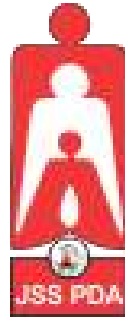


Government of Karnataka
Department of Collegiate & Technical Education
**JSS POLYTECHNIC FOR THE DIFFERENTLY ABLED
(AUTONOMOUS)**

(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 28-10-2021 for Approval

FIRST SEMESTER

PROGRAM NAME:

DIPLOMA IN COMMERCIAL PRACTICE

PROGRAM CODE: 25

W.E.F. 2021-2022

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

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

FIRST SEMESTER

W.E.F. 2021-22

JSS POLYTECHNIC FOR THE DIFFERENTLY ABLED, MYSURU
CURRICULUM STRUCTURE

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

Sl. No.	Course Category /Teaching Department	Course Code	Course Title	Hours per week			Total contact hrs/week	Credits	CIE Marks		SEE Marks		Total Marks	Min Marks for Passing (including CIE marks)	Assigned Grade	Grade Point	SGPA and CGPA	
				L	T	P			Max	Min	Max	Min						
THEORYCOURSES																		
1	CP/EG	2511	English-I	4	0	0	4	4	50	20	50	20	100	40			Only SGPA for First Semester	
2	CP/CP	2512	Business Studies-I	5	0	0	5	5	50	20	50	20	100	40				
3	CP/CP	2513	Financial Accounting-I	5	0	0	5	5	50	20	50	20	100	40				
4	CP/CP	2514	a. English Shorthand-I * OR b. Professional English Competence-I*	6	0	0	6	6	50	20	50	20	100	40				
PRACTICALCOURSES																		
5	CP/CP	-	English Computer Typing (Practice only)	2	0	4	6	0	NOENDEXAMINATION – PRACTICEONLY									
6	CP/CP	2515	Computer Application in Office-I	2	0	4	6	4	60	24	40	16	100	40				
7	CP/CP	2516	Modern Business Practice	2	0	2	4	3	60	24	40	16	100	40				
8	CP/EG	-	English Language Lab-I	0	0	2	2	0	NOENDEXAMINATION									
9	-		Psychology & Counseling-I	2	0	0	2	0	NOENDEXAMINATION									
10	-		Sign Language-I	2	0	0	2	0	NOENDEXAMINATION									
AUDITCOURSES																		
11	AU/CP Physical Activity	-	Sports/NCC/NSS/Youth Red Cross/Yoga/ Technical club.	Studentshallenrollinanyoneoftheseactivitiesin1 st semesterandshallparticipateactively.Thestudentshallobtain‘ParticipationCertificate’inthecertificate togeteligiblefortheaward of Diploma.														
Total				30	0	12	42	27	320	128	280	112	600	240				

Theory P:PracticalE:Elective AU: Audit Course

1. AU-PhysicalActivity-StudentparticipationintheselectedphysicalactivityshallbemonitoredandtheparticipationrecordsshallbemaintainedbytherespectiveProgramCoordinator (Head of Section).
2. TheoryCourseSemesterEndExamination(SEE)isconductedfor100marks(3Hrsduration)
3. PracticalCourseCIEandSEEisconductedfor100marks(3Hrsduration)
4. *Courses 4a & 4b are Optional / Elective. The student can opt for any one course.
5. ECT Courses are treated as Practical Courses for Examination purpose and the Scheme of examination with allocation of time is given in the syllabus.
6. In the Course Code (Ex.2511) of the Program, the First Digit indicates the Program Number, Second Digit indicates the number of Revision of the Curriculum, Third Digit indicates the Semester and the Fourth Digit indicates Course Serial Number.

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

PROGRAM: COMMERCIAL PRACTICE

Course Code	2511	Semester	I
Course Name	ENGLISH -I	Course Group	Core
No. of Credits	4	Type of Course	Lecture / Theory / Demonstration
Course Category	CP / Core / EG	Total Contact Hours	4 Hrs. / Week 64 Hrs. / Semester
Prerequisites	English Knowledge	Teaching Scheme	[L : T : P]=4:0:0
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. Develop Basic Skills in English.
2. Learn Communication Skills in English.
3. Develop Reading, writing and listening skills.

2. COURSE OUTCOMES

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

Course Outcomes	
CO1	Use English Alphabets both upper and lower case in framing the words and sentences
CO2	Differentiate between Masculine and Feminine Gender.
CO3	Apply singular and plural forms in a sentence.
CO4	Write grammatically correct sentences
CO5	Differentiate between the types of pronouns

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	Fundamentals of English	14	10	10	20	40
02	Masculine And Feminine Gender	12	10	10	20	40
03	Number	12	10	10	20	40
04	Sentence	14	10	10	20	40
05	Pronoun	12	10	10	20	40
Total		64	50	50	100	200

CIE Marks

CIE Tests (CIE Assessments 1, 2 and 3)	80 minutes	30 (30+30+30=90/3)	30
MCQ / Quiz (CIE Assessment 4)	60 minutes	20	(Average of Three 20 Marks)
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))

Distribution level marks for R /U /A in English -I is difficult since all the 3 levels are important to write every word or sentence. In CIE and SEE also Question Paper cannot 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 Fundamentals of English	Understand the use of English alphabets in framing the words and sentences	1.1 Capital Letters 1.2 Small Letters 1.3 Vowels 1.4 Consonants 1.5 Finding words from the Dictionary 1.6 Arranging the letters in the Dictionary order 1.7 Arranging the words in the Dictionary order 1.8 Identifying the words through pictures Activity/Exercises Marks:20	14-0-0
UNIT- 2 Masculine and Feminine Gender	Understand the difference between male and female gender	2 2.1 Gender: Definition Nouns and Pronouns 2.2 Types of Nouns 2.3 Identifying the Nouns 2.4 Identifying the Gender through pictures 2.5 Identifying the Gender by reading the names 2.6 Writing the other Gender Activity/Exercises Marks :20	12-0-0
UNIT- 3 Number	Understand to change singular and plural numbers in a sentence	3.1 Singular and Plural Number 3.2 Formation of plurals 3.3 Rules -Fill in the blanks with the plural form of the word 3.4 Changing the Singular form into Plural form in a sentence 3.5 One word substitution. Activity/Exercises Marks : 20	12-0-0
UNIT- 4 Sentence	Understand to use Articles and Punctuation in sentence formation	4.1 Types of a sentence. 4.2 Parts of a sentence. 4.3 Sentence formation. 4.4 Correction of errors in a sentence. 4.5 Rearranging the words in a sentence. 4.6 Making sentences from the given table. 4.7 Writing simple sentence. 4.8 Changing Assertive sentence to Interrogative, Negative or Exclamatory Sentence Activity/Exercises Marks : 20	14-0-0

UNIT NO.	UNIT SKILL SET	TOPICS / SUBTOPICS	HOURS L-T-P
UNIT-5 Pronoun	Understand to use Pronouns while writing sentences	5.1 Kinds of Pronoun 5.2 Importance of Personal Pronouns 5.3 Replacing nouns to pronouns 5.4 Fill in the blanks with 'this', 'that', 'these', or 'those' 5.5 Usage of correct Relative pronoun, Interrogative Pronouns, Reflexive and Indefinite Pronouns through Pictures and exercises Activity / Exercises Marks :20	12-0-0
TOTAL HOURS			64

5. MAPPING OF CO WITH PO

CO	Course Outcomes	PO Mapped	Unit Linked	CL R/U/A	Theory in Hrs.	Total Marks
1	Use English Alphabets both upper and lower case in framing the words and sentences	1,6,7	1	R/U/A	14	40
2	Differentiate between Masculine and Feminine Gender.	1,6,7	2	R/U/A	12	40
3	Apply singular and plural forms in a sentence.	1,6,7	3	R/U/A	12	40
4	Write grammatically correct sentences	1,6,7	4	R/U/A	14	40
5	Differentiate between the types of pronouns.	1,6,7	5	R/U/A	12	40
Total					64	200

6. LEVELS OF CO AND PO MAPPING

Course	CO's	Program Outcomes							Program Specific Outcomes		
		1	2	3	4	5	6	7	1	2	3
English-I	CO-1	3	-	-	-	-	2	3	2	3	-
	CO-2	3	-	-	-	-	2	3	2	3	-
	CO-3	3	-	-	-	-	2	3	2	3	-
	CO-4	3	-	-	-	-	2	3	2	3	-
	CO-5	3	-	-	-	-	2	3	2	3	-
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	Title of Books	Publication / Year
1	English Course Book for I PUC	'Reflections'	ARKBIRD PUBLICATIONS
2	Wren and Martin	ENGLISH GRAMMAR AND COMPOSITION	S CHAND PUBLICATIONS
3	M.A Pink and S.E Thomas	ENGLISH GRAMMAR AND COMPOSITION	S CHAND PUBLICATIONS
4	Sanjay Kumar Sinha	THE KING'S GRAMMAR	S CHAND PUBLICATIONS

9. COURSE ASSESSMENT AND EVALUATION CHART

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	IA Testes	Student	Three Tests (Average of Three Tests will be Computed)	30	Blue Books	All CO's
		Assignment & Student Activity		Average of MCQ + Open Book Assignment + Assignment	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 by BTE	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

10 . 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	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	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) Assessment (Written Test)	3 Hours	100	50
Total Marks				100

Note:

- SEE (Semester End Examination) is conducted for 100 Marks theory courses for 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
UNIT-1 Fundamentals of English	1.1 Capital Letters	1	1,6,7	1	14
	1.2 Small Letters	1	1,6,7	1	
	1.3 Vowels	1	1,6,7	2	
	1.4 Consonants	1	1,6,7	2	
	1.5 Finding words from the Dictionary	1	1,6,7	2	
	1.6 Arranging the letters in the Dictionary Order	1	1,6,7	2	
	1.7 Arranging the words in the Dictionary Order	1	1,6,7	2	
	1.8 Identifying the words through Pictures	1	1,6,7	2	
UNIT- 2 Masculine and Feminine Gender	2.1 Gender: definition Nouns and Pronouns	2	1,6,7	2	12
	2.2 Noun - Types of Noun			2	
	2.3 Identifying the Nouns			2	
	2.4 Identifying the Gender through pictures	2	1,6,7	2	
	2.5 Identifying the Gender by reading the names	2	1,6,7	2	
	2.6 Writing the other Gender	2	1,6,7	2	
UNIT- 3 Number	3.1 Singular and Plural Number	3	1,6,7	3	12
	3.2 Formation of plurals	3	1,6,7	3	
	3.3 Rules -Fill in the blanks with the plural form of the word	3	1,6,7	2	
	3.4 Changing the Singular form into Plural form in a sentence	3	1,6,7	2	
	3.5 One word substitution.	3	1, 6,7	2	

UNIT NO. AND NAME	DETAILED COURSE CONTENT	CO	PO	CONTACT HRS.	TOTAL
UNIT- 4 Sentence	4.1 Types of a Sentence	4	1,6,7	1	14
	4.2 Parts of a Sentence	4	1,6,7	1	
	4.3 Sentence Formation	4	1,6,7	2	
	4.4 Correction of errors in a sentence	4	1,6,7	2	
	4.5 Rearranging the words in a sentence	4	1,6,7	3	
	4.6 Making sentences from the given table	4	1,6,7	2	
	4.7 Writing simple sentence	4	1,6,7	2	
	4.8 Changing Assertive sentence to Interrogative, Negative or Exclamatory Sentence	4	1,6,7	1	
UNIT-5 Pronoun	5.1 Kinds of Pronoun	5	1,6,7	1	12
	5.2 -Importance of Personal Pronouns	5	1,6,7	2	
	5.3 Replacing nouns to pronouns	5	1,6,7	2	
	5.4 -Fill in the blanks with 'this', 'that', 'these' or 'those'	5	1,6,7	2	
	5.5 Usage of correct Relative pronoun, Interrogative Pronouns, Reflexive and Indefinite Pronouns through Pictures and exercises	5	1,6,7	3	
	5.6 Read the following Passage and answer the questions given below.	5	1,6,7	2	
Total					64

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 n	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

MODEL QUESTION PAPER FOR CIE
ENGLISH -I
CIE –Test Question Paper

PROGRAM : Commercial Practice

Instruction to the Candidate: Answer one full question from each section.

Date & Time	Semester	Course Name / Code	Max Marks	Test No.		
1Hr 20 Minutes	I	English -I	30	01		
Course Coordinator : Nandini D V			Units Covered: Fundamentals of English			
Question No.	QUESTIONS		Marks	CL	CO	PO
I	<p>Arrange the Letters in the Dictionary Order:</p> <p>a) D E F M W b) S I K T E c) W V R J S d) N Q Z L P e) P K T Y C</p> <p style="text-align: center;">" OR "</p> <p>Arrange the Letters in the Dictionary Order:</p> <p>a) W E R T O b) V B D G Q c) A X R L P d) V G D M S e) F D C H K</p>		05	R/U/A	CO 1	1,6,7
II	<p>Fill in the blanks with has, have, or had</p> <p>a) Itwo pens. b) He.....completed his work. c) We.....lunch from the restaurant. d) She.....a digital camera with her. e) They.....gone to school.</p> <p style="text-align: center;">" OR "</p> <p>Fill in the blanks with has, have or had</p> <p>a) I.....been waiting for you. b) Jack..... a party last night. c) He.....two sets of shoes. d) They.....a beautiful car. e) John.....done his homework.</p>		05	R/U/A	CO 1	1,6,7
III.	<p>Arrange the Words in the Dictionary Order</p> <p>a) Pen, ink, book, nib b) Sing, dance, play, jump c) Red, black, white, green d) Father, mother, brother, sister e) Donkey, monkey, elephant, fox</p> <p style="text-align: center;">" OR "</p> <p>Arrange the Words in the Dictionary Order</p> <p>a) Strong, heavy, brave, bold b) Good, better, worse, clever c) Sweet ,able, ball, young d) Bold, wise, large, fine e) Heavy, merry, noble, easy</p>		05	R/U/A	CO 1	1,6,7

IV	<p>Find the missing Vowels</p> <p>a) h - t b) d - t c) r - b d) j - g e) b - d</p> <p style="text-align: center;">" OR "</p> <p>Find the missing Vowels</p> <p>a) r- b b) s - b c) f- g d) h - d e) t -p</p>	05	R/U/A	CO 1	1,6,7
V	<p>Underline the letters that should be in capitals.</p> <p>a) river ganga originates from gangotri glacier. b) india is the biggest democracy in the world. c) I have always wanted to visit japan. d) rohan and sania have moved to kolkata. e) do you know where ram lives?</p> <p style="text-align: center;">" OR "</p> <p>Underline the letters that should be in capitals.</p> <p>a) meera wants to be a doctor. b) yesterday I went to see doctor seema. c) my brother and his family live in new york. d) sahara is the largest desert in the world. e) manu has a pet named tommy.</p>	05	R/U/A	CO 1	1,6,7
VI	<p>Underline the misspelt word in each group</p> <p>a) Son, dughter, wife, husband, cousin b) Alone, togather, happily, quietly, surely c) People, polite, please, parents, complane d) Reason, wealth, marrige, horrible, forgive e) Started, busines, merchant, shop, unlucky</p> <p style="text-align: center;">" OR "</p> <p>Underline the misspelt word in each group</p> <p>a) Trouble, excited, praceed, Gazed, sparkled b) Utter, fluter, mutter, shutter, clutter c) Tasty, usefule, safe, weste, waist d) Large, piece, breaad, loaf, rhyme e) Tale, tail, tall, tell, tald</p>	05	R/U/A	CO 1	1,6,7

Signature of Course Coordinator

Signature of Program Coordinator

MODEL QUESTION PAPER FOR CIE
ENGLISH -I
CIE –Test Question Paper
PROGRAM : Commercial Practice

Instruction to the Candidate: Answer one full question from each section.

Date & Time	Semester	Course Name / Code	Max Marks	Test No.		
1Hr 20 Minutes	1	English -I	30	02		
Course Coordinator : Nandini D V			Units Covered: 1. Number			
Question No.	QUESTIONS		Marks	CL	CO	PO
I	<p>Fill in the blanks with the right words</p> <p>a) One Peach, Five _____</p> <p>b) Four temples, one _____</p> <p>c) Six schools, one _____</p> <p>d) One mouse, Several _____</p> <p>e) Six geese, one _____</p> <p style="text-align: center;">" OR "</p> <p>Fill in the blanks with right words</p> <p>a) One sheep, many _____</p> <p>b) One hero, several _____</p> <p>c) One peach, five _____</p> <p>d) One pen, four _____</p> <p>e) Four temples, one _____</p>		05	R/U/A	CO 3	1,6,7
II	<p>Change the following sentences from Singular to Plural</p> <p>a) The child is eating an apple</p> <p>b) This story is interesting.</p> <p>c) A soldier is marching.</p> <p>d) The woman has a necklace.</p> <p>e) The man stole the silver spoon.</p> <p style="text-align: center;">" OR "</p> <p>Change the following sentences from Singular to Plural</p> <p>a) The child is eating an apple</p> <p>b) This story is interesting.</p> <p>c) A soldier is marching.</p> <p>d) The woman has a necklace.</p> <p>e) The man stole the silver spoon</p>		05	R/U/A	CO 3	1,6,7

III	<p>Write the Plural form of</p> <p>a) Apple b) Negro c) Dam d) Church e) Box</p> <p style="text-align: center;">" OR "</p> <p>Write the Plural form of</p> <p>a) box b) tooth c) leaf d) hobby e) woman</p>	05	R/U/A	CO 3	1,6,7
IV	<p>Change the following sentences from Plural to Singular</p> <p>a) The Soldiers climbed the hills on the ponies. b) The Policemen were chasing the thieves. c) The birds are flying in the sky. d) The girls have four books. e) The pigs chased the dogs away.</p> <p style="text-align: center;">" OR "</p> <p>Change the following sentences from Plural to Singular</p> <p>a) The stairs are over there, Sir. b) Your sunglasses are on the table. c) The scissors on the table are mine. d) <i>The cats are drinking their milk.</i> e) There are many logs.</p>	05	R/U/A	CO 3	1,6,7
V	<p>Write is / are</p> <p>a) The baby.....crying. b)Dogs.....barking loudly. c) There..... an accident now. d) We.....dancing in the party. e) Shemy cousin.</p> <p style="text-align: center;">" OR "</p> <p>Write is / are</p> <p>a) These.....my favourite colours. b) We..... very tired. c) Half of the students ----- absent d) She.....afraid of dogs. e) The pots.....broken.</p>	05	R/U/A	CO 3	1,6,7
VI	<p>Choose the correct word given in brackets</p> <p>a) He.....nothing all day.(do, does) b) Imy homework in record time.(did ,does) c) I study at night.(don't, do) d) She work here anymore.(doesn't, did) e)you attend this school?(does, Do)</p> <p style="text-align: center;">" OR "</p> <p>Choose the correct word given in brackets</p> <p>a) Henothing all day(.does, did) b) Shecharity work when she has time.(does, done) c) Weeverything we could to help.(did, do) d) He a somersault on the trampoline. (does, did) e) I havemy homework. (done, did)</p>	05	R/U/A	CO 3	1,6,7

MODEL QUESTION PAPER FOR CIE
ENGLISH -I
CIE –Test Question Paper
PROGRAM : Commercial Practice

Instruction to the Candidate: Answer one full question from each section.

Date & Time	Semester	Course Name / Code	Max Marks	Test No.		
1Hr 20 Minutes	1	English -I	30	03		
Course Coordinator : Nandini D V			Units Covered: 1. Pronoun			
Question No.	QUESTIONS		Marks	CL	CO	PO
I	<p>Fill in the blanks with this, that, these or those</p> <p>a) Are you joking ? You can't buy _____awful piece of clothes b) I have just bought _____ painting by W. Turner. c) _____car is parked very close to my driveway d) Is _____ Jenni's dog? e) _____ is not Jenni's book.</p> <p style="text-align: center;">" OR "</p> <p>Fill in the blanks with this, that, these, or those</p> <p>a) . _____are my friends Liz and Sarah. b) . _____ are my friends Daniel and Nick playing in the garden. c) Can you please wash _____ spoon for me? d) .Do you know where _____ tongs that we used last night are? e) . I think _____ is what's in the drawer over there.</p>		05	R/U/A	CO 5	1,6,7
II	<p>Choose the correct relative Pronoun in brackets</p> <p>a) . He treats others with kindness will be treated with kindness.(who, whom, which, what) b) A castle is a place _____ a king or queen lives. (where, whose) c) An actress is a woman _____ plays in films or theatre plays.(who, when) d) This is the girl _____mother is from Canada. (whose, which) e) This is the time of the year _____many people suffer from hayfever. (when, where)</p> <p style="text-align: center;">OR</p> <p>Choose the correct relative Pronoun in brackets</p> <p>a). The flowers _____grow in the garden are beautiful. (which, who) b)Do you know the man _____ is speaking on the phone? (who, whose) c)Is this the boy _____ plays the piano? (who, that) d)This is the house _____ was broken into. (that, where) e)Catherine and Sue are two girls _____ like dancing. (who, whose)</p>		05	R/U/A	CO 5	1,6,7
III	<p>Supply suitable Interrogative Pronoun</p> <p>a) By _____--was this book written? b) _____do you mean? c) _____do you think took the money? d) _____is better – wisdom or riches? e)_____do you think is right?</p> <p style="text-align: center;">" OR "</p> <p>Supply suitable Interrogative Pronoun</p> <p>a) _____ do you want to see? b) _____ did he come here for?</p>		05	R/U/A	CO 5	1,6,7

	<p>c) _____, do you think, is the correct answer to this question? d) To _____ did she give her necklace? e) _____ do you think he is?</p>				
IV	<p>Choose the correct Personal Pronoun given in brackets a). Is this for ____ (I, me) b) Ask ____ (she, her) to keep quiet. c) You must wait for _____ (your, yours) turn d) Isn't ____ (she, her) a nice person? e) Their car does not go as fast as _____ (our, ours) " OR " Choose the correct Personal Pronoun given in brackets a) John helped _____ (I, me) b) Do ____ (you, yours) like coffee? c) John loves ____ (yours, you) d) _____ (He, she) runs fast. e) Did Ram beat ____ (him, her)?</p>	05	R/U/A	CO 5	1,6,7
V	<p>Fill in the blanks with suitable Reflexive Pronoun (yourself, myself, itself, himself, herself, themselves, ourselves) a) Have you hurt _____ ? b) I can ask him _____ c) She speaks looking at _____ in the mirror. d) A cat cleans _____ with its tongue. e) The children did the homework _____. " OR " Fill in the blanks with suitable Reflexive Pronoun (yourself, myself, itself, himself, herself, themselves, ourselves) a) He saw _____ -in the mirror. b) We cant do this _____ - c) They dont like _____ - d) Are you going to the mall by _____ ? e) She likes to think of _____ as a good person.</p>	05	R/U/A	CO 5	1,6,7
VI	<p>Read the following passage and answer the questions given below Darius was the Emperor of Persia. His empire was vast, his army was big and he himself was known for his courage and daring. Alexander had set his heart on conquering Persia. He came to Persia marching at the head of his army which was much smaller than that of Darius. On the eve of the battle the whole valley was lit by the torches of the Persian Soldiers. Some of the Macedonian officers were dismayed. They wondered if they could defeat such a mass of humanity. They went to Alexander and advised him to attack the enemy at night. Alexander smiled and gave them the famous answer, "I will not steal a Victory".</p> <p>Sometime later Alexander received a letter from Darius in which he offered to pay a huge amount of money in exchange for Persian Prisoners and give him his daughter in marriage if he promised to be his friend. Alexander told his friend Parmenio about the proposals made by Darius. " If I were Alexander, I would accept them" said Parmenio. " So would I", said Alexander "If I were Parmenio".</p> <p>Questions :</p> <p>a) What were the two qualities of a warrior Darius had ? b) Why were the Macedonian officers dismayed ? c) Alexander did not like the idea of attacking the enemy at night because _____. d) What did the letter from Darius to Alexander contain ? e) What was Parmenio's advised to Alexander and how did Alexander react to that</p>	05	R/U/A	CO 5	1,6,7

	<p style="text-align: center;">" OR "</p> <p>Read the following passage and answer the questions given below:</p> <p>Lokamanya Tilak was imprisoned by the English. He kept himself busy in studies while in jail. The jail was a quiet place, where even the birds wouldn't chirp. Tilak started putting away some food for birds while having his meals. The food was untouched in the beginning. But after some days, a few birds started coming there. Slowly their number increased and they were all around Tilak. The birds would sit on his head and shoulders fearlessly. One day a jailor came to Tilak's cell while on his rounds. On hearing the chirping of birds, he peeped in and he was totally surprised. "So many birds; where have they come from?" he asked. Tilak replied, "Friend, I didn't bring them from India. These are from here only" The jailor was surprised. He said, "everybody eats birds; hence the birds do not come here" Tilak laughed and said, "The birds can also distinguish between friends and enemies."</p> <p>Question:</p> <ol style="list-style-type: none"> a) Whom did English imprison? b) How did Tilak keep himself busy? c) Why did the birds come to the prison? d) Where would the birds sit when they came to the prison? e) Give a title for this passage. 				
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Signature of Course Coordinator

Signature of Program Coordinator

MODEL QUESTION PAPER FOR MCQ /QUIZ
ENGLISH -I
CIE –Test Question Paper
PROGRAM : Commercial Practice

Instructions to the Candidate: Answer one fullquestion from each section.

Date &Time	Semester	Course Name / Code	Max Marks	Test No.		
1Hr 20 Minutes	1	Basic English	20	MCQ / Quiz		
Course Coordinator : Nandini D V			Units Covered: 1. Masculine and Feminine Gender			
Ques tion No.	QUESTIONS		Marks	CL	CO	PO
I	Write the other Gender a) Uncle b) Husband c) Monk d) Pig e) Lion		05	R/U/A	CO 2	1,6,7
II	Match the following with the other Gender a) Hero b) Sir c) Cock d) Fox e) Ox vixen Cow heroine Madam hen		05	R/U/A	CO 2	1,6,7
III	Identify the Nouns in the following sentences a).The aero plane flew over the clouds. b) A Postman brings us letters. c) We went to the zoo yesterday. d) The train arrived late. e) Books are made of paper.		05	R/U/A	CO 2	1,6,7
IV	Fill in the blanks with suitable group words [cards, sheep, bees, cattle, robbers] a. A pack of _____ b. A band of _____ c. A swarm of _____ d. A herd of _____ e. A flock of _____		05	R/U/A	CO 2	1,6,7

Signature of Course Coordinator

Signature of Program Coordinator

**MODEL QUESTION PAPER FOR OPEN BOOK
ENGLISH - I**

CIE –Test Question Paper

PROGRAM : Commercial Practice

Instruction to the Candidate: Answer one full question from each section.

Date & Time	Semester	Course Name / Code	Max Marks	Test No.								
1Hr 20 Minutes	1	Basic English	20	Open Book								
Course Coordinator : Nandini D V			Units Covered: 1. Sentence									
Question No.	QUESTIONS			Marks	CL	CO	PO					
I	<p>Complete the Sentences choosing the correct word from the options given below.</p> <p>a) Water is _____ for life. We cannot live without water. i) Important ii) essential iii) useful</p> <p>b) The common _____ of water are lakes, river, springs, ponds, wells and tube wells. i) sources ii) resources iii) requirements</p> <p>c) All water is not _____ to drink as it may contain certain germs. i) tasty ii) useful iii) safe</p> <p>d) We should not _____ water. i) waste ii) waist iii) save</p> <p>e) Trees grow with _____ i) water ii) Juice iii) alcohol</p>			05	R/U/A	CO 4	1,6,7					
II	<p>Correct the following sentences</p> <p>a) This is a water b) She has umbrella c) He is a Coward man d) He has resigned from his post e) My father is in the teaching line</p>			05	R/U/A	CO 4	1,6,7					
III	<p>Make five sentences from the given table</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 15%;">she</td> <td style="width: 15%;">cleaned</td> <td style="width: 15%;">Two Three five</td> <td style="width: 15%;">Big small</td> <td style="width: 15%;">Plates. Cups. Tables.</td> </tr> </table>			she	cleaned	Two Three five	Big small	Plates. Cups. Tables.	05	R/U/A	CO 4	1,6,7
she	cleaned	Two Three five	Big small	Plates. Cups. Tables.								
IV	<p>Rearrange the words in a sentence</p> <p>a) Play /foot/ ball/ I b) Cow/ the/ two/ has /horns. c) Full/ basket/ the/ is/ fruits/ of d) Rope/ Tina /skipping/ is/ a /with e) There /days/ are/ week/ in /a/ seven</p>			05	R/U/A	CO 4	1,6,7					

Signature of Course Coordinator

Signature of Program Coordinator

First Semester Examination, Model Question Paper – 2021

English -I

Duration: 3 Hours] Subject Code: 2511 [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– Fundamentals of English which covers
CO-1 and POs 1,6,7]**

Question Number	Question 1		Question 2	Marks
1	Arrange the Letters in the Dictionary Order	OR	Arrange the Letters in the Dictionary Order	5
2	Arrange the Words in the Dictionary Order		Arrange the Words in the Dictionary Order	5
3	Find the missing Vowels		Find the missing Vowels	5
4	Underline the misspelt word in each group		Underline the misspelt word in each group	5

SECTION – 2 [20 Marks]

**[Questions from Unit 2 – Masculine and Feminine Gender which covers
CO-2 and POs 1,6,7]**

Question Number	Question 1		Question 2	Marks
1	Write the other Gender	OR	Write the other Gender	5
2	Match the following with the other Gender		Match the following with the other Gender	5
3	Identify the Nouns in the Following Sentences		Identify the Nouns in the Following Sentences	5
4	Fill in the blanks with suitable group words		Fill in the blanks with suitable group words	5

SECTION – 3 [20 Marks]

[Questions from Unit 3 – Number which covers CO-3 and POs 1, 6,7]

Question Number	Question 1		Question 2	Marks
1	Fill in the blanks with the right words	OR	Fill in the blanks with the right words	5
2	Change the following sentences from Singular to Plural		Change the following sentences from Singular to Plural	5
3	Write the Plural form of		Write the Plural form of	5
4	Change the following Sentences from Plural to Singular		Change the following Sentences from Plural to Singular	5

SECTION – 4 [20 Marks]**[Questions from Unit 4 – Sentence which covers CO-4 andPOs 1,6,7]**

Question Number	Question 1		Question 2	Marks
1	Complete the Sentences choosing the correct word from the options given below.	OR	Complete the Sentences choosing the correct word from the options given below.	5
2	Correct the following sentences		Correct the following sentences	5
3	Make five sentences from the given table		Make five sentences from the given table	5
4	Rearrange the words in a sentence		Rearrange the words in a sentence	5

SECTION – 5 [20 Marks]**[Questions from Unit 5 - Pronoun which covers CO-5 and PO 1,6,7]**

Question Number	Question 1		Question 2	Marks
1	Fill in the blanks with this, that, these or those	OR	Fill in the blanks with this, that, these or those	5
2	Choose the correct relative pronoun in brackets and write it in the blanks		Choose the correct relative pronoun in brackets and write it in the blanks	5
3	Supply suitable Interrogative Pronoun		Supply suitable Interrogative Pronoun	5
4	Read the following Passage and answer the questions		Read the following Passage and answer the questions	5

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

PROGRAM: DIPLOMA IN COMMERCIAL PRACTICE

Course Code	2512	Semester	I
Course Name	Business Studies-I	Course Group	Core
No. of Credits	5	Type of Course	Lecture / Theory / Demonstration
Course Category	CP / Core	Total Contact Hours	5 Hrs. / Week 80 Hrs. / Semester
Prerequisites	English Knowledge	Teaching Scheme	[L : T : P] = 5 : 0 : 0
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 Business Environment
2. To know different Forms of Business Organizations and
3. To understand the Services of Business
4. To provide Knowledge and application of Emerging Trends of Business
5. To understand the accountability of Corporate responsibility of Business and Business ethics.

2. COURSE OUTCOMES

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

CO1	Obtain the knowledge of Business Environment
CO2	Acquire the knowledge of various Forms of Business Organizations
CO3	Obtain the Services of Business
CO4	Know and apply Emerging Trends of Business
CO5	Inculcate the Social responsibility of Business and Business Ethics

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

UNIT NO.	UNIT TITLE	TEACHING HOURS	DISTRIBUTION LEVELS (Marks)			TOTAL
			R / U		A	
			1 Mark Question	8 Marks Question	8 Marks Question	
1	Nature of Business	16	4	2	2	36
2	Forms of Business Organizations	28	4	2	2	36
3	Business Services	10	4	2	2	36
4	Emerging Trends of Business	14	4	2	2	36
5	Corporate Responsibility of Business and Business Ethics	12	4	2	2	36
Total		80	20	80	80	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.	OBJECTIVES	TOPICS / SUBTOPICS	HOURS L-T-P
UNIT - 1 NATURE OF BUSINESS	To Understand Business Environment	1.1 Meaning- Definition and Characteristics of business. 1.2 Human Activities - Meaning of Business, Profession and Employment - Differences between Profession and Employment 1.3 Evolution of business. 1.4 Meaning and Features of Economic Objectives and Social Objectives. 1.5 Classifications of business Activities - Industry and Commerce. 1.6 Industry - Types-Primary- Secondary- Tertiary. 1.7 Commerce - Trade and Aids to trade. Importance of commerce. 1.8 Business risks - Nature of business risks-Dealing with business risks.	16-0-0

<p style="text-align: center;">UNIT-2 FORMS OF BUSINESS ORGANIZATIONS</p>	<p style="text-align: center;">To Acquire the knowledge of Forms of Business Organizations</p>	<p>2.1 Sole Trading Concern – Meaning – Features - Merits and Demerits. 2.2 Partnership – Meaning- Features- Types, Partnership Deed & Contents, Merits & Demerits- Types of partners. 2.3 Joint Stock Company - Meaning- Features- Merits and Demerits- Types of Joint Stock Companies (Meaning Only) – Formation of Joint Stock Company 2.4 Co-operative society-Meaning- Features- Merits and Demerits- Types. 2.5 Difference between Private Company and Public Company.</p>	<p style="text-align: center;">28-0-0</p>
<p style="text-align: center;">UNIT-3 BUSINESS SERVICES</p>	<p style="text-align: center;">To Understand the Services of Business</p>	<p>3.1 Nature and Types of Services 3.2 Difference between Services & Goods 3.3 Banking- Meaning of Banking- Types of Banks 3.4 E-banking (Meaning & Benefits)</p>	<p style="text-align: center;">10-0-0</p>
<p style="text-align: center;">UNIT-4 EMERGING TRENDS OF BUSINESS</p>	<p style="text-align: center;">To provide Knowledge and application of Emerging Trends of Business</p>	<p>4.1 E-Business - Meaning- Scope 4.2 Difference between E-business and Traditional business 4.3 Benefits of E-Business. 4.4 Limitations of E-Business 4.5 Meaning of Online transaction and Types of payment mechanism 4.6 Security and Safety of business transactions 4.7 Outsourcing- Meaning, Types of Outsourcing - BPO, KPO, IPO</p>	<p style="text-align: center;">14-0-0</p>

UNIT-5 CORPORATE SOCIAL RESPONSIBILITY OF BUSINESS AND BUSINESS ETHICS	To understand the accountability of Social(Corporate) Responsibility and Business Ethics	5.1 Meaning of Social(Corporate) Responsibility 5.2 Arguments against Social Responsibility. 5.3 Responsibility towards Owners 5.4 Responsibility towards Investors 5.5 Responsibility towards Employees 5.6 Responsibility towards Consumers 5.7 Responsibility towards Government 5.8 Responsibility towards Community and Public in general 5.9 Responsibility towards Environment. 5.10 Business Ethics- Meaning, Nature and Elements.	12-0-0
Total			80

5.MAPPING OF CO WITH PO

CO	Course Outcome	PO Mapped	Unit Linked	CL R/U/A	Theory in Hrs.	Total Marks
1	Obtain the knowledge of Business Environment	1,2,5,7	1	R/U/A	16	36
2	Acquire the knowledge of Forms of Business Organizations	1,2,5,7	2	R/U/A	28	36
3	Understand the Services of Business	1,2,5,7	3	R/U/A	10	36
4	Know and apply Emerging Modes of Business	1,2,5,7	4	R/U/A	14	36
5	Inculcate the Corporate Responsibility of Business and Business Ethics	1,2,5,7	5	R/U/A	12	36
Total					80	180

6.LEVELS OF CO AND PO MAPPING

Course	CO's	Program Outcomes							Program Specific Outcomes		
		1	2	3	4	5	6	7	1	2	3
Business Studies-I	CO-1	3	3	-	-	1	-	2	1	2	1
	CO-2	3	3	-	-	1	-	2	1	2	1
	CO-3	3	3	-	-	1	-	2	1	2	1
	CO-4	3	3	-	-	2	-	2	1	2	1
	CO-5	3	3	-	-	1	-	2	1	2	1

Level 3-Highly Mapped, Level2-Moderately Mapped, Level1-Low Mapped and Level0-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	Title of Books	Publication / Year
1	Central Govt.	Business Studies - I	NCERT Books Published
2	PUC Board	Business Studies - I	NCERT Books Published
3	Dr. T. V. Raju & Dr. K. Sheshamurthy	Business Studies - I	NCERT Books Published
4	B.S. Raman	Business Studies - I	UNITED Publishers

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	Three Tests(Average of Three test will be Computed)	30	Test / Blue 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		Feedback forms	COs which are covered
	End of Course Survey			End of the Course	-NA-	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 (Written Test – 1) At the end of 6th Week	80 Minutes	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	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) Assessment (Written Test)	3 Hours	100	50
Total Marks				100
<p>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.</p> <p>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.</p>				

Note:

1. SEE (Semester End Examination) is conducted for 100 Marks theory courses for 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 (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.
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
UNIT - 1 NATURE OF BUSINESS	Meaning- Definition and Characteristics of business.	1	1,2,5,7	2	16
	Human Activities - Meaning of Business, Profession and Employment, Differences between Profession and Employment	1	1,2,5,7	2	
	Evolution of business	1	1,2,5,7	2	
	Meaning and Features of Economic Objectives and Social Objectives	1	1,2,5,7	1	
	Classifications of business Activities - Industry and Commerce	1	1,2,5,7	2	
	Industry - Types-Primary- Secondary- Tertiary	1	1,2,5,7	3	
	Commerce - Trade and Aids to trade. Importance of commerce	1	1,2,5,7	2	
	Business risks - Nature of business risks-Dealing with business risks	1	1,2,5,7	2	
UNIT - 2 FORMS OF BUSINESS ORGANISATIONS	Sole Trading Concern –Meaning – Features - Merits and Demerits	2	1,2,5,7	6	28
	Partnership – Meaning- Features-Types, Partnership Deed & Contents, Merits & Demerits- Types of Partners	2	1,2,5,7	8	
	Joint Stock Company - Meaning-Features- Merits and Demerits- Types of Joint Stock Companies (Meaning Only) – Formation of Joint Stock Company	2	1,2,5,7	6	
	Co-operative society-Meaning-Features- Merits and Demerits- Types	2	1,2,5,7	5	
	Difference between Private Company and Public Company	2	1,2,5,7	3	

UNIT-3 BUSINESS SERVICES	NatureofBusinessService-TypesofServices- (Business,PersonalandSocialService- Meaning only)	3	1,2,5,7	4	10
	Difference between Services & Goods	3	1,2,5,7	1	
	Banking- Meaning of Banking, Types of Banks	3	1,2,5,7	3	
	E-Banking (Meaning& Benefits)	3	1,2,5,7	2	
UNIT-4 EMERGING TRENDS OF BUSINESS	E-Business - Meaning- Scope	4	1,2,5,7	2	14
	Difference between E-business and Traditional business	4	1,2,5,7	2	
	Benefits of E-Business.	4	1,2,5,7	1	
	Limitations of E-Business	4	1,2,5,7	2	
	Meaning of Online transaction and Types of payment mechanism	4	1,2,5,7	3	
	Security and Safety of business transactions	4	1,2,5,7	2	
	Outsourcing- Meaning, Types of Outsourcing – BPO, KPO, IPO	4	1,2,5,7	2	
UNIT-5 CORPORATE RESPONSIBILITY OF BUSINESS AND BUSINESS ETHICS	Meaning of Social (Corporate)Responsibility	5	1,2,5,7	1	12
	Arguments against Social Responsibility.	5	1,2,5,7	1	
	Responsibility towards Owners	5	1,2,5,7	1	
	Responsibility towards Investors	5	1,2,5,7	1	
	Responsibility towards Employees	5	1,2,5,7	1	
	Responsibility towards Consumers	5	1,2,5,7	1	
	Responsibility towards Government	5	1,2,5,7	1	
	Responsibility towards Community and Public in general	5	1,2,5,7	2	
	Responsibility towards Environment.	5	1,2,5,7	1	
	Business Ethics- Meaning, Nature and Elements	5	1,2,5,7	2	
Total					80

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

↓ 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						

13. SUGGESTED ACTIVITIES

1. Identifying the uses of Business / Industry in your town.
2. List out the different Forms of Business Organization/ Services in your locality.
3. Identify an Industry in your locality and its Environmental Impact.
4. List out the latest Emerging Trends of Business.
5. Explain the Role and Responsibility of a Commerce student towards Self, Parents & Society.

14. MODEL QUESTION PAPER FOR CIE AND SEE

Program Name : COMMERCIALPRACTICE		Semester: First			
Course : Business Studies-I		Max Marks : 30			
Course Code :2512		Duration:80Minutes			
Name of the Course Coordinator: Murugamma		Test: I/II/III			
Note: Answer one full question from each section. One full question carries 10 marks.					
Qn. No.	Question	CL	CO	PO	Marks
Section-1					
1.a)					
b)					
c)					
2.a)					
b)					
c)					
Section-2					
3.a)					
b)					
c)					
4.a)					
b)					
c)					
Section-3					
5.a)					
b)					
c)					
6.a)					
b)					
c)					

Model Question Paper Semester End Examination

Program Name : Commercial Practice Semester : First
 Course : Business Studies - I Max Marks : 100
 Course Code : 2512 Duration : 3Hrs

Instructions to the Candidate:

Answer one full question from each section. One full question carries 20 marks.

Qn. No.	Question	CL	CO	Marks
Section-1				
1.a)				
b)				
c)				
2.a)				
b)				
c)				
Section-2				
3.a)				
b)				
c)				
4.a)				
b)				
c)				
Section-3				
5.a)				
b)				
c)				
6.a)				
b)				
c)				
Section-4				
7.a)				
b)				
c)				
8.a)				
b)				
c)				
Section-5				
9.a)				
b)				
c)				
10.a)				
b)				
c)				

Model Question Bank

UNIT-1				
Sl. No.	Questions	CL (R/U/A)	CO	Marks
1	State the Meaning of business	R	1	3
2	Explain the characteristics of business	U	1	10
3	Explain the Evolution of Commerce	U	1	7
4	Explain the Evolution of Industry	R	1	10
5	Write the Meaning of profession and employment	U	1	3
6	State the features of Business, Profession and Employment	U	1	30
7	State the Economic Objectives of business	R	1	10
8	Explain the social Objectives of business	U	1	10
9	Explain the types of Trade	U	1	10
10	Describe the Aids to Trade	R	1	7
11	State them meaning of Trade	U	1	3
12	Write the Importance of commerce	U	1	10
UNIT-2				
1	Meaning Sole Trading Concern	R	1	3
2	State the features of sole trading concern	U	1	7
3	Write the Merits and demerits of sole trading concern	U	1	10
4	Who is a active partner	R	1	3
5	Write the contents of partnership deed	U	1	7
6	Explain the various Types of Joint stock companies	U	1	10
UNIT-3				
1	State the meaning of Banking	R	2	3
2	Briefly describe various types of Banks	U	2	7
3	Write the difference between services & goods	U	2	10
4	State the meaning of E-Banking	R	2	3
5	Explain the Functions of commercial banks	U	2	10
UNIT-4				
1	What is E-business?	R	3	3
2	Explain the scope of E-business	U	3	7
3	Write the Difference between E- business and Traditional business	U	3	10
4	What is BPO?	R	3	3
5	State any 7 Benefits of E-Business	U	3	7
6	Types of On-line payment mechanism	U	3	10
UNIT-5				
1	What is Social Responsibility?	R	3	3
2	State the arguments against Social Responsibility	U/A	3	7
3	Write the Social Responsibilities towards Consumers	U/A	3	10
4	Write the meaning Business Ethics	R	3	3
5	Write the Social Responsibilities towards Community and Society	U/A	3	7
6	Explain the various elements of Business Ethics	U/A	3	10

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

PROGRAM: DIPLOMA IN COMMERCIAL PRACTICE

Course Code	2513	Semester	I
Course Title	Financial Accounting - I	Course Group	Core
No. of Credits	5	Type of Course	Lecture / Theory / Demonstration
Course Category	CP / Core	Total Contact Hours	5 Hrs. / Week
			80 Hrs. / Semester
Prerequisites	English Knowledge	Teaching Scheme	[L : T : P] = 5 : 0 : 0
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. Know Basic Knowledge of Financial Accounting
2. Understand the basic terms of accounting.
3. Familiarize with the Methods of Recording various Business Transactions
4. Know the necessary Skills to maintain various Books of Accounts
5. Learn about the preparation of Trial Balance

2. COURSE OUTCOMES

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

Course Outcomes	
CO1	Acquire the Knowledge of basic principles of book-keeping necessary to maintain books of accounts.
CO2	Procure the knowledge in preparation of Journal Book and Ledger account.
CO3	Acquire the knowledge of preparation of various subsidiary books.
CO4	Obtain the skills required to maintain different types of Cash books in business.
CO5	Apply the knowledge to Prepare the Trail balance in Final Accounts.

UNIT NO.	UNIT TITLE	TEACHING HOURS	DISTRIBUTION LEVELS (Marks)			TOTAL
			R / U		A	
			1 Mark Question	6 Marks Question	10 Marks Question	
1	Book Keeping and Accounting	18	4	2	2	36
2	Journal And Ledger	18	4	2	2	36
3	Subsidiary Books	16	4	2	2	36
4	Cash Book	18	4	2	2	36
5	Trial Balance	10	4	2	2	36
Total		80	20	60	100	180

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

(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 BOOK KEEPING AND ACCOUNTING	Understand Basic Knowledge of Financial Accounting	1.1 Introduction to Book keeping -Meaning - Definition - Objectives of Book Keeping - Branches of Accounting (Meaning only) 1.2 Meaning - Definition - Objectives - Advantages - Dis-advantages of Accounting – 1.3 Meaning of Accountancy - Differences between Book Keeping and Accounting 1.4 Differences between Accounting and Accountancy 1.5 Meaning of Single Entry and Double Entry System - Advantages - Disadvantages of Double Entry System of Accounting-Differences between Single Entry and Double Entry System 1.6 Basic Terms used in Accounting 1.7 Accounting Equation 1.8 Rules of Accounting.	18-0-0
UNIT-2 JOURNAL AND LEDGER	Understand the Methods of Recording various Business Transactions in Journal and Ledger	2.1 Meaning - Uses – Steps - Proforma of Journal 2.2 Recording of Simple Journal Entries 2.3 Meaning - Uses - Proforma – Differences between Journal and Ledger 2.4 Posting of Journal Entries into Ledger Accounts 2.5 Balancing of Ledger Accounts 2.6 Problems on Journal 2.7 Problems on Ledger Accounts	18-0-0

UNIT-3 SUBSIDIARY BOOKS	Understand to maintain various Books of Accounts	3.1 Meaning - Uses - Types of Subsidiary Books 3.2 Proforma of Purchases - Sales – Purchases Returns - Sales Returns 3.3 Problems on Purchases Book 3.4 Problems on Sales book 3.5 Problems on Purchases Returns Book 3.6 Problems on Sales Returns Book 3.7 Journal Proper.	16-0-0
UNIT-4 CASH BOOK	Understand to maintain cash Book	4.1 Meaning - Types of Cash Book 4.2 Problems on Single Column Cash Book 4.3 Meaning of Two Column Cash Book 4.4 Meaning of Petty Cash Book 4.5 Problems on Analytical Petty Cash Book under Imprest System 4.6 Problems on Three Column Cash Book	18-0-0
UNIT-5 TRIAL BALANCE	Understand to verify the Arithmetical Accuracy of Books of Accounts.	5.1 Meaning - Features – Proforma of Trial Balance 5.2 Preparation of Trail Balance from the Ledger Account Balances 5.3 Problems on Trail Balance	10-0-0

5. MAPPING OF CO WITH PO

CO	Course Outcome	PO Mapped	Unit Linked	CL R/U/A	Theory in Hrs.	Total Marks
1	Acquire the Knowledge of basic principles of book-keeping necessary to maintain books of accounts.	1,2,3, 4,7	1	R/U/A	18	40
2	Procure the basics of Journal and Ledger in preparation of Journal entry and Ledger account.	1,2,3, 4,7	2	R/U/A	18	50
3	Acquire the knowledge of various subsidiary books	1,4,5,6,7	3	R/U/A	16	40
4	Obtain the skills required to maintain different types of Cash books in business.	1,4,5, 6,7	4	R/U/A	18	50
5	Apply the knowledge to Prepare the Trail balance in Final Accounts.	1,4,5, 6,7	5	R/U/A	07	20
Total					80	200

6. LEVELS OF CO AND PO MAPPING

Course	CO's	Program Outcomes							Program Specific Outcomes		
		1	2	3	4	5	6	7	1	2	3
Financial Accounting- I	CO1	3	1	1	2	-	-	1	-	1	-
	CO2	3	1	1	2	-	-	1	-	1	-
	CO3	3	-	-	2	1	1	1	-	1	-
	CO4	3	-	-	2	2	1	1	-	1	-
	CO5	3	-	-	2	1	1	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	Title of Books	Publication / Year
1	B.S. Raman	Accountancy Vol I	United Publishers, Mangalore
2	Kadkol	Accountancy Vol I	M B Kadkol, Hubli
3	Dr. T V Raju & Dr. Shesha Murthy	Accountancy	Sapna Publications
4	CBSE/ICSE	NCERT Books	Class 11 & 12 -NCERT

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	Three Tests (Average of Three test will be Computed)	30	Test / Blue 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

10 . 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	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	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) Assessment (Written Test)	3 Hours	100	50
Total Marks				100
<p>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.</p> <p>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.</p>				

Note:

- SEE (Semester End Examination) is conducted for 100 Marks theory courses for 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. BOOK KEEPING AND ACCOUNTING	Introduction to Book keeping Meaning- Definition of Book Keeping, Accounting, and Accountancy.	1	1,2,3, 4,5,7	1	18
	Objectives of Book-keeping and Accounting, Difference between book-keeping and Accounting- difference between Accounting and Accountancy.	1	1,2,3, 4,5,7	1	
	Advantages of Accounting –Disadvantages of Accounting, Meaning of Branches of Accounting	1	1,2,3, 4,5,7	1	
	Meaning of Single Entry and Double Entry Systems of Book Keeping. Advantages and disadvantages of Double entry system	1	1,2,3, 4,5,7	1	
	Basic Terms used in Accounting: Entity, Business Transaction,	1	1,2,3, 4,5,7	1	
	Cash Transaction, Credit Transaction, Goods, Purchases, Sales, Purchases Returns, Sales returns	1	1,2,3, 4,5,7	1	
	Stock, Opening Stock, Closing Stock, Debtor, Creditor	1	1,2,3, 4,5,7	1	
	Solvent, Insolvent, Assets, Liabilities, Equity, Capital, Drawings.	1	1,2,3, 4,5,7	1	
	Profit, Loss, Income, Gain, Trade Discount, Cash Discount	1	1,2,3, 4,5,7	1	
	Revenue, Expenditure. Voucher, Books of accounts, Account, On account.	1	1,2,3, 4,5,7	1	
	Folio, C/D, B/D, C/F, B/F, Classification of Accounts - Accounting Equation - Rules for Debit and Credit	1	1,2,3, 4,5,7	1	
	2. JOURNAL AND LEDGER	Meaning of Journal – Uses of Journal – Proforma of Journal.	2	1,2,3, 4,5,7	
Steps in Journal Entries, Recording of Simple and Compound Journal Entries.		2	1,2,3, 4,5,7	1	
Problems on Simple and Compound Journal Entries.		2	1,2,3, 4,5,7	1	
Problems on Simple and Compound Journal Entries.		2	1,2,3, 4,5,7	1	
Problems on Simple and Compound Journal Entries.		2	1,2,3, 4,5,7	1	
Problems on Simple and Compound Journal Entries.		2	1,2,3, 4,5,7	1	

	Problems on Simple and Compound Journal Entries.	2	1,2,3, 4,5,7	1	
	Meaning of Ledger-Uses of Ledger, Proforma of Ledger Difference between Journal and Ledger,	2	1,2,3, 4,5,7	1	
	Posting of Journal Entries into the concerned Ledger Accounts.	2	1,2,3, 4,5,7	1	
	Balancing of Ledger Accounts – Meaning of debit balance and credit balance (Problems and Solutions on Ledger Accounts including Personal Accounts of Debtors and Creditors)	2	1,2,3, 4,5,7	1	
	Problems and solutions on Ledger Accounts.	2	1,2,3, 4,5,7	1	
	Problems and solutions on Ledger Accounts.	2	1,2,3, 4,5,7	1	
	Problems and solutions on Ledger Accounts.	2	1,2,3, 4,5,7	1	
	Problems and solutions on Ledger Accounts.	2	1,2,3, 4,5,7	1	
	Problems and solutions on Ledger Accounts.	2	1,2,3, 4,5,7	1	
3. SUBSIDIARY BOOKS	Meaning of Subsidiary Books – Uses of Subsidiary Books	3	4,5,6,7	1	16
	Types of Subsidiary Books.	3	4,5,6,7	1	
	Purchases Day Book - Proforma of Purchases Day Book, Sales Day Book – Proforma of Sales Day Book..	3	4,5,6,7	1	
	Purchase Returns Book – Proforma of Purchase Returns Book – Sales Returns Book – Proforma of Sales Returns Book – Journal Proper (Problems and solutions).	3	4,5,6,7	1	
	Problems and solutions.	3	4,5,6,7	1	
	Problems and solutions.	3	4,5,6,7	1	
	Problems and solutions.	3	4,5,6,7	1	
	Problems and solutions.	3	4,5,6,7	1	
	Problems and solutions.	3	4,5,6,7	1	
	Problems and solutions.	3	4,5,6,7	1	
4. CASH BOOK	Meaning of Cash Book – Types of Cash Book	4	1,4,5,6,7	1	18
	Single Column Cash Book (Problems and Solutions).	4	1,4,5,6,7	1	
	Single Column Cash Book (Problems and Solutions).	4	1,4,5,6,7	1	
	Single Column Cash Book (Problems and Solutions).	4	1,4,5,6,7	1	
	Two Column Cash Book (Problems and Solutions).	4	1,4,5,6,7	1	
	Two Column Cash Book (Problems and Solutions).	4	1,4,5,6,7	1	
	Two Column Cash Book (Problems and Solutions).	4	1,4,5,6,7	1	

	Meaning – types of Petty Cash Book (Problems and solutions on Analytical petty cash book).	4	1,4,5,6,7	1	
	Problems and solutions on Analytical petty cash book.	4	1,4,5,6,7	1	
	Problems and solutions on Analytical petty cash book.	4	1,4,5,6,7	1	
	Problems and solutions on Analytical petty cash book.	4	1,4,5,6,7	1	
	Problems and solutions on Analytical petty cash book.	4	1,4,5,6,7	1	
	Problems and solutions on Imprest petty cash book.	4	1,4,5,6,7	1	
	Problems and solutions on Imprest petty cash book.	4	1,4,5,6,7	1	
	Problems and solutions on Imprest petty cash book.	4	1,4,5,6,7	1	
5. TRIAL BALANCE	Meaning – features- Format of Trial Balance.	5	1,4,5,6,7	1	10
	Preparation of Trial Balance from the ledger account Balances (Problems and solutions)	5	1,4,5,6,7	1	
	Problems and solutions.	5	1,4,5,6,7	1	
	Problems and solutions.	5	1,4,5,6,7	1	
	Problems and solutions.	5	1,4,5,6,7	1	
	Problems and solutions.	5	1,4,5,6,7	1	
	Problems and solutions.	5	1,4,5,6,7	1	
	Problems and solutions.	5	1,4,5,6,7	1	
	Problems and solutions.	5	1,4,5,6,7	1	
Total					80

12. Example only:**MODEL OF RUBRICS / CRITERIA FOR ASSESSING**

Dimension ↓	RUBRICS FOR ACTIVITY (20 Marks)					Marks
	1 Unsatisfactory (59 and below)	2 Developing (69-60)	3 Satisfactory (79-70)	4 Good (89-80)	5 Excellent (100-90)	
Marks →	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. SUGGESTED ACTIVITIES

Sl.No.	Suggested Activities
1	Collect Vouchers/Bills on Purchases and Sales.
2	Collect Journal/Ledger account Copies.
3	Get the formats/examples of subsidiary books from Organisations
4	Collect information regarding various Cash Books used in Organization
5	Draft the Trail balance from the Ledger balance of a Sole

14. MODEL QUESTION PAPER FOR CIE AND SEE

Program Name : COMMERCIALPRACTICE		Semester : Second			
Course : Financial Accounting-I		Max Marks : 30			
Course Code :2513		Duration:80Minutes			
Name of the Course Coordinator: Mahadevaswamy K		Test : I/II/III			
Note: Answer one full question from each section. One full question carries 10 marks.					
Qn. No.	Question	CL	CO	PO	Marks
Section-1					
1.a)					
b)					
2.a)					
b)					
Section-2					
3.a)					
b)					
4.a)					
b)					
Section-3					
5.a)					
b)					
6.a)					
b)					

Model Question Paper Semester End Examination

Program Name : Commercial Practice Semester : First
 Course : Financial Accounting - I Max Marks : 100
 Course Code :2513 Duration :3Hrs

Instructions to the Candidates:

Answer one full question from each section. One full question carries 20 marks.

Qn. No.	Question	CL	CO	Marks
Section-1				
1.a)				
b)				
c)				
2.a)				
b)				
c)				
Section-2				
3.a)				
b)				
c)				
4.a)				
b)				
c)				
Section-3				
5.a)				
b)				
c)				
6.a)				
b)				
c)				
Section-4				
7.a)				
b)				
c)				
8.a)				
b)				
c)				
Section-5				
9. a)				
b)				
c)				
10.a)				
b)				
c)				

GOVERNMENT OF KARNATAKA
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JSS POLYTECHNIC FOR THE DIFFERENTLY ABLED (AUTONOMOUS)
MYSURU – 570006

PROGRAM: DIPLOMA IN COMMERCIAL PRACTICE

Course Code	2514	Semester	I
Course Name	English Shorthand-I (Principles)	Course Group	Core
No. of Credits	6	Type of Course	Lecture / Theory / Demonstration
Course Category	CP / Core	Total Contact Hours	6 Hrs. / Week 96 Hrs. / Semester
Prerequisites	English Language	Teaching Scheme	[L : T : P] = 6 : 0 : 0
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. Understand how to develop the ability to write shorthand accurately and fluently.
2. Know how to develop the ability to read printed or written shorthand with ease and accuracy.
3. Know and understand how to develop the ability to transcribe shorthand notes into longhand.
4. Know how to develop English language.
5. Understand how to Improve the usage of spelling, punctuation, paragraphing, grammar and composition.
6. To know and help in attaining high speed in shorthand through practice on different topics.

2. COURSE OUTCOMES

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

Course Outcome	
CO1	Acquire the basic principles of Phonography (Sound Writing) and its concepts
CO2	Apply the shorthand strokes, vowels, etc, and understand the various rules
CO3	Apply the rules in the formation of shorthand outlines for different words
CO4	Acquire the knowledge of Reading printed shorthand outlines
CO5	Apply writing and translating the dictated exercises of Pitman Shorthand Instructor and Key into English

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	1. Introduction to Phonographic system 2. The Consonants	24	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. 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. Note : The pattern of Model Question paper of CIE & SEE is appended to this syllabus.			The Model Question paper of CIE & SEE is appended to this syllabus.
02	3. The Vowels 4. Intervening Vowels and Position 5. Alternative Forms for R and H	22				
03	6. Diphthongs and abbreviated W 7. Phraseography, Tick 'the' 8. Circle S and Z	15				
04	9. Stroke S and Z 10. Large Circle SW and SS or SZ 11. Loops ST and STR	15				
05	12. Initial Hooks R and L 13. Alternative forms for FR, VR 14. Circle or Loop preceding Initial Hook	20				
Total		96	165			165
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))

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:

COs	Unit No.	UNIT SKILL SET	Topics / Sub-Topics	Hours L-T-P
CO 1	1	Understand the principles of Phonography (Sound Writing) and its concepts and writing the Consonants	1. Introduction to Phonographic System, Uses of Shorthand, and procedure for learning shorthand	24-0-0
			2. The Consonants	
CO 2	2	Understand and apply the various rules in writing the Shorthand strokes, vowels, etc.	3. The Vowels Dictation of word exercises	22-0-0
			4. Intervening Vowels and Position Grammalogues, Punctuation Dictation of exercises on words and sentences	
			5. Alternative Forms for 'R' and 'H' Dictation of exercises on words and sentences	
CO 3	3	Understand and apply the various rules in writing the Shorthand W, Phrases and Circle S and Z.	6. Diphthongs and Abbreviated 'W' Dictation of exercises on words and sentences	15-0-0
			7. Phraseography, Tick 'the' Dictation of phrases and sentences	
			8. Circle 'S' and 'Z' Dictation of words and paragraphs	
CO 4	4	Understand and apply the various rules in writing the Shorthand Stroke S and Z, SW, SS or SZ.	9. Stroke 'S' and 'Z' Dictation of words and paragraphs	15-0-0
			10. Large Circle 'SW' and 'SS' or 'SZ' Dictation of words and paragraphs	
			11. Loops 'ST' and 'STR' Dictation of words and Paragraphs, and Revision Exercise (A)	
CO 5	5	Understand and apply the various rules in writing the Shorthand Loops, Initial hooks and alternative forms.	12. Initial Hooks 'R' and 'L' Dictation of words and letters	20-0-0
			13. Alternative Forms for 'FR' 'VR' etc. Dictation of words and paragraphs	
			14. Circle or Hook preceding initial hook Dictation of words and paragraphs	
TOTAL HOURS				96

5. SUGGESTED LEARNING RESOURCES / REFERENCES :

1. Pitman Shorthand Instructor and Key” published by Wheelers/Person
2. “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.”
3. “English Grammar” by Pink & Thomas.
4. “Enrich Your Theory” published by Bhagwan Associates, Bangalore
5. “Theory Notes for Pitmanites” published by National Shorthand School (Books), Visakhapatnam (A.P.)
6. “Revisionary Exercises” published by National Shorthand School (Books), Visakhapatnam (A.P.), supported by three Audio Dictation CDs.

6. MAPPING OF CO WITH PO :

CO No.	Course Outcome details	PO Mapped	Unit Linked	CL R/U/A	Theory in Hrs.	Total Marks
1	Acquire the basic principles of Phonography (Sound Writing) and its concepts	1,2,5,7	1	R,U,A	24	The Model Question paper of CIE & SEE is appended to this syllabus.
2	Apply the shorthand strokes, vowels, etc, and understand the various rules	1,2,3,5,6,7	2	R,U,A	22	
3	Apply the rules in the formation of shorthand outlines for different words	1,2,3,5,6,7	3	R,U,A	15	
4	Acquire the knowledge of Reading printed shorthand outlines	1,2,3,5,6,7	4	R,U,A	15	
5	Apply writing and translating the dictated exercises of Pitman Shorthand Instructor and Key into English	1,2,3,4,5,6,7	5	R,U,A	20	
Total					96	100

7. LEVELS OF CO AND PO MAPPING :

Course	COs	Program Outcomes (POs)							Program Specific Outcomes (PSOs)		
		1	2	3	4	5	6	7	1	2	3
English Shorthand-I (Principles)	CO-1	2	2	0	0	1	0	1	2	1	1
	CO-2	2	2	1	1	1	1	1	2	1	1
	CO-3	2	2	1	1	1	1	1	2	1	1
	CO-4	2	2	1	1	2	1	1	2	1	1
	CO-5	2	2	2	1	2	1	1	2	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.

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.

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	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

10. COURSE ASSESSMENT SUMMARY :

Lecture: Practice sessions shall begin only after two weeks of Induction Program in First Semester. The schedule of assessment week shall be counted only after 2 weeks of Induction Program.

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:

- 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. & Name	Detailed Course Content	CO	PO	Contact Hrs.
1. Introduction to Phonographic system and The Consonants	Introduction to Phonographic System	CO1	1,2,3,5,7	1
	Uses of Shorthand	CO1	1,2,3,5,7	1
	Procedure for learning shorthand	CO1	1,2,3,5,7	1
	Introduction of Shorthand Consonants	CO1	1,2,3,5,7	1
	The Consonants P,B,T,D	CO2	1,2,3,5,7	1
	The Consonants P,B,T,D, Assess the daily Assignment	CO2	1,2,3,5,7	1
	The Consonants CH,J, K,G,	CO2	1,2,3,5,7	2
	The Consonants CH,J K,G, Assess the daily Assignment	CO2	1,2,3,5,7	1
	The Consonants F,V, Th,TH	CO2	1,2,3,5,7	1
	The Consonants F,V, Th,TH Assess the daily Assignment	CO2	1,2,3,5,7	1
	The Consonants S,Z, SH, ZH	CO2	1,2,3,5,7	2
	The Consonants S,Z, SH, ZH	CO2	1,2,3,5,7	1
	The Consonants M, N, NG	CO2	1,2,3,5,7	1
	The Consonants M, N, NG	CO2	1,2,3,5,7	1
	The Consonants L, R, Ray	CO2	1,2,3,5,7	1
	The Consonants L, R, Ray	CO2	1,2,3,5,7	2
	The Consonants W, Y	CO2	1,2,3,5,7	1
	The Consonants W, Y	CO2	1,2,3,5,7	1
The Consonants Upward H, Downward H	CO2	1,2,3,5,7	1	
The Consonants Upward H, Downward H	CO2	1,2,3,5,7	2	
2. The Vowels, Intervening Vowels and Position, and Alternative Forms for R and H	The Vowels Introduction	CO1	1,2,3,5,7	1
	Short Vowels	CO1	1,2,3,5,7	1
	Short Vowels	CO1	1,2,3,5,7	1
	Long Vowels	CO1	1,2,3,5,7	1
	Long Vowels	CO1	1,2,3,5,7	1
	Places of Vowels	CO1	1,2,3,5,7	2
	Preceding Vowels	CO1	1,2,3,5,7	2
	Following Vowels	CO1	1,2,3,5,7	2
	Preceding and Following Vowels	CO1	1,2,3,5,7	1
	Exercise-5, 6, 7 Reading and Transcribe	CO2,4	1,2,3,5,7	1
	Introduction to Intervening Vowels and Position	CO1	1,2,3,5,7	2
	Exercise-8, 9, 10 Reading and Transcribe	CO2,4	1,2,3,5,7	1
	Grammalogues	CO1	1,2,3,5,7	1
	Exercise-11, 12 Reading and Transcribe	CO2,4	1,2,3,5,7	1
	Introduction to Alternative Signs for R and H	CO1	1,2,3,5,7	1
	Exercise-13, 14 Reading and Transcribe	CO 2,4	1,2,3,5,7	1
	Grammalogues	CO1	1,2,3,5,7	1
	Exercise-15, 16 Reading and Transcribe	CO2,4	1,2,3,5,7	1

Unit No. & Name	Detailed Course Content	CO	PO	Contact Hrs.
3. Diphthongs and abbreviated W , Phraseography, Tick 'the', and Circle S and Z	Introduction to Diphthongs	CO1	1,2,3,5,7	1
	Two I Place Diphthongs	CO1	1,2,3,5,7	1
	Two III Place Diphthongs	CO1	1,2,3,5,7	1
	Exercise-17, 18 Reading and Transcribe	CO2,4	1,2,3,5,7	2
	Grammalogues and Exercise-19, 20 Reading and Transcribe	CO1,2	1,2,3,5,7	1
	Introduction to Phraseography	CO1	1,2,3,5,7	1
	Phrases	CO1	1,2,3,5,7	2
	Exercise-21, 22 Reading and Transcribe	CO2,4	1,2,3,5,7	1
	Introduction to Circle S and Z	CO3	1,2,3,5,7	2
	Exercise-23 Reading and Transcribe	CO2,4	1,2,3,5,7	1
	Grammalogues and Exercise-24 Reading and Transcribe	CO1,2	1,2,3,5,7	1
	Exercise-25, 26 Reading and Transcribe	CO2,4	1,2,3,5,7	1
4. Stroke S and Z, Large Circle SW and SS or SZ, Loops ST and STR	Introduction to Stroke S and Z	CO3	1,2,3,4,5,7	1
	Exercise-27 Reading and Transcribe	CO2,4	1,2,3,5,7	1
	Grammalogues and Exercise-28 Reading and Transcribe	CO1,2	1,2,3,5,7	1
	Exercise-29, 30 Reading and Transcribe	CO2,4	1,2,3,4,5,7	1
	Introduction to Large Circles SW and SS or SZ	CO3	1,2,3,4,5,7	2
	Large Circles in Phraseography Exercise-31 Reading and Transcribe	CO1,2	1,2,3,5,7	1
	Grammalogues and Exercise-32 Reading and Transcribe	CO2,4	1,2,3,5,7	1
	Exercise-33, 34 Reading and Transcribe	CO2,4	1,2,3,5,7	1
	Introduction to Loop ST and STR	CO3	1,2,3,4,5,7	1
	Exercise-35 Reading and Transcribe	CO2,4	1,2,3,5,7	1
	Grammalogues and Exercise-36 Reading and Transcribe	CO1,2	1,2,3,5,7	1
	Exercise-37, 38 Reading and Transcribe	CO2,4	1,2,3,5,7	1
	Revisionary Exercise (A) Reading and Transcribe	CO2,4	1,2,3,5,7	2
5. Initial Hooks R and L, Alternative forms for FR, VR, and Circle or Loop preceding Initial Hook	Introduction to Initial Hooks to Straight Strokes and Curves	CO3	1,2,3,4,5,7	2
	Shr and Shl etc.	CO1	1,2,3,5,7	2
	Exercise-39 Reading and Transcribe	CO2,4	1,2,3,5,7	1
	Grammalogues and Exercise-40 Reading and Transcribe	CO1,2	1,2,3,5,7	1
	Exercise-41, 42 Reading and Transcribe	CO2,4	1,2,3,5,7	1
	Introduction to Alternative Forms for FR, VR etc.	CO3	1,2,3,4,5,7	2
	Intervening Vowels	CO3	1,2,3,4,5,7	2
	Exercise-43 Reading and Transcribe	CO2,4	1,2,3,5,7	1
	Grammalogues and Exercise-44 Reading and Transcribe	CO1,2	1,2,3,5,7	1
	Exercise-45, 46 Reading and Transcribe	CO2,4	1,2,3,5,7	1
Introduction to Circle or Loop Preceding Initial Hook	CO3	1,2,3,4,5,7	2	

Unit No. & Name	Detailed Course Content	CO	PO	Contact Hrs.
5	Exercise-47 Reading and Transcribe	CO2,4	1,2,3,5,7	1
	Exercise-48 Reading and Transcribe	CO,2,4	1,2,3,5,7	1
	Grammalogues and Phrase	CO1	1,2,3,5,7	1
	Exercise-49, 50 Reading and Transcribe	CO2,4	1,2,3,5,7	1
			Total	96

12. MODEL OF RUBRICS / CRITERIA FOR ASSESSINGSTUDENT ACTIVITY :
(Example only)

Dimension ↓	RUBRICS FOR ACTIVITY (20 Marks)					Marks
	1 Unsatisfactory (59 and below)	2 Developing (69-60)	3 Satisfactory (79-70)	4 Good (89-80)	5 Excellent (100-90)	
Marks →	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						

TEST-III	SEMESTER	COURSE	Max.Marks:30		
Date & Time	First	English Shorthand – I (Principles)	Duration: 80 minutes		
	Year:-	Course Code: 2514			
Name of the Course Coordinator:		Units : Units 5 (Chapter 11 to 14)			
Qn.No.	Questions		Marks	CO	PO
1	<p>Explain the use of ST and STR loops with examples.</p> <p>Or</p> <p>What are the circumstances in which initial hook to straight and curve strokes are used? Explain with examples</p>		1x10=10		
2	<p>Transcribe the following into English Shorthand.</p> <p>We are surprised to know from your favour of the sixth of August of the extremely long delay in the delivery of the survey books. So far as we can discover, there is no very clear reason for the delay. We have looked into the case, as you may be sure and it is still a mystery.</p>		10		
3	<p>a) Write correct Shorthand Outlines for the following (answer any five)</p> <p>1.Past 2. Master 3. Leader 4.Break 5.Three 6.Lecture 7.Scre w</p> <p>b) Write any five grammalogues for the following</p> <p>1.Influenced Principle 4. Chair 5.Tell</p> <p>6.Valuation 7. Sure</p>		1x5=5 1x5=5		

TEST-IV MCQ/QUIZ	SEMESTER	COURSE	Max.Marks:20
Date & Time	First	English Shorthand –I (Principles)	Duration: 60 Minutes
	Year:	Course Code: 2514	
Name of the Course Coordinator:		Units : 1 & 2	

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

MODEL FOR MCQ / QUIZ:

Q. No 1. Choose the correct answer and encircle it. (MCQs) (1 x 5) = 5

1-How many places alongside a stroke:

- (a) Two (b) Three (c) Twelve

2-In shorthand vowels are shown:

- (a) By dot (b) By dash (c) By dot & dash

3-Second place horizontal stroke is written:

- (a) Above the line (b) On the line (c) Through the line

4-When “R” ends a word se:

- (a) Upward (b) Downward (c) Hook

5-A large final hook represen:

- (a) Ses (b) St (c) STR

Q. No. 2. Write the correct outline of the following short forms. ANY FIVE (05)

1. lord _____ 2. difference _____
 3. whose _____ 4. several _____
 5. influenced _____ 6. satisfactory _____
 7. remarkable _____ 8. representative _____
 8. yesterday _____ 10. distinguish _____

Q. No. 3. Write correct phrases of the following. ANY FIVE (05)

1. are you _____
2. if he should _____
3. as early as possible _____
4. they were _____
5. this would be _____
6. this letter _____
7. I am sure there is _____
8. you were not _____
9. science department _____
10. under separate cover _____

Q. No. 4. Explain the following rules (ANY FIVE). (05)

1. Explain the “R” before t,d,chay,jay and ith. _____
2. Explain the “Ses” circle. _____
3. Explain the abbreviated “W”. _____
4. Explain the “N” hook to curves. _____
5. Explain the f or v hook to curves. _____

Semester End Examination

Program Name	:	Commercial Practice	
Semester	:	I Sem.	
Course	:	English Shorthand – I (Principles)	Max Marks : 100
Course Code	:	2514	Duration : 3Hrs.

English Shorthand - I (Principles)

MODEL QUESTION PAPER

(NOTE for Paper setters : The Words, Phrases and Sentences should not cover the Words that are not covered in the prescribed Chapters)

(Instructions : Answer all the questions in Part – I to Part-IV as per instructions)

PART - I

1. A. Fill in the blanks with appropriate words 1x5=5

- a. _____ is the time saving system of writing
- b. _____ invented English Shorthand
- c. _____ are the result of audible friction
- d. A vowel which occurs in between the two consonants is known as _____
- e. _____ occurring words are frequently represented in English Shorthand

B. Write short notes on Diphthongs. 1x5=5

PART – II

2. A. Write Correct Phrases for the following (Answer ANY FIVE) 1x5=5

1. He should know
2. It will be
3. There may be
4. He will be
5. Too much
6. Why have you
7. So much
8. They are
9. With much
10. You were

- B. Write correct Shorthand Outlines for the following (Answer ANY FIVE) **1x5=5**
1. Zero
 2. Policies
 3. Taster
 4. Briefly
 5. Cavel
 6. Stabber
 7. Specialize
 8. Refuse
 9. Boaster
 10. Uneasily
- C. Write correct grammalogue Outlines for the following (Answer ANY FIVE) **1x5=5**
1. Put
 2. Which
 3. Remember
 4. Have
 5. Be
 6. It
 7. Different
 8. Near
 9. Largely
 10. Young

PART – III

3. A. Answer ANY FOUR of the following questions : **4x10=40**
1. Explain any Five division of Consonants ?
 2. Explain briefly the use of vowels with suitable examples.
 3. What is Diphthong? Explain the rules related to Joined Diphthongs with examples.
 4. Briefly explain the use of Phraseography with suitable examples.
 5. How the circle S and Z is used? Explain with suitable examples.
 6. Explain the use of ST and STR loops with examples.
 7. What are the circumstances in which initial hook to straight and curve strokes are used? Explain with examples.
 8. Explain briefly, with examples the use of Circle or Loop Preceding Initial Hook.
- B. Write short notes on ANY TWO of the following **2x5 =10**
1. Position of outlines
 2. SW Circle
 3. Large circles in Phraseography
 4. FL and VL

PART – IV

4. Write the following sentences in shorthand: **25 marks**
(Model : - May Contain 150 Words)

The outlay on the houses is excessive, when we think of the small size of the rooms. Necessity, it is said, knows no law; but this excuse may be denied, and he who relies on it may be sorry. Who should teach them these rules of the feast? He is the master of the loudest style of speech, and he feels the deepest disgust if his stale stories are refused. We shall first take the boys to the dentist, who should have seen them long ago. I can amplify this lesson, if you please, on Wednesday. It is a fact, castles in the air are fabrics which soon crumble; but they may give rise to many a problems of use to society. It is a simple thing to criticize, to grumble, or to blame; but how few of those who do these things are able to better the labour of the folk they criticize !.

NOTE

1. In Parts I and II, if the student has answered more questions than required, all the answers should be valued, and only where highest marks are obtained for the number of questions to be answered are to be considered.
2. The extra answers may be suitably marked in the answer papers. There is no necessity to make entries for the extra answers in the facing sheet of the answer book.
3. In Part III, if the student has written the answers not exactly as given in the Instructor Or the Model Answer, if the rule is properly covered and correct example is given, Marks as allotted should be awarded.
4. In Part IV, for every mistake ½ mark is to be deducted.
5. In Part IV, for every mistake ½ mark is to be deducted. Outlines not properly vocalised, not – writ ten in correct position, not in proper shape and thickness are to be marked as mistakes.
6. Phrases covered in the Instructor, not written by the student, are also to be treated as mistakes.

Model Question Bank

English Shorthand - I (Principles) (2514)

10 Marks Questions

1. Explain briefly the different groups of Strokes
2. Briefly explain the different vowels used in Pitman Shorthand by giving suitable examples
3. What is an Intervening Vowel? Explain the same with suitable examples
4. Explain the rules governing the use of Downward and Upward R with examples
5. Define Diphthong. Explain its usage in Pitman Shorthand with examples
6. What do you mean by Phraseography? Explain the same with examples
7. Explain the rules governing the use of Circle S initially, medially and finally.
Illustrate your answers
8. Explain the rules governing the use of Stroke S and Z with examples
9. Explain how large circles are used in Pitman Shorthand. Illustrate the answers
10. How the Loops are used in Pitman Shorthand? Explain the same with suitable examples
11. Explain how Initial Hooks are used in Pitman Shorthand. Illustrate your answers with examples
12. Explain briefly the usage of Alternative Forms including Intervening Vowels for Alternative Forms
13. Briefly explain how Circles and Loops are attached to Initial Hooks with examples

5 Marks Questions

1. Differentiate between the Stroke Chay and Ray
2. Write briefly the Preceding and Following Vowels
3. What is position writing? Explain the rules with examples
4. What is a Grammalogue? Write 5 grammalogues and the corresponding logogram
5. Explain Punctuations in Pitman Shorthand
6. Explain the usage of Downward and Upward H (2 rules) with examples
7. Write about Joined Diphthong
8. Write about Triphones
9. Explain with examples Abbreviated W
10. Tick THE
11. Large Circles in Phraseography
12. Loop STR
13. Small Hook to NG

WRITING OF PHRASES AND WORDS

Phrases and Words that are given in the Book “Pitman Shorthand Instructor and Key” up to the Chapter Circle or Loop Preceding Initial Hook shall be given.

TRANSLATION FROM ENGLISH TO SHORTHAND

Simple Sentences / Passages covering up to the Chapter Circle or Loop Preceding Initial Hook shall be given.

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

PROGRAM: DIPLOMA IN COMMERCIAL PRACTICE

Course Code	2514	Semester	I
Course Name	Professional English Competence -I	Course Group	Core
No. of Credits	6	Type of Course	Lecture/Theory / Demonstration
Course Category	CP / Core	Total Contact Hours	6 Hrs. / Week 96 Hrs. / Semester
Prerequisites	English Knowledge	Teaching Scheme	[L : T : P]=6: 0 : 0
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. Develop Basic Skills in English.
2. Learn Communication Skills in English.
3. 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
Total		96	50	50	100	200

CIE Marks

CIE Tests (CIE Assessments 1, 2 and 3)	80 minutes	30 (30+30+30=90/3)	30
MCQ / Quiz (CIE Assessment 4)	60 minutes	20	20 (Average of Three 20 Marks)
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))

Distribution level marks for R /U /A in Professional English Competence-I 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.	English Vocabulary Builder: 1.1 Countries and Nationalities 1.2 Numbers 1.3 Time expressions 1.4 Daily routines 1.5 Describing things : facts 1.6 Describing things : opinions 1.7 Sharing information 1.8 Around the house 1.9 Kitchen implements and toiletries 1.10 Chores and cleaning 1.11 Tools and gardening 1.12 Moving and renting 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 The English Alphabet 2.2 Essential Spellings 2.3 Vocabulary Test 2.4 Just Vowels- Days, Months and Seasons 2.5 Consonants 2.6 Days of the Week 2.7 Months of the Year 2.8 Understanding Dates 2.9 Common Irregular Verbs – Present Simple Tense 2.10 Common Irregular Verbs - Past Simple Tense 2.11 Common Irregular Verbs – Present Continuous Tense 2.12 Using Capital Letters 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:</p> <p>3.1 Asking about Personal Information 3.2 Introducing myself and Family 3.3 Greeting - Basic 3.4 Greeting someone you know 3.5 Meeting and old Friend 3.6. Bored -Calling Someone 3.7.Bored - Boring Work 3.8. Weather 3.9. Calling a Friend 3.10. Describing People</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:</p> <p>4.1 Basic Sentence Punctuation 4.2 Asking Questions 4.3 Kinds of Sentences 4.4Read simple Passages and answer the questions 4.5. Retell the story, identify the characters, setting and main idea.</p> <p>Activity / Exercises</p> <p style="text-align: right;">Marks :20</p>	<p>20-0-0</p>
<p style="text-align: center;">UNIT – 5 Writing Skills: (Paper / Computer)</p>	<p>Understand and Apply writing skills along with communication and thinking skills</p>	<p>5. Writing Skills: (Paper / Computer)</p> <p>5.1 Personal Details 5.2 Fill in forms with Personal details, for example entering your name, Nationality and Address on a Hotel Registration Form. 5.3 Fill in forms with Personal Details for Scholarship Form, Examination Form 5.4 Writing correct Address (both Permanent or Temporary) 5.5 Writing Correct Address of the Institution, Place, Area, Pin code etc 5.6. Identifying Capital Letter and Small Letter in a Sentence.</p> <p>Activity / Exercises</p> <p style="text-align: right;">Marks :20</p>	<p>20-0-0</p>

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
CIE / Test					-	-
Total					96	200

6. LEVELS OF CO AND PO MAPPING

Course	CO's	Program Outcomes							Program Specific Outcomes		
		1	2	3	4	5	6	7	1	2	3
PROFESSIONAL ENGLISH COMPETENCE -I	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	-	-	-	-	-	3	3	2	2
	CO5	3	-	-	-	-	2	3	3	2	2
Level : 3- Highly Mapped, 2-Moderately Mapped, 1-Low Mappedand0-NotMapped											

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	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	IA 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 Examination		End of the Course	50	Answer Scripts	All CO's
				Total	100		
Indirect Assessment	Student feedback		STUDENT	Middle of the course		Feedback forms	CO's which are covered
	End of Course survey			End of course	-NA-	Questionnaire	All CO's Effectiveness of delivery of instructions and assessment methods

10.COURSE ASSESSMENTSUMMARY

Sl. No.	Assessment	Duration	Max Marks	Conversion
1	CIE Assessment – 1 (Written Test – 1) At the end of 6th Week	80 Minutes	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	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) Assessment (Written Test)	3 Hours	100	50
Total Marks				100

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 (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
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. English Vocabulary Builder	1. English Vocabulary Builder				18
	1.1 Countries and Nationalities	1	1,5,6,7	1	
	1.2 Numbers	1	1,5,6,7	2	
	1.3 Time expressions	1	1,5,6,7	2	
	1.4 Daily routines	1	1,5,6,7	1	
	1.5 Describing things : facts	1	1,5,6,7	2	
	1.6 Describing things : opinions	1	1,5,6,7	2	
	1.7 Sharing information	1	1,5,6,7	2	
	1.8 Around the house	1	1,5,6,7	1	
	1.9 Kitchen implements and toiletries	1	1,5,6,7	1	
	1.10 Chores and cleaning	1	1,5,6,7	2	
	1.11. Tools and gardening	1	1,5,6,7	1	
	1.12 Moving and renting	1	1,5,6,7	1	
	Activity/ Exercises.				
2. Grammar	2. Grammar				20
	2.1 The English Alphabet	2	1,5,6,7	1	
	2.2. Essential Spellings	2	1,5,6,7	1	
	2.3. Vocabulary Test	2	1,5,6,7	2	
	2.4. Just Vowels- Days, Months and Seasons	2	1,5,6,7	2	
	2.5. Consonants	2	1,5,6,7	2	
	2.6. Days of the Week	2	1,5,6,7	2	
	2.7. Months of the Year	2	1,5,6,7	2	
	2.8. Understanding Dates	2	1,5,6,7	2	
	2.9. Common Irregular Verbs – Present Simple Tense	2	1,5,6,7	2	
	2.10 Common Irregular Verbs - Past Simple Tense	2	1,5,6,7	2	
	2.11 Common Irregular Verbs – Present Continuous Tense	2	1,5,6,7	1	
	2.12 Using Capital Letters	2	1,5,6,7	1	
	Activity/ Exercises				

UNIT NO. AND NAME	DETAILED COURSE CONTENT	CO	PO	CONTACT HRS.	TOTAL
3. Conversation Skills	3. Conversation Skills				18
	3.1 Asking about Personal Information	3	1,5,6,7	2	
	3.2 Introducing myself and Family	3	1,5,6,7	2	
	3.3 Greeting - Basic	3	1,5,6,7	2	
	3.4 Greeting someone you know	3	1,5,6,7	2	
	3.5 Meeting and old Friend	3	1,5,6,7	2	
	3.6 Bored -Calling Someone	3	1,5,6,7	2	
	3.7 Bored - Boring Work	3	1,5,6,7	1	
	3.8 Weather	3	1,5,6,7	1	
	3.9 Calling a Friend	3	1,5,6,7	2	
	3.10 Describing People	3	1,5,6,7	2	
	Activity / Exercises				
4. Reading Skills	4. Reading Skills:				20
	4.1. Basic Sentence Punctuation	4	1,7	4	
	4.2. Asking Question	4	1,7	4	
	4.3. Kinds of Sentences	4	1,7	4	
	4.4. Read simple Passages and answer the questions	4	1,7	4	
	4.5. Retell the story, identify the characters, setting and main idea.	4	1,7	4	
	Activity / Exercises				
6. Writing Skills: (Paper / Computer)	5. Writing Skills: (Paper / Computer)				20
	5.1 Personal Details	5	1,6,7	4	
	5.2 Fill in forms with Personal details, for example entering your name, Nationality and Address on a Hotel Registration Form	5	1,6,7	4	
	5.3 Fill in forms with Personal Details for Scholarship Form, Examination Form	5	1,6,7	3	
	5.4 Writing correct Address (both Permanent or Temporary)	5	1,6,7	3	
	5.5 Writing Correct Address of the Institution, Place, Area, Pin code etc	5	1,6,7	3	
	5.6 Identifying Capital Letter and Small Letter in a Sentence.	5	1,6,7	3	
	Activity / Exercises				
CIE / MCQ / QUIZ / OPEN BOOK / ASSIGNMENT / STUDENT ACTIVITY					-
Total					96

12. MODEL OF RUBRICS /CRITERIA FOR ASSESSING STUDENT ASSIGNMENT

Example: Assignment on Story Writing

Dimension	RUBRICS FOR ACTIVITY(20 Marks)					Student Score
	Unsatisfactory	Developing	Satisfactory	Good	Exemplary	
	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 10. Adverb –Only Activities
2. Fill the blank with determiners(with a twist) 11. Gerund worksheets
3. Some and Any – Exercises 12. Reading and Matching games
4. Determiners games/ worksheets 13. Smiley sentences
5. Writing Letters
6. Sentence structure
7. Sentence writing
8. Stretch a Sentence- Expanding, adding who, what, where and why
9. Reading, writing, Listening and Speaking Activity

**MODEL QUESTION PAPER FOR CIE
PROFESSIONAL ENGLISH COMPETENCE - I**

CIE –Test Question Paper

PROGRAM : Commercial Practice

Instruction to the Candidate: Answer one full question from each section.

Date & Time	Semester	Course Name / Code	Max Marks	Test No.		
1Hr 20 Minutes	I	Professional English Competence -I	30	01		
Course Coordinator : Nandini D V			Units Covered: English Vocabulary Builder			
Question No.	QUESTIONS		Marks	CL	CO	PO
I	<p>Match the Numbers to the correct words:</p> <p>a. b. c. d. e.</p> <p style="text-align: center;">" OR "</p> <p>Match the Numbers to the correct words:</p> <p>a. b. c. d. e.</p>		05	R/U/A	CO 1	1,5,6,7
II	<p>Fill the missing letters.</p> <p>a. b. c. d. e.</p> <p style="text-align: center;">" OR "</p> <p>Fill the missing letters.</p> <p>a. b. c. d. e.</p>		05	R/U/A	CO 1	1,5,6,7
III.	<p>Rewrite the words, correcting the spellings</p> <p>a. b. c. d. e.</p> <p style="text-align: center;">" OR "</p> <p>Rewrite the words, correcting the spellings</p> <p>a. b. c. d. e.</p>		05	R/U/A	CO 1	1,5,6,7

<p>IV</p>	<p>Find the odd man out a. b. c. d. e.</p> <p style="text-align: center;">" OR "</p> <p>Find the odd man out a. b. c. d. e</p>	<p>05</p>	<p>R/U/A</p>	<p>CO 1</p>	<p>1,5,6,7</p>
<p>V</p>	<p>Write the opposite word a. b. c. d. e</p> <p style="text-align: center;">" OR "</p> <p>Write the opposite word a. b. c. d. e.</p>	<p>05</p>	<p>R/U/A</p>	<p>CO 1</p>	<p>1,5,6,7</p>
<p>VI</p>	<p>Cross out the Incorrect word in each Sentence a. b. c. d. e</p> <p style="text-align: center;">" OR "</p> <p>Cross out the Incorrect word in each sentence a. b. c. d. e</p>	<p>05</p>	<p>R/U/A</p>	<p>CO 1</p>	<p>1,5,6,7</p>

Signature of Course Coordinator

Signature of Program Coordinator

**MODEL QUESTION PAPER FOR CIE
PROFESSIONAL ENGLISH COMPETENCE -I
CIE –Test Question Paper
PROGRAM : Commercial Practice**

Instruction to the Candidate: Answer one full question from each section.

Date & Time	Semester	Course Name / Code	Max Marks	Test No.		
1Hr 20 Minutes	1	Professional English Competence -I	30	02		
Course Coordinator : Nandini D V			Units Covered: Conversation skills			
Ques tion No.	QUESTIONS		Marks	CL	CO	PO
I	<p>Match the Greeting words</p> <p>a. b. c. d. e.</p> <p style="text-align: center;">" OR "</p> <p>Match the Greeting words</p> <p>a. b. c. d. e.</p>		05	R/U/A	CO 3	1,6,7
II	<p>Fill in the Gaps</p> <p>a. b. c. d. e.</p> <p style="text-align: center;">" OR "</p> <p>Fill in the Gaps</p> <p>a. b. c. d. e.</p>		05	R/U/A	CO 3	1,6,7
III	<p>Choose the Dialogue words from the Box</p> <p>a. b. c. d. e.</p> <p style="text-align: center;">" OR "</p> <p>Choose the Dialogue words from the Box</p> <p>a. b. c. d. e.</p>		05	R/U/A	CO 3	1,6,7

<p>IV</p>	<p>Expand the Contraction words a. b. c. d. e.</p> <p style="text-align: center;">" OR "</p> <p>Expand the contraction words a. b. c. d. e</p>	<p>05</p>	<p>R/U/A</p>	<p>CO 3</p>	<p>1,6,7</p>
<p>V</p>	<p>Rewrite the sentences in the Present Tense a. b. c. d. e</p> <p style="text-align: center;">" OR "</p> <p>Rewrite the sentences in the Present Tense a. b. c. d. e</p>	<p>05</p>	<p>R/U/A</p>	<p>CO 3</p>	<p>1,5,6,7</p>
<p>VI</p>	<p>Rewrite the Sentences in the Present Continuous Tense a. b. c. d. e.</p> <p style="text-align: center;">" OR "</p> <p>Rewrite the Sentences in the Present Continuous Tense a. b c d e</p>	<p>05</p>	<p>R/U/A</p>	<p>CO 3</p>	<p>1,5,6,7</p>

Signature of Course Coordinator

Signature of Program Coordinator

**MODEL QUESTION PAPER FOR CIE
PROFESSIONAL ENGLISH COMPETENCE -I**

CIE –Test Question Paper

PROGRAM : Commercial Practice

Instruction to the Candidate: Answer one full question from each section.

Date &Time	Semester	Course Name / Code	Max Marks	Test No.		
1Hr 20 Minutes	1	Professional English Competence -I	30	03		
Course Coordinator : Nandini D V			Units Covered: Writing Skills (Paper/Computer)			
Q.No.	QUESTIONS		Marks	CL	CO	PO
I	Make Sentences by adding suitable words .a. b. c. d. e. <p align="center">" OR "</p> Make sentences by adding suitable words .a. b. c. d. e.		05	R/U/A	CO 5	1,6,7
II	Fill in the blanks with some or any a. b. c. d. e. <p align="center">" OR "</p> Fill in the blanks with some or any a. b. c. d. e.		05	R/U/A	CO 5	1,6,7
III	Choose the right answers from the brackets a. b. c. d. e. <p align="center">" OR "</p> Choose the right answers from the brackets a. b. c. d. e.		05	R/U/A	CO 5	1,6,7

<p>IV</p>	<p>Correct the following sentences a. b. c. d. e.</p> <p style="text-align: center;">" OR "</p> <p>Correct the following sentences a. a. b. c. d. e</p>	<p>05</p>	<p>R/U/A</p>	<p>CO 5</p>	<p>1,6,7</p>
<p>V</p>	<p>Circle the words in the following sentences that needs a capital letters.. a. b. c. d. e</p> <p style="text-align: center;">" OR "</p> <p>Circle the words in the following sentences that needs a capital letters.. a. b. c. d. e</p>	<p>05</p>	<p>R/U/A</p>	<p>CO 5</p>	<p>1,5,6,7</p>
<p>VI</p>	<p>Read the following passage and answer the questions given below " OR " Read the following passage and answer the questions given below</p>	<p>05</p>	<p>R/U/A</p>	<p>CO 5</p>	<p>1,5,6,7</p>

Signature of Course Coordinator

Signature of Program Coordinator

MODEL QUESTION PAPER FOR MCQ /QUIZ
PROFESSIONAL ENGLISH COMPETENCE -I
CIE –Test Question Paper
PROGRAM : Commercial Practice

Instructions to the Candidate: Answer one full question from each section.

Date & Time	Semester	Course Name / Code	Max Marks	Test No.		
1Hr 20 Minutes	1	Professional English Competence - I	20	MCQ / Quiz		
Course Coordinator : Nandini D V			Units Covered: Grammar			
Ques tion No.	QUESTIONS		Marks	CL	CO	PO
I	Rewrite each word. Complete with a vowel. a. b. c. d. e		05	R/U/A	CO 2	1,5,6,7
II	Fill in the blanks with suitable Days of the week. a. b. c. d. e.		05	R/U/A	CO 2	1,5,6,7
III	Fill in the blanks with is, am, are, was or were. a. b. c. d. e.		05	R/U/A	CO 2	1,5,6,7
IV	Fill in the blanks with correct form of the verbs given in brackets a. b. c. d. e.		05	R/U/A	CO 2	1,5,6,7

Signature of Course Coordinator

Signature of Program Coordinator

**MODEL QUESTION PAPER FOR OPEN BOOK
PROFESSIONAL ENGLISH COMPETENCE -I
CIE –Test Question Paper
PROGRAM : Commercial Practice**

Instructions to the Candidate: Answer one full question from each section.

Date & Time	Semester	Course Name / Code	Max Marks	Test No.		
1Hr 20 Minutes	1	Professional English Competence - I	20	Open Book		
Course Coordinator : Nandini D V			Units Covered: Reading Skills			
Ques tion No.	QUESTIONS		Marks	CL	CO	PO
I	Punctuate the following. a. b. c. d. e		05	R/U/A	CO 4	1,7
II	Identify the subject and object in the following sentences a. b. c. d. e		05	R/U/A	CO 4	1,7
III	Complete the sentences using Personal pronouns given in the brackets. a. b. c. d. e		05	R/U/A	CO 4	1,7
IV	Fill in the blanks with suitable words from the box and complete the story. a. b. c. d. e.		05	R/U/A	CO 4	1,7

Signature of Course Coordinator

Signature of Program Coordinator

First Semester Examination, Model Question Paper – 2021
Professional English Competence -I
Duration: 3 Hours] Subject Code: 2511 [Max. Marks: 100]
Semester End Examination

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 Building which covers CO-1 and POs 1,5,6,7]

Question Number	Question 1		Question 2	Marks
1	Match the Numbers to the correct words.	OR	Match the Numbers to the correct words.	5
2	Fill the missing letters.		Fill the missing letters.	5
3	Rewrite the words, correcting the spellings		Rewrite the words, correcting the spellings	5
4	Find the odd man out.		Find the odd man out	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	Rewrite each word. Complete with a vowel.	OR	Rewrite each word. Complete with a vowel	5
2	Fill in the blanks with suitable Days of the week.		Fill in the blanks with suitable Days of the week	5
3	Fill in the blanks with is, am, are, was or were.		Fill in the blanks with is, am, are, was or were.	5
4	Put the sentences into simple present.		Put the sentences into simple present..	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	Match the two parts of the sentences.	OR	Match the two parts of the sentences.	5
2	Frame the questions to get the following answers.		Frame the questions to get the following answers.	5
3	Change the following statements into Yes/No questions		Change the following statements into Yes/No questions	5
4	Read the conversation between two friends and complete the dialogue in a suitable way.		Read the conversation between two friends and complete the dialogue in a suitable way.	5

SECTION – 4 [20 Marks]**[Questions from Unit 4 - Reading Skills which covers CO-4 and POs 1,&7]**

Question Number	Question 1		Question 2	Marks
1	Punctuate the following	OR	Punctuate the following	5
2	Identify the subject and object in the following sentences.		Identify the subject and object in the following sentences.	5
3	Complete the sentences using Personal pronouns given in the brackets.		Complete the sentences using Personal pronouns given in the brackets.	5
4	Fill in the blanks with suitable words from the box and complete the story.		Fill in the blanks with suitable words from the box and complete the story.	5

SECTION – 5 [20 Marks]**[Questions from Unit 5 - Writing Skills which covers CO-5 and POs 1,6&7]**

Question Number	Question 1		Question 2	Marks
1	Correct the following sentences:	OR	Correct the following sentences:	5
2	Circle the words in the following sentences that needs a capital letters.		Circle the words in the following sentences that needs a capital letters.	5
3	Write your Permanent and Temporary Address correctly.		Write correct Address of the Institution, place, area and pin code.	5
4	Read the following passage and answer the questions given below:		Read the following passage and answer the questions given below	5

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

PROGRAM: DIPLOMA IN COMMERCIAL PRACTICE

Course Code	-	Semester	I
Course Name	English Computer Typing (Practice only)	Course Group	Core
No. of Credits	4	Type of Course	Lecture / Theory / Demonstration
Course Category	CP / Core	Total Contact Hours	6 Hrs. / Week
Prerequisites	English Language	Teaching Scheme	[L : T : P] 0:2:4
CIE Marks	-	SEE Marks	-

Note: Only practice during this semester. The examination is at the end of Second Semester. Attendance Mandatory.

1. COURSE SKILL SET

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

1. Demonstrate & Describe the Typing Posture
2. Practice to operate the Key Board.
3. Locate the Figures, various punctuation marks and adhere to the spacing after punctuation marks in the Computer Key Board.
4. Obtain speed and accuracy to type text and setting the margins on the Computer for A4 size paper.

2. COURSE OUTCOMES

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

Course Outcome	
CO1	Acquire the knowledge to understand the Typing Posture
CO2	Acquire the knowledge to operate Key Board
CO3	Operate the Figures, Special Characters, Punctuation Marks, Combination of Signs, Function Keys etc.
CO4	Attain the Speed to type text (Words, Sentences and Paragraphs) Speedily and Accurately by setting margins.

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

UNIT NO.	UNIT TITLE	TEACHING HOURS	DISTRIBUTION LEVELS (Marks)			TOTAL
			R	U	A	
1	Typing Posture	06	-	-	-	-
2	Introducing the Key Board	40	-	-	-	-
3	Typing of Figures etc.	10	-	-	-	-
4	Accuracy and Speed in Typing Text	40	-	-	-	-
Total		96	-	-	-	-

(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. & NAME	OBJECTIVES	TOPICS / SUBTOPICS	HOURS L-T-P
UNIT-1 TYPING POSTURE	Demonstrate & Describe the Typing Posture	1.1 The Ideal Typing Posture - Feet (Flat on floor) and Legs, Arms, Straight Neck and Back, 90-110 Degree Elbows, Eye Level, Wrists and Hands, Chair, Desk, Monitor, Keyboard and Mouse etc. 1.2 Common Improper Typing Postures – Wrist Extension, Closed Elbows and Shrugged shoulders, Arm Extension, Improper position of Mouse, Wrist Placement etc.	06
UNIT-2 INTRODUCING THE KEY BOARD	Demonstrate & Describe the mastering of Computer Key Board.	2.1 Introducing the Key Board 2.2 Touch Method of Typing 2.3 Computer Keyboard Parts and its Uses 2.4 Drill to Develop Key Locations 2.5 Practicing of Scientific Method of fingering Accuracy 2.6 Chart to Practice Fingers and Characters 2.7 Typing Techniques 2.8 Practicing of Exercises	40

UNIT- 3 TYPING OF FIGURES ETC.	Operate the Figures, Special Characters, Punctuation Marks, Combination of Signs, Function Keys etc.	3.1 Typing of Figures 3.2 Special Characters 3.3 Punctuation Mark 3.4 Combination of Signs 3.5 Function Keys	10
UNIT- 4 ACCURACY IN TYPING WORDS ETC.	Type the Words, Sentences and Paragraphs Speedily and Accurately by setting margins.	4.1 Drill to Develop Accuracy and Speed in Typing Words 4.2 Drill to Develop Accuracy and Speed in Typing Sentences 4.3 Drill to Develop Accuracy and Speed in Typing Paragraphs	40

5. MAPPING OF CO WITH PO

CO	Course Outcome	PO Mapped	Unit Linked	CL R/U/A	Theory in Hrs.	Total Marks
1	Acquire the knowledge to understand the Typing Posture	1,2,3,4,5,6,7	1	R/U/A	06	-
2	Acquire the knowledge to operate Key Board	1,2,3,4,5,6,7	2	R/U/A	40	-
3	Operate the Figures, Special Characters, Punctuation Marks, Combination of Signs, Function Keys etc.	1,2,3,4,5,6,7	3	R/U/A	10	-
4	Attain the Speed to type text (Words, Sentences and Paragraphs) Speedily and Accurately by setting margins.	1,2,3,4,5,6,7	4	R/U/A	40	-
Total					96	-

6. LEVELS OF CO AND PO MAPPING

Course	CO's	Program Outcomes							Program Specific Outcomes		
		1	2	3	4	5	6	7	1	2	3
English Computer Typing (Practice only)	CO-1	3	2	1	1	1	1	2	3	1	1
	CO-2	3	2	1	1	1	1	3	3	1	1
	CO-3	3	2	1	1	1	1	2	3	1	1
	CO-4	3	2	1	2	1	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.

- Using Sign Language for Communication in class room since most of the students are Hearing Impaired in nature.
- Use of Indian Sign Language and American Sign Language related to course words and General Communication.
- 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.
- Providing the Course Materials in soft and/or Hard copy makes easy for the students to grasp the contents easily and quickly.
- Enhancing lessons with visuals for Differently Abled Students - OH, HI, and PVI to make them self visual learners
- Use of Audio - Visual Techniques like PPT, Videos, animation or E books, slide shows, pictures will help the Differently Abled Students to maximum extent.
- Using Signed English, Cued Speech and more finger spelling for Hearing Impaired Students to clarify differences between sign language and Printed English.
- 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	S R Siddaraju	English Typewriting TextBook	-
2	M L Krishna Murthy	Key Board Mastery in Typewriting	Sree Subramanyeshwara Book Depot
3	Onkar Nath Verma & Anshul Verma	Typewriter and Computer Typing	Upkar Prakashan
4	Vikas Aggarwal	Up-to-date Typewriter and Computer Typing	Swastik
5	RPH Editorial Board	Proficiency in English Typewriting	Ramesh Publishing House

9. DETAILED COURSE CONTENTS

UNIT NO. AND NAME	DETAILED COURSE CONTENT	CO	PO	CONTACT HRS.	TOTAL
UNIT 1: TYPING POSTURE	Typing Posture - The Ideal Typing Posture - Feet (Flat on floor) and Legs, Arms, Straight Neck and Back, 90-110 Degree Elbows, Eye Level, Wrists and Hands, Chair, Desk, Monitor, Keyboard and Mouse etc.	1	1,2,3,4,5,6,7	3	06
	Common Improper Typing Postures – Wrist Extension, Closed Elbows and Shrugged shoulders, Arm Extension, Improper position of Mouse, Wrist Placement etc.	1	1,2,3,4,5,6,7	3	
UNIT 2: INTRODUCING THE KEY BOARD	Introducing the Key Board – Touch Method of Typing	2	1,2,3,4,5,6,7	1	40
	Computer Keyboard Parts and its Uses	2	1,2,3,4,5,6,7	1	
	Drill to Develop Key Locations, Practicing of Scientific Method of fingering accuracy	2	1,2,3,4,5,6,7	1	
	Chart to Practice Fingers and Characters Typing Techniques	2	1,2,3,4,5,6,7	1	
	Practicing of Exercises - Preliminary Exercise	2	1,2,3,4,5,6,7	1	
	BeginnersExercise-1	2	1,2,3,4,5,6,7	4	
	BeginnersExercise-2	2	1,2,3,4,5,6,7	1	
	BeginnersExercise-3	2	1,2,3,4,5,6,7	1	
	BeginnersExercise-4	2	1,2,3,4,5,6,7	1	
	BeginnersExercise-5	2	1,2,3,4,5,6,7	1	
	BeginnersExercise-6	2	1,2,3,4,5,6,7	6	
	BeginnersExercise-7,8	2	1,2,3,4,5,6,7	2	
	BeginnersExercise-9	2	1,2,3,4,5,6,7	3	
	BeginnersExercise-10	2	1,2,3,4,5,6,7	4	
	BeginnersExercise-11	2	1,2,3,4,5,6,7	2	
	BeginnersExercise-12	2	1,2,3,4,5,6,7	2	
	BeginnersExercise-13,14	2	1,2,3,4,5,6,7	1	
	BeginnersExercise-15,16	2	1,2,3,4,5,6,7	1	
	BeginnersExercise-17,18	2	1,2,3,4,5,6,7	4	
	BeginnersExercise-19	2	1,2,3,4,5,6,7	1	
BeginnersExercise-20	2	1,2,3,4,5,6,7	1		

UNIT 3: TYPING OF FIGURES ETC.	Typing of Figures - FingeringExercise-21 FingeringExercise-22 FingeringExercise-23	3	1,2,3,4,5,6,7	3	10
	Special Characters, Punctuation Mark Exercise-24 to Exercise-32	3	1,2,3,4,5,6,7	4	
	Combination Signs Exercise-33 to Exercise-35	3	1,2,3,4,5,6,7	2	
	Function Keys	3	1,2,3,4,5,6,7	1	
UNIT 4. ACCURACY AND SPEED IN TYPING WORDS ETC.	Drill to Develop Accuracy and Speed in Typing Words - Exercise-36	4	1,2,3,4,5,6,7	15	40
	Drill to Develop Accuracy and Speed in Typing Sentences – Concentration Exercises	4	1,2,3,4,5,6,7	15	
	Drill to Develop Accuracy and Speed in Typing Paragraphs – Speed Passages 1-14	4	1,2,3,4,5,6,7	15	
Total					96

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

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						

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PROGRAM: DIPLOMA IN COMMERCIAL PRACTICE

Course Code	2515	Semester	I
Course Name	Computer Applications in Office-I	Course Group	Core
No. of Credits	4	Type of Course	Lecture / Theory / Demonstration
Course Category	CP / Core	Total Contact Hours	6 Hrs. / Week 96 Hrs. / Semester
Prerequisites	English Knowledge	Teaching Scheme	[L : T : P] 0:2:4
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.To Inculcate Computer Skills in Office Applications.
- 2.To Design and Create Office/General Documents & Files

2. COURSE OUTCOMES

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

Course Outcome	
CO1	Identify and know the functions of major Hardware parts and System and Application Software
CO2	Prepare business documents having text, pictures and small tables using MS-WORD
CO3	Prepare business documents having tables with calculations using MS-EXCEL
CO4	Prepare different Charts for the Tables with proper headings and legends using MS-EXCEL

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:

UNIT NO.	UNIT SKILL SETS	TOPICS / SUBTOPICS	HOURS L-T-P
UNIT- 1. COMPUTER BASICS	Understand various models of computers, components of computers and their Applications by using windows	Meaning and Definition & Advantages of Computer Types of Computers–Meaning of Hardware and Software, Types of Software–System Software and Application Software Hardware Parts and its Uses Input Devices–Key Board, Mouse, Touch pad, Scanner, Output Devices – Monitor, Speakers, Headphones, Printers, Projectors, Plotters, CD /DVD, Actuators Computer Memory–ROM, RAM, Cache Memory Computer Processing–CPU, Drivers Function Keys, Windows Operating System– Creation of Folders and Files , Storing Retrieving of Files from different Drives/ My Documents	0-6-14=20
UNIT- 2 MS-WORD	Understand to Design and Create Office / General Documents & Files	Prepare Documents (Pamphlets, Template, News Items, etc.) & Letters, using features like Fonts, Size, Bullets, Bold, Italic, Underlining, Strikethrough, Subscript, Superscript, Text Colors, Text Alignment (Left, Center, Right, Justification), Line Spacing, Page Setup (Margin Settings, Orientation, Size, Columns), Page Background (Water Mark, Page Color, Page Borders) Paragraph (Indent, Spacing) Layout–Alignment. Inserting Picture, ClipArt , Shapes, Header, Footer, Page Numbers, Text Box, WordArt and Symbols in a WORD File Tables including drawing additional Columns and Rows using Draw Table feature, Data Sorting, Formula, Aligning the contents of Rows and Columns using Alignment Feature under Layout	0-10-18=28
UNIT- 3 MS-EXCEL	Understand MS – Excel in preparation of business calculations.	Meaning of Work Book, Spread Sheets, Insertion of additional Sheets in a Work book, Renaming of Sheets, Meaning of Cell, Cell Address, Range, Data ,Data Types (General, Number, Currency, Date, Time, and Text) and Data formats	0-10-14=24
UNIT- 4 MS EXCEL-GRADED EXERCISE	Practices to Prepare various Tables , Graphs & Charts in MS – EXCEL	a. Preparing documents having Tables and Text using different Data Types, Formulae (Average, Date, LCM, Median, Mode, Product, and Sum), Formatting of Cells, Auto Filling, Formatting Tables, Data Sorting, Inserting Page Background, Page Setup options (Margins, Orientation and Size). b. Preparing Charts based on the Tables created (Column, Line, Pie, Bar and Area Charts), Giving Title and Legends, Formatting the Charts	0-6-18=24

4. MAPPING OF CO WITH PO

CO	Course Outcome	PO Mapped	Unit Linked	CL R/U/A	Theory in Hrs.
1	Identify and know the functions of major Hardware parts and System and Application Software	1,2,3,4,5,6,7	1	R/U/A	20
2	Prepare business documents having text, pictures and small tables using MS -WORD	1,2,3,4,5,6,7	2	R/U/A	28
3	Prepare business documents having tables with calculations using MS-EXCEL	1,2,3,4,5,6,7	3	R/U/A	24
4	Prepare different Charts for the Tables with proper headings and legends using MS-EXCEL	1,2,3,4,5,6,7	4	R/U/A	24
Total					96

5. LEVELS OF CO AND PO MAPPING

Course	CO's	Program Outcomes							Program Specific Outcomes		
		1	2	3	4	5	6	7	1	2	3
Computer Applications in Office-I	CO-1	3	2	1	1	1	1	2	3	1	1
	CO-2	3	2	1	1	1	1	3	3	1	1
	CO-3	3	2	1	1	1	1	2	3	1	1
	CO-4	3	2	1	2	1	1	3	3	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 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.

7. SUGGESTED LEARNING RESOURCES:

Sl. No.	Author	Title of Books	Publication / Year
1	Ravi Khurana	Total Computer Applications	Morning Star/2018
2	Coray Sandler, Tom	Teach yourself Office 2000 for Windows	PANCHU (1 December 1997)
3	A L Stevens	Teach Yourself Windows	MIS Press,U.S.; 1st edition (1 October 1990)
4	Ran Mansfield	Working in MS Office	Osborne/McGraw-Hill (1 November 1995)

8. 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 Tests (Theory)	20	Test Books	All COs
		Assignment and Student Activity		Three Skill Tests (Practical)	20	Log of Record/Student Activity	Specified COs 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 assement methods

9. A.ASSESSMENT SUMMARY

Lecture: Practice sessions shall begin only after two weeks of Induction Program in First semester. The schedule of assessment week shall be counted only after 2 weeks of Induction Program.

Sl. No.	Assessment	Duration	Max Marks	Conversion
1	CIE Assessment – 1 (Written Test – 1) At the end of 6th Week (Theory Test)	1 Hr	20	Average of two written tests 20 Marks
2	CIE Assessment – 2 (Written Test – 2) At the end of 15th Week (Theory Test)	1 Hr	20	
3	CIE Assessment – 3 (Skill Test-1) At the end of 8th Week (Practical Test)	3 Hr	20	Average of three Skill tests 20 Marks
4	CIE Assessment – 4 (Skill Test-2) At the end of 10th Week (Practical Test)	3 Hr	20	
5	CIE Assessment – 5(Skill Test-3) At the end of 13th Week (Practical Test)	3 Hr	20	
7	CIE Assessment 6 (Student Activity / Assignment) At the beginning of 16th Week	-	20	
Total Continuous Internal Evaluation (CIE) Assessment				60
8	Semester End Examination (SEE) Assessment (Written Test)	3 Hours	100	40
Total Marks				100

Note:

1. CIE Skill tests to be conducted as per SEE scheme of evaluation.
2. 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.

9. B. PROCEDURE / STEPS FOR CONDUCT AND CALCULATION OF CIE AND SEE FINAL MARKS.

Sl. No.	Assessment	Type of CIE	Method	Duration	Average Counting	Total CIE Max. MARKS (To Be Conducted)	FINAL Conversion of Marks for CIE and SEE
1	CIE Assessment – 1 CIE Assessment – 2	Written Test (Theory)	Conduct Two CIE for Max Marks 20	1 Hr	Average Marks of CIE 1 & 2	20	20
2	CIE Assessment – 3 CIE Assessment – 4 CIE Assessment – 5	Skill Test (As per SEE Scheme)	Conduct Three CIE for Max Marks 100 and convert it in to 20 marks .	3 Hrs.	Average Marks of CIE 3,4&5	100	20
3	CIE Assessment – 6	Student Activity / Assignment	Maximum Marks 20	-	-	20	20
4	Total Marks of Continuous Internal Evaluation(CIE) Assessment					(1+2+3)	60
5	Semester End Examination (SEE) Assessment (Written Test)	As per SEE Scheme	Conduct SEE for Max Marks 100 and convert it in to 40 marks .	3 Hours		100	40
FINAL TOTAL MARKS FOR THE COURSE (4 + 5)						100	100

PASSING MARKS CRITERION:

	CIE Marks	SEE Marks	TOTALMarks
Maximum	60	40	100
Minimum required	24	16	40

10. LIST OF PRACTICAL:

- Prepare a News Item in Word for a Newspaper with 2 or 3Columns and other necessary features
- Prepare an Information Brochure in Word about an Educational Institution by inserting Pictures, Page Numbers and other necessary features
- Prepare a Word Document having Table and Text with necessary features
- Prepare the Salary Details of an Organization in Excel by incorporating necessary Formulae
- Prepare the Marks Card of a Candidate in Excel by incorporating necessary Formulae
- Using Excel Prepare the details of Food grains (minimum 3 food grains)production in India for 5 years and Sort the Data in Ascending and Descending Orders
- Prepare different Charts for the Tables created, etc.,

11. SUGGESTED STUDENTS ACTIVITIES:

1. Collect the information about Meaning, Advantages, Types of Computer, Meaning of Hardware, Software and its Types
2. Collect pictures of different types of Computers
3. Get the information and pictures of different parts of Computers
4. Get the information and pictures of different Input and Output Devices
5. Prepare an attractive Pamphlet using MS WORD features with necessary pictures for advertising the launch of a new product
6. Prepare a news item using Column feature in MS WORD about the Independence Day Celebrations held in your Polytechnic
7. Prepare a Business Letter enquiring the rates for 5 items which your Firm wants to buy from the Supplier using MS WORD
8. Prepare an Official Letter asking clarification regarding the working hours using MS WORD
9. Prepare a Table to show Name, Age, Total Salary in Rupees, Date of Joining and Years of Experience of 10 Employees of an Organization in MSEXCEL using suitable Data Types in different Columns and give the Heading as “Details of Employees”. Enter the necessary data
10. For the “Details of Employees” Table, additional Columns Basic Pay, DA at 10% and add data of another 10 Employees using Auto Filling, Formatting of Cells. Calculate the DA using required formula
11. Create a Table in MSEXCEL to show the results of 10 Students in 5Subjects and use Sum, Product, Average, Mode, Median and Percentage Formula
12. Create a Table in MSEXCEL to show the details of any 50 reproduction in India for the past 10 years with imaginary figures. Format the Table, Sort the Data and insert an attractive Page Background

12. DETAILED COURSE CONTENTS

UNIT NO. AND NAME	DETAILED COURSE CONTENT	CO	PO	CONTACT HRS.	TOTAL
1. COMPUTER BASICS	Meaning and Definition & Advantages of Computer Types of Computers–	1	1,2,3,4,5,6,7	3	20
	Meaning of Hardware and Software, Types of Software–System Software and Application Software Hardware Parts and its Uses	1	1,2,3,4,5,6,7	3	
	Input Devices–Key Board, Mouse, Touch pad, Scanner, Output Devices Monitor,Speakers,Headphones,Printers,Projectors,Plotters,CD/DV D,Actuators	1	1,2,3,4,5,6,7	3	
	ComputerMemory– ROM,RAM,CacheMemoryComputerProcessing- CPU,Drivers	1	1,2,3,4,5,6,7	3	
	Function Keys, Windows Operating System–	1	1,2,3,4,5,6,7	4	
	Creation of Folders and Files , Storing Retrieving of Files from different Drives/ My Documents	1	1,2,3,4,5,6,7	4	
2. MS-WORD	Prepare Documents(Pamphlets, Template, News Items, etc.),&Letters, using features like a.Fonts,Size,Bullets,Bold,Italic,Underlining,Strikethrough,Subscript, Superscript,TextColors,TextAlignment(Left,Center,Right,Justification),LineSpacing,PageSetup(MarginSettings,Orientation,Size,Columns),PageBackground(WaterMark,PageColor,PageBorders)Paragraph (Indent,Spacing)Layout–Alignment.	2	1,2,3,4,5,6,7	10	28
	Inserting Picture, ClipArt ,Shapes, Header, Footer, Page Numbers, Text Box, WordArt and Symbols in a WORD File	2	1,2,3,4,5,6,7	9	
	Tables including drawing additional Columns and Rows using Draw Table feature, Data Sorting, Formula, Aligning the contents of Rows and Columns using Alignment Feature under Layout	2	1,2,3,4,5,6,7	9	

3.MSEXCEL		3	1,2,3,4,5,6,7	3	24
	Meaning of Work Book	3	1,2,3,4,5,6,7	3	
	Spread Sheets	3	1,2,3,4,5,6,7	3	
	Insertion o f additional Sheets in a Workbook	3	1,2,3,4,5,6,7	3	
	Renaming of Sheets,	3	1,2,3,4,5,6,7	3	
	Meaning of Cell, Cell Address,	3	1,2,3,4,5,6,7	3	
	Range, Data,	3	1,2,3,4,5,6,7	3	
	Data Types (General, Number, Currency, Date, Time, and Text)and Data formats	3	1,2,3,4,5,6,7	3	
4.MSEXCEL- Graded Exercises	Types ,Formulae (Average, Date, LCM, Median, Mode, Product ,and Sum),	4	1,2,3,4,5,6,7	4	24
	Formatting of Cells, Auto Filling ,Formatting Tables	4	1,2,3,4,5,6,7	4	
	Data Sorting, Inserting Page Background, Page Setup options(Margins, Orientation and Size).	4	1,2,3,4,5,6,7	4	
	Preparing documents having Tables and Text using different Data	4	1,2,3,4,5,6,7	6	
	Preparing Charts based on the Tables created(Column, Line, Pie, Bar and Area Charts),	4	1,2,3,4,5,6,7	3	
	Giving Titles and Legends, Formatting the Charts	4	1,2,3,4,5,6,7	3	
				Total	96

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

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						

14. Scheme of Evaluation for both CIE and SEE.

Sl. No.	Particulars	Marks
1	Writing	20
2	Execution	50
3	Record	10
4	Viva Voce	20
Total		100

MODEL QUESTIONS PAPER FOR CIE AND SEE**First Semester Diploma Examinations****Name of the Practical:** Computer Applications in Office-I**Code No :** 2515**Date :****Time : Duration :** 3 hours **Batch No :****Max. Marks :** 100**WRITING****1) Choose the correct answer and complete the sentence:5x1=5 Marks**

- a) _____ is an example of a program called a “Word Processor”.
i) MS Word ii) MS Table iii) MS Word
- b) A _____ is a location for storing files on computer.
i) Hard Disc ii) Cover iii) Mic
- c) _____ is a pointing Device.
i) Files ii) Mouse iii) Pen Device
- d) _____ is the spreadsheet program.
i) MS Access ii) MS Power Point iii) MS Excel
- e) The _____ are the horizontal markers in the worksheet .
i) Rows ii) Columns iii) Memory

2) Define Computer. List the parts of Computer.7 Marks**3) State the meaning of Columns, Rows and Cells in MS Excel.****8 Marks****EXECUTION****4) Prepare an Invitation in MS-Word.****10 Marks****5) Type the following text in MS- word.15 Marks**

- a) Convert the first line to all capital letters.
b) Change the font of first line to Calibri, make it bold, increase the Font size to 14 and change the colour in to Red.

Diploma in Commercial Practice

The objective of this course is to provide systematic and effective training of the disabled in the areas like Stenography, Private / Personal Secretary ship, MS Office, Office Assistantship etc. The Commercial Practice Diploma Holders can be employed as Stenographers, Private / Personal Secretaries, Office Assistants , Computer Operators, Asst. Lecturers in Polytechnic etc. They can also opt for higher education by joining B.Com. Degree course. Orthopedically handicapped and visually impaired are eligible for admission to this course, The intake for this course is 30 students.

6) Create the Statement of Budget Allocation District wise in MS Excel.**25 Marks**

District wise Budget Allocation									
Sl . No.	Name of the Districts	Amount Sanctioned	40% for Education	10% for Health	15% for Industry	20% for Irrigation	10% for Transportation	5% for Power	100% Total
1.	Bengaluru	1,00,000	40,000	10,000	15,000	20,000	10,000	5,000	1,00,000
to									
5.	Mysuru								
Total									

7) Record

10 Marks

8) Viva Voce

20 Marks

100 Marks

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

PROGRAM: DIPLOMA IN COMMERCIAL PRACTICE

Course Code	2516	Semester	I
Course Name	Modern Business Practice	Course Group	Core
No. of Credits	4	Type of Course	Lecture / Theory / Demonstration
Course Category	CP / Core	Total Contact Hours	4 Hrs. / Week
			64 Hrs. / Semester
Prerequisites	English Knowledge	Teaching Scheme	[L : T : P] 0:2:2
CIE Marks	60	SEE Marks	40

1. COURSE SKILL SET:

1. To know the various Online Services, Applications and Digital Payment.
2. To understand the Bank Accounts, Types and Services.
3. To understand the preparation of Invoice, Cash Bill and Credit Bill.
4. To understand the preparation of Debit Note, Credit Note, Purchase Order and Quotations.

2. COURSE OUTCOMES:

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

COs	Course Outcome
CO1	Acquire the knowledge to prepare various documents, forms and statements used in business affairs.
CO2	Acquire the skills for Opening of Various Bank Account and gain the knowledge of various services in banking sectors.
CO3	Procure the knowledge of preparation of Invoice, Cash Bill, and Credit Bill.
CO4	Gain the knowledge of preparation of Debit Note, Credit Note, Purchase Order and quotation.

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:

UNITS No.	UNIT SKILL SET	TOPICS / SUB TOPICS	HOURS L-T-P
Unit -1 Online Services and Application	Understand the filling of Various Application	Online Reservation Form-Format- Preparation of Railway Reservation Form with given information. Speed Post, Courier Service, Unique Disability Identity Card (UDID), National Scholarship Portal, PAN, TIN, GST, Digital Wallets, and Online Services.	0-6-6
Unit -2 Bank Account and Services	Understand the Bank Accounts, Types and Services	Bank Accounts-Types-Opening of Savings, Recurring, and Current Accounts-Cheque-Types of Cheques- Preparation of Cheques- Withdrawal, Pay – Slip, Deposit Slip, forms, Application for Demand Draft, and Reasons for Unpaid Cheques. Brief knowledge of ATM, Debit Card, Credit Card,- Online Booking. Internet Banking - NEFT (National Electronic Funds Transfer)- ECS (Electronic Clearing Service) – RTGS – (Real Time Gross Settlement), AWB – (Anywhere Banking), Mobile Banking. – Online Billing – E-Payment (Any Statutory Payment by Government) MUDRA, Startup Indian Scheme.	0-15-15
Unit -3 Invoice Cash Bill and Credit Bill	Preparation of Invoice, Cash Bill and Credit Bill	Invoice-Meaning-Format-Types of Invoice-Preparation of Invoice from the given information. Cash Bill and Credit Bill- Meaning-Format-Preparation of Cash Bill and Credit Bill from the given information.	0-6-6
Unit -4 Business Records	Preparation of Debit Note and Credit Note and Understand the Purchase Order and quotations	Debit Note and Credit Note-Meaning-Format-Preparation of Debit and Credit Note from the given information. Quotations and Purchase Order- Meaning-Format-Preparation of Purchase Order and Quotations with the given information.	0-5-5

4. MAPPING OF CO WITH PO

CO	Course Outcome	PO Mapped	Unit Linked	CL R/U/A	Theory in Hrs.
1	Acquire the knowledge to prepare various documents, forms and statements used in business affairs.	1,2,3,4,5,6,7	1	R/U/A	12
2	Acquire the skills for Opening of Various Bank Account and gain the knowledge of various services in banking sectors.	1,2,3,4,5,6,7	2	R/U/A	30
3	Procure the knowledge of preparation of Invoice, Cash Bill, and Credit Bill.	1,2,3,4,5,6,7	3	R/U/A	12
4	Gain the knowledge of preparation of Debit Note, Credit Note, Purchase Order and quotation.	1,2,3,4,5,6,7	4	R/U/A	10
Total					64

5. LEVEL OF MAPPING PO'S WITH CO'S

Course	COs	Program Outcomes (POs)							Program Specific Outcomes		
		1	2	3	4	5	6	7	1	2	3
Modern Business Practice	CO1	3	3	1	1	1	1	1	1	1	1
	CO2	3	3	1	1	1	1	1	1	1	1
	CO3	3	3	2	1	1	1	1	1	1	1
	CO4	3	3	2	1	1	1	1	1	1	1
Level3-HighlyMapped,Level2-ModeratelyMapped,Level1-LowMapped,Level0-NotMapped											

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 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.

7. SUGGESTED LEARNING RESOURCES:

Sl. No	Author	Title of Books	Publication / Year
1	Prof. Kandasami K.P.	Banking Law and Practice	Kalyani Publisher December 2010
2	Prof. Varshney P.N	Banking Law and Practice	Kalyani Publisher December 2014
3	Prof. Preet Deep Singh	Starting Up in India	White Falcon Publishing ISBN:9781947293373, 1947293370 Edition: 1, 2017
4	Prof. Goyal Pankaj)	Before you start up	Prakash Books ISBN: 9788175994409, 9788175994409 Edition: 2019

8. COURSEASSESSMENTANDEVALUATIONCHART

Assessment Method	Type of Assessment		Target	Assessment methods	Max Marks	Type of record	CO's for assessment
Direct Assessment	CIE Continuous Internal Evaluation	IA Testes	STUDENT	Two Tests(Average of Two Tests will be Computed)	20	Blue Books	All CO's
		Assign-ment & Student activity		Three Skill Tests	20	Log of record	Specified CO by the course coordinator
				Activity	20		
		Total CIE Marks		60			
	SEE	Semester End Exam		End of the Course	40	Answer Scripts by BTE	All CO's
	Total			100			
Indirect Assessment	Student feed back		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

9. COURSE ASSESSMENT SUMMARY

9. A.ASSESSMENT SUMMARY

Lecture: Practice sessions shall begin only after two weeks of Induction Program in First semester. The schedule of assessment week shall be counted only after 2 weeks of Induction Program.

Sl. No	Assessment	Duration	Max Marks	Conversion
1	CIE Assessment – 1 (Written Test – 1) At the end of 6th Week (Theory Test)	1 Hr	20	Average of two written tests 20 Marks
2	CIE Assessment – 2 (Written Test – 2) At the end of 15th Week (Theory Test)	1 Hr	20	
3	CIE Assessment – 3 (Skill Test-1) At the end of 8th Week (Practical Test)	3 Hr	20	Average of three Skill tests 20 Marks
4	CIE Assessment – 4 (Skill Test-2) At the end of 10th Week (Practical Test)	3 Hr	20	
5	CIE Assessment – 5(Skill Test-3) At the end of 13th Week (Practical Test)	3 Hr	20	
7	CIE Assessment 6 (Student Activity / Assignment) At the beginning of 16th Week	-	20	
Total Continuous Internal Evaluation (CIE) Assessment				60
8	Semester End Examination (SEE) Assessment (Written Test)	3 Hours	100	40
Total Marks				100

Note:

1. CIE Skill tests to be conducted as per SEE scheme of evaluation.
2. 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.

9. B PROCEDURE / STEPS FOR CONDUCT AND CALCULATION OF CIE AND SEE FINAL MARKS.

Sl. No.	Assessment	Type of CIE	Method	Duration	Average Counting	Total CIE Max. MARKS (To Be Conducted)	FINAL Conversion of Marks for CIE and SEE
1	CIE Assessment – 1 CIE Assessment –2	Written Test (Theory)	Conduct Two CIE for Max Marks 20	1 Hr	Average Marks of CIE 1 & 2	20	20
2	CIE Assessment – 3 CIE Assessment – 4 CIE Assessment – 5	Skill Test (As per SEE Scheme)	Conduct Three CIE for Max Marks 100 and convert it in to 20 marks .	3 Hrs.	Average Marks of CIE 3,4 & 5	100	20
3	CIE Assessment – 6	Student Activity / Assignment	Maximum Marks 20	-	-	20	20
4	Total Marks of Continuous Internal Evaluation(CIE) Assessment (1+2+3)						60
5	Semester End Examination (SEE) Assessment (Written Test)	As per SEE Scheme	Conduct SEE for Max Marks 100 and convert it in to 40 marks .	3 Hours		100	40
FINAL TOTAL MARKS FOR THE COURSE (4 + 5)							100

PASSING MARKS CRITERION:

	CIE Marks	SEE Marks	TOTAL Marks
Maximum	60	40	100
Minimum required	24	16	40

11.DETAILED COURSE CONTENTS

Unit No & Name	DETAILED COURSE CONTENT	CO	PO	Contact Hrs.
Unit - 1 Online Service and Application	Meaning Online Reservation Form	1	1,2,3,4,5,6,7	1
	Fill of Railway Reservation	1	1,2,3,4,5,6,7	1
	Meaning of Speed Post Features of Speed Post and Advantages of Speed Post	1	1,2,3,4,5,6,7	2
	Meaning of Courier Services, Features of Courier Services and Advantages of Courier Service	1	1,2,3,4,5,6,7	2
	Meaning of Unique Disability Identity Card and Advantages of Unique Disability Identity Card	1	1,2,3,4,5,6,7	1
	National Scholarship Portal Scheme	1	1,2,3,4,5,6,7	1
	Meaning of PAN and Advantages of PAN	1	1,2,3,4,5,6,7	1
	Meaning of TIN and Advantages of TIN	1	1,2,3,4,5,6,7	1
	Meaning of GST and Advantages of GST	1	1,2,3,4,5,6,7	2
Unit – 2 Bank Accounts and Services	Meaning of Bank Accounts	2	1,2,3,4,5,6,7	1
	Types of Bank Accounts	2	1,2,3,4,5,6,7	2
	Opening of Savings Bank Account	2	1,2,3,4,5,6,7	2
	Opening of Current Account	2	1,2,3,4,5,6,7	2
	Meaning of cheques and types of cheques	2	1,2,3,4,5,6,7	2
	Preparation of Cheques	2	1,2,3,4,5,6,7	1
	Fill of Withdrawal Slip, Pay Slip, Deposit Slip	2	1,2,3,4,5,6,7	2
	Fill of DD forms	2	1,2,3,4,5,6,7	1
	Reasons for unpaid cheques	2	1,2,3,4,5,6,7	1
	Meaning of ATM and Advantages	2	1,2,3,4,5,6,7	1
	Meaning of Debit Card, Features, Advantage and Disadvantages.	2	1,2,3,4,5,6,7	1
	Meaning of Credit Card, Features, Advantage and Disadvantages.	2	1,2,3,4,5,6,7	1
	Meaning of NEFT,ECS,RTGS	2	1,2,3,4,5,6,7	1
	Meaning of Anywhere banking	2	1,2,3,4,5,6,7	1
	Meaning of Mobile Banking and Advantages	2	1,2,3,4,5,6,7	2
	Meaning of Online Billing and Advantages	2	1,2,3,4,5,6,7	2
	Meaning of E – Payments and Advantages and Disadvantages.	2	1,2,3,4,5,6,7	1
	Meaning of Digital Wallets	2	1,2,3,4,5,6,7	2
	Scheme of MUDRA Yojana	2	1,2,3,4,5,6,7	2
Introduction on Start-up Indian Scheme	2	1,2,3,4,5,6,7	2	

Unit – 3 Invoice Cash Bill and Credit Bill	Meaning of Invoice and features of Invoice	3	1,2,3,4,5,6,7	2
	Format of Invoice	3	1,2,3,4,5,6,7	1
	Types of Invoice	3	1,2,3,4,5,6,7	1
	Preparation of Invoice	3	1,2,3,4,5,6,7	2
	Meaning of Cash Bill	3	1,2,3,4,5,6,7	1
	Preparation of Cash Bill	3	1,2,3,4,5,6,7	2
	Meaning of Credit Bill	3	1,2,3,4,5,6,7	1
	Preparation of Credit Bill	3	1,2,3,4,5,6,7	2
Unit – 4 Business Records	Meaning and features of Debit Note and Credit Note	3	1,2,3,4,5,6,7	2
	Preparation of Debit Note and Credit Note	3	1,2,3,4,5,6,7	2
	Meaning of Purchase Order	3	1,2,3,4,5,6,7	1
	Format of Purchase Order	3	1,2,3,4,5,6,7	2
	Meaning of quotation	3	1,2,3,4,5,6,7	1
	Format of quotation	3	1,2,3,4,5,6,7	2

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

Dimension	Scale					Students Score (Five Students)				
	1 Unsatisfactory	2 Developing	3 Satisfactory	4 Good	5 Exemplary	1	2	3	4	5
1.Organisation	Has not included relevant information	Has included few relevant information	Has included some relevant information	Has included many relevant information	Has included all relevant information needed	3	4	5	3	2
2.Fulfill team's roles and duties	Does not perform any duties assigned	Performs very little Duties	Performs nearly all duties	Performs nearly all duties	Performs all duties of assigned team roles	2	3	5	3	3
3.Conclusion	Poor	Less effective	Partially effective	Summarizes but not exact.	Most Effective	5	2	5	3	4
4.Conventions	Frequent Error	More Error	Some Error	Occasional Error	No Error	4	1	5	5	4
Total Score						14	10	20	14	13
Total Marks 14/4=3.5 or 4						4	3	5	4	3

13. SCHEME OF EVALUATION FOR BOTH CIE AND SEE (SEE to cover the entire COs)

Sl.No	Particulars	Marks
1	Writing	30
2	Drafting and Filling up of various Forms	30
3	Identification of Various Forms	10
4	Record	10
5	Viva Voce	20
Total		100

14. SUGGESTED ACTIVITIES:

1. Downloads mobile banking Apps and Installed in your mobile.
2. Write a procedure apply to Aadhar Card in Online.
3. Write a procedure apply to PAN in online.
4. Write a procedure Online Railway Reservation Form.
5. Write a procedure booking Bus Ticket in online.
6. Write a procedure booking Bus Ticket in online.
7. Write a procedure booking foods in online.
8. List of Schedule and Non Schedule Bank operating in India.
9. List of Foreign Bank Operating in India
10. List of Domestic and International Courier Company Operating in India.
11. List of Financial Institution Operating in India.

15. REFERENCES BOOKS

1. **Banking Law and Practice**, Prof. Kandasami K.P. Kalyani Publisher December 2010
2. Banking Law and Practice, Prof. Varshney P.N. Kalyani Publisher December 2014
3. Starting Up in India, Prof. Preet Deep Singh, White Falcon, 2017.
4. Before you start up, Prof. Goyal Pankaj, Prakash Books, 2019

WEBSITE ADDRESSES

1. <https://www.irctc.co.in>
2. <https://www.swavlambancard.gov.in>
3. <http://www.gstcouncil.gov.in>
4. <https://scholarships.gov.in>
5. <https://www.mudra.org.in>
6. <https://www.startupindia.gov.in>

MODEL QUESTION PAPER FOR CIE AND SEE

**GOVERNMENT OF KARNATAKA
DEPARTMENT OF TECHNICAL EDUCATION
BOARD OF TECHNICAL EXAMINATION**

First Semester Diploma Examinations / Sem. _____

Name of Practical: Modern Business Practice

Code No: 2516 **Date:** _____

Time: _____

Duration: 3 hours

Batch No: II

Max. Marks: _____

a. Writing

1) Fill in the blanks with appropriate word/ words:

5x1=5

- a) Debit note prepared in _____ colour ink
- b) _____ is a document sent to a potential customer offering to sell goods or services at a certain price, under specified conditions
- c) _____ is a alpha numeric code that uniquely identifies a bank branch participating on the on line banking system.
- d) The abbreviation IMO stands for _____
- e) A Bill of exchange is a _____ instrument

2) State the Advantages of ATM

5

3) Write the note on MUDRA Yojana.

10

4) Prepare a Cash bill from the following information Mr. Sunil #251 , 5th Cross J.P. Nagar Mysuru purchased washing machine of LG 6kg front loading with stand steel drum Hot and Cold water from M/s Mahaveera Electronics Devaraju Urs Road Mysuru on 28-02-2021 Cash Bill No 552 GST 18% Terms and Conditions applied washing machine of Rs. 25,000.

10

b. Drafting and Filling up of various Forms

5) Fill up the form supplied to you assume the necessary information

10 x 3=30

- a) Online Reservation form
- b) Cheque, and Pay Slip
- c) Debit Note

6) Identification of Various Forms

10

7) Record

10

8) Viva Voce

20

100

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

Program: DIPLOMA IN COMMERCIAL PRACTICE

Semester - I	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.

COURSEOUTCOMES : 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 using latest internet contents.

CO-Cognitive Level (CL) -PO MAPPING				
Name of the course: Modern Business Practices				
	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	16
CO2	Articulate ideas and engage in improving conversations using latest internet contents	EC1/2/3	1,5,6,7	16
Total				32

COURSE-PO ATTAINMENT MATRIX

English Language Lab - I	Program Outcomes							Program 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 -I	02	32	Class performance Evaluation and follow up				

COURSE CONTENTS

Unit	MajorTopics	Hours Allotted
1	<p>Basic English Grammar:</p> <ol style="list-style-type: none"> 1. The English Alphabet 2. Essential Spellings 3. Vocabulary Test 4. Just Vowels- Days, Months and Seasons 5. Consonants 6. Days of the Week 7. Months of the Year 8. Understanding Dates 9. Common Irregular Verbs – Present Simple Tense 10. Common Irregular Verbs - Past Simple Tense 11. Common Irregular Verbs – Present Continuous Tense 12. Using Capital Letters <p>Activity/ Exercises</p>	14
2	<p>Applied Grammar:</p> <ol style="list-style-type: none"> 1. Basic Sentence Punctuation 2. Asking Questions 3. Kinds of Sentences 4. The Imperative Sentence 5. The Subject and the Object 6. Direct and Indirect Objects <p>Activity/ Exercises</p>	06
3	<p>Writing Section: (Paper / Computer)</p> <ol style="list-style-type: none"> 1. Personal Details 2. Fill in forms with Personal details, for example entering your name, Nationality and Address on a Hotel Registration Form. 3. Fill in forms with Personal Details for Scholarship Form, Examination Form 4. Writing correct Address (both Permanent or Temporary) 5. Writing Correct Address of the Institution, Place, Area, Pin code etc 6. Identifying Capital Letter and Small Letter in a Sentence. <p>Activity / Exercises</p>	12
Total		32

SUGGESTED STUDENTS ACTIVITIES:

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 it.

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.

xxxxxx

JSS POLYTECHNIC FOR THE DIFFERENTLY ABLED (AUTONOMOUS), MYSURU

PROGRAM: DIPLOMA IN COMMERCIAL PRACTICE

Course Code	PC2101	Semester	I
Course Title	Psychology and Counseling - I	Course Group	Audit
Type of Course	Lecture	Total Contact Hours	2 Hrs. / Week
			32 Hrs. / Semester
Prerequisites	English Knowledge	Teaching Scheme	[L : T : P] 2:0:0
CIE Marks	50	SEE Marks	-

1. COURSE SKILL SET

At the end of the course the students shall be able to:

- a. Understand basics of psychology and its importance.
- b. Build cognitive ability.
- c. Practice to control the emotions effectively.
- d. Manage stress effectively.

2. COURSE OUTCOMES

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

	Course Outcomes
CO 1	Acquire and apply knowledge about self-development for better quality of life.
CO 2	Obtain knowledge to improve cognitive ability.
CO 3	Acquire verbal and non verbal communication.
CO 4	Develop basic knowledge on emotion management.
CO 5	Obtain basic knowledge on stress management.

3. COURSE CONTENT OUTLINE WITH TEACHING HOURS AND MARKS

UNIT NO	UNIT TITLE	TEACHING HOURS	MARKS
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01	Introduction to Psychology & Self-development	06	10
02	Cognition	08	10
03	Communication	06	10
04	Emotions	06	10
05	Stress and Resilience	06	10
Total		32	50

4. DETAILS OF COURSE CONTENTS

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

UNIT NO.	SKILLS	TOPICS / SUBTOPICS	HOURS
UNIT- 1. Introduction to Psychology & Self-development	Understand psychology, Mind and body relationship which helps in understanding self. Understanding and incorporation self-development and self-confidence.	2.1 Introduction to psychology. 2.2 Mind-body relationship. 2.3 Self-development. 2.4 Self-confidence.	06
UNIT- 2. Cognition	Understand what is thinking. Techniques of learning and improve learning skills. Understand memory and improving memory skills.	2.1 Thinking. 2.2 Learning. 2.3 Memory.	08

UNIT- 3 Communication	Understand effective communication skills and adapt them.	3.1 Effective communication 3.2 Types of communication among differently abled: a) Verbal/sign language Communication b) Non Verbal Communication c) Written communication d) Visual communication 3.3 Improving relations with the help of communication.	06
UNIT- 4 Emotions	Understand the emotions and learn how to cope with it. Learn anger management techniques.	4.1 Different types of emotions. 4.2 Coping with emotion. 4.3 Emotional intelligence. 4.4 Anger Management	06
UNIT-5 Stress and Resilience	Understand stress and its roots. Learn stress management and coping mechanism. Develop resilience.	5.1 Understanding stress 5.2 Stress Management 5.3 Coping Mechanism 5.4 Resilience.	06

5. MAPPING OF CO WITH PO

CO	Course Outcome	PO Mapped	Unit	CL R/U/A	Theory in Hrs.
1	Acquire and apply knowledge about self-development for better quality of life.	1,5,6,7	1	R/U/A	06
2	Obtain knowledge to improve cognitive ability.	1,5,6,7	2	R/U/A	08
3	Acquire verbal and non verbal communication.	1,5,6,7	3	R/U/A	06
4	Develop knowledge on emotion management.	1,5,6,7	4	R/U/A	06
5	Obtain knowledge on stress management.	1,5,6,7	5	R/U/A	06
Total					32

6. LEVELS OF CO AND PO MAPPING

Psychology and Counselling	Program Outcomes						
	1	2	3	4	5	6	7
Course outcomes							
CO1	2	0	0	0	3	1	2
CO2	2	0	0	0	3	1	2
CO3	2	0	0	0	3	1	2
CO4	2	0	0	0	3	1	2
CO5	2	0	0	0	3	1	2

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.

7. COURSEASSESSMENTANDEVALUATIONCHART

Sl. No.	Assessment	Duration	Max marks	Conversion
1.	CIE Assessment 1 (Activity) -At the end of 3 rd week	60minutes	10	Total of all the CIE assessments.
2.	CIE Assessment 2 (Activity) -At the end of 7 th week	60minutes	10	
3.	CIE Assessment 3 (MCQ/Quiz) -At the end of 10 th week	60minutes	10	
4.	CIE Assessment 4 (Activity) -At the end of 13 th week	60minutes	10	
5.	CIE Assessment 5 (MCQ/Quiz) -At the beginningof 16 th week	60minutes	10	
Total Continuous Internal Evaluation(CIE)Assessment				50
Total Marks				50

8. INSTRUCTIONAL STRATEGY

- Emphasis on demonstration based learning activities.
- Involve the students in the group discussions.
- Explain the students with real time problems.
- Providing the course materials in soft copy, power point presentation and hard copy to revise the contains in depth.
- Encourage innovative teaching by providing online references.

9. DETAILED COURSE CONTENTS

UNIT NO. AND NAME	DETAILED COURSE CONTENT	CO	PO	CONT ACT HRS.	TOT AL
1. Introduction & Self-development	Introduction to psychology.	1	1,5,6,7	1	06
	Mind-body relationship.	1	1,5,6,7	1	
	Self-development.	1	1,5,6,7	1	
	Self-confidence.	1	1,5,6,7	1	
	Activity on self confidence	1	1,5,6,7	1	
	CIE Assessment 1	1	1,5,6,7	1	
2. Cognition	Thinking.	2	1,5,6,7	1	08
	Learning.	2	1,5,6,7	1	
	Memory.	2	1,5,6,7	1	
	Activity on thinking	2	1,5,6,7	1	
	Activity on learning	2	1,5,6,7	1	
	Activity on memory	2	1,5,6,7	2	
	CIE Assessment 2	2	1,5,6,7	1	
3. Communication	Effective communication	3	1,5,6,7	1	06
	Types of communication among differently abled: a) Verbal/sign language Communication b) Non Verbal Communication c) Written communication d) Visual communication	3	1,5,6,7	1	
	Improving relations with the help of communication.	3	1,5,6,7	1	
	Individual activity on communication	3	1,5,6,7	1	
	Group activity on communication	3	1,5,6,7	1	
	CIE Assessment 3	3	1,5,6,7	1	
4. Emotions	Different types of emotions.	4	1,5,6,7	1	06
	Coping with emotion. Emotional intelligence.	4	1,5,6,7	1	
	Anger Management.	4	1,5,6,7	1	
	Activity on understanding emotions.	4	1,5,6,7	1	
	Activity on anger management.	4	1,5,6,7	1	
	CIE Assessment 4	4	1,5,6,7	1	
5. Stress and Resilience	Understanding stress	5	1,5,6,7	1	06
	Stress Management	5	1,5,6,7	1	
	Coping Mechanism	5	1,5,6,7	1	
	Resilience	5	1,5,6,7	1	
	Activity on resilience techniques	5	1,5,6,7	1	
	CIE Assessment 5	5	1,5,6,7	1	
Total					32

10. SUGGESTED LIST OF STUDENTS ACTIVITIES

Sl. No.	Suggested Activities
1	Puzzle activity- to build their creativity.
2	Individual tasks in the classroom stage to build confidence
3	Healthy competitions to know their caliber and learn to encourage and support each other.
4	Group discussions

11. SUGGESTED LEARNING REFERENCES

Sl. No	References
1	Introduction to Psychology by Morgan and king
2	Social Psychology by Shelley E. Taylor
3	Positive Psychology by Baumgardner Steve Crothers Marie
4	13 Things Mentally Strong People Don't Do by Amy Morin
5	The Righteous Life by A.P.J. Abdul Kalam
6	https://www.youtube.com/watch?v=8PpE8eqEsnU
7	https://www.youtube.com/watch?v=Z6SGZ_UpIZM

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

PROGRAM: DIPLOMA IN COMMERCIAL PRACTICE

Course Code	SL2101	Semester	I
Course Title	Sign Language – I	Course Group	Audit
Type of Course	Lecture	Total Contact Hours	2Hrs Per Week
			32Hrs Per Semester
Prerequisites	English Knowledge	Teaching Scheme	(L:T:P)=2:0:0
CIE Marks	50	SEE Marks	-

1. COURSE SKILL SET:

1. Understand Basic Sign Language and its types.
2. Know the Signs, variations and meanings of the words.
3. Improve signing skills.
4. Improve their communication skills in sign language.

2. COURSE OUTCOMES:

At the end of the course student will be able to achieve the following outcomes:

CO1	Acquire the knowledge of Basic Sign Language
CO2	Acquire and apply the knowledge of Finger Spelling
CO3	Obtain the knowledge of Calendar Words, Colors and Greeting words
CO4	Acquire and apply the knowledge of Educational Words with Simple Sentences
CO5	Acquire and apply the knowledge of General Vocabulary with Simple Sentences

3. COURSE CONTENT:

Unit No & Name	Detailed Course Content	CO	PO	Contact Hrs
1. Introduction To Sign Language	1.1 Self-Introduction	CO1	1,5,6,7	2
	1.2 Introduction to Sign Language with Definitions	CO1	1,5,6,7	1
	1.3 Importance of Sign language	CO1	1,5,6,7	1
	1.4 Different types of Sign	CO1	1,5,6,7	1
	1.5 Advantages and usages of Sign Language	CO1	1,5,6,7	1
	CIE Assessment 1			1
2. Alphabets and Finger Spelling	2.1 Know the signs for Alphabets in American and Indian Sign language	CO2	1,5,6,7	2
	2.2 Finger spelling and its usages, in reading and framing the words	CO2	1,5,6,7	3
	2.3 Practice Session			
	CIE Assessment 2			1
3. Calendar Words, Colors, Time related Words and Greeting Words	3.1 Know Weeks names in finger spelling in signs	CO3	1,5,6,7	2
	3.2 Know months names in finger spelling in signs			
	3.3 Know sign for numbers			
	3.4 Know colour sign in finger spelling	CO3	1,5,6,7	5
	3.5 Know the variations and to show time related words in Sign			
	3.6 Know the signs for the Greeting Words.			
	3.7 Practice Session			
	CIE Assessment 3			1
4. Educational Words With Simple Sentences	4.1 Know the signs for the Educational Words	CO3	1,5,6,7	4
	4.1 Know the signs to frame the sentences			
	4.2 Practice Session			1
	CIE Assessment 4			1
5. General Vocabulary with Simple Sentence	5.1 Know the signs for General Vocabulary and variants			4
	5.1 Know the signs to frame the sentences.	CO3	1,5,6,7	
	5.2 Practice Session			1
	CIE Assessment 5			1

4. References Books:**A. Suggested Learning Resources:**

1. Book on Sign Language, Ali Yavar Jung National Institute for the Hearing Handicapped, Training Center for Adult Deaf.
2. Indian Sign Language Dictionary, Ramakrishna Mission Vidyalaya.
3. Book on Hearing Impairment, Ali Yavar Jung National Institute for the Hearing Handicapped, Training Center for Adult Deaf.
4. Signing Naturally Level 1, Cheri Smith, Ella Mae Lentz , Ken Mikes.
5. Signing Naturally Level 2, Cheri Smith, Ella Mae Lentz , Ken Mikes

B. Open source software and website address:

1. www.indiansignlanguage.org
2. www.islrtc.nic.in
3. www.talkinghands.co.in
4. www.def.org.in

5. TEACHING STRATEGIES:

- Demonstrating the words using signs.
- Interaction with the students using sign language.
- Online assistance is given to the students.
- Involving the students in group discussion.

6. Mapping of Course Outcomes with Program Outcomes

CO	Course Outcome	PO Mapped	Cognitive Level R/U/A	Units	Theory Sessions In Hrs
CO1	Acquire the knowledge of Basic Sign Language	1,5,6,7	R,UA	1	6
CO2	Acquire and apply the knowledge of Finger Spelling	1,5,6,7	R,U,A	2	6
CO3	Obtain the knowledge of Calendar Words, Colors and Greeting words	1,5,6,7	R,U,A	3	8
CO4	Acquire and apply the knowledge of Educational Words with Simple Sentences	1,5,6,7	R,U,A	4	6
CO5	Acquire and apply the knowledge of General Vocabulary with Simple Sentences	1,5,6,7	R,U,A	5	6
Total Hours of instruction					32

7. Level of Mapping PO's with CO's

Course	CO's	Program Outcomes(PO's)						
		1	2	3	4	5	6	7
Sign Language-I	CO1	2	0	0	0	2	2	2
	CO2	2	0	0	0	2	2	2
	CO3	2	0	0	0	2	2	2
	CO4	2	0	0	0	2	2	2
	CO5	2	0	0	0	2	2	2
Level 3-Highly Mapped, Level 2-Moderately Mapped, Level 1- Low Mapped, Level 0-Not Mapped								
Method is to relate the level of PO with the number of hours devoted to the CO's which maps the given PO. If $\geq 50\%$ of classroom sessions related to the CO are addressing a particular PO, it is considered that PO is mapped at Level 3 If 30 to 50% of classroom sessions related to the CO are addressing a particular PO, it is considered that PO is mapped at Level 2 If 5 to 30% of classroom sessions related to the CO are addressing a particular PO, it is considered that PO is mapped at Level 1 If $< 5\%$ of classroom sessions related to the CO are addressing a particular PO, it is considered that PO is considered not-mapped i.e.; Level 0								

8. COURSEASSESSMENTANDEVALUATIONCHART

Sl. No.	Assessment	Duration	Max marks	Conversion
1.	CIE Assessment 1 (Activity 1 -At the end of3 rd week	60minutes	10	Total of all the CIE Assessment
2.	CIE Assessment 2 (Activity -2) -At the endof6 th week	60minutes	10	
3.	CIEAssessment3 (Activity-3)- At the end of 10 th week	60minutes	10	
4	CIE Assessment 4 (MCQ/Quiz) - At the end of 13 th week	60minutes	10	
5	CIE Assessment 5 (Activity/Assignment) - At the beginning of 16 th week	60minutes	10	
7.	Total Continuous Internal Evaluation (CIE)Assessment			50
Total Marks				50

UNIT 1

1.1. Self Introduction

1. 2 Introduction to sign language?

A sign language is a language which is a means of communication to convey the message or meaning. This involves simultaneously combining hand shapes, orientation and movement of the hands, arms or body, and facial expressions to express a speaker's thoughts. Although signing is used primarily by the deaf, it is also used by others, such as people who can hear but more importantly cannot physically speak, or have trouble with speaking due to disability.

1.3. Importance of sign language.

A sign language is signing primarily used by deaf

It is currently the means of interactions and a basis of social living

It is a basic instinct for humans to interact, and for the deaf, it is through signs that makes their interaction complete.

It is used to understand concepts of the academics

1.4. Different types of sign languages

Sign Language varies from Region to Region as well as from Countries

In India we follow:

Indian Sign Language: Double handed

American Sign Language: Single hand

British Sign Language: Double handed

1.5. Advantage of Sign Language

1. Deaf students can communicate with their peers and teachers
2. They start to develop confidence in communicating
3. Start to understand subject related words

Unit 2

2.1. Alphabets

Single Handed Alphabets

a b c d e f g h I j k l m n o p q r s t u v w x y z

Double Handed Alphabets

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

2.2 Finger Spelling (30)

Bench, Table, Chart, Drawing, Subject, Marks, Question, Answer, Certificate, Distribution

2.3 Practice session

Unit 3																																							
<p>3.1 Weeks</p> <p>Sunday Monday Tuesday Wednesday Thursday Friday Saturday</p>	<p>3.2 Months</p> <p>January February March April May June July August September November December</p>	<p>3.3 Number</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;">11</td> <td style="width: 25%;">30</td> <td style="width: 25%;">1000</td> </tr> <tr> <td>2</td> <td>12</td> <td>40</td> <td>10000</td> </tr> <tr> <td>3</td> <td>13</td> <td>50</td> <td>1 Lakh</td> </tr> <tr> <td>4</td> <td>14</td> <td>60</td> <td>1 Crore</td> </tr> <tr> <td>5</td> <td>15</td> <td>70</td> <td></td> </tr> <tr> <td>6</td> <td>16</td> <td>80</td> <td></td> </tr> <tr> <td>7</td> <td>17</td> <td>90</td> <td></td> </tr> <tr> <td>8</td> <td>18</td> <td>100</td> <td></td> </tr> <tr> <td>10</td> <td>20</td> <td></td> <td></td> </tr> </table>		1	11	30	1000	2	12	40	10000	3	13	50	1 Lakh	4	14	60	1 Crore	5	15	70		6	16	80		7	17	90		8	18	100		10	20		
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2	12	40	10000																																				
3	13	50	1 Lakh																																				
4	14	60	1 Crore																																				
5	15	70																																					
6	16	80																																					
7	17	90																																					
8	18	100																																					
10	20																																						
<p>3.4 Colours</p> <ol style="list-style-type: none"> 1. Red 2. Blue 3. Green 4. Yellow 5. Orange 6. White 7. Black 8. Brown 9. Pink 10. Purple 	<p>3.5 Time related words</p> <ol style="list-style-type: none"> 1. Time 2. Minute 3. Second 4. Days 5. Week 6. Month 7. Year 8. Hour 9. Today 10. Tomorrow 11. Yesterday 12. How 13. Many 	<p>3.6 Greeting Words</p> <ol style="list-style-type: none"> 1. Good morning 2. Good night 3. Good evening 4. Good afternoon 5. What is your name? 6. How do you feel? 7. Nice to meet you 8. You are late 9. Thank you 10. You're welcome 11. Excuse me 12. Sorry 13. Please 14. Welcome 																																					
<p>3.7 Practice Session</p>																																							

Unit 4		
4.1 Educational Words		
<ol style="list-style-type: none"> 1. School 2. College 3. Book 4. Pen 5. Pencil 6. Table/Desk 7. Question 8. Answer 9. Read 10. Write 11. Study 12. Sentence 13. Word 14. Teacher 15. Student 	<ol style="list-style-type: none"> 16. Principal 17. Teach 18. Learn 19. Library 20. Classroom 21. Laboratory 22. Magazine 23. Course/Program 24. Subject/topic 25. Exam 26. Test/check 27. Homework 28. Result 29. Paper/Sheet 30. Work shop 	4.2 Sentences <ol style="list-style-type: none"> 1. My School name is ____ 2. My college name is ____ 3. I learn English. 4. Write in 5 Sentence. 5. He writes in Pencil.
4.3 Practice Session		
Unit 5		
5. 1. General Vocabulary		
<ol style="list-style-type: none"> 1. Absent 2. Present 3. Understand 4. Doubt 5. Respect 6. Uniform 7. Explain 8. Example 9. Meaning 10. Dictionary 11. Technical 12. Education 13. Institution 14. Identity card 15. Important 	<ol style="list-style-type: none"> 16. Exam fee 17. Accept 18. Hotel/Canteen 19. Bank 20. Xerox 21. Hostel 22. Register number 23. Hall ticket 24. Marks card 25. Seminar hall 26. Practice 27. Last date 28. Fine 29. Certificate 30. Health centre 	5.1 Sentences <ol style="list-style-type: none"> 1. Bank is closed today. 2. I stay in Hostel 3. I don't the meaning of the word 4. Did you understand? 5. Yesterday, I was absent
5.2 Practice Session		
