR SEE

IC: 210

Code:2532

**THIRD SEMESTER DIPLOMA EXAMINATIONS
BUSINESS MANAGEMENT**

Time: 3 Hours

Max. Marks: 100

Instructions :

- i) Answer all the sections considering Internal Choices.
- ii) Multiple Choice questions are Compulsory in all Sections

Qn. No.	Questions	Marks	CLs	COs
Section -I				
1	Choose the correct answer and Complete the Sentence: a) b) c) d)	4x1=4	L1	CO1
2	a) b)	6 10	L2	
	OR			
3	a) b)	8 8	L2	
4	Choose the correct answer and Complete the Sentence: a) b) c) d)	4x1=4	L1	CO2
5	a) b)	8 8	L2	
OR				
6	a) b)	6 10	L2	

7	Choose the correct answer and Complete the Sentence: a) b) c) d)	4x1=4	L1	CO3
8	a) b)	8 8	L2	
OR				
9	a) b)	6 10	L3	
10	Choose the correct answer and Complete the Sentence: a) b) c) d)	4x1=4	L1	CO4
11	a) b)	6 10	L2 L3	
OR				
12	a) b)	8 8	L2 L3	
13	Choose the correct answer and Complete the Sentence: a) b) c) d)	4x1=4	L1	CO5
14	a) b)	6 10	L2 L3	
OR				
15	a) b)	6 10	L2 L3	

**GOVERNMENT OF KARNATAKA
DEPARTMENT OF COLLEGIATE AND TECHNICAL EDUCATION
JSS POLYTECHNIC FOR THE DIFFERENTLY ABLED (AUTONOMOUS), MYSURU – 570006**

PROGRAM: DIPLOMA IN COMMERCIAL PRACTICE

Course Code	2533	Semester	III
Course Name	English Shorthand -III (Speed 60 WPM)	Course Group	Core
No. of Credits	5	Type of Course	Lecture
Course Category	CP/ Core	Total Contact Hours	6 Hrs. / Week 96 Hrs. / Semester
Prerequisites	English Language	Teaching Scheme	[L : T : P] = 3:1:2
CIE Marks	50	SEE Marks	50

COURSE SKILL SET / OBJECTIVES :

The students shall be able to:

1. Develop the ability to take down the dictation in pit manic style of shorthand on varied topics such as Company annual reports, Budget speeches ,Business speeches, speeches made by the Presidents, the Prime Ministers, the Cabinet Ministers, the Governors, the Speakers, the Vice Chancellors, and other Dignitaries on various occasions at the rate of 60 WPM.
2. Develop the ability to transcribe shorthand notes taken at the rate of 60 WPM into longhand perfectly.
3. Develop the ability to read printed or written shorthand script with ease and accuracy.
4. Develop the communication skills and language proficiency.
5. Improve spelling, punctuation, paragraphing and grammar.

In brief, the object is to train shorthand writers to prepare them for drafting skills and to work as Stenographers, Reporters, Personal Assistants, Private Secretaries and Correspondents.

1. COURSE OUTCOMES

COURSE OUTCOMES : At the end of the course, the students will be able to:	
CO 1	Apply the rules in the formation of shorthand strokes for words not given in the Instructor
CO 2	Take down dictation at the rate of 60 WPM in Pitmanic Style of Shorthand
CO 3	Transcribe the dictation taken into longhand i.e., English readable language
CO 4	Read from shorthand notes
CO 5	Develop vocabulary in English language

2. COURSE CONTENT OUTLINE WITH TEACHING HOURS AND MARKS FOR SEE

UNIT NO	UNIT TITLE	TEACHING HOURS	DISTRIBUTION LEVELS (Marks)			TOTAL
			R	U	A	
01	Contractions, Figures-etc, Note taking, Transcription etc., Essential Vowels, Special Contractions, Advanced Phraseography intersections, Business Phrases, Political Phrases, Banking and Stock Broking Phrases, Insurance and Shipping Phrases, Technical and Railway Phrases, Legal Phrases, Theological Phrases, Special List of Words	18	<p>Distribution levels (marks) for R/U/A in Shorthand is difficult since all the 3 levels are important to write from all Chapters for every word or sentence.</p> <p>Also, in CIE and SEE - All COs Questions covers R, U and A. Applicability of all the three blooms taxonomy i.e. R, U and A are important in all questions and hence marks shall be allotted suitably combining all the three levels.</p> <p>Note : The pattern of Model Question paper of CIE & SEE is appended to this syllabus.</p>			The Model Question paper of CIE & SEE is appended to this syllabus.
02	To take down DICTATION in Shorthand of Simple Passage like Speeches made in Parliament, State Assemblies and other Public functions and a simple Business Letter at the rate of 30 WPM	18				
03	To take down DICTATION in Shorthand of Simple Passage like Speeches made in Parliament, State Assemblies and other Public functions and a simple Business Letter at the rate of 40 WPM	16				
04	To take down DICTATION in Shorthand Passage like Speeches made in Parliament, State assemblies and other Public functions and a Business Letter and Official Letter at the rate of 50 WPM	16	-do-			-do-
05	To take down DICTATION in Shorthand Passage like Speeches made in Parliament State assemblies and other Public functions and a Business Letter and Official Letter at the rate of 60 – 65 WPM	28				
Total		96				

C I E Marks			
CIE Tests (CIE Assessments 1,2 and 3)	80 Minutes each	30	30 (Average marks of CIE 1,2, and 3)
MCQ / Quiz (CIE Assessment 4)	60 Minutes	20	20 (Average marks of CIE 4,5, and 6)
Open Book Test (CIE Assessment 5)	60 Minutes	20	
Assignment / Student Activity /(CIE Assessment 6)	-	20	
Grand Total			50

(R = Remember, U = Understand, A = Apply and above levels (Bloom's Revised Taxonomy))

References:

1. "Pitman Shorthand Instructor and Key" published by Wheelers/Pearson
2. "Speed Builder Series Publication by Nagarajmurthy Y.S.
3. "High School English Grammar and Composition" by Wren & Martin, revised by N. D. V. Prasada Rao, published by S. Chand & Co. Private Ltd., New Delhi, and "Key to High School English Grammar and Composition."
4. "English Grammar" by Pink & Thomas.
5. "Revisionary Exercises" published by National Shorthand School (Books), Visakhapatnam (A.P.), supported by three Audio Dictation CDs.
6. Practicing of dictations from the previous examination papers.

3. DETAILS OF COURSE CONTENT

The following topics / subtopics is to be taught and accessed in order to develop Unit Skill Sets for achieving CO to attain identified skill sets:

Week	CO	PO	Lecture (Knowledge Criteria)	Tutorial (Activity Criteria)	Practice (Performance Criteria)
			3 hours/week	1 hour/week	2 hours/week
1	1,5	1,3,4,5,6,7	Theory of Contractions, , Figures-etc, Note taking,	Taking dictation of Contractions etc.	Practicing of Contractions, , Figures-etc, Note taking,
2	1,5	1,3,4,5,6,7	Transcription etc., Essential Vowels, Special Contractions	Taking dictation of Special Contractions etc.	Practicing of Transcription etc., Essential Vowels, Special Contractions
3	1,2	1,3,4,5,6,7	Take down dictation at the rate of 30 WPM in Pitmanic Style of Shorthand	Taking dictation of Simple Passages	Practicing Gramalogues

4	1,2	1,3,4,5,6,7	Take down dictation at the rate of 30 WPM in Pitmanic Style of Shorthand	Taking dictation of Simple Passages	Practicing Phrases
5	1,2	1,3,4,5,6,7	Take down dictation at the rate of 34 WPM in Pitmanic Style of Shorthand	Taking dictation of Simple Passages	Practicing Gramalogues and Phrases
6	1,2,3	1,3,4,5,6,7	Take down dictation at the rate of 38 WPM in Pitmanic Style of Shorthand	Taking dictation of Passages and Transcription	Practicing Gramalogues and Phrases
7	1,2,3	1,3,4,5,6,7	Take down dictation at the rate of 40 WPM in Pitmanic Style of Shorthand	Taking dictation of Passages and Transcription	Practicing Gramalogues and Phrases
8	1,2,3,4	1,3,4,5,6,7	Take down dictation at the rate of 44 WPM in Pitmanic Style of Shorthand	Taking dictation of Passages and Transcription and Reading	Practicing of Shorthand Difficult Outlines
9	1,2,3,4	1,3,4,5,6,7	Take down dictation at the rate of 50 WPM in Pitmanic Style of Shorthand	Taking dictation of Passages and Transcription and Reading	Practicing of Shorthand Difficult Outlines
10	1,2,3,4	1,3,4,5,6,7	Take down dictation at the rate of 54 WPM in Pitmanic Style of Shorthand	Taking dictation of Passages and Transcription and Reading	Practicing Contractions, Gramalogues and Phrases
11	1,2,3,4	1,3,4,5,6,7	Take down dictation at the rate of 58 WPM in Pitmanic Style of Shorthand	Taking dictation of Passages and Transcription and Reading	Practicing Contractions, Gramalogues and Phrases
12	1,2,3,4,5	1,3,4,5,6,7	Take down dictation at the rate of 60 WPM in Pitmanic Style of Shorthand	Taking dictation of Passages and Transcription and Reading	Practicing Contractions, Gramalogues and Phrases
13	1,2,3,4,5	1,3,4,5,6,7	Take down dictation at the rate of 60 WPM in Pitmanic Style of Shorthand	Taking dictation of Passages and Transcription and Reading	Practicing Contractions, Gramalogues and Phrases
14	1,2,3,4,5	1,3,4,5,6,7	Take down dictation at the rate of 60 WPM in Pitmanic Style of Shorthand	Taking dictation of Passages and Transcription and Reading	Practicing Contractions, Gramalogues and Phrases
15	1,2,3,4,5	1,3,4,5,6,7	Take down dictation at the rate of 65 WPM in Pitmanic Style of Shorthand	Taking dictation of Passages and Transcription and Reading	Practicing Contractions, Gramalogues and Phrases
16	1,2,3,4,5	1,3,4,5,6,7	Take down dictation at the rate of 65 WPM in Pitmanic Style of Shorthand	Taking dictation of Passages and Transcription and Reading	Practicing Contractions, Gramalogues and Phrases
Total in hours			48	16	32

4. MAPPING OF COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO	Course Outcome	PO Mapped	Cognitive Level R/U/A	Theory Sessions In Hrs.	Allotted marks for SEE on cognitive levels			TOTAL
					R	U	A	
CO1	Apply the rules in the formation of shorthand strokes for words not given in the Instructor	1,3,4,5,6,7	R,U,A	18	Distribution levels (marks)for R/U/A in Shorthand is difficult since all the 3 levels are important to write from all Chapters for every word or sentence. Also, in CIE and SEE - All COs Questions covers R,U and A. Applicabilityof all the three blooms taxonomy i.e. R,U and A are important in all questions and hence marks shall be allotted suitably combining all thethree levels. Note : The pattern of Model Question paper of CIE & SEE is appended to this syllabus.			The Model Question paper of CIE & SEE is appended tothis syllabus.
CO2	Take down dictation at the rate of 60 WPM in Pitmanic Style of Shorthand	1,3,4,5,6,7	R,U,A	18				
CO3	Transcribe the dictation taken into longhand i.e., English readable language.	1,3,4,5,6,7	R,U,A	16				
CO4	Read from shorthand notes	1,3,4,5,6,7	R,U,A	16				
CO5	Develop vocabulary in English language	1,3,4,5,6,7	R,U,A	28				
		Total Hours of instruction		96	Total marks			100

R-Remember; U-Understanding; A-Application.

5. MAPPING OF COs With POs and PSOs

Course	COs	Program Outcomes (POs)							Program Specific Outcomes (PSOs)		
		1	2	3	4	5	6	7	1	2	3
English Shorthand – III (Speed 60 WPM)	CO-1	2	0	1	1	2	1	2	2	1	1
	CO-2	2	0	1	1	2	1	2	2	1	1
	CO-3	2	0	1	1	2	1	2	2	1	1
	CO-4	2	0	1	1	2	1	2	2	1	1
	CO-5	2	0	1	1	2	1	2	2	1	1
Levels: 3 – Highly Mapped, 2 – Moderately Mapped, 1- Low Mapped and 0 – Not Mapped											

6. INSTRUCTIONAL STRATEGY

Teachers may adopt the following or any related strategies to accelerate the attainment of the various Course Outcomes.

1. Using Sign Language for Communication in class room since most of the students are Hearing Impaired in nature.
2. Use of Indian Sign Language and American Sign Language related to course words and General Communication.
3. Encouraging Students to attend interactive sessions, Group Discussions, Guest Lectures, Workshops, Industrial Visits, Activities, MCQ/ Quiz, Assignment, Open Book Test, and Cocurricular activities etc. to facilitate students for learning.
4. Providing the Course Materials in soft and/or Hard copy makes easy for the students to grasp the contents easily and quickly.
5. Enhancing lessons with visuals for Differently Abled Students - OH, HI, and PVI to make themselves visual learners
6. Use of Audio - Visual Techniques like PPT, Videos, animation or E books, slide shows, pictures will help the Differently Abled Students to maximum extent.
7. Using Signed English, Cued Speech and more finger spelling for Hearing Impaired Students to clarify differences between sign language and Printed English.
8. Encouraging Peer Learning among students to understand course contents effectively in classroom and Laboratory.

7. COURSE ASSESSMENT AND EVALUATION CHART

Assessment Method	Types of Assessment		Target	Assessment Method	Max Marks	Type of Record	COs for Assessment	
Direct Assessment	CIE Continuous Internal Evaluation	IA Tests	STUDENT	Three Tests (Average of Three tests will be Computed)	30	Test Books	All COs	
		Assignment and Student Activity		MCQ/Quiz +Assignment +Open Book Test + Student Activity	20	Log of Record / Student Activity	Specified CO by the Course Coordinator	
	SEE	Semester End Exam		Total CIE Marks	50	-	-	
				End of Course	50	Answer Scripts	All COs	
				Total	100	-		
	Indirect Assessment	Student FEEDBACK		STUDENT	Middle of the Course	-NA-	Feedback forms	COs which are covered
End of Course Survey		End of the Course	Questionnaire		All COs effectiveness of delivery of instructions and Assessment methods			

8. COURSE ASSESSMENT SUMMARY

Sl. No.	Assessment	Duration	Max Marks	Conversion
1	CIE Assessment – 1 (Written Test – 1) At the end of 6th Week	80 Minutes	30	30 (Average of three written tests 30 Marks)
2	CIE Assessment – 2 (Written Test – 2) At the end of 10th Week	80 Minutes	30	
3	CIE Assessment – 3 (Written Test – 3) At the end of 15th Week	80 Minutes	30	
4	CIE Assessment - 4 (MCQ / Quiz) At the end of 8th Week	60 Minutes	20	20 (Average of three 20 Marks)
5	CIE Assessment - 5 (Open book Test) At the end of 13th Week	60 Minutes	20	
6	CIE Assessment - 6 (Student Activity / Assignment) At the beginning of 16th Week	--	20	
Total Continuous Internal Evaluation (CIE) Assessment				50
7	Semester End Examination (SEE) (Written Examination)	3 Hours	100	50
Total Marks				100
The first 3 CIE assessments (1,2 & 3) will cover all the COs and the coverage of CO will be decided by the concerned Course Co-ordinator.				
The last 3 CIE assessments (4,5 & 6) will cover all the COs and the coverage of CO will be in line with the coverage of first 3 CIE assessments.				

Note:

1. SEE (Semester End Examination) is conducted for 100 Marks theory courses.
2. Three CIE (written test), each of 30 marks for a time duration of 80 minutes shall be conducted. Also, three CIE (MCQ or Quiz/Open book test/student activity or assignment) each of 20 marks for the time duration of 60 minutes shall be conducted.
3. Any fraction at any stage during evaluation will be rounded off to the next higher digit.
4. Assessment of assignment and student activity is evaluated through appropriate rubrics by the respective course coordinator. The secured mark in each case is rounded off to the next higher digit.

9. MODEL OF RUBRICS / CRITERIA FOR ASSESSING STUDENT ACTIVITY:(Example only)

↓ Dimension	RUBRICS FOR ACTIVITY (20 Marks)					Marks
Marks →	1 Unsatisfactory (59 and below)	2 Developing (69-60)	3 Satisfactory (79-70)	4 Good (89-80)	5 Excellent (100-90)	
	4	8	12	16	20	
1. Understanding / Introduction	Contents Disorganized not able to understand the importance of the topic	Somewhat organized Contents but not able to understand the importance of topic	Contents organized and understandable Knowledge of the importance of the topic	Organized and understand the importance of the topic	A well organized and easy to understand the importance of the topic	
2. Collection of Information and Memorization	Poor attempt is made to collect information in the context that shows poor understanding	Fewer attempts are made to collect information in the context that shows no understanding	Partially attempt is made to collect information in the context that shows little Understanding	Attempt is made to collect information in the context that shows understanding	Succeeds in collecting information that shows understanding	
3. Presentation	Presentation is not Clear	Meet task but lacks clarity and consistency	Meet task but lacks some clarity and consistency	Meet task clarity and consistency	Presentation is very clear	
Average Marks of 3 Dimensions= / 3						
Total Marks = 20						

MODEL OF TEST PAPERS

TEST-I	SEMESTER	COURSE	Max.Marks:30		
Date & Time	III	English Shorthand -III (Speed 60 WPM)	Duration: 80 minutes		
	Year	Course Code:			
Name of the Course Coordinator:		Topics covered : Speed Passages (40 wpm)			
Qn.No.	Questions		Marks	CO	PO
1	General Passages		20		
2	Business Letter		10		

TEST-II	SEMESTER	COURSE	Max.Marks:30		
Date & Time	III	English Shorthand -III (Speed 60 WPM)	Duration: 80 minutes		
	Year	Course Code:			
Name of the Course Coordinator:		Topics covered : Speed Passages (50 wpm)			
Qn.No.	Questions		Marks	CO	PO
1	General Passages		20		
2	Business Letter		10		

TEST-III	SEMESTER	COURSE	Max.Marks:30		
Date & Time	III	English Shorthand -III (Speed 60 WPM)	Duration: 80 minutes		
	Year	Course Code:			
Name of the Course Coordinator:		Topics covered : Speed Passages (60 wpm)			
Qn.No.	Questions		Marks	CO	PO
1	General Passages		20		
2	Official Letter		10		

TEST-IV MCQ / QUIZ	SEMESTER	COURSE	Max.Marks:20
Date & Time	III	English Shorthand -III (Speed 60 WPM))	Duration: 60 minutes
	Year	Course Code:	
Name of the Course Coordinator:		Topics covered : - ALL	

Note: This part is compulsory. It should be attempted on the question Paper and returned to the Faculty, after the prescribed time. Cutting, overwriting is not allowed. Use of lead pencil is allowed only for shorthand outlines.

All Question carries equal Marks

1x

20=20

1. The length of the stroke must be _____

- a) 2/6th of an inch b) 3/6th of an inch
c) 4/6th of an inch d) 1/6th of an inch

2. When first vowel is first place vowel, the outline should be written _____ **W**

- a) On the line b) above the line
c) Through the line d) None of the above

3. Frequently occurring words are called _____

- a) Logograms b) Phraseograms
c) Grammalogues c) All the above.

4. The full stop in shorthand is written as _____

- a) ? b) =
c) , d) *

5. The grammalogue ' put ' is written _____

- a) On the line b) above the line

c) Through the line d) Non of the above

6. The grammalogue 'and ' is written_____

- a) Upward b) Downward c) All the above d)
None of the above

7. The grammalogue 'large' is written_____

- a)Upward b) Downward
c) All the above d) None of the above

8. Writing of two or more words together are called_____

- a) Diphthongs b) Triphones
c) Phraseography d) Logograms.

9. _____ can be added to logograms.

- a) Circle sb) stroke
c) Vowel d) None of the above

10. The grammalogue 'me' is written_____

- a) On the line b) Above the line
c) Through the lined) None of the above

11. How many places are there alongside a stroke

- a) two b) three c) twelve

12. In shorthand vowels are shown

- a) by dot b) by dash c) by dot & dash

13. The grammalogue 'first ' is written

- a) above the line b) On the line
c) through the line d) All the above

14. The phrase you-can is written

- a) above the line b) On the line
c) Through the line d) All the above

15. To increase the speed in shorthand is required

- a) No practice b) less practice
c) Lot of practice d) None of the above.

16. The Phrase I-am is written

- a) above the line b) On the line
c) Through the line d) All the above

17. In writing the outlines position is very important.

- a) True b) False

18. The word necessary is written

- a) a) above the line b) On the line
c) Through the line d) All the above

19. Yours faithfully, is written

- a) at the beginning of the passage b) in the middle
c) at the end of the passage d) None of the above

20. Yours sincerely, is written

- a) at the beginning of the passage b) in the middle
c) at the end of the passage d) None of the above

Semester End Examination

Program Name	:	Commercial Practice	
Semester	:	III Sem.	Course Code :
.....			
Course	:	English Shorthand – III (Speed 60 WPM))	
Dictation: 7 Minutes			
Transcription : 90 Minutes			Max. Marks : 100

ENGLISH SHORTHAND – III (SPEED 60 WPM)

Time : 7 Minutes]

[Max. Marks : 100

Ladies and Gentlemen,

I have great pleasure in coming to this place and in addressing / the students who have come out successful in the recent examination. It is a matter // for happiness that these celebrations are held once in every six months, with a view /// to encourage the students, by giving them prizes and medals for their best performance in //1// the examination.

I see before me those who have qualified themselves in typewriting and shorthand. / I also see here the teachers and principals of the commerce institutions in this city// who have been responsible for the success of the students. I have no doubt that /// the sincere efforts put in by the students, the coaching given by the teachers in //2// a thorough manner and the keen attention paid by the principals must have been responsible / for the success of the candidates. I congratulate every one concerned in this regard.

There // is no doubt that passing an examination will enable you to seek an employment and /// take up a job, either as a typist or as a stenographer. Thank you all.//3/.

40

Dear sir,

We regret to inform you that although you have acknowledged the receipt of / our letter of the 13th ultimo and have agreed to supply the goods ordered by // us, we have not yet received the goods . This is causing us great inconvenience. Most ///of these goods are intended for one of our best, longstanding customers who needs them//4/ very urgently. Based on your assurance to supply the goods within a week, we have/ promised our customer to supply the goods in time for his work.

We trust that // you will make all possible efforts that are necessary to prevent our taking any action /// against you which will be unpleasant to us as well as to you.

Yours faithfully, //5/

30

Dear sir,

I thank you very much for your letter dated 5th March, / conveying your good wishes for the success of the India and Italy exhibitions arranged by // us in collaboration with other organizations. The exhibition was a real success and I wish///you were present with us during the inauguration.

A very attractive book entitled "India and //6/ Italy", touching the cultural links between the two countries and giving the photographs of some / of the art pieces had been brought out on the occasion. By separate post I // am sending a copy of it for our reference. I hope you will find it /// interesting . Please keep me informed of the latest activities in our museum.

Yours very sincerely, //7//

30

SCHEME OF VALUATION

1. Maximum Marks Allotted for 3 Minutes General Passage is 40 Marks, for Two Minutes Business Letter is 30 Marks and for Two Minutes Official Letter is 30 Marks.
2. For Mistakes Committed in First 3 Minutes General Passage, the Marks have to be deducted from 40 Marks, for Mistakes Committed in Two Minutes Business Letter, the Marks have to be deducted from 30 Marks and for Mistakes Committed in Two Minutes Official Letter, the marks have to be deducted from the remaining 30 Marks,
3. **Half Mark is to be deducted** for each of the following Kinds of Mistakes:
 - (a) Omission of words
 - (b) Mis-spelt words
 - (c) Failure to Mark Full Stop,
 - (d) Commission of Words,
 - (e) Singular to Plural and Vice versa,
 - (f) Past Tense to Present Tense and Vice versa,
 - (g) Mis-spelt Repeated Words should be penalized only once.
4. Extra words, Failure to Mark other Punctuations except Full Stop and Failure to Separate the Paragraphs should not be viewed and considered as Mistakes.

Note: Points to be observed while conducting examination by the examiners:

1. Set the Question paper as much as possible with a fresh Subject Matter.
2. If any candidate/s takes Shorthand dictation in longhand during examination, the Invigilators or any other concerned are not allowed to raise any objection, because this will be taken care of by the Valuers /Reviewers at the time of valuation.
- 3 . At the time of giving Dictation in Examinations, the strength of each batch should not exceed 20Candidates.

GOVERNMENT OF KARNATAKA
DEPARTMENT OF COLLEGIAGE AND TECHNICAL EDUCATION
JSS POLYTECHNIC FOR THE DIFFERENTLY ABLED (AUTONOMOUS)

Course Code	2534	Semester	III
Course Name	Professional English Competence -III	Course Group	Optional
No. of Credits	6	Type of Course	Lecture /Theory /Demonstration
Course Category	CP	Total Contact Hours	6 Hrs. / Week 96 Hrs. / Semester
Prerequisites	English Knowledge	Teaching Scheme	[L : T : P]=3: 1 : 2
CIE Marks	50	SEE Marks	50

1. COURSE SKILL SET

At the end of the course, the students will be able to acquire the following skills:

- Develop Basic Skills in English.
- Learn Communication Skills in English.
- Develop Reading, writing and listening skills.

2. COURSE OUTCOMES

At the end of the course, students will be able to

	Course Outcomes
CO1	Apply verbal communication skills to speak clearly and concisely.
CO2	Apply knowledge of Grammar to enhance employability
CO3	Apply knowledge to exchange thoughts and ideas by listening /signing to each other.
CO4	Apply knowledge of reading to improve the level of understanding of the language.
CO5	Apply knowledge of writing which allows the student to put their feelings and ideas on paper

3. COURSE CONTENT OUTLINE WITH TEACHING HOURS AND MARKS FOR SEE

UNIT NO	UNIT TITLE	TEACHING HOURS	DISTRIBUTION LEVELS (Marks)			TOTAL
			R	U	A	
01	English Vocabulary Builder:	18	10	10	20	40
02	Grammar	20	10	10	20	40
03	Conversation Skills	18	10	10	20	40
04	Reading Skills	20	10	10	20	40
05	Writing Skills: (Paper / Computer)	20	10	10	20	40
CIE Tests		-				
Total		96	50	50	100	200

(R = Remember, U = Understand, A = Apply and above levels (Bloom's Revised Taxonomy)

Distribution level marks for R /U /A in Professional English Competence -II is difficult since all the 3 levels are important to write every word or sentence. In CIE and SEE also Question Paper can not be set separately for R, U and A. Applicability of all the three is important and hence marks are allotted combining all the three levels.

Note : Model Question paper pattern is appended

4. DETAILS OF COURSE CONTENT

The following topics / subtopics is to be taught and accessed in order to develop Unit Skill Sets for achieving CO to attain identified skill sets:

UNIT NO.	UNIT SKILL SET	TOPICS / SUBTOPICS	HOURS L-T-P
UNIT-1. English Vocabulary Builder	Understand the basic concepts of English Vocabulary.	1. English Vocabulary Builder: 1.1 Meat, fish, dairy and snacks 1.2 Fruit and nuts 1.3 vegetables 1.4 Bread, desserts and condiments 1.5 Drinking and eating 1.6 Eating in and eating out 1.7 Jobs 1.8 Working conditions 1.9 Industries and Departments 1.10 Office Equipment 1.11 Money and Finance 1.12 Working Activity/ Exercises Marks :20	18-0-0
UNIT- 2 Grammar	Understand that Grammar names the words and word group that make up sentences not only in English but in almost any Language.	2. Grammar 2.1 Action Verbs 2.2 Adjectives : Kinds of Adjectives 2.3 Comparative and Superlative Adjectives 2.4 Degree of Comparison 2.5 Adverb : Kinds of Adverbs 2.6 Simple Tense 2.7 Types of Tenses 2.8 Progressive and Perfect Tense 2.9 Perfect Progressive Tense 2.10 Irregular Verbs 2.11 Gerunds 2.12 Infinitives Activity / Exercises Marks:20	20-0-0

<p style="text-align: center;">UNIT- 3 Conversation Skills</p>	<p>Understand the importance of speaking/signing skills</p>	<p>3. Conversation Skills 3.1 Changing the Subject 3.2 Receiving Visitors 3.3 Waiting for an Invitation 3.4 Accepting an Invitation to a Party 3.5 Declining an Invitation to a Party 3.6 Ending a Conversation 3.7 Leave-Taking 3.8 Registering for a Class 3.9 Meeting New Students 3.10. Finding a Classroom</p> <p>Activity / Exercises</p> <p style="text-align: right;">Marks:20</p>	<p>18-0-0</p>
<p style="text-align: center;">UNIT- 4 Reading Skills</p>	<p>Understand comprehension abilities and analytical abilities.</p>	<p>4. Reading Skills 4.1. Reading texts to understand the main concept / idea or facts conveyed in the text. 4. 2. Answering the questions given below based on the passage / Conversation / Text. 4. 3. Writing a small story using given hints 4.4. Understanding the Menu (Hotel / Restaurants) by reading. 4. 5. Reading small passages without mistakes and writing the same by remembering it.</p> <p>Activity / Exercises</p> <p style="text-align: right;">Marks :20</p>	<p>20-0-0</p>

UNIT- 5 Writing Skills: (Paper / Computer)	Understand that Writing equips with communication and thinking skills	5. Writing Skills: (Paper / Computer) 5.1. Writing simple conversations and dialogues 5.2. Write notices 5.3 Reading Comprehension 5.4. Writing small paragraphs 5.5. Writing Matrimonial Advertisements. Activity / Exercises	20-0-0
		Marks:20	

5. MAPPING OF CO WITH PO

CO	Course Outcomes	PO Mapped	Unit Linked	CL R/U/A	Theory in Hrs.	Total Marks
1	Apply verbal communication skills to speak clearly and concisely.	1,5,6,7	1	R/U/A	18	20
2	Apply knowledge of Grammar to enhance employability	1,5,6,7	2	R/U/A	20	20
3	Apply knowledge to exchange thoughts and ideas by listening /signing to each other.	1,5,6,7	3	R/U/A	18	20
4	Apply knowledge of reading to improve the level of understanding of the language.	1,5,6,7	4	R/U/A	20	20
5	Apply knowledge of writing which allows the student to put their feelings and ideas on paper	1,5,6,7	5	R/U/A	20	20
	Test				-	-
	Total				96	100

6. LEVELS OF CO AND PO MAPPING

Course	CO's	Programme Outcomes							Programme Specific Objectives		
		1	2	3	4	5	6	7	1	2	3
PROFESSIONAL ENGLISH COMPETENCE -III	CO1	3	-	-	-	1	2	3	3	2	2
	CO2	3	-	-	-	1	2	3	3	2	2
	CO3	3	-	-	-	1	2	3	3	2	2
	CO4	3	-	-	-	1	2	3	3	2	2
	CO5	3	-	-	-	1	2	3	3	2	2
Level 3- Highly Mapped, 2-Moderately Mapped, 1-Low Mapped and 0-Not Mapped											

7. INSTRUCTIONAL STRATEGY

Teachers may adopt the following or any related strategies to accelerate the attainment of the various Course Outcomes.

1. Adopting different methods of teaching and media to attain classroom attention.
2. Encouraging students to be familiar with Indian Sign Language and American Sign Language related to course words and General Communication.
3. Enhancing lessons with visuals for Differently Abled Students - OH, HI, PVI and VI to make them self visual learners.
4. Writing down the phrases or using pictures, videos and slide shows will help the Differently Abled students to maximum extent.
5. Using Signed English, Cued Speech and more finger spelling for Hearing Impaired Students to clarify differences between sign language and Printed English.
6. Using Multimedia approaches for Visual presentation, Power Point Presentations and Demo Videos for interactive learning.
7. Encouraging Peer Learning among students to understand course contents effectively in class room and Laboratory.
8. Encouraging Students to attend interactive sessions, Group Discussions, Guest Lectures, Workshops, Industrial Visits, Activities, MCQ/ Quiz, Assignment, Open Book Test etc.
9. Providing the Course Materials in soft and/or Hard copy makes easy for the students to grasp the contents easily and quickly.

8. SUGGESTED LEARNING RESOURCES:

[Type the document title]

Sl. No	Author	Title of Books	Publication / Year
1	English Course Book (First Year Pre University)	Reflections	Arkbird Publications
2	Wren and Martin	English Grammar And Composition	S Chand Publications
3	GS Mudambaditha	Functional English	Sapna Publications
4	Sanjay kumar Sinha	The King's Grammar	S Chand Publications
5	Dr. Shruthi Das	Contemporary Communicative English	S Chand Publications

9. COURSE ASSESSMENT AND EVALUATION CHART

Assessment Method	Type of Assessment		Target	Assessment methods	Max Marks	Type of record	CO's for assessment
Direct Assessment	CIE Continuous Internal Evaluation	I A Testes	STUDENT	Three Tests (Average of Three Tests will be Computed)	30	Blue Books	All CO's
		Assignment and Student Activity		Average of MCQ/Quiz + Assignment +Open Book Test +Student Activity	20	Log of record	Specified CO by the course coordinator
				Total CIE Marks	50		
	SEE	Semester End Exam		End of the Course	50	Answer Scripts	All CO's
				Total	100		
Indirect Assessment	Student feedback		STUDENT	Middle of the course	- NA-	Feedback forms	CO's which are covered
	End of Course survey			End of course		Questionnaire	All CO's Effectiveness of delivery of instructions and assessment methods

10 . COURSE ASSESSMENT SUMMARY

Sl. No.	Assessment	Duration	Max Marks	Conversion
1	CIE Assessment – 1 (Written Test – 1) At the end of 6 th Week	80 Minutes	30	Average of three written tests 30 Marks
2	CIE Assessment – 2 (Written Test – 2) At the end of 10 th Week	80 Minutes	30	
3	CIE Assessment – 3 (Written Test – 3) At the end of 15 th Week	80 Minutes	30	
4	CIE Assessment 4(Student Activity / Assignment) At the end of 8 th Week	—	20	Average of three 20 Marks
6	CIE Assessment 6 (Student Activity / Assignment) At the beginning of 16 th Week	—	20	
Total Continuous Internal Evaluation (CIE) Assessment				50
7	Semester End Examination (SEE) Assessment (Written Test)	3 Hours	100	50
Total Marks				100
The First 3 CIE assessments (1, 2 & 3) will cover all the COs and the Coverage of CO will be decided by the concerned Course Coordinator.				
The Last 3 CIE assessments (4 & 5) will cover all the COs and the Coverage of CO will be in line with the coverage of first 3 CIE assessments.				

Note :

- SEE (Semester End Examination) is conducted for 100 Marks theory courses for a time duration of 3 Hours.
- Three CIE (written test), each of 30 marks for a time duration of 80 minutes shall be conducted. Also, three CIE (MCQ or Quiz/Open book test/student activity or assignment) each of 20 marks for the time duration of 60 minutes shall be conducted. Any fraction at any stage during evaluation will be rounded off to the next higher digit
- Assessment of assignment and student activity is evaluated through appropriate rubrics by the respective course coordinator. The secured mark in each case is rounded off to the next higher digit.

11. DETAILED COURSE CONTENTS

UNIT NO. AND NAME	DETAILED COURSE CONTENT	CO	PO	CONTACT HRS.	TOTAL
1. English Vocabulary Builder:	1. English Vocabulary Builder:				18
	1.1 Meat, fish, dairy and snacks	1	1,5,6,7	2	
	1.2 Fruit and nuts	1	1,5,6,7	2	
	1.3 vegetables	1	1,5,6,7	2	
	1.4 Bread, desserts and condiments	1	1,5,6,7	1	
	1.5 Drinking and eating	1	1,5,6,7	2	
	1.6 Eating in and eating out	1	1,5,6,7	2	
	1.7 Jobs	1	1,5,6,7	2	
	1.8 Working conditions	1	1,5,6,7	1	
	1.9 Industries and Departments	1	1,5,6,7	1	
	1.10 Office Equipment	1	1,5,6,7	1	
	1.11 Money and Finance	1	1,5,6,7	1	
	1.12 Working	1	1,5,6,7	1	
	Activity/ Exercises.				
2.Grammar:	2.Grammar:				20
	2.1 Action Verbs	2	1,5,6,7	2	
	2.2 Adjectives : Kinds of Adjectives	2	1,5,6,7	2	
	2.3 Comparative and Superlative Adjectives	2	1,5,6,7	2	
	2.4 Degree of Comparison	2	1,5,6,7	2	
	2.5 Adverb : Kinds of Adverbs	2	1,5,6,7	2	
	2.6 Simple Tense	2	1,5,6,7	2	
	2.7 Types of Tenses	2	1,5,6,7	2	
	2.8 Progressive and Perfect Tense	2	1,5,6,7	2	
	2.9 Perfect Progressive Tense	2	1,5,6,7	2	
	2.10 Irregular Verbs	2	1,5,6,7	2	
	Activity/ Exercises				
3.Conversation Skills	3.Conversation Skills				18
	3.1 Changing the Subject	3	1,5,6,7	2	
	3.2 Receiving Visitors	3	1,5,6,7	2	
	3.3 Waiting for an Invitation	3	1,5,6,7	2	
	3.4 Accepting an Invitation to a Party	3	1,5,6,7	2	
	3.5 Declining an Invitation to a Party	3	1,5,6,7	2	
	3.6 Ending a Conversation	3	1,5,6,7	2	
	3.7 Leave-Taking	3	1,5,6,7	2	
	3.8 Registering for a Class	3	1,5,6,7	2	
	3.9 Meeting New Students	3	1,5,6,7	1	
	3.10. Finding a Classroom	3	1,5,6,7	1	

	Activity / Exercises				
4. Reading Skills	4. Reading Skills:				20
	4.1. Reading texts to understand the main concept / idea or facts conveyed in the text.	4	1,5,6,7	4	
	4.2. Answering the questions given below based on the passage / Conversation / Text.	4	1,5,6,7	4	
	4.3. Writing a small story using given hints	4	1,5,6,7	4	
	4.4. Understanding the Menu (Hotel / Restaurants) by reading	4	1,5,6,7	4	
	4.5. Reading small passages without mistakes and writing the same by remembering it.	4	1,5,6,,7	4	
	Activity / Exercises				
5. Writing Skills: (Paper / Computer)	5. Writing Skills: (Paper / Computer)				20
	5.1. Writing simple conversations and dialogues	5	1,5,6,7	4	
	5. 2. Write notices	5	1,5,6,7	4	
	5. 3. Reading Comprehension	5	1,5,6,7	4	
	5. 4. Writing small paragraphs	5	1,5,6,7	4	
	5. 5. Writing Matrimonial Advertisements	5	1,5,6,7	4	
	Activity / Exercises				
Total					96

12. MODEL OF RUBRICS /CRITERIA FOR ASSESSING STUDENT ASSIGNMENT

Example: Assignment on Story Writing

	RUBRICS FOR ACTIVITY(20 Marks)					
Dimension	Unsatisfactory	Developing	Satisfactory	Good	Exemplary	Student Score
	4	8	12	16	20	
Creativity	Little evidence of creativity and no imagination	Contains few creative details but has tried to use imagination	Contains a few creative details but has used his imagination	Contains many creative details and has used his imagination	Excellent use of creativity and imagination	20
Dialogue	It is not clear which character is speaking	There is not much dialogue used but is clear who is speaking	Sufficient dialogue used and is clear which character is speaking	An appropriate amount of dialogue used and it is clear which character is speaking	Excellent use of dialogue and narrative to bring the character to life	16
Organization	Ideas and scenes are randomly arranged	Little hard to follow. The transitions are sometimes not clear	Easy to follow and transitions are somewhat clear	Well organized. Clear transitions are used	Very well organized. Logical sequencing with clear transitions	20
Character	It is hard to tell who the main characters are	The main characters are named but development is minimal	The main characters are satisfactorily described.	Characterization is up to the mark	Very well developed characters	12
Total marks						68
Total marks / 4 = (20+16+20+12) = 68/4 = 17						17

13. SUGGESTED ACTIVITIES

- | | |
|-----|-----------------------------------------------|
| 1. | Sentence Transformation Exercise |
| 2. | Fill the blank with determiners(with a twist) |
| 3. | Some and Any - Exercises |
| 4. | Determiners games/ worksheets |
| 5. | Writing Letters |
| 6. | Sentence structure |
| 7. | Sentence writing |
| 8. | Stretch a Sentence- Expanding, adding who, |
| | what, where and why |
| 9. | Smiley sentences |
| 10. | Adverb –Only Activities |

- | | |
|-----|------------------------------------------|
| 11. | Gerund worksheets |
| 12. | Reading and Matching games |
| 13. | Reading, writing, Listening and Speaking |
- Activity

Model Question Paper
Third Semester Examination

PROFESSIONAL ENGLISH COMPETENCE -III

Duration: 3 Hours] Subject Code: 2534 [Max. Marks: 100

Instruction: Answer all the questions considering the internal choice in each section.
Each section carries 20 marks.

SECTION – 1

[20 Marks]

[Questions from Unit 1 - English Vocabulary which covers CO-1 and POs 1,5, 6, 7]

Question Number	Question 1		Question 2	Marks
1	Circle the word that comes FIRST in alphabetical order	OR	Circle the word that comes FIRST in alphabetical order.	5
2	Find the compound word(s) in each sentence		Find the compound word(s) in each sentence	5
3	Write I or me on the blank line in each sentence.		Write I or me on the blank line in each sentence.	5
4	Complete each sentence with the word your or you're		Complete each sentence with the word your or you're	5

SECTION – 2

[20 Marks]

[Questions from Unit 2 - Grammar which covers CO-2 and POs 1,5,6,7]

Question Number	Question 1		Question 2	Marks
1	Identify the tenses of the verb in the following sentences	OR	Identify the tenses of the verb in the following sentences	5
2	Fill in the blanks with who, whom or whose		Fill in the blanks with who, whom or whose	5
3	Choose How much or How many to complete these Questions		Choose How much or How many to complete these Questions	5
4	Identify Gerunds in the following sentences.		Identify Gerunds in the following sentences.	5

SECTION – 3

[20 Marks]

[Questions from Unit 3 - Conversation Skills which covers CO-3 and POs 1,5,6,7]

Question Number	Question 1		Question 2	Marks
1	Complete the sentences with either 'fewer' or 'less'.	OR	Complete the sentences with either 'fewer' or 'less'.	5
2	Complete the sentences with the comparative or superlative form of the adjectives in brackets.		Complete the sentences with the comparative or superlative form of the adjectives in brackets.	5
3	Read the conversation and complete the dialogue in a suitable way.		Read the conversation and complete the dialogue in a suitable way.	5
4	Read the paragraph and fill in the missing words from the word list		Read the paragraph and fill in the missing words from the word list	5

SECTION – 4

[20 Marks]

[Questions from Unit 4 - Reading Skills which covers CO-4 and POs 1,5,6, 7]

Question Number	Question 1		Question 2	Marks
1	Combine the following sentences using so... that...	OR	Combine the following sentences using so... that...	5
2	Rewrite these sentences by changing the verb in them into future tense.		Rewrite these sentences by changing the verb in them into future tense.	5
3	Fill in the Blanks with the Correct infinitive verb		Fill in the Blanks with the Correct infinitive verb	5
4	Read the following passage and answer the questions given below.		Read the following passage and answer the questions given below.	5

SECTION – 5 [20 Marks]

[Questions from Unit 5 - Writing Skills which covers CO-5 and POs 1,5, 6, 7]

Question Number	Question 1	OR	Question 2	Marks
1	Find out whether the underlined word is Action Verb or Linking Verb		Find out whether the underlined word is Action Verb or Linking Verb	5
2	Write a letter to your Principal requesting him for 3 days leave		Write a letter to your friend thanking him for your birthday gift.	5
3	Write a story using the following hints. Also give a title and a moral.		Write a story using the following hints. Also give a title and a moral.	5
4	Write out a matrimonial column for publication in a newspaper for a suitable match for your son.		Write out a matrimonial column for publication in a newspaper for a suitable match for your son.	5

**GOVERNMENT OF KARNATAKA
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JSS POLYTECHNIC FOR THE DIFFERENTLY ABLED (AUTONOMOUS)**

PROGRAM: DIPLOMA IN COMMERCIAL PRACTICE

Course Code	2535	Semester	III
Course Name	English Computer Typing-III (Speed 35 WPM)	Course Group	Core
No. of Credits	04	Type of Course	Lecture/Theory/Demonstration
Course Category	CP/Core	Total Contact Hours	06 Hrs. Per Week
			96 Hrs. / Semester
Prerequisites	Knowledge of Basic English and Basic knowledge of Typing	Teaching Scheme	[L : T : P] 1:1:4
CIE Marks	60	SEE Marks	40

1. COURSE SKILL SET

At the end of the course, the students will be able to acquire the following skills:

1. Regular practice of Passage with 200 Words @ 20 WPM in 10 Minutes
2. Regular practice of Passage with 250 Words @ 25 WPM in 10 Minutes
3. Regular practice of Passage with 300 Words @ 30 WPM in 10 Minutes
4. Regular practice of Passage with 350 Words @ 35 WPM in 10 Minutes

2. COURSE OUTCOMES

At the end of the course, students will be able to

Course Outcome	
CO1	Gain the speed to type a Simple English Passage at the rate of 20 WPM
CO2	Attain the speed to type a Simple English Passage at the rate of 25 WPM
CO3	Obtain the speed to type a Simple English Passage at the rate of 30 WPM
CO4	Acquire the speed to type a Simple English Passage at the rate of 35 WPM

3. COURSE CONTENT OUTLINE WITH TEACHING HOURS AND MARK FOR SEE

UNIT NO.	UNIT TITLE	TEACHING HOURS	DISTRIBUTION LEVELS (Marks)			TOTAL
			R	U	A	
01	Typing Speed @ 20 WPM	21	-	-	-	-
02	Typing Speed @ 25 WPM	25	-	-	-	-
03	Typing Speed @ 30 WPM	25	-	-	-	-
04	Typing Speed @ 35 WPM	25	50	30	20	100
Total		96	50	30	20	100

(R = Remember, U = Understand, A = Apply and above levels (Bloom's Revised Taxonomy))

4. DETAILS OF COURSE CONTENT

The following topics / subtopics is to be taught and accessed in order to develop Unit Skill Sets for achieving CO to attain identified skill sets:

UNIT NO.	OBJECTIVES	TOPICS / SUBTOPICS	HOURS L-T-P
UNIT-1: TYPING SPEED @ 20 WPM	Type a Passage of 200 Words at 20 WPM in 10 Minutes	To type a Simple English Printed Passage at the rate of 20 WPM	0-05-16=21
UNIT-2 TYPING SPEED @ 25 WPM	Type a Passage of 250 Words at 25 WPM in 10 Minutes	To type a Simple English Printed Passage at the rate of 25 WPM	0-02-23=25
UNIT-3 TYPING SPEED @ 30 WPM	Type a Passage of 300 Words at 30 WPM in 10 Minutes	To type a Simple English Printed Passage at the rate of 30 WPM	0-02-23=25
UNIT-4 TYPING SPEED @ 35 WPM	Type a Passage of 350 Words at 35 WPM in 10 Minutes	To type a Simple English Printed Passage at the rate of 35 WPM	0-02-23=25

5. MAPPING OF CO WITH PO

CO	Course Outcome	PO Mapped	Unit Linked	CL R/U/A	Theory in Hrs.
1	Gain the speed to type a Simple English Passage at the rate of 20 WPM	1,2,3,4,5,7	1	R/U/A	21
2	Attain the speed to type a Simple English Passage at the rate of 25 WPM	1,2,3,4,5,7	2	R/U/A	25
3	Obtain the speed to type a Simple English Passage at the rate of 30 WPM	1,2,3,4,5,7	3	R/U/A	25
4	Acquire the speed to type a Simple English Passage at the rate of 35 WPM	1,2,3,4,5,7	4	R/U/A	25
Total					96

6. LEVELS OF CO, PO AND PSO MAPPING

Course	CO's	Program Outcomes							Program Specific Outcomes		
		1	2	3	4	5	6	7	1	2	3
English Computer Typing-III (Speed 35 WPM)	CO-1	3	2	1	1	1	-	2	3	1	1
	CO-2	3	2	1	1	1	-	3	3	1	1
	CO-3	3	2	1	1	1	-	2	3	1	1
	CO-4	3	2	1	2	1	-	3	3	1	1
Levels: 3 – Highly Mapped, 2 – Moderately Mapped, 1- Low Mapped and 0 – Not Mapped											

7. INSTRUCTIONAL STRATEGY

Teachers may adopt the following or any related strategies to accelerate the attainment of the various Course Outcomes.

1. Using Sign Language for Communication in class room since most of the students are Hearing Impaired in nature.
2. Use of Indian Sign Language and American Sign Language related to course words and General Communication.
3. Encouraging Students to attend interactive sessions, Group Discussions, Guest Lectures, Workshops, Industrial Visits, Activities, MCQ/ Quiz, Assignment, Open Book Test, and Co curricular activities etc. to facilitate students for learning.
4. Providing the Course Materials in soft and/or Hard copy makes easy for the students to grasp the contents easily and quickly.
5. Enhancing lessons with visuals for Differently Abled Students - OH, HI, and PVI to make them self visual learners.
6. Use of Audio - Visual Techniques like PPT, Videos, animation or E books, slide shows, pictures will help the Differently Abled Students to maximum extent.
7. Using Signed English, Cued Speech and more finger spelling for Hearing Impaired Students to clarify differences between sign language and Printed English.
8. Encouraging Peer Learning among students to understand course contents effectively in class room and Laboratory.

8. SUGGESTED LEARNING RESOURCES:

Sl. No.	Author / Publisher	Title of Books	Publication / Year
1	-	Four in one speed paper, Jr Gr. and DCP Students.	Speed Builder Series Publication
2	Sri.R.V.Nagaraja Rao.	Computer Key Board Practice using "A Text Book of Touch Typewriting"	-
3	S.R.Siddaraju	English Typewriting Text Book	-
4	-	Typewriting of Previous question papers, News papers & other printed matters.	-

9. COURSE ASSESSMENT AND EVALUATION CHART

Assessment Method	Types of Assessment		Target	Assessment Method	Max Marks	Type of Record		Cos for Assessment
Direct Assessment	CIE Continuous Internal Evaluation	IA Tests	STUDENT	Two Speed Tests	20	Test / Blue Books		All COs
		Assignment and Student Activity		Three Skill Tests	20	Log of Record/Student Activity	Specified CO by the Course Coordinator	
		Student Activity		20				
	SEE	Semester End Exam		Total CIE Marks	60			
				End of Course	40	Answer Scripts	All COs	
				Total	100			
	Indirect Assessment	Student FEEDBACK		STUDENT	Middle of the Course	-NA-	Feedback forms	COs which are covered
End of Course Survey		End of the Course	questionnaire		All COs effectiveness of delivery of instructions and assessment methods			

10. COURSE ASSESSMENT SUMMARY

Sl. No.	Assessment	Duration	Max. Marks	Conversion
1	CIE Assessment – 1 Speed Test-1 (25 WPM) At the end of 6 th Week	10 Minutes	20	Average of two tests 20 Marks
2	CIE Assessment – 2 Speed Test-2 (28 WPM) At the end of 15 th Week	10 Minutes	20	
3	CIE Assessment -3 Skill Speed Test-1 (30 WPM) At the end of 8 th Week	10 Minutes	20	Average of Three tests 20 Marks
4	CIE Assessment -4 Skill Speed Test-2 (32 WPM) / MCQ / QUIZ At the end of 10 th Week	10 Minutes / 60 Minutes	20	
5	CIE Assessment 5 Skill Speed Test-3 (35 WPM) / Open Book Test At the end of 13 th Week	10 Minutes / 60 Minutes	20	
6	CIE Assessment 6 (Speed test / Student Activity / Assignment) At the beginning of 16 th Week	-	20	20 Marks
Total Continuous Internal Evaluation (CIE) Assessment				60
7	Semester End Examination (SEE) Speed Examination (25 WPM)	3 Hours	100	40
Total Marks				100

CLASS ROOM CONTINUOUS EVALUATION:

1. Giving of passages on various topics with a gradual speed of 25 WPM in order to attain aspeed of 35 to 36 WPM.
2. Conducting periodical tests at the end of every week to assess the attainment of speed bythe students and help to improve the speed among the students.

Note: Refer Scheme of Evaluation for both CIE and SEE

11. SUGGESTED STUDENTS ACTIVITIES:

1. Collect the simple English Passage of 200 words from any text books and practice regularly on a computer to attain the speed of 20 WPM in 10 Minutes.
2. Collect the simple English Passage of 250 words from the internet and practice regularly on a computer to attain the speed of 25 WPM in 10 Minutes.
3. Collect the simple English Passage of 300 words from any Magazine and practice regularly on a computer to attain the speed of 30 WPM in 10 Minutes.
4. Collect the simple English Passage of 350 words from the question papers of previous years and practice regularly on a computer to attain the speed of 35 WPM in 10 Minutes.

12. DETAILED COURSE CONTENTS

UNIT NO. AND NAME	DETAILED COURSE CONTENT	CO	PO	CONTACT HRS.	TOTAL
UNIT-I: PRACTICE SPEED @ 20 WPM	To type a Simple English Passage at the rate of 20 WPM	1	1,2,3,4,5,7	21	21
UNIT- 2 PRACTICE SPEED @ 25 WPM	To type a Simple English Passage at the rate of 25 WPM	2	1,2,3,4,5,7	25	25
UNIT- 3 PRACTICE SPEED @ 30 WPM	To type a Simple English Passage at the rate of 30 WPM	3	1,2,3,4,5,7	25	25
UNIT- 4 PRACTICE SPEED @ 35 WPM	To type a Simple English Passage at the rate of 35 WPM	4	1,2,3,4,5,7	25	25
Total					96

13. Example only: MODEL OF RUBRICS / CRITERIA FOR ASSESSING STUDENT ACTIVITY

↓ Dimension	RUBRICS FOR ACTIVITY (20 Marks)					Marks
Marks →	1 Unsatisfactory (04)	2 Developing (08)	3 Satisfactory (12)	4 Good (16)	5 Excellent (20)	
	4	8	12	16	20	
1. Understanding / Introduction	Contents Disorganized not able to understand the importance of the topic	Somewhat organized Contents but not able to understand the importance of topic	Contents organized and understandable Knowledge of the importance of the topic	Organized and understand the importance of the topic	A well organized and easy to understand the importance of the topic	
2. Collection of Information and Memorization	Poor attempt is made to collect information in the context that shows poor understanding	Fewer attempts are made to collect information in the context that shows no understanding	Partially attempt is made to collect information in the context that shows little Understanding	Attempt is made to collect information in the context that shows understanding	Succeeds in collecting information that shows understanding	
3. Presentation	Presentation is not Clear	Meet task but lacks clarity and consistency	Meet task but lacks some clarity and consistency	Meet task clarity and consistency	Presentation is very clear	
Average Marks of 3 Dimensions= / 3						
Total Marks = 20						

14. SCHEME OF EVALUATION FOR BOTH CIE AND SEE

SCHEME OF EXAMINATION AND VALUATION

Total duration of Examination: 3 Hours

Speed Typing for OH & HI: 10 Minutes

Speed Typing for PVI & VI : 40 (10 + 30) Minutes

Remaining Time is for taking Print Outs, Valuation and other works.

1. Type a Passage of 350 Words (1750 Strokes) at 35 WPM in 10 Minutes.
2. Time Extension may be given to OD (Orthopaedically Disabled) as per rules.
3. Question paper for PVI and VI should be in Braille and / or Large Font as the case may be.
4. MS Word document settings should be as follows:
 - a. Type in 1.5 Lines Spacing in A4 Sheet using MS Word
 - b. Set the Font : Times New Roman and Font Size : 12 or 14
 - c. Take Print out only on One Side of the Paper
 - d. Give importance to Neatness and Accuracy.
5. The typed Answer Scripts Print Out should be taken for Valuation.
6. **ONE MARK** has to be deducted for each of the following Mistakes:
 - a. Omission of words
 - b. Commission of words
 - c. Mis-Spelt words
 - d. Space between the Letters of the same Word
 - e. Failure to leave space between the Words
 - f. Failure to leave required space after Full stop and other Punctuations
 - g. Failure to observe Upper and Lower Capitals
 - h. Wrong Splitting of Words
 - i. Improper Indentation of Paragraphs
7. SEE and CIE will be conducted for 100 Marks and it should be reduced to 40 Marks and 60 Marks respectively. (Refer Point No.10 - Course Assessment Summary also)
8. Students should score Min. of 16 Marks to Pass in SEE.
9. Total of CIE+SEE i.e.
 $= 24/60 + 16/40 = 40/100$
should be obtained by students TO PASS IN THE COURSE.
10. Any fraction at any stage during evaluation will be rounded off to the next higher digit.
11. Assessment of assignment and student activity is evaluated through appropriate rubrics by the respective course coordinator. The secured mark in each case i.e. rounded off to the next higher digit.
12. CIE Skill Tests to be conducted as per SEE Scheme of Evaluation.

15. MODEL QUESTION PAPER

ENGLISH COMPUTER TYPING - III (SPEED 35 WPM)

Time: 3 Hours.

Max. Marks: 100

Speed Typing for OH & HI: 10 Minutes

Speed Typing for PVI & VI : 40 (10 + 30) Minutes

Remaining Time is for taking Print Outs, Valuation and other works.

INSTRUCTIONS:

1. Type in 1.5 Lines Spacing in A4 Sheet using MS Word
2. Set the Font: Times New Roman and Font Size: 12 or 14
3. Take Print out only on One Side of the Paper
5. Give importance to Neatness and Accuracy.

Since, I was a child my parents taught me that the life I have right now is a blessing from God. I believe life is a blessing from God simply because we get the chance to live it even for a short period. God created male and female and blessed them. Also, I see complexity of the universe and life.

I believe that there has to be a starting point of how we all started because life is too complex to just have happened. For example, birth itself is a miracle. I feel that watching a child grow is one of the most wonderful things in this world. Children are a gift and blessing from God so we must treasure them for as long as we can.

However, one day when my little sister passed away two years ago, I came to the point in my life when I started to lose my faith to him. I was down and helpless because God couldn't do anything to bring back my sister. He left a big scar in my heart that will never be erased because even if I pray to him everyday the life of my sister can never be replaced.

Yet, after all the difficulties that came in to my life, my parents never losses faith to God. I regret blaming him for taking my sister's life. I remember when we used to go to the park with my sister. We had so much fun and laughter together. I will never forget the moment when I seen her being born in this world. It was the most wonderful moment in my life. I can still picture my mom's facial reaction after my sister was born. Her face was full of happiness.

At the end, I believe that life is a blessing from God no matter how long because he gave us the opportunity to live our life, and so we have to appreciate every minute that we have in this world. Each of us is only here for a time and none of us can assume that we will be here tomorrow.

**GOVERNMENT OF KARNATAKA
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JSS POLYTECHNIC FOR THE DIFFERENTLY ABLED (AUTONOMOUS)**

PROGRAM: DIPLOMA IN COMMERCIAL PRACTICE

Course Code	2536	Semester	III
Course Name	DESKTOP PUBLISHING	Course Group	Core
No. of Credits	04	Type of Course	Practical
Course Category	CP/Core	Total Contact Hours	06 Hrs. Per Week
			96 Hrs. / Semester
Prerequisites	-	Teaching Scheme	[L : T : P] 15:15:66
CIE Marks	60	SEE Marks	40

1. COURSE SKILL SET

At the end of the course, the students will be able to acquire the following skills:

1. Introduction and Overview to PageMaker, Photoshop and Nudi Software.
2. Design Commercial Publications by using Pagemaker.
3. Edit Images and use them in Commercial Publications.
4. Type Kannada Language @ 20 Letters per Minute using Nudi Software.

2. COURSE OUTCOMES

At the end of the course, students will be able to

Course Outcome	
CO1	Obtain the basic knowledge about PageMaker, Photoshop and Nudi Software.
CO2	Acquire the skills to Design Commercial Publications.
CO3	Gain the knowledge to Edit Images and use them in Commercial Publications.
CO4	Type the Kannada Language @ 20 Letters per Minute using Nudi Software.

3. COURSE CONTENT OUTLINE WITH TEACHING HOURS AND MARK FOR SEE

UNIT NO.	UNIT TITLE	TEACHING HOURS	DISTRIBUTION LEVELS (Marks)			TOTAL
			R	U	A	
01	Introduction and Overview of Adobe PageMaker, Adobe Photoshop and Nudi Software.	12	-	-	-	-
02	Design Commercial Publications by using Adobe PageMaker.	28	-	-	-	-
03	Edit Images in Commercial Publications by using Adobe Photoshop.	28	-	-	-	-
04	Typing practice of Kannada Nudi Software @ 20 Letters per Minute.	28	50	30	20	100
Total		96	50	30	20	100

(R = Remember, U = Understand, A = Apply and above levels (Bloom's Revised Taxonomy))

4. MAIN COURSE CONTENT

The following topics / subtopics is to be taught and accessed in order to develop Unit Skill Sets for achieving CO to attain identified skill sets:

UNIT NO.	OBJECTIVES	TOPICS / SUBTOPICS	HOURS L-T-P
UNIT-I Introduction and Overview of Adobe PageMaker, Adobe Photoshop and Nudi Software.	Obtain the basic knowledge about PageMaker, Photoshop and Nudi Software.	1. Introduction to Adobe PageMaker 2. Introduction to Adobe Photoshop 3. Introduction to Nudi Software	03-03-06=12
UNIT-2 Design Commercial Publications by using Adobe PageMaker.	Gain the knowledge to Design Commercial Publications. Design Commercial Publications	1. Explanation on Tool Box, Menus 2. Document Setup 3. Guide and Explanation on the content, structure of an Visiting Card, Invitation Card, Bill Book, Attractive Advertisement, Pamphlet and Brochure	04-04-20=28

UNIT-3 Edit Images in Commercial Publications by using Adobe Photoshop.	Attain the skill to Edit Images and use them in Commercial Publications.	1. Study Tool Box 2. Guide to edit images and to design Commercial Pamphlet, Visiting Cards and Cover Page	04-04-20=28
UNIT-4 Typing practice of Kannada Nudi Software @ 20 Letters per Minute.	Type the Kannada Language @ 20 Letters per Minute using Nudi Software.	1. Explain Nudi Key board 2. Give tips to improve speed and accuracy	04-04-20=28

5. DETAILS OF COURSE CONTENT

Week	CO	PO	Lecture (Knowledge Criteria)	Tutorial (Activity Criteria)	Practice (Performance Criteria)
			1 hour / week	1 hour / week	4 hours / week
1	1	1,2,3 4,5,6 7	Explain the Tool Box of page maker and the options under File-Edit – Type-Element-Window Menu.	Refer Table -1	1. Practice the Tool Box of Page Maker 2. Practice File-Edit Menu 3. Type-Element menu 4. Window menu
2	1	1,2,3 4,5,6 7	Setting the Document Setup-Entering Text-Images & Text Mixing, Designing Letterhead	Refer Table -1	5. Setting the Document Setup-Entering Text-Images & Text Mixing 6. Designing Letter Head 7. Designing Visiting Card 8. Designing Greeting Card
3	1	1,2,3 4,5,6 7	Guide and explain the content, structure of an Invitation card and Bill Book	Refer Table -1	9. Designing Invitation Card 10. Designing Invitation Card 11. Designing Bill Book 12. Designing Bill Book
4	1	1,2,3 4,5,6 7	Guide and explain the content, structure of an attractive advertisement, Pamphlet, Brochure	Refer Table -1	13. Designing Attractive advertisement 14. Designing Attractive advertisement 15. Designing pamphlet & Brochures 16. Designing pamphlet & Brochures

5	2	1,2,3 4,5,6 7	PHOTOSHOP Study tool box in Photoshop Edit-image-view-window menu	Refer Table -1	17.Practice tool box in Photoshop Edit-image-view-window menu 18.Practice tool box in Photoshop Edit-image-view-window menu 19. Practice colour correcting/retouching images using photo shop by appropriate tools-Cropping and enhance the photos 20. Practice colour Correcting/retouching images using photo shop by appropriate tools-Cropping and enhance the photos
6	2	1,2,3 4,5,6 7	Guide to edit images and to design Commercial Pamphlet & Visiting Cards	Refer Table -1	21. Colour image input using digital camera & photo CDs 22. Designing of Commercial pamphlet(with images) 23. Designing of Commercial pamphlet(with images) 24. Designing of Visiting Cards (with images)
7	2	1,2,3 4,5,6 7	Guide to edit images and to design Commercial Visiting Cards & Cover Page	Refer Table -1	25. Designing of Visiting Cards (withImages) 26. Designing cover page (with images) 27 .Designing cover page (with images) 28. Designing cover page (with images)
8	3	1,2,3 4,5,6 7	Introduction to Nudi Kannada KEY board	Refer Table -1	29. Practice Nudi Key Board 30. Practice Nudi key board to type Difficult words 31. Practice Nudi key board to Type Difficult Words 32. Practice Nudi key board to Type Difficult Words
9	3	1,2,3 4,5,6 7	Explain Nudi Key board & give tips to improve speed and accuracy	Refer Table -1	33. Practice Speed Passage with 15 WPM 34. Practice Speed Passage with 15WPM 35. Practice Speed Passage with 15 WPM 36. Practice Speed Passage with 15 WPM
10	3	1,2,3 4,5,6 7	Explain Nudi Key board & give tips to improve speed and accuracy	Refer Table -1	37. Practice Speed Passage with 17 WPM 38. Practice Speed Passage with 17 WPM 39. Practice Speed Passage with 17 WPM 40. Practice Speed Passage with 17 WPM
11	3	1,2,3 4,5,6 7	Guide and give tips to improve speed and accuracy	Refer Table -1	41. Practice Speed Passage with 19 WPM 42. Practice Speed Passage with 19 WPM 43. Practice Speed Passage with 19 WPM 44. Practice Speed Passage with 19 WPM

12	3	1,2,3 4,5,6 7	Guide and Give tips to improve speed and accuracy	Refer Table -1	45. Practice Speed Passage with 20 WPM 46. Practice Speed Passage with 20 WPM 47. Practice Speed Passage with 20 WPM 48. Practice Speed Passage with 20 WPM
13	3	1,2,3 4,5,6 7	Guide and Give tips to improve speed and accuracy	Refer Table -1	49. Practice Speed Passage with 20 WPM 50. Practice Speed Passage with 20 WPM 51. Practice Speed Passage with 20 WPM 52. Practice Speed Passage with 20 WPM
Total in hours			13	13	52
Total			Lecture 13 hrs. + Tutorial 13 hrs. + Practice 52 hrs. = 78 Hrs.		

Table-1

1. Explore & learn the other publication software Like MS Publisher.
2. Design Attractive advertisement using template in MS Publisher.
3. Design Visiting Card using template in MS Publisher
4. Design Bill Book using template in MS Publisher
5. Design Pamphlet using template in MS Publisher
6. Design Letter head using template in MS Publisher
7. Design Cover Page using template in MS Publisher
8. Edit Image using Photo Editor Apps (Android or Windows Based Application)
9. Collage Images using Photo Editor Apps (Android or Windows Based Application)
10. Give Color Effects/ Blend Images using Photo Editor Apps (Android or WindowsBased Application)
11. Design Commercial Publications using Edited Images.

6. MAPPING OF CO WITH PO

CO	Course Outcome	PO Mapped	Unit Linked	CL R/U/A	Theory in Hrs.
1	Obtain the basic knowledge about PageMaker, Photoshop and Nudi Software.	1,2,3,4,5,6,7	1	R/U/A	12
2	Gain the knowledge to Design Commercial Publications. Design Commercial Publications	1,2,3,4,5,6,7	2	R/U/A	28
3	Attain the skill to Edit Images and use them in Commercial Publications.	1,2,3,4,5,6,7	3	R/U/A	28
4	Type the Kannada Language @ 20 Letters per Minute using Nudi Software.	1,2,3,4,5,6,7	4	R/U/A	28
Total					96

7. LEVELS OF CO, PO AND PSO MAPPING

Course	CO's	Program Outcomes							Program Specific Outcomes		
		1	2	3	4	5	6	7	1	2	3
DESKTOP PUBLISHING	CO-1	3	2	1	1	1	2	2	3	1	1
	CO-2	3	2	1	1	1	2	3	3	1	1
	CO-3	3	2	1	1	1	2	2	3	1	1
	CO-4	3	2	1	2	1	2	3	3	1	1
Levels: 3 – Highly Mapped, 2 – Moderately Mapped, 1- Low Mapped and 0 – Not Mapped											

8. INSTRUCTIONAL STRATEGY

Teachers may adopt the following or any related strategies to accelerate the attainment of the various Course Outcomes.

9. Using Sign Language for Communication in class room since most of the students are Hearing Impaired in nature.
10. Use of Indian Sign Language and American Sign Language related to course words and General Communication.
11. Encouraging Students to attend interactive sessions, Group Discussions, Guest Lectures, Workshops, Industrial Visits, Activities, MCQ/ Quiz, Assignment, Open Book Test, and Co curricular activities etc. to facilitate students for learning.
12. Providing the Course Materials in soft and/or Hard copy makes easy for the students to grasp the contents easily and quickly.
13. Enhancing lessons with visuals for Differently Abled Students - OH, HI, and PVI to make them self visual learners.
14. Use of Audio - Visual Techniques like PPT, Videos, animation or E books, slide shows, pictures will help the Differently Abled Students to maximum extent.
15. Using Signed English, Cued Speech and more finger spelling for Hearing Impaired Students to clarify differences between sign language and Printed English.
16. Encouraging Peer Learning among students to understand course contents effectively in class room and Laboratory.

9. SUGGESTED LEARNING RESOURCES:

Sl. No.	Author / Publisher	Title of Books	Publication / Year
1	-	Adobe Page Maker Class Room in a Book	Pearson Education, Asia Publishers, 2001
2	Vivek Gupta	Comdex Series – DTP	Dremtech Publishers
3	-	Adobe Photoshop 6.0 Class Room in a Book:	Pearson Education, Asia Publishers, 2001
4	-	Nudi Key Board	Published by Karnataka Ganaka Parishath

10. COURSE ASSESSMENT AND EVALUATION CHART

Assessment Method	Types of Assessment		Target	Assessment Method	Max Marks	Type of Record		Cos for Assessment
Direct Assessment	CIE Continuous Internal Evaluation	IA Tests	STUDENT	Two Written Tests	20	Test / Blue Books		All COs
		Assignment and Student Activity		Three Skill Tests	20	Log of Record/Student Activity	Specified CO by the Course Coordinator	
				Student Activity	20			
	SEE	Semester End Exam		Total CIE Marks	60			
				End of Course	40	Answer Scripts	All COs	
				Total	100			
	Indirect Assessment	Student FEEDBACK		STUDENT	Middle of the Course	-NA-	Feedback forms	COs which are covered
End of Course Survey		End of the Course	questionnaire		All COs effectiveness of delivery of instructions and assessment methods			

11. COURSE ASSESSMENT SUMMARY

Sl. No.	Assessment	Duration	Max. Marks	Conversion
1	CIE Assessment - 1 Written Test-1 At the end of 6 th Week	60 Minutes	30	Average of two tests 30 Marks
2	CIE Assessment - 2 Written Test-2 At the end of 15 th Week	60 Minutes	30	
3	CIE Assessment -3 Skill Speed Test-3 At the end of 8 th Week	60 Minutes	100	Average of Three skill tests Reduced to 20 Marks
4	CIE Assessment -4 Skill Speed Test-4 / MCQ / QUIZ At the end of 10 th Week	180 Minutes / 60 Minutes	100	
5	CIE Assessment - 5 Skill Speed Test-5 / Open Book Test At the end of 13 th Week	180 Minutes / 60 Minutes	100	
6	CIE Assessment 6 (Student Activity / Assignment) At the beginning of 16 th Week	-	10	10 Marks
Total Continuous Internal Evaluation (CIE) Assessment				100
7	Semester End Examination (SEE) Speed Examination (25 WPM)	3 Hours	100	40
Total Marks				100

CLASS ROOM CONTINUOUS EVALUATION:

3. Giving of passages on various topics with a gradual speed of 25 WPM in order to attain aspeed of 35 to 36 WPM.
4. Conducting periodical tests at the end of every week to assess the attainment of speed bythe students and help to improve the speed among the students.

Note: Refer Scheme of Evaluation for both CIE and SEE

12. CIE & SEE SKILL TEST SCHEME OF EVALUATION:

Sl. No.	Particulars / Dimension	Marks
1	Design Commercial Publications	30
2	Edit Images and use them in Commercial Publications	20
3	Type Kannada language @ 20 Letters per Minute using Nudi software	20
4	Portfolio evaluation based on aggregate of all practice sessions	10
5	Viva	20
Total Marks		100

↓ Dimension	RUBRICS FOR ACTIVITY (20 Marks)					Marks
Marks →	1 Unsatisfactory (04)	2 Developing (08)	3 Satisfactory (12)	4 Good (16)	5 Excellent (20)	
	4	8	12	16	20	
1. Understanding / Introduction	Contents Disorganized not able to understand the importance of the topic	Somewhat organized Contents but not able to understand the importance of topic	Contents organized and understandable Knowledge of the importance of the topic	Organized and understand the importance of the topic	A well organized and easy to understand the importance of the topic	
2. Collection of Information and Memorization	Poor attempt is made to collect information in the context that shows poor understanding	Fewer attempts are made to collect information in the context that shows no understanding	Partially attempt is made to collect information in the context that shows little Understanding	Attempt is made to collect information in the context that shows understanding	Succeeds in collecting information that shows understanding	
3. Presentation	Presentation is not Clear	Meet task but lacks clarity and consistency	Meet task but lacks some clarity and consistency	Meet task clarity and consistency	Presentation is very clear	
Average Marks of 3 Dimensions= / 3						
Total Marks = 20						

13. Example only: MODEL OF RUBRICS / CRITERIA FOR ASSESSING STUDENT ACTIVITY

14. MODEL QUESTION PAPER FOR THEORY SEMESTER END EXAMINATION:

Sl. No.	Particulars	Marks
01	Writing	20
02	Execution	50
03	Viva	20
04	Record	10
	Total	100

EQUIPMENT/SOFTWARE LIST WITH SPECIFICATION, IF ANY.

Sl. No.	Particulars	Specification	Quantity
01	Adobe PageMaker	Latest version	-
02	Adobe Photoshop	Latest version	-
03	Nudi Software	Latest version	

16. SCHEME OF EVALUATION FOR BOTH CIE AND SEE

SCHEME OF EXAMINATION AND VALUATION

13. SEE and CIE will be conducted for 100 Marks and it should be reduced to 40 Marks and 60 Marks respectively. (Refer Point No.10 - Course Assessment Summary also)
14. Students should score Min. of 16 Marks to Pass in SEE.
15. Total of CIE+SEE i.e.
 $= 24/60 + 16/40 = 40/100$
should be obtained by students TO PASS IN THE COURSE.
16. Any fraction at any stage during evaluation will be rounded off to the next higher digit.
17. Assessment of assignment and student activity is evaluated through appropriate rubrics by the respective course coordinator. The secured mark in each case i.e. rounded off to the next higher digit.
18. CIE Skill Tests to be conducted as per SEE Scheme of Evaluation.

Government of Karnataka
Department of Technical Education, Board of Technical Examination
JSS POLYTECHNIC FOR THE DIFFERENTLY ABLED(AUTONOMOUS)
Mysuru – 570 006

Programme: DIPLOMA IN COMMERCIAL PRACTICE

Semester - III	Course Title: English Language Lab		
	Hours / Week (L:T:P) : 0:0:2	Total Contact Hours: 32	Course Code:
	Type of Course: Lectures, Practice and Self Study	Credit : 01	Core/ Elective: Core

Prerequisite: Knowledge of Basic English Grammar and Internet Operations

COURSE OBJECTIVES:

Communication Skills play an important role in career development. This Practical Course aims at actively involving students in various activities to improve their communication/ writing skills with an emphasis on developing their personality. The objectives of this course are:

1. To enhance the student's English Language Skills, Communicative Skills and Writing Skills.
2. To emphasize the need for English in the technical world.

COURSE OUTCOMES : At the end of the course, the students will be able to:	
CO1	Acquire verbal communication skills to speak and write clearly and concisely.
CO2	Articulate ideas and engage in improving conversations / writing using latest internet contents.

CO-Cognitive Level (CL) -PO MAPPING				
Name of the course: English Language Lab				
	Course Outcome	CL	Linked PO	Teaching Hrs
CO1	Acquire verbal communication skills to speak and write clearly and concisely..	EC1/2/3	1,5,6,7	20
CO2	Articulate ideas and engage in improving conversations / writing using latest internet contents	EC1/2/3	1,5,6,7	12
Total				32

COURSE-PO ATTAINMENT MATRIX

English Language Lab	Programme Outcomes							Programme Specific Outcomes		
Course outcomes	1	2	3	4	5	6	7	1	2	3
CO1	1	-	-	-	2	2	2	2	-	1
CO2	2	-	-	-	2	1	2	2	-	1
Level 3- Highly Addressed, Level 2-Moderately Addressed, Level 1-Low Addressed. Method is to relate the level of PO with the number of hours devoted to the COs which address the given PO. If >40% of classroom sessions addressing a particular PO, it is considered that PO is addressed at Level 3 If 25 to 40% of classroom sessions addressing a particular PO, it is considered that PO is addressed at Level 2 If 5 to 25% of classroom sessions addressing a particular PO, it is considered that PO is addressed at Level 1 If < 5% of classroom sessions addressing a particular PO, it is considered that PO is considered not-addressed.										

Educational Components (Bloom's Category)

Evaluation Weightage

EC-1: Remembering	: 10 % weightage
EC-2: Understanding the course	: 20 % weightage
EC-3: Apply the knowledge acquired from the course	: 70 % weightage

TEACHING AND EXAMINATION PROCEDURE

Contact Hours: 02 hours per week

Semester Duration: 16 weeks

Course	Duration		Examination				
	Hours per week	Total Hours per Semester	Valuation Marks				
			Best one I A and Graded Exercises+ Attendance	End Exam	Total	Minimum for pass	End Exam duration
English Language Lab	02	32	No End Examination				
			Evaluation to be done through Class Performance, Assignment and Activity. Records to be maintained in the Department				

COURSE CONTENTS

Unit	Major Topics	Hours Allotted
1	Basic English Grammar: <ol style="list-style-type: none"> 1. Action Verbs 2. Adjectives : Kinds of Adjectives 3. Comparative and Superlative Adjectives 4. Degree of Comparison 5. Adverb : Kinds of Adverbs 6. Simple Tense 7. Types of Tenses 8. Progressive and Perfect Tense 9. Perfect Progressive Tense 10. Irregular Verbs 11. Gerunds 12. Infinitives Activity/ Exercises	14

2	Applied Grammar: <ol style="list-style-type: none"> 1. Formation of Noun from Verb 2. Formation of Noun from Adjective 3. Sentence Reordering 4. Changing of sentences from Comparative to Superlative 5. Comparison / Interchange of Degrees 6. Identifying the Tenses <p>Activity / Exercises</p>	06
3	Writing Section: (Paper / Computer) <ol style="list-style-type: none"> 1. Writing simple conversations and dialogues 2. Write a sustained piece of writing (Controlled as well as free) such as personal and official letters. 3. Write notices 4. Write Short Stories 5. Write a small story using the given hints 6. Write Simple Advertisements. <p>Activity / Exercises</p>	12
Total		32

Suggested Students Activities:

[Type the document title]

1. Just a minute.
2. Introducing oneself.
3. Role Play.
4. Talking about one's family.
5. Giving one's opinion on various topics.
6. Read a passage: Frame questions related to it and suggest a title.
7. Newspaper Reading
8. Listening / Telling directions.
9. Listen, interpret and draw conclusions.
10. Read a story and summarize

Example only: MODEL OF RUBRICS / CRITERIA FOR ASSESSING STUDENT ACTIVITY

Example: An assignment on Story Writing

Dimension	RUBRICS FOR ACTIVITY				
	1 Unsatisfactory	2 Developing	3 Satisfactory	4 Good	5 Exemplary
Creativity	Little evidence of creativity and no imagination	Contains few creative details but has tried to use imagination	Contains a few creative details but has used his imagination	Contains many creative details and has used his imagination	Excellent use of creativity and Imagination
Dialogue	It is not clear which character is speaking	There is not much dialogue used but is clear who is speaking	Sufficient dialogue used and is clear which character is speaking	An appropriate amount of dialogue used and it is clear which character is speaking	Excellent use of dialogue and narrative to bring the character to life
Organisation	Ideas and scenes are randomly arranged	Little hard to follow. The transitions are sometimes not clear.	Easy to follow and transitions are somewhat clear.	Well organized. Clear transitions are used.	Very well organized. Logical sequencing with clear transitions.
Character	It is hard to tell who the main characters are.	The main characters are named but development is minimal.	The main characters are satisfactorily described.	Characterization is up to the mark.	Very well developed characters.

