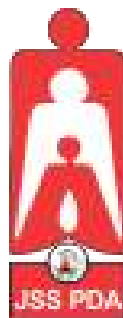


Government of Karnataka  
Department of Collegiate & Technical Education  
**JSS POLYTECHNIC FOR THE DIFFERENTLY ABLED  
(AUTONOMOUS)**

(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

**SECOND 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)**

**SECOND SEMESTER**

**W.E.F. 2021-22**

## JSS POLYTECHNIC FOR THE DIFFERENTLY ABLED, MYSURU

## CURRICULUM STRUCTURE

## II 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)	Assigned Grade	Grade Point	SGPA and CGPA
				L	T	P			Max	Min	Max	Min					
<b>THEORY COURSES</b>																	
1	CP/CP	2521	Financial Accounting-II	5	0	0	5	5	50	20	50	20	100	40			SGPA & CGPA of Second Semester
2	CP/CP	2522	Elements of Business Statistics	5	0	0	5	5	50	20	50	20	100	40			
3	CP/CP	2523	Business Studies-II	5	0	0	5	5	50	20	50	20	100	40			
4	CP/CP	2524	English Shorthand-II OR Professional English Competence-II	6	0	0	6	6	50	20	50	20	100	40			
<b>PRACTICAL COURSES</b>																	
5	CP/CP	2525	English Computer Typing (Speed 25 WPM)	2	0	4	6	4	60	24	40	16	100	40			
6	CP/CP	2526	English Computer Typing(Manuscripts)						60	24	40	16	100	40			
7	CP/CP	2527	Computer Application in Office-II	2	0	4	6	4	60	24	40	16	100	40			
8	-	-	English Language Lab-II	0	0	2	1	NOENDEXAMINATION									
9	-	-	Psychology & Counseling-II	2	0	0	0	NOENDEXAMINATION									
10	-	-	Sign Language-II	2	0	0	0	NOENDEXAMINATION									
<b>AUDIT COURSES</b>																	
11	AU/KA	21KA21 21NK21	Kannada-I À»vÀâ 'AZÀ£À - I §%ÀPÉ PÀ£ÀBqÀ - I	2	0	0	2	2	50	20	-	-	50	20			
<b>Total</b>				<b>31</b>	<b>0</b>	<b>10</b>	<b>36</b>	<b>31</b>	<b>430</b>	<b>172</b>	<b>320</b>	<b>128</b>	<b>750</b>	<b>300</b>			

T: Theory P:Practical E:Elective AU:Audit Course

- AU-Physical Activity-Student participation in the selected physical activity shall be monitored and the participation record shall be maintained by the respective Program Coordinator(Head of Section).
- Theory course Semester End Examination (SEE) is conducted for 100marks (3Hrs duration)
- PracticalcourseCIEandSEEisconductedfor100marks(3hrsduration)
- \*Courses 4a & 4b are Optional. The student can opt for any one course.
- ECT Courses are treated as Practical Courses for Examination purpose and the Scheme of examination with allocation of time is given in the syllabus.
- In the Course Code (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 COLLEGIATE AND TECHNICAL EDUCATION  
JSS POLYTECHNIC FOR THE DIFFERENTLY ABLED, MYSURU (AUTONOMOUS)**

**PROGRAM: DIPLOMA IN COMMERCIAL PRACTICE**

Course Code	<b>2521</b>	Semester	<b>II</b>
Course Title	<b>Financial Accounting - II</b>	Course Group	<b>Core</b>
No. of Credits	<b>5</b>	Type of Course	<b>Lecture/ /Theory/ Demonstration</b>
Course Category	<b>CP / Core</b>	Total Contact Hours	<b>5 Hrs. / Week 80 Hrs. / Semester</b>
Prerequisites	<b>Knowledge of Book Keeping and Accounting</b>	Teaching Scheme	<b>[ L : T : P ] = 5 : 0 : 0</b>
CIE Marks	<b>50</b>	SEE Marks	<b>50</b>

### 1. COURSE SKILL SET

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

1. Know and Understand to Prepare a Financial Statements of Sole trading Concerns.
2. Understand to Prepare an Account from Incomplete Records .
- 3 Know about the preparation of Bank Reconciliation Statement.
4. Know the transactions relating to Bills of Exchange.
5. Understand the different methods of providing Depreciation.

### 2. COURSE OUTCOMES

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

	<b>Course Outcomes</b>
<b>CO1</b>	Acquire & Apply knowledge of Final account to Prepare Final accounts of Sole trading concerns from the given data.
<b>CO2</b>	Acquire the knowledge to Calculate the profit or loss and to prepare the financial statements from incomplete records in business
<b>CO3</b>	Acquire the knowledge to Prepare Bank Reconciliation statement from cash book and passbook entries
<b>CO4</b>	Apply the knowledge to Record transactions in related to Bill of Exchange
<b>CO5</b>	Acquire the knowledge to Calculate the depreciation under various methods.

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

UNIT NO	UNIT TITLE	TEACHING HOURS	DISTRIBUTION LEVELS (Marks)			TOTAL
			R / U		A	
			No. of Questions of 1 Mark	No. of Questions of 6 Marks	No. of Questions of 10 Marks	
01	Financial Statements of Sole Trading Concern	18	4	2	2	36
02	Accounts from Incomplete Records	18	4	2	2	36
03	Bank Reconciliation Statement	16	4	2	2	36
04	Bills of Exchange	18	4	2	2	36
05	Depreciation	10	4	2	2	36
Total		80	20	60	100	180

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

**4. DETAILS OF COURSE CONTENT**

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

UNIT NO.	OBJECTIVES	TOPICS / SUBTOPICS	HOURS L-T-P
UNIT-1 FINANCIAL STATEMENTS OF SOLE TRADING CONCERN	Understand to Prepare a Financial Statements of Sole trading Concerns.	1.1 Meaning - Features - Format Trading 1.2 Meaning - Features - Profit & Loss Account 1.3 Meaning - Features - Balance Sheet- 1.4 Preparation of Trading Account 1.5 Preparation of Profit & Loss Account 1.6 Preparation of Balance Sheet from the given Trial Balance & Adjustments.	18-0-0

<p style="text-align: center;"><b>UNIT-2 ACCOUNTS FROM INCOMPLETE RECORDS</b></p>	<p>Understand to Prepare an Account from Incomplete Records</p>	<p>2.1 Meaning – Features – Types of Single-Entry System of Book Keeping 2.2 Merits &amp; Demerits of Single-Entry System of Book Keeping 2.3 Ascertainment of Profit – Computation of Net worth (Capital) at the Beginning and at the End of the Year 2.4 Preparation of Statement of Profit or Loss 2.5 Statement of Affairs v/s Balance Sheet.</p>	<p>18-0-0</p>
<p style="text-align: center;"><b>UNIT-3 BANK RECONCILIATION STATEMENT</b></p>	<p>Understand to Prepare Bank Reconciliation Statement.</p>	<p>3.1 Meaning – Need – Causes of Bank Reconciliation Statement 3.2 Importance - Types of Balances in Cash Book and Pass Book of Bank Reconciliation Statement 3.3 Preparation of Bank Reconciliation Statement from Balance as per Cash Book 3.4 Preparation of Bank Reconciliation Statement from Balance as Pass Book.</p>	<p>16-0-0</p>
<p style="text-align: center;"><b>UNIT-4 BILLS OF EXCHANGE</b></p>	<p>Understand the transactions relating to Bills of Exchange</p>	<p>4.1 Meaning – Features – Parties of Bills of Exchange 4.2 Specimen of Bills of Exchange 4.3 Different terms used in Bills of Exchange 4.4 Recording of Bills of Exchange transactions in the Books of Drawer 4.5 Recording of Bills of Exchange transactions in the Books of Drawee 4.6 Recording of Bills of Exchange transactions in the Books of Endorsee.</p>	<p>18-0-0</p>
<p style="text-align: center;"><b>UNIT-5 DEPRECIATION</b></p>	<p>Understand the different methods of providing Depreciation</p>	<p>5.1 Meaning – Need of Depreciation 5.2 Factors - Methods of providing Depreciation 5.3 Straight Line Value Method of Depreciation 5.4 Written Down Value Method of Depreciation</p>	<p>10-0-0</p>

## 5. MAPPING OF CO WITH PO

CO	Course Outcome	PO Mapped	Unit Linked	CL R/U/A	Theory in Hrs.	Total Marks
1	Acquire & Apply knowledge of Final account to Prepare Final accounts of Sole trading concerns from the given data.	1,2,3,4,5,7	1	R/U/A	18	36
2	Acquire the knowledge to Calculate the profit or loss and to prepare the financial statements from incomplete records in business	1,2,3,4,5,7	2	R/U/A	18	36
3	Acquire the knowledge to Prepare Bank Reconciliation statement from cash book and passbook entries	1,2,3,4,5,7	3	R/U/A	16	36
4	Apply the knowledge to Record transactions in related to Bill of Exchange	1, 5, 7	4	R/U/A	18	36
5	Acquire the knowledge to Calculate the depreciation under various methods.	1, 5, 7	5	R/U/A	10	36
<b>Total</b>					<b>80</b>	<b>180</b>

## 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
<b>Financial Accounting- II</b>	CO1	2	2	1	1	1	-	1	1	2	1
	CO2	2	2	1	1	1	-	1	1	2	1
	CO3	2	2	1	1	1	-	1	1	2	1
	CO4	2	-	-	-	1	-	1	1	2	1
	CO5	2	-	-	-	1	-	1	1	2	1
Level 3- Highly Mapped, 2-Moderately Mapped, 1-Low Mapped and 0-Not Mapped											

## 7. INSTRUCTIONAL STRATEGY

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

1. 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 & II	United Publishers,Mangalore
2	Kadkol	Accountancy Vol I & II	M B Kadkol,Hubli
3	Pre-University Education	Accountancy Vol I & II	PU Board,Bengaluru
4.	Dr. T V Raju	Accountancy I & II	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 Books	All COs
		Assignment and Student Activity		MCQ/Quiz +Assignment +Open Book Test + Student Activity	20	Log of Record/ Student Activity	Specified COs 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**

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

**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.
- 3.Any fraction at any stage during evaluation will be rounded off to the next higher digit.
- 4.Assessment of assignment and student activity is evaluated through appropriate rubrics by the respective course coordinator. The secured mark in each case is rounded off to the next higher digit.

## 11. DETAILED COURSE CONTENTS

UNIT NO. AND NAME	DETAILED COURSE CONTENT	CO	PO	CONTACT HRS.	TOTAL
1. FINANCIAL STATEMENTS OF SOLE TRADING CONCERN	Meaning of Financial Statements, Meaning, Features and Proforma of Trading Accounts.	1	1,2,3, 4,5,7	1	<b>18</b>
	Preparation of Trading Accounts with Problems and Solutions.	1	1,2,3, 4,5,7	1	
	Preparation of Trading Accounts with Problems and Solutions	1	1,2,3, 4,5,7	1	
	Preparation of Trading Accounts with Problems and Solutions	1	1,2,3, 4,5,7	1	
	Meaning, Features and Proforma of Profit & Loss Account.	1	1,2,3, 4,5,7	1	
	Preparation of Profit and Loss Accounts with Problems and Solutions.	1	1,2,3, 4,5,7	1	
	Preparation of Profit and Loss Accounts with Problems and Solutions.	1	1,2,3, 4,5,7	1	
	Meaning, Features and Proforma of Balance Sheet.	1	1,2,3, 4,5,7	1	
	Preparation of Balance Sheet with Problems and Solutions.	1	1,2,3, 4,5,7	1	
	Preparation of Balance Sheet with Problems and Solutions.	1	1,2,3, 4,5,7	1	
	Adjustments in preparation of financial statements with respect to Closing stock, Outstanding expenses, Prepaid expenses, Accrued income, Income received in advance	1	1,2,3, 4,5,7	1	
	Preparation of Profit and Loss Account with Adjustments (Problems and Solutions).	1	1,2,3, 4,5,7	1	
	Preparation of Profit and Loss Account with Adjustments (Problems and Solutions)	1	1,2,3, 4,5,7	1	
	Preparation of Financial Statements with Adjustments (Simple Problems and Solutions).	1	1,2,3, 4,5,7	1	
Preparation of Financial Statements with Adjustments (Simple Problems and Solutions).	1	1,2,3, 4,5,7	1		

<b>2. ACCOUNTS FROM INCOMPLETE RECORDS</b>	Meaning, Features, Merits and Demerits of Single-Entry System.	2	1,2,3, 4,5,7	1	<b>18</b>
	Types of Single-Entry System, Difference between single Entry and Double entry system of Book keeping.	2	1,2,3, 4,5,7	1	
	Preparation of Statement of Affairs to determine Opening and Closing Capital with Proforma.	2	1,2,3, 4,5,7	1	
	Problems and Solutions to find out Opening and Closing Capital	2	1,2,3, 4,5,7	1	
	Ascertainment of profit/loss by Statement of Affairs method with Proforma.	2	1,2,3, 4,5,7	1	
	Problems and Solutions on Profit or Loss Statement with Adjustments.	2	1,2,3, 4,5,7	1	
	Problems and Solutions on Profit or Loss Statement with Adjustments.	2	1,2,3, 4,5,7	1	
	Problems and Solutions on Profit or Loss Statement with Adjustments.	2	1,2,3, 4,5,7	1	
	Problems and Solutions on Profit or Loss Statement with Adjustments.	2	1,2,3, 4,5,7	1	
	Problems and Solutions on Profit or Loss Statement with Adjustments.	2	1,2,3, 4,5,7	1	
	Preparation of Revised Statement of Affairs (Problems and Solutions).	2	1,2,3, 4,5,7	1	
	Preparation of Revised Statement of Affairs (Problems and Solutions).	2	1,2,3, 4,5,7	1	
	Preparation of Revised Statement of Affairs (Problems and Solutions).	2	1,2,3, 4,5,7	1	
	Preparation of Revised Statement of Affairs (Problems and Solutions).	2	1,2,3, 4,5,7	1	
	Preparation of Revised Statement of Affairs (Problems and Solutions).	2	1,2,3, 4,5,7	1	

<b>3. BANK RECONCILIATION STATEMENT</b>	Meaning, Need for BRS – Causes - Importance - Types of Balances in cash book and pass book. Reasons for differences in Cash Book Balance and Pass Book Balance.	3	1,2,3,4,5,7	1	<b>16</b>
	Preparation of Bank Reconciliation Statement (Problems and Solutions including Overdraft).	3	1,2,3,4,5,7	1	
	Preparation of Bank Reconciliation Statement (Problems and Solutions including Overdraft).	3	1,2,3,4,5,7	1	
	Preparation of Bank Reconciliation Statement (Problems and Solutions including Overdraft).	3	1,2,3,4,5,7	1	
	Preparation of Bank Reconciliation Statement (Problems and Solutions including Overdraft).	3	1,2,3,4,5,7	1	
	Preparation of Bank Reconciliation Statement (Problems and Solutions including Overdraft).	3	1,2,3,4,5,7	1	
	Preparation of Bank Reconciliation Statement (Problems and Solutions including Overdraft).	3	1,2,3,4,5,7	1	
	Preparation of Bank Reconciliation Statement (Problems and Solutions including Overdraft).	3	1,2,3,4,5,7	1	
	Preparation of Bank Reconciliation Statement (Problems and Solutions including Overdraft).	3	1,2,3,4,5,7	1	
	Preparation of Bank Reconciliation Statement (Problems and Solutions including Overdraft).	3	1,2,3,4,5,7	1	
	Preparation of Bank Reconciliation Statement (Problems and Solutions including Overdraft).	3	1,2,3,4,5,7	1	
<b>4. BILLS OF EXCHANGE</b>	Meaning, Definition, Features, Parties and Specimen of Bills of Exchange.	4	1, 5, 7	1	<b>18</b>
	Important Terms: Term of Bill, Days of grace, Date of maturity, Bill after date, Endorsement, Discounting of bill, Dishonor a bill.	4	1, 5, 7	1	
	Accounting treatment of a Bills of Exchange – When the Bill is Retained and met on due date.	4	1, 5, 7	1	
	Accounting treatment of a Bills of Exchange – When the Bill is Retained and met on due date.	4	1, 5, 7	1	
	Accounting treatment of Bills of Exchange – When the Bill is discounted with Banker	4	1, 5, 7	1	
	Accounting treatment of Bills of Exchange – When the Bill is discounted with Banker	4	1, 5, 7	1	
	Accounting treatment of a Bills of Exchange – When the bill is endorsed to a third partner	4	1, 5, 7	1	
	Accounting treatment of a Bills of Exchange – When the bill is endorsed to a third partner	4	1, 5, 7	1	
	Accounting treatment of a Bills of Exchange When the bill is sent to the bank for collection	4	1, 5, 7	1	
	Accounting treatment of a Bills of Exchange When the bill is sent to the bank for collection	4	1, 5, 7	1	

<b>5. DEPRECIATION</b>	Meaning, need for charging Depreciation, Factors affecting Depreciation.	5	1, 5, 7	1	<b>10</b>
	Methods of Depreciation – Meaning, Merits and Demerits of Straight-Line Method, Problems and Solutions on Straight Line Method.	5	1, 5, 7	1	
	Methods of Depreciation – Meaning, Merits and Demerits of Straight-Line Method, Problems and Solutions on Straight Line Method.	5	1, 5, 7	1	
	Methods of Depreciation – Meaning, Merits and Demerits of Straight-Line Method, Problems and Solutions on Straight Line Method.	5	1, 5, 7	1	
	Methods of Depreciation – Meaning, Merits and Demerits of Straight-Line Method, Problems and Solutions on Straight Line Method.	5	1, 5, 7	1	
	Methods of Depreciation – Meaning, Merits and Demerits of Written Down Value Method - Problems and Solutions on Written Down Value Method.	5	1, 5, 7	1	
	Methods of Depreciation – Meaning, Merits and Demerits of Written Down Value Method - Problems and Solutions on Written Down Value Method.	5	1, 5, 7	1	
	Methods of Depreciation – Meaning, Merits and Demerits of Written Down Value Method - Problems and Solutions on Written Down Value Method.	5	1, 5, 7	1	
	Methods of Depreciation – Meaning, Merits and Demerits of Written Down Value Method - Problems and Solutions on Written Down Value Method.	5	1, 5, 7	1	
	Methods of Depreciation – Meaning, Merits and Demerits of Written Down Value Method - Problems and Solutions on Written Down Value Method.	5	1, 5, 7	1	
<b>CIE Tests</b>				<b>03</b>	
<b>Total</b>				<b>80</b>	

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

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	
<b>Average Marks of 3 Dimensions= / 3</b>						
<b>Total Marks = 20</b>						

## 13. SUGGESTED ACTIVITIES

Sl. No.	Suggested Activities
1	Collect Trading, P&L Account and Balance Sheet of a Sole Trading Concern.
2	Collect Profit or Loss Statement and Statement of Affairs of a Sole Trading Concern.
3	Collect Bank Reconciliation Statement
4	Draft Bills of Exchange.
5	Collect information regarding different methods of charging depreciation against assets

## 14.MODEL QUESTION PAPER FOR CIE AND SEE

ProgramName : COMMERCIALPRACTICE		Semester:Second			
Course : Financial Accounting-II		Max Marks : 30			
CourseCode :2521		Duration:80Minutes			
NameoftheCourseCoordinator: 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:Second  
 Course :Financial Accounting - II Max Marks : 100  
 CourseCode :2521 Duration :3Hrs

**Instructions to the Candidate:**

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

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)				

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

**PROGRAM: DIPLOMA IN COMMERCIAL PRACTICE**

Course Code	<b>2522</b>	Semester	<b>II</b>
Course Name	<b>Elements of Business Statistics</b>	Course Group	<b>Core</b>
No. of Credits	<b>5</b>	Type of Course	<b>Lecture/Theory/ Demonstration</b>
Course Category	<b>CP / Core</b>	Total Contact Hours	<b>5 Hrs. / Week 80 Hrs. / Semester</b>
Prerequisites	<b>English Knowledge</b>	Teaching Scheme	<b>[ L : T : P ] = 5 : 0 : 0</b>
CIE Marks	<b>50</b>	SEE Marks	<b>50</b>

### 1. COURSE SKILL SET

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

1. Know the basic Statistical Methods, Tools and Techniques used in the Field of Modern Business Management.
2. Understand the various Statistical Devices used for better Planning and Control of various Business Operations.
3. Know the General Statistical Principles and Statistical Tools to interpret and analyze various Business Problems.

### 2. COURSE OUTCOMES

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

<b>CO1</b>	Acquire the basic knowledge of statistical principles, methods, Classification and tabulation of data in business.
<b>CO2</b>	Acquire and Calculate the measures of central tendency like mean, median, mode, Geometric mean in business.
<b>CO3</b>	Procure the knowledge of Comparing and establishing relationship by means of Correlation in business.
<b>CO4</b>	Use the knowledge of Comparing and establishing relationship by means of index Numbers in business
<b>CO5</b>	Use the business data in presentations with Diagrams and Graphs

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

UNIT NO	UNIT TITLE	TEACHING HOURS	DISTRIBUTION LEVELS (Marks)			TOTAL
			R / U		A	
			No. of Questions of 1 Mark	No. of Questions of 6 Marks	No. of Questions of 10 Marks	
01	Statistics- Data Collection & Presentation	15	4	2	2	36
02	Measures of Central Tendency	20	4	2	2	36
03	Correlation	13	4	2	2	36
04	Index Numbers	14	4	2	2	36
05	Diagrammatic & Graphical Representation of Statistical Data:	18	4	2	2	36
Total		80	20	60	100	180

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

#### 4. DETAILS OF COURSE CONTENT

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

UNIT NO.	UNIT SKILL SET	TOPICS / SUB TOPICS	HOURS L-T-P
<b>UNIT-1</b> <b>STATISTICS –DATA COLLECTION &amp; PRESENTATION</b>	Understand Principles of Statistics and Collection, Classification and tabulation of data in business	1.1 Meaning of Statistics 1.2 Definition of Statistics 1.3 Characteristics of Statistics 1.4 Functions of Statistics 1.5 Uses of Statistics 1.6 Limitations of Statistics 1.7 Scope of Statistics. 1.8 Sources of Statistical Data 1.9 Methods of Collecting Data 1.10 Meaning – Objects – Types of Classification 1.11 Meaning – Objects – Types of Tabulation 1.12 Parts of a Table – Essentials of a Good Table 1.13 Frequency Distribution – Formation of a Continuous Frequency Distribution Table by using Exclusive and Inclusive Methods - Simple problems on Tabulation.	<b>15-0-0</b>
<b>UNIT-2</b> <b>MEASURES OF CENTRAL TENDENCY</b>	Understand and Apply to Calculate the measures of central tendency	2.1 Concept of Central Tendency – Objectives of Averages – Essentials of an Ideal Average 2.2 Different Measures of Central Tendency 2.3 Calculation of Arithmetic Mean, (By using Direct, Shortcut and Step Deviation Methods) 2.4 Calculation of Median (By using Inspection or Observation Method) 2.5 Calculation of Mode, (By using Inspection or Observation Method)	<b>20-0-0</b>

<b>UNIT-3 CORRELATION</b>	Understand and Apply to Calculate Correlation in business	3.1 Meaning – Properties – Types of Correlation 3.2 Calculation of Karl Pearson’s Co-efficient of Correlation in Individual Series 3.3 Calculation of Karl Pearson’s Co-efficient of Correlation in Discrete Series	<b>13-0-0</b>
<b>UNIT-4 INDEX NUMBERS</b>	Understand and Apply to Calculate Index number	4.1 Meaning – Uses of Index Numbers. 4.2 Calculation of Simple Aggregate Index Number. 4.3 Calculation of Fisher’s Ideal Index Number 4.4 Calculation of Cost of Living Index Number by using Aggregate Expenditure Method 4.5 Calculation of Cost of Living Index Number by using Family Budget Method	<b>14-0-0</b>
<b>UNIT-5 DIAGRAMMATIC &amp; GRAPHICAL REPRESENTATION OF STATISTICAL DATA</b>	Understand and Apply Present the Information through the Diagram and Graph	5.1 Meaning – Uses – Limitations of Diagrams 5.2 Meaning – Uses – Limitations of Graphs – 5.3 Diagrams versus Graphs – Type of Diagrams 5.4 Problems on Simple bar diagram 5.5 Problems on Sub Divided Bar Diagram, 5.6 Problems Multiple Bar Diagram, 5.7 Problems Percentage Bar Diagram, 5.8 Problems Pie Diagram Only .	<b>18-0-0</b>

## 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 basic knowledge of statistical principles, methods, Classification and tabulation of data in business.	1,2,3,5,7	1	R/U/A	15	36
2	Acquire and Calculate the measures of central tendency like mean, median, mode, Geometric mean in business.	1,2,3,5,7	2	R/U/A	20	36
3	Procure the knowledge of Comparing and establishing relationship by means of Correlation in business.	1,2,3,5,7	3	R/U/A	13	36
4	Use the knowledge of Comparing and establishing relationship by means of index Numbers in business	1,2,3,5,7	4	R/U/A	14	36
5	Use the business data in presentations with Diagrams and Graphs	1,2,3,5,7	5	R/U/A	18	36
<b>Total</b>					<b>80</b>	<b>180</b>

## 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
Elements of Business Statistics	CO-1	3	3	2	-	1	-	2	1	2	1
	CO-2	3	3	2	-	1	-	2	1	2	1
	CO-3	3	3	2	-	1	-	2	1	2	1
	CO-4	3	3	2	-	2	-	2	1	2	1
	CO-5	3	3	2	-	1	-	2	1	2	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	S.P. Gupta	Statistical Methods	Sultan Chand & Sons./ 2021.
2	S.L. Agarwal	Business statistics	Kalyani Publishers, /2015
3	R.S.N.Pilai Bhagavati	Statistics	S. Chand /2015
4	Chikkodi and Satyaprasad	Business Statistics	Himalaya Publishing House /2019

## 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 Books	All COs
		Assignment and Student Activity		MCQ/Quiz +Assignment +Open Book Test + Student Activity	20	Log of Record/ Student Activity	Specified COs 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 assement methods



**10 . COURSE ASSESSMENT SUMMARY**

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

**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.
3. Any fraction at any stage during evaluation will be rounded off to the next higher digit.
4. Assessment of assignment and student activity is evaluated through appropriate rubrics by the respective course coordinator. The secured mark in each case is rounded off to the next higher digit.

## 11. DETAILED COURSE CONTENTS

UNIT NO. AND NAME	DETAILED COURSE CONTENT	CO	PO	CONTACT HRS.	TOTAL
UNIT- 1. STATISTICS –DATA COLLECTION & PRESENTATION	Meaning & Definition of Statistics	1	1,2,3,5,7	1	15
	Characteristics of Statistics	1	1,2,3,5,7	1	
	Functions of Statistics	1	1,2,3,5,7	1	
	Uses of Statistics	1	1,2,3,5,7	1	
	Limitations of Statistics	1	1,2,3,5,7	1	
	Scope of Statistics	1	1,2,3,5,7	1	
	Sources of Statistical Data	1	1,2,3,5,7	1	
	Methods of Collecting Data	1	1,2,3,5,7	1	
	Meaning – Objects – Types of Classification	1	1,2,3,5,7	1	
	Meaning – Objects – Types of Tabulation	1	1,2,3,5,7	1	
	Parts of a Table – Essentials of a Good Table	1	1,2,3,5,7	1	
	Frequency Distribution – Formation of a Continuous Frequency Distribution Table by using Exclusive Method	1	1,2,3,5,7	1	
	Frequency Distribution – Formation of a Continuous Frequency Distribution Table by using Inclusive Method	1	1,2,3,5,7	1	
	Simple Problems on Tabulation	1	1,2,3,5,7	2	
UNIT- 2 MEASURES OF CENTRAL TENDENCY	Concept of Central Tendency	2	1,2,3,5,7	1	20
	Objectives of Averages	2	1,2,3,5,7	1	
	Essentials of an Ideal Average	2	1,2,3,5,7	1	
	Different Measures of Central Tendency	2	1,2,3,5,7	1	
	Calculation of Arithmetic Mean By using Direct Method	2	1,2,3,5,7	2	
	Calculation of Arithmetic Mean By using Shortcut Method	2	1,2,3,5,7	3	
	Calculation of Arithmetic Mean By using Step Deviation Methods	2	1,2,3,5,7	3	
	Calculation of Median By using Inspection or Observation Method	2	1,2,3,5,7	4	
	Calculation of Mode By using Inspection or Observation Method	2	1,2,3,5,7	4	

<b>UNIT-3 CORRELATION</b>	Meaning – Properties – Types of Correlation	3	1,2,3,5,7	2	13
	Calculation of Karl Pearson’s Co-efficient of Correlation in Individual Series	3	1,2,3,5,7	5	
	Calculation of Karl Pearson’s Co-efficient of Correlation in Discrete Series	3	1,2,3,5,7	6	
<b>UNIT – 4 INDEX NUMBERS</b>	Meaning – Uses of Index Numbers	4	1,2,3,5,7	2	14
	Calculation of Simple Aggregate Index Number	4	1,2,3,5,7	2	
	Calculation of Fisher’s Ideal Index Number	4	1,2,3,5,7	3	
	Calculation of Cost of Living Index Number by using Aggregative Expenditure Method	4	1,2,3,5,7	3	
	Calculation of Cost of Living Index Number by using Family Budget Method	4	1,2,3,5,7	4	
<b>UNIT-5 DIAGRAMMATIC &amp; GRAPHICAL REPRESENTATION OF STATISTICAL DATA</b>	Meaning – Uses – Limitations of Diagrams	5	1,2,3,5,7	2	18
	Meaning – Uses – Limitations of Graphs –	5	1,2,3,5,7	2	
	Diagrams versus Graphs – Type of Diagrams	5	1,2,3,5,7	2	
	Problems on Simple bar diagram	5	1,2,3,5,7	2	
	Problems on Sub Divided Bar Diagram,	5	1,2,3,5,7	2	
	Problems Multiple Bar Diagram,	5	1,2,3,5,7	2	
	Problems Percentage Bar Diagram,	5	1,2,3,5,7	2	
	Problems Pie Diagram Only	5	1,2,3,5,7	4	
<b>Total</b>					<b>80</b>

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

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	
<b>Average Marks of 3 Dimensions=</b>						<b>/ 3</b>
<b>Total Marks = 20</b>						

## 13. SUGGESTED ACTIVITIES

1. Preparation and analysis of Bar and Pie diagrams.
2. Preparation of Questionnaire.
3. Collection of Data using Questionnaire.
4. Tabulate the Collected data in appropriate frequency table.
5. Collect the cost of living of different cities and analyze the same.

## 14. MODEL QUESTION PAPER FOR CIE AND SEE

### Model Question Paper I A Test (CIE)

<b>Programme:</b>		<b>Semester: I</b>			
<b>Course :</b>		<b>Max Marks : 30</b>			
<b>Course Code :</b>		<b>Duration : 1 Hr 20 minutes</b>			
<b>Name of the course coordinator:</b>		<b>Test : I/II/III</b>			
Note: Answer one full question from each section. One full question carries 10 marks.					
<b>Qn.No</b>	<b>Question</b>	<b>CL</b>	<b>CO</b>	<b>PO</b>	<b>Marks</b>
<b>Section-1</b>					
1.a)					
b)					
c)					
2.a)					
b)					
c)					
<b>Section-2</b>					
3.a)					
b)					
c)					
4.a)					
b)					
c)					
<b>Section-3</b>					
5.a)					
b)					
c)					
6.a)					
b)					
c)					

IC: 210

MODEL QUESTION PAPER- SEE

Code: 2522

Reg. No.									
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**Second Semester Diploma Examinations**  
**ELEMENTS OF BUSINESS STATISTICS**

Time: 3 Hours]

Max. Marks: 100

**SECTION – I**

**(1. Answering Question A is compulsory 2. Answer question B OR C  
3. Answer question D or E)**

**1. A. Choose the correct answer and complete the sentence: 4x1=4**

- a) \_\_\_\_\_ may be called the science of counting
  - i) Statistics ii) Planning iii) Forecasting iv) Arithmetic
- b) \_\_\_\_\_ defines statistics as science of estimates and probabilities.
  - i) Boddington ii) Croxton iii) A. L. Bowley iv) Adam Smith
- c) Data obtained from newspaper is \_\_\_\_\_
  - i) e- data ii) Mixed data iii) None of these iv) Raw data
- d) In chronological classification data is classified on the basis of \_\_\_\_\_
  - i) Time ii) Quantity iii) Quality iv) History

**B. State the Functions of statistics.**

6

OR

**C. Explain the essentials of good table.**

6

**D. What is Statistics ? Explain the Characteristics of statistics.**

10

OR

**E a). Prepare a frequency distribution table from the following information**

1,2,3,4,5,3,4,5,6,7,7,8,9,5,6,7,2,3,4,9,  
2,3,4,5,6,5,4,3,2,1,2,3,4,5,6,7,8,7,6,3,  
9,8,7,6,5,6,7,8,9,1,2,3,4,5,4,3,2,3,2,3.

5

**b). Present the following information in a suitable tabular form, supplying the figures not directly given. In 2010, out of 4,000 workers in a factory, 1,700 were members of a trade union. The number of women workers employed was 500, out of which 350 did not belong to any trade.**

5

**SECTION – II**

(1. Answering Question A is compulsory 2. Answer question B OR C 3. Answer question D or E)

**2. A. Choose the correct answer and complete the sentence: 4x1=4**

- a) \_\_\_\_\_ is an arithmetical average  
i) Mode ii) Mean iii) Median iv) Geometric Mean
- b). Ogive curves are also known as \_\_\_\_\_  
i) Cumulative frequency curve. ii) Mean iii) Median iv) Standard Deviation
- c) \_\_\_\_\_ is affected by extreme observations  
i) Mode ii) Mean iii) Median iv) Stub
- d) \_\_\_\_\_ is value which is typical or representative of set of data  
i) Average ii) Mean iii) Median iv) Caption

**B. List the advantages of median. 6**

**OR**

**C. Define Arithmetic Mean . State its Merits. 6**

**D. Calculate Arithmetic Mean by using step deviation method from the following data: 10**

Age	No of Persons
10-20	4
20-30	6
30-40	10
40-50	20
50-60	10
60-70	6
70-80	4

**OR**

**E. Calculate Median from the following table. 10**

Marks	No. of Students
0 - 10	4
10 - 20	6
20 - 30	20
30 - 40	10
40 - 50	7
50 - 60	3

**SECTION – III**

**(1. Answering Question A is compulsory 2. Answer question B OR C 3. Answer question D or E)**

**3. A. Choose the correct answer and complete the sentence: 4x1=4**

- a) \_\_\_\_\_ signify cause and effect relation ship
  - i) Correlation ii) Mean iii) Median iii) Skewness
- b) If co-efficient of correlation of two variables is 'O' it indicates \_\_\_\_\_.
  - i) Absence of correlation ii) Present of correlation iii) No Correlation iv) None of These
- c) Correlation between number of days and number of employees required to complete a job is \_\_\_\_\_.
  - i) Simple correlation ii) Positive correlation iii) Negative correlation iv) Complete Correlation
- d) The correlation is said to be \_\_\_\_\_ when the values of two variable move in same direction
  - i) Dual Correlation ii) Positive correlation iii) Negative correlation iv) Simple correlation

**B. List the Types of Correlation**

**OR**

**C. State the Properties of Correlation**

6

**D. Calculate Karl Pearson's Coefficient of Correlation from the following data**

10

Sales	Price
10	15
15	18
20	17
7	10
8	5

**OR**

**E. Calculate Karl Pearson's Coefficient of Correlation from the following data**

10

X	28	41	40	38	35	33	40	32	36	33
Y	23	34	33	34	30	26	28	31	36	38

**SECTION – IV**

**(1. Answering Question A is compulsory 2. Answer question B OR C 3. Answer question D or E)**

**4. A. Choose the correct answer and complete the sentence: 4x1=4**

- a). Index number are also called as \_\_\_\_\_.
  - i) Economic barometers ii) Kilometer iii) Thermometer
- b). Both time and factor reversal test is satisfied by \_\_\_\_\_.
  - i) FIIN ii) LIIN iii) PIIN
- c). Index numbers are described as Barometer of economic activity.
  - i) Economic barometers ii) Kilometer iii) Thermometer
- d) Index numbers are devices for measuring differences in the magnitude of a group of related variables \_\_\_\_\_.
  - i) Croxton & Cowden ii) George R Terry iii) Baldwin



**B. Write the Uses of Index Numbers**

**OR**

**C. State the Types of Index numbers**

6

**D. Calculate Fishers ideal index number from the following information.**

10

Commodity	Base year		Current year	
	Price	Quantity	Price	Quantity
Ragi	4	10	6	14
Wheat	6	20	8	22
Oil	2	30	4	10
Jawar	8	40	10	15

**OR**

**E. Calculate Fishers ideal index number from the following information.**

10

Commodity	2012		2013	
	Price (in Rs.)	Quantity (in units.)	Price (in Rs.)	Quantity (in units.)
Food	120	30	125	40
Rent	15	10	20	20
Fuel	20	20	25	20
Education	30	30	40	50

**SECTION – V**

**(1. Answering Question A is compulsory 2. Answer question B OR C 3. Answer question D or E)**

**5. A. Choose the correct answer and complete the sentence: 4x1=4**

- Lines and bars are \_\_\_\_\_ dimensional diagrams
  - One
  - Two
  - Three
- Rectangle, Square, Circle \_\_\_\_\_ dimensional diagrams.
  - One
  - Two
  - Three
- Cube, Cylinder \_\_\_\_\_ dimensional diagrams
  - One
  - Two
  - Three
- A \_\_\_\_\_ is a visual form of presenting statistics
  - Diagram or graph
  - Line
  - Picture

**B. Write the Advantages of Dioramic Presentation.6**

**OR**

**C. State the Types of Diagrams**

6

D. Represent the following data by Pie Diagram.

10

Items	Expenditure (in Rs.)
Food	87
Clothing	24
Recreation	11
Education	13
Rent	25
Others	20

**OR**

E. Represent by a Percentage bar diagram the following data on investment for the first and second Five – Year Plans:

10

Investment in Public Sector

Item	The First Five Year Plan	The Second Five Year Plan
Agriculture	357	768
Irrigation	492	990
Industry	261	909
Transport	654	1485
Social Services	306	945
Others	90	300

\*\*\*\*\*

## Model Question Paper Semester End Examination

<b>Programme :</b>	<b>Semester:</b>
<b>Course :Max Marks: 100</b>	
<b>Course Code:</b>	<b>Duration: 3 Hrs</b>

Instruction to the Candidate:

Answer one full question from each section. One full question carries 10 marks.

<u>Qn.No</u>	Question	CL	CO	Marks
<b>Section-1</b>				
1.a)				
b)				
2.a)				
b)				
<b>Section-2</b>				
3.a)				
b)				
4.a)				
b)				
<b>Section-3</b>				
5.a)	*****			
b)				
6.a)				
b)				
<b>Section-4</b>				
7.a)				
b)				
8.a)				
b)				
<b>Section-5</b>				
9.a)				
b)				
10.a)				
b)				

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

**PROGRAM: DIPLOMA IN COMMERCIAL PRACTICE**

Course Code	<b>2523</b>	Semester	<b>I</b>
Course Name	<b>Business Studies-II</b>	Course Group	<b>Core</b>
No. of Credits	<b>5</b>	Type of Course	<b>Lecture/Theory / Demonstration</b>
Course Category	<b>CP/Core</b>	Total Contact Hours	<b>5 Hrs. / Week</b>
			<b>80 Hrs. / Semester</b>
Prerequisites	<b>English Knowledge</b>	Teaching Scheme	<b>[ L : T : P ] = 5 : 0 : 0</b>
CIE Marks	<b>50</b>	SEE Marks	<b>50</b>

### 1. COURSE SKILL SET

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

1. To understand various types of Trade and Home Trade
2. To provide knowledge about the Foreign Trade
3. To understand various types of Transport
4. To recognize the Sources of Business Finance
5. To develop basic Entrepreneurial Qualities

### 2. COURSE OUTCOMES

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

<b>CO1</b>	Acquire the knowledge on various Types of Trade and Home Trade
<b>CO2</b>	Attain the knowledge about the Foreign Trade
<b>CO3</b>	Obtain the Knowledge of various Modes of Transportation
<b>CO4</b>	Obtain the knowledge on Sources of Business Finance.
<b>CO5</b>	Acquire & Apply basic Entrepreneurial Qualities

**COURSE CONTENT OUTLINE WITH TEACHING HOURS AND MARKS FOR SEE**

UNIT NO.	UNIT TITLE	TEACHING HOURS	DISTRIBUTION LEVELS (Marks)			TOTAL
			R / U	A		
1	Internal Trade	25	4	2	2	36
2	Foreign Trade	15	4	2	2	36
3	Transport	20	4	2	2	36
4	Business Finance	10	4	2	2	36
5	Entrepreneurship	10	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 INTERNAL TRADE	To understand various types of Trade and Home Trade	1.1 Meaning, and Types of Internal Trade	25-0-0
		1.2 Meaning of Wholesale and Retail	
		1.3 Characteristics and Functions - Wholesaler and Retailer	
		1.4 Services of a Wholesaler and a Retailer	
		1.5 Forms of Retail Trade - Small scale and large scale- Departmental Store, Super Market, Chain Store and Online Mail order business (Meaning, Features Advantages and Disadvantages)	
		1.6 Difference between Wholesaler and Retailer	

<b>UNIT- 2 FORIEGN TRADE</b>	To provide knowledge about the Foreign Trade	2.1 Meaning &Types, Importance, Merits and Demerits of Foreign Trade	15-0-0
		2.2 Difference between Home Trade and Foreign Trade	
		2.3 Scope of International Business	
		2.4Meaning of Export and Import -Exim Policy	
		2.5 International Trade Institutions- WTO,UNCTAD, World Bank/IMF(Meaning only)	
<b>UNIT- 3 TRANSPORT</b>	To understand various types of Transport	3.1 Meaning of transport, Importance, Modes of Transport	20-0-0
		3.2 Land Transport -Road Transport- Meaning, Types, Features, Merits and Demerits	
		3.3 Railway Transport – Meaning, Features, Merits and Demerits, Road Transport versus Railway Transport	
		3.4Water Transport– Meaning, Types	
		3.5Inland Water transport- Meaning, Types, Features, Merits and Demerits	
		3.6 Ocean Transport- Meaning, Types, Features, Merits and Demerits	
		3.7Air Transport - Meaning, Types, Features, Merits and Demerits	

<b>UNIT - 4 BUSINESS FINANCE</b>	To recognize the Sources of Business Finance	4.1 Meaning of Business Finance - Nature and Significance	10-0-0
		4.2 Financial Requirements and Sources- Owners Funds and Borrowed Funds	
		4.3 Factors affecting Fixed Capital & Working Term Financial Requirements	
		4.4 Methods of raising Finance– Equity and Preference shares – Debentures and Bonds	
<b>UNIT-5 ENTREPRENEURSHIP</b>	To develop basic Entrepreneurial Qualities	5.1 Meaning of Entrepreneur and Entrepreneurship	10-0-0
		5.2 Elements of Entrepreneurship	
		5.3 Characteristics and qualities of Entrepreneur	
		5.4 Functions of Entrepreneur	
		5.5 Career Opportunities in Business	
		5.6 Introduction - Case Study regarding successful Entrepreneurs	
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	Acquire the knowledge on various Types of Trade and Home Trade	1,2,3,5,7	1	R/U/A	25	36
2	Attain the knowledge about the Foreign Trade	1,2,3,5,7	2	R/U/A	15	36
3	Obtain the Knowledge of various Modes of Transportation	1,2,3,5,7	3	R/U/A	20	36
4	Obtain the knowledge on Sources of Business Finance	1,2,3,5,7	4	R/U/A	10	36
5	Acquire & Apply basic Entrepreneurial Qualities	1,2,3,5,7	5	R/U/A	10	36
<b>Total</b>					<b>80</b>	<b>180</b>

**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-II	CO-1	3	3	2	-	1	-	2	1	2	1
	CO-2	3	3	2	-	1	-	2	1	2	1
	CO-3	3	3	2	-	1	-	2	1	2	1
	CO-4	3	3	2	-	2	-	2	1	2	1
	CO-5	3	3	2	-	1	-	2	1	2	1
Level 3 – Highly Mapped, Level 2 – Moderately Mapped, Level 1- Low Mapped and Level 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	Central Govt.	Business Studies - II	NCERT Books Publishers
2	PUC Board	Business Studies - II	NCERT Books Publishers
3	Dr. T. V. Raju & Dr. K. Sheshamurthy	Business Studies - II	NCERT Books Publishers
4	B.S. Raman	Business Studies - II	UNITED Publishers

## 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**

<b>Sl. No.</b>	<b>Assessment</b>	<b>Duration</b>	<b>Max. Marks</b>	<b>Conversion</b>
1	CIE Assessment – 1 (Written Test – 1) At the end of <b>6th Week</b>	80 Minutes	30	Average of three written tests 30 Marks
2	CIE Assessment – 2 (Written Test – 2) At the end of <b>10th Week</b>	80 Minutes	30	
3	CIE Assessment – 3 (Written Test – 3) At the end of <b>15th Week</b>	80 Minutes	30	
4	CIE Assessment 4 (MCQ / Quiz) At the end of <b>8th Week</b>	60 Minutes	20	Average of three 20 Marks
5	CIE Assessment 5 (Open book Test) At the end of <b>13th Week</b>	60 Minutes	20	
6	CIE Assessment 6 (Student Activity / Assignment) At the beginning of <b>16th Week</b>	60 Minutes	20	
<b>Total Continuous Internal Evaluation (CIE) Assessment</b>				<b>50</b>
7	Semester End Examination (SEE) Assessment (Written Test)	3 Hours	100	50
<b>Total Marks</b>				<b>100</b>
<p>The first 3 CIE assessments (1, 2 &amp; 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 &amp; 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 a time duration of 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 INTERNAL TRADE	Meaning and Types of Internal Trade	1	1,2,3,5,7	1	25
	Meaning of Wholesale and Retail	1	1,2,3,5,7	1	
	Characteristics and Functions – Wholesaler and Retailer	1	1,2,3,5,7	2	
	Services of a Wholesaler and a Retailer	1	1,2,3,5,7	2	
	Forms of Retail Trade–Small Scale and Large scale	1	1,2,3,5,7	2	
	Departmental Store - Meaning, Features, Merits and Demerits	1	1,2,3,5,7	4	
	Multiple Shops - Meaning, Features, Merits and Demerits	1	1,2,3,5,7	4	
	Super Market - Meaning, Features, Merits and Demerits	1	1,2,3,5,7	4	
	Chain Store and Online Mail order business - Meaning, Features, Merits and Demerits	1	1,2,3,5,7	4	
	Difference between Wholesaler and Retailer	1	1,2,3,5,7	1	
UNIT-2 FOREIGN TRADE	Meaning &Types of Foreign Trade	2	1,2,3,5,7	2	15
	Importance of Foreign Trade	2	1,2,3,5,7	1	
	Merits and Demerits of Foreign Trade	2	1,2,3,5,7	1	
	Difference between Home Trade and Foreign Trade	2	1,2,3,5,7	1	
	Scope of International Business	2	1,2,3,5,7	1	
	Meaning of Export	2	1,2,3,5,7	2	
	Meaning of Import	2	1,2,3,5,7	2	
	Exam Policy	2	1,2,3,5,7	1	
	International Trade Institutions -WTO, UNCTAD (Meaning only)	2	1,2,3,5,7	2	
	International Trade Institutions -World Bank/IMF(Meaning only)	2	1,2,3,5,7	2	

<b>UNIT-3 TRANSPORT</b>	Transport - Meaning - Importance	3	1,2,3,5,7	2	20
	Modes of Transport - Land Transport - Meaning - Types	3	1,2,3,5,7	1	
	Road transport- Meaning - Types - Features	3	1,2,3,5,7	2	
	Road transport- Merits and Demerits	3	1,2,3,5,7	1	
	Railway Transport - Meaning - Features	3	1,2,3,5,7	1	
	Railway Transport -Merits and Demerits	3	1,2,3,5,7	1	
	Road Transport versus Railway Transport	3	1,2,3,5,7	1	
	Water Transport - Meaning - Types	3	1,2,3,5,7	1	
	Inland Water Transport - Meaning-Features	3	1,2,3,5,7	1	
	Inland water transport - Types - Merits - Demerits	3	1,2,3,5,7	3	
	Ocean Transport Meaning - Types-Features	3	1,2,3,5,7	2	
	Ocean Transport- Merits - Demerits	3	1,2,3,5,7	1	
	Air Transport - Meaning – types, Features	3	1,2,3,5,7	2	
	Air Transport Merits – Demerits	3	1,2,3,5,7	1	
<b>UNIT-4 BUSINESS FINANCE</b>	Meaning of Business Finance - Nature and Significance	4	1,2,3,5,7	1	10
	Financial requirements and Sources- Owners Funds and Borrowed Funds	4	1,2,3,5,7	1	
	Factors affecting Fixed Capital & Working Term Capital	4	1,2,3,5,7	1	
	Methods of raising Finance- meaning of Shares and types of Shares	4	1,2,3,5,7	1	
	Equity shares- Meaning, Advantages and Disadvantages	4	1,2,3,5,7	2	
	Preference Shares- Meaning, types, Advantages and Disadvantages	4	1,2,3,5,7	2	
	Debenture - Difference between Shares and Debentures	4	1,2,3,5,7	1	
	Bonds- Meaning, Features and Types	4	1,2,3,5,7	1	
<b>UNIT-5 ENTREPRENEURSHIP</b>	Meaning of Entrepreneur and Entrepreneurship	5	1,2,3,5,7	1	10
	Elements of Entrepreneurship	5	1,2,3,5,7	1	
	Characteristics and qualities of Entrepreneur	5	1,2,3,5,7	1	
	Functions of Entrepreneur	5	1,2,3,5,7	1	
	Career Opportunities in Business	5	1,2,3,5,7	2	
	Introduction - Case Study regarding successful Entrepreneurs	5	1,2,3,5,7	4	
<b>Total</b>					<b>80</b>

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

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	
<b>Average Marks of 3 Dimensions=</b>				<b>/ 3</b>		
<b>Total Marks = 20</b>						

**13. SUGGESTED ACTIVITIES**

1. Visit nearby market place and list the types of traders.
2. Visit any foreign trade organization & collect the Export and Import procedure
3. List the various modes of transportation facilities in your town.
4. Collect the information about successful entrepreneurs.

## 14. MODEL QUESTION PAPER FOR CIE AND SEE

Program Name	: COMMERCIALPRACTICE	Semester	: Second		
Course	: Business Studies-II	Max Marks	: 30		
Course Code	: 2523	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  
Course : Business Studies - II  
Course Code :2523

Semester :Second  
Max Marks : 100  
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

Sl. No.	Questions	CL(R/U /A)	CO	Marks
<b>UNIT-1</b>				
1	State the meaning of internal trade.	R	CO1	3
2	Explain the features of wholesalers.	U	CO1	7
3	Explain the functions of wholesalers.	U	CO1	10
4	Mention the types of wholesalers.	R	CO1	3
5	Explain the services rendered by the retailer to wholesalers.	U	CO1	7
6	Explain the types of small scale retailers.	U	CO1	10
7	Write the advantages and disadvantages of wholesalers.	U	CO1	10
<b>UNIT-2</b>				
1	State the meaning of Export Trade.	R	CO1	3
2	Explain the different types of Export Trade.	U	CO1	7
3	List the documents of Import trade.	A	CO1	10
4	Who is a Forwarding agent?	R	CO1	3
5	State the importance of foreign Trade.	U	CO1	7
6	Write the Export Procedure.	A	CO1	10
<b>UNIT-3</b>				
1	Write the meaning of Transport.	R	CO1	3
2	State the advantages of Transport	U	CO1	7
3	State the difference between Road Transport and Railway transport.	U	CO1	10
4	State the types of Transport.	R	CO1	3
5	State the advantages of Air Transport.	U	CO1	7
6	Railway Transport-Merits and Demerits.	U	CO1	10
<b>UNIT-4</b>				
1	State the sources of Business Finance.	R	CO2	3
2	Explain the factors affecting fixed capital requirement.	U	CO2	7
3	Distinguish between Shares & Debentures.	U	CO2	10
4	State the meaning of Debenture.	R	CO2	3
5	Explain the advantages of Debenture.	U	CO2	7
6	Explain the different types of Preference Shares	U	CO2	10
<b>UNIT-5</b>				
1	Meaning of Entrepreneur and Entrepreneurship.	R	CO3	3
2	Explain the Elements of Entrepreneurship.	U	CO3	10
3	Write the Characteristics of Entrepreneur.	A	CO3	10
4	Describe the Functions of Entrepreneur.	U	CO3	10

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

**PROGRAM: DIPLOMA IN COMMERCIAL PRACTICE**

Course Code	<b>2524</b>	Semester	<b>II</b>
Course Name	<b>English Shorthand -II (Principles and Condensation)</b>	Course Group	<b>Core</b>
No. of Credits	<b>6</b>	Type of Course	<b>Lecture/Theory/ Demonstration</b>
Course Category	<b>CP/ Core</b>	Total Contact Hours	<b>6 Hrs. / Week 96 Hrs. / Semester</b>
Prerequisites	<b>English Language</b>	Teaching Scheme	<b>[ L : T : P ] = 6 : 0 : 0</b>
CIE Marks	<b>50</b>	SEE Marks	<b>50</b>

### 1. COURSE SKILL SET

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

The students shall be able to understand / know / develop :

1. the ability to write shorthand accurately and fluently.
2. the ability to read printed or written shorthand with ease and accuracy.
3. the ability to transcribe shorthand notes into longhand.
4. aid in attaining language proficiency.
5. improve spelling, punctuation, paragraphing, grammar and composition.
6. the ability to prepare condensed reports of given matter, in indirect form.

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

### 2. COURSE OUTCOMES

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

	<b>Course Outcome</b>
<b>CO1</b>	Apply the rules in the formation of shorthand strokes for words
<b>CO2</b>	Acquire the knowledge to Read from shorthand notes, and transcribing the same.
<b>CO3</b>	Apply the knowledge of shorthand rules and writing Shorthand for varied types of matter from newspapers, periodicals, etc, and help to form outlines for new words.
<b>CO4</b>	Acquire and apply the knowledge of writing shorthand outlines for any English words or sentences.
<b>CO5</b>	Acquire the knowledge and skill to write in shorthand and transcribe any word or sentences and to Condense simple English matter to one third of the original length.

## 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. Final Hooks 'N' and 'F/V', Dictation of words and paragraphs 2. Circles and Loops to Final Hooks, Dictation of words and paragraphs 3. The 'SHUN' Hook, Dictation of words and paragraphs	18	<b>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.</b>  <b>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.</b>			<b>The Model Question paper of CIE &amp; SEE is appended to this syllabus.</b>
02	4. The Aspirate 'H', Dictation of words and letters 5. Upward and Downward 'R', Dictation of words and paragraphs 6. Upward and Downward 'L' and 'SH', Dictation of words and paragraphs	18	<b>Note :</b>			
03	7. Compound Consonants, Dictation of exercises on words and paragraphs 8. Vowel Indication, Dictation of exercises on paragraph, Revisionary Exercise (B) 9. The Halving Principle (Section 1), Dictation of exercises on words and paragraphs 10. The Halving Principle (Section 2), Dictation of exercises on words and paragraphs	16	<b>The pattern of Model Question paper of CIE &amp; SEE is appended to this syllabus.</b>			

UNIT NO	UNIT TITLE	TEACHING HOURS	DISTRIBUTION LEVELS (Marks)			TOTAL
			R	U	A	
04	11.The Doubling Principle, Dictation of exercises on words and paragraphs  12.Diphonic or two-vowel signs, Dictation of exercises on words and paragraphs  13.Medial Semicircle, Dictation of exercises on words and paragraphs	16				
05	14.Prefixes, Dictation of exercises on words and paragraphs  15.Suffixes and Terminations, Dictation of exercises on words and paragraphs, Revisionary Exercise (C)  16. Condensation	28		-do-		-do-
<b>Total</b>		<b>96</b>		<b>145</b>		<b>145</b>
<b>C I E Marks</b>						
CIE Tests (CIE Assessments 1,2 and 3)		80 Minutes each		30		<b>30</b> (Average marks of CIE 1,2, and 3)
MCQ / Quiz (CIE Assessment 4)		60 Minutes		20		<b>20</b> (Average marks of CIE 4,5, and 6)
Open Book Test (CIE Assessment 5)		60 Minutes		20		
Assignment / Student Activity / (CIE Assessment 6)		-		20		
<b>Grand Total</b>						<b>50</b>

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

### 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:

COs	Unit No.	UNIT SKILL SET	Topics / Sub-Topics	Hours L-T-P
CO1	1	Understand and apply the rules in writing the Shorthand final hooks and loops.	Introduction to N & F Hooks	1-0-0
			LN and SH N etc.	1-0-0
			Exercise 51, 52 Read and Transcribe	1-0-0
			Phrases, Grammalogues	2-0-0
			Exercise 53 and 54	1-0-0
			Introduction to Circles and Loops to Final Hooks	2-0-0
			Exercise 55 Read and Transcribe	1-0-0
			Grammalogue and 56 Read and Transcribe	1-0-0
			Exercise 57, 58 Read and Transcribe	2-0-0
			Introduction to Shun Hook	1-0-0
			Exercise 59, 60 Read and Transcribe	1-0-0
			Shun Following Circles S and NS etc.	1-0-0
			Exercise 61 Read and Transcribe	1-0-0
			Grammalogue and Exercise 62 Read and Transcribe	1-0-0
Exercise 63, 64 Read and Transcribe	1-0-0			
CO2	2	Understand and apply the rules in writing the Shorthand aspirate, different forms of R and Phrases	Introduction to Aspirate	1-0-0
			Exercise 65, 66 Read and Transcribe	1-0-0
			Phrases	2-0-0
			Exercise 67, 68 Read and Transcribe	2-0-0
			Introduction to Upward and Downward R	2-0-0
			Exercise 69, 70 Read and Transcribe	1-0-0
			Phrases & Contractions	2-0-0
			Exercise 71, 72 Read and Transcribe	1-0-0
			Introduction to Upward and downward L and SH	1-0-0
			Exercise 73, 74 Read and Transcribe	1-0-0
			Phrases	2-0-0
			Exercise 75, 76 Read and Transcribe	2-0-0

COs	Unit No.	UNIT SKILL SET	Topics / Sub-Topics	Hours L-T-P
CO3	3	Understand and apply the rules and writing Shorthand Compound consonants and halving principle	Introduction to Compound Consonants - Use of LR and RR Signs	1-0-0
			Exercise 77, 78 Read and Transcribe	1-0-0
			Grammalogue and Exercise 79, 80 Read and Transcribe	1-0-0
			Introduction to Vowel Indication	1-0-0
			Exercise 81, 82 and Revisionary Ex (B) Read and Transcribe	1-0-0
			Introduction to Halving Principle Sec. 1	2-0-0
			Halving Principle not employed	1-0-0
			Exercise 83 Read and Transcribe	1-0-0
			Grammalogues and Exercise 84 Read and Transcribe	1-0-0
			Exercise 85, 86 Read and Transcribe	1-0-0
			Introduction to Halving Principle Sec. 2	1-0-0
			Joining of Strokes of Unequal Length	1-0-0
			Phrases and Exercise 87 Read and Transcribe	1-0-0
			Grammalogues and Exercise 88 Read and Transcribe	1-0-0
Exercise 89, 90 Read and Transcribe	1-0-0			
CO4	4	Understand and apply the rules in writing the Shorthand double length of strokes, diphonic signs and semi circles	Introduction to The Doubling Principle	1-0-0
			Circle S and Double length Strokes etc.	1-0-0
			Phrases and Exercise 91, 92 Read and Transcribe	2-0-0
			Grammalogues and Exercise 93, 94 Read and Transcribe	1-0-0
			Introduction to Diphonic or Two vowel signs	1-0-0
			Diphonic or Two vowel signs	2-0-0
			Grammalogues and Exercise 95, 96 Read and Transcribe	1-0-0
			Exercise 97, 98 Read and Transcribe	1-0-0
			Introduction to Medial Semicircle Left Semicircle	2-0-0
			Right Semicircle	1-0-0
			Grammalogues and Exercise 99, 100 Read and Transcribe	2-0-0
Exercise 101, 102 Read and Transcribe	1-0-0			
CO5	5	Understand and apply the rules in writing the Shorthand Prefixes and Suffixes. Also acquire the skill of condensing a passage.	Introduction to Prefixes	1-0-0
			In before Str, Skr, and H	1-0-0
			Exercise 103 Read and Transcribe	1-0-0
			Grammalogues and Exercise 104 Read and Transcribe	2-0-0
			Exercise 105, 106 Read and Transcribe	1-0-0
			Introduction to Suffixes and Terminations	1-0-0
			Mental-ly-ity etc	1-0-0
			Compound words and Exercise 107 Read and Transcribe	1-0-0
			Phrases and Exercise 108 Read and Transcribe	1-0-0
			Exercise 109, 110 Read and Revisionary Exercise (C) Transcribe	2-0-0
			Condensation	16-0-0
<b>TOTAL HOURS</b>				<b>96</b>

**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.
6. "Theory Notes for Pitmanites" published by National Shorthand School (Books), Visakhapatnam (A.P.)
5. "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	Apply the rules in the formation of shorthand strokes for words	1,5,6,7	1	R,U,A	18	<b>The Model Question paper of CIE &amp; SEE is appended to this syllabus.</b>
2	Acquire the knowledge to Read from shorthand notes, and transcribing the same.	1,5,6,7	2	R,U,A	18	
3	Apply the knowledge of shorthand rules and writing Shorthand for varied types of matter from newspapers, periodicals, etc, and help to form outlines for new words.	1,5,6,7	3	R,U,A	16	
4	Acquire and apply the knowledge of writing shorthand outlines for any English words or sentences.	1,5,6,7	4	R,U,A	16	
5	Acquire the knowledge and skill to write in shorthand and transcribe any word or sentences and to Condense simple English matter to one third of the original length.	1,5,6,7	5	R,U,A	28	
<b>Total</b>					<b>96</b>	<b>100</b>

## 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-II (Principles and Condensation)	CO-1	2	0	0	0	2	1	2	2	1	1
	CO-2	2	0	0	0	2	1	2	2	1	1
	CO-3	2	0	0	0	2	1	2	2	1	1
	CO-4	2	0	0	0	2	1	2	2	1	1
	CO-5	2	0	0	0	2	1	2	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

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

### 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 contents	CO	PO	Hours
1. Final Hooks, Circle, Loops and SHUN Hook	Introduction to N & F Hooks	1,2,3,4,5	1,2,4,5,6,7	1
	LN and SH N etc.	1,2,3,4,5	1,2,4,5,6,7	1
	Exercise 51, 52 Read and Transcribe	1,2,3,4,5	1,2,4,5,6,7	1
	Phrases, Grammalogues	1,2,3,4,5	1,2,4,5,6,7	2
	Exercise 53 and 54	1,2,3,4,5	1,2,4,5,6,7	1
	Introduction to Circles and Loops to Final Hooks	1,2,3,4,5	1,2,4,5,6,7	2
	Exercise 55 Read and Transcribe	1,2,3,4,5	1,2,4,5,6,7	1
	Grammalogue and 56 Read and Transcribe	1,2,3,4,5	1,2,4,5,6,7	1
	Exercise 57, 58 Read and Transcribe	1,2,3,4,5	1,2,4,5,6,7	2
	Introduction to Shun Hook	1,2,3,4,5	1,2,4,5,6,7	1
	Exercise 59, 60 Read and Transcribe	1,2,3,4,5	1,2,4,5,6,7	1
	Shun Following Circles S and NS etc.	1,2,3,4,5	1,2,4,5,6,7	1
	Exercise 61 Read and Transcribe	1,2,3,4,5	1,2,4,5,6,7	1
	Grammalogue and Exercise 62 Read and Transcribe	1,2,3,4,5	1,2,4,5,6,7	1
	Exercise 63, 64 Read and Transcribe	1,2,3,4,5	1,2,4,5,6,7	1
2. The Aspirate, Upward and Downward R, L and Sh	Introduction to Aspirate	1,2,3,4,5	1,2,4,5,6,7	1
	Exercise 65, 66 Read and Transcribe	1,2,3,4,5	1,2,4,5,6,7	1
	Phrases	1,2,3,4,5	1,2,4,5,6,7	2
	Exercise 67, 68 Read and Transcribe	1,2,3,4,5	1,2,4,5,6,7	2
	Introduction to Upward and Downward R	1,2,3,4,5	1,2,4,5,6,7	2
	Exercise 69, 70 Read and Transcribe	1,2,3,4,5	1,2,4,5,6,7	1
	Phrases & Contractions	1,2,3,4,5	1,2,4,5,6,7	2
	Exercise 71, 72 Read and Transcribe	1,2,3,4,5	1,2,4,5,6,7	1
	Introduction to Upward and downward L and SH	1,2,3,4,5	1,2,4,5,6,7	1
	Exercise 73, 74 Read and Transcribe	1,2,3,4,5	1,2,4,5,6,7	1
	Phrases	1,2,3,4,5	1,2,4,5,6,7	2
	Exercise 75, 76 Read and Transcribe	1,2,3,4,5	1,2,4,5,6,7	2

Unit No. & Name	Detailed Course contents	CO	PO	Hours
3. Compound Consonants, Vowel Indication, Halving Principle Section -1 and Section 2	Introduction to Compound Consonants - Use of LR and RR Signs	1,2,3,4,5	1,2,4,5,6,7	1
	Exercise 77, 78 Read and Transcribe	1,2,3,4,5	1,2,4,5,6,7	1
	Grammalogue and Exercise 79, 80 Read and Transcribe	1,2,3,4,5	1,2,4,5,6,7	1
	Introduction to Vowel Indication	1,2,3,4,5	1,2,4,5,6,7	1
	Exercise 81, 82 and Revisionary Ex (B) Read and Transcribe	1,2,3,4,5	1,2,4,5,6,7	1
	Introduction to Halving Principle Sec. 1	1,2,3,4,5	1,2,4,5,6,7	2
	Halving Principle not employed	1,2,3,4,5	1,2,4,5,6,7	1
	Exercise 83 Read and Transcribe	1,2,3,4,5	1,2,4,5,6,7	1
	Grammalogues and Exercise 84 Read and Transcribe	1,2,3,4,5	1,2,4,5,6,7	1
	Exercise 85, 86 Read and Transcribe	1,2,3,4,5	1,2,4,5,6,7	1
	Introduction to Halving Principle Sec. 2	1,2,3,4,5	1,2,4,5,6,7	1
	Joining of Strokes of Unequal Length	1,2,3,4,5	1,2,4,5,6,7	1
	Phrases and Exercise 87 Read and Transcribe	1,2,3,4,5	1,2,4,5,6,7	1
	Grammalogues and Exercise 88 Read and Transcribe	1,2,3,4,5	1,2,4,5,6,7	1
Exercise 89, 90 Read and Transcribe	1,2,3,4,5	1,2,4,5,6,7	1	
4. The Doubling Principle, Dipthong or Two Vowel Signs, Medial and Left Semicircle	Introduction to The Doubling Principle	1,2,3,4,5	1,2,4,5,6,7	1
	Circle S and Double length Strokes etc.	1,2,3,4,5	1,2,4,5,6,7	1
	Phrases and Exercise 91, 92 Read and Transcribe	1,2,3,4,5	1,2,4,5,6,7	2
	Grammalogues and Exercise 93, 94 Read and Transcribe	1,2,3,4,5	1,2,4,5,6,7	1
	Introduction to Dipthong or Two vowel signs	1,2,3,4,5	1,2,4,5,6,7	1
	Dipthong or Two vowel signs	1,2,3,4,5	1,2,4,5,6,7	2
	Grammalogues and Exercise 95, 96 Read and Transcribe	1,2,3,4,5	1,2,4,5,6,7	1
	Exercise 97, 98 Read and Transcribe	1,2,3,4,5	1,2,4,5,6,7	1
	Introduction to Medial Semicircle Left Semicircle	1,2,3,4,5	1,2,4,5,6,7	2
	Right Semicircle	1,2,3,4,5	1,2,4,5,6,7	1
	Grammalogues and Exercise 99, 100 Read and Transcribe	1,2,3,4,5	1,2,4,5,6,7	2
Exercise 101, 102 Read and Transcribe	1,2,3,4,5	1,2,4,5,6,7	1	
5. Prefixes, Suffixes and Terminations and Condensation	Introduction to Prefixes	1,2,3,4,5	1,2,4,5,6,7	1
	In before Str, Skr, and H	1,2,3,4,5	1,2,4,5,6,7	1
	Exercise 103 Read and Transcribe	1,2,3,4,5	1,2,4,5,6,7	1
	Grammalogues and Exercise 104 Read and Transcribe	1,2,3,4,5	1,2,4,5,6,7	2
	Exercise 105, 106 Read and Transcribe	1,2,3,4,5	1,2,4,5,6,7	1
	Introduction to Suffixes and Terminations	1,2,3,4,5	1,2,4,5,6,7	1
	Mental-ly-ity etc	1,2,3,4,5	1,2,4,5,6,7	1
	Compound words and Exercise 107 Read and Transcribe	1,2,3,4,5	1,2,4,5,6,7	1
	Phrases and Exercise 108 Read and Transcribe	1,2,3,4,5	1,2,4,5,6,7	1
	Exercise 109, 110 Read and Revisionary Exercise (C) Transcribe	1,2,3,4,5	1,2,4,5,6,7	2
	Condensation	1,2,3,4,5	1,2,4,5,6,7	16

**12. MODEL OF RUBRICS / CRITERIA FOR ASSESSING STUDENT 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	
<b>Average Marks of 3 Dimensions=</b>						<b>/ 3</b>
<b>Total Marks = 20</b>						

## MODEL OF TEST PAPERS

TEST-I	SEMESTER	COURSE	Max.Marks:30		
Date & Time	Second	English Shorthand –II (Principles & Condensation)	Duration: 80 minutes		
	Year	<b>Course Code: 2524</b>			
Name of the Course Coordinator:		Units: 1 & 2			
Qn.No.	Questions		Marks	CO	PO
1	Explain briefly the usage of N and F/V Hooks in Pitman Shorthand with examples <b>Or</b> Briefly explain the use of The Aspirate with suitable examples.		1x10=10		
2	<b>Transcribe the following into English Shorthand.</b> Dear Sir, The volumes of the French Revolution for which you ask in your favour of the first July shall be delivered to you early tomorrow. We are just now out of stock of the Life of Lord Lumely, last year's best seller and we are unable to say when we shall receive copies.		10		
3	a) Write correct Shorthand Outlines for the following (answer any five) 1.Fan 2. Tough 3. Dance 4. Caves 5. Motion 6. Perhaps 7. Argue  b) Write correct Phrases and Grammalogues for the following (answer any five)  1.By all means                      3. I will tell you 4. I believe 2. Anything                            5.Satisfaction 6. Opinion 3. Behalf		1x5=5  1x5=5		

TEST-II	SEMESTER	COURSE	Max.Marks:30		
Date & Time	Second	English Shorthand –II (Principles & Condensation)	Duration: 80 minutes		
	Year	<b>Course Code: 2524</b>			
Name of the Course Coordinator:		Units: 3 & 4			
Qn.No.	Questions		Marks	CO	PO
1	Explain the use of compound consonants with suitable examples. OR How is the Halving principle applied? Explain with suitable examples?		1x10=10		
2	<b>Transcribe the following into English Shorthand.</b> Dear Sirs, We thank you for your letter of last week and we are asking Messers Rama and Laxman of Mysore, to look into the matter forthwith. We hope that the flow of water into the workings may dwindle away with the advent of the dry weather, and that the trouble may cease of itself.		10		
3	a) Write correct Shorthand Outlines for the following (answer any Five) 1. Emperor 2. Rapid 3. Lightly 4. Fort 5. Voter 6. Real 7. Quality b) Write correct Phrases and Grammalogues for the following (answer any Five) 1.I am not      2. At all times 3. I know there is 4. Has to be there 5. Important    6. Called 7. Sent		1x5=5  1x5=5		



TEST-III	SEMESTER	COURSE	Max.Marks:30		
Date & Time	Second	English Shorthand –II (Principles & Condensation)	Duration: 80 minutes		
	Year	Course Code: 2524			
Name of the Coordinator:		Unit: 5			
1	Briefly Explain the use of Prefix with suitable examples. OR What are the Suffixes and Terminations that are used in Pittr Shorthand? Illustrate the answer with examples		1x10=10		
2	Condense the following passage into 50 words using the indirectspeech and past tense.  Speaking on the Budget, a State Legislative Member said: At the outset I thank for giving me this opportunity to express views on the budget proposed for the next year. I wish to express my views on the various aspects covered in this Budget. In the budget, the Honourable Finance Minister has allocated 2 Crores for the welfare of orphaned children. I wish to state that the amount allocated is not sufficient considering the number of orphaned children in the State. The Minister may kindly consider this favourably. I am very much distressed to see the increased number of road accidents. Again and again, we have made appeal to the authorities concerned that the Drivers must be given re-orientation course as rules of safe driving and necessary sign boards should be kept in bus stops and other accidents prone places. In this connection, I would like to mention this point.		10		
3	a) Write correct Shorthand Outlines for the following (answer any five) 1.Committee 2. Connection 3. Magnify 4.Self-control 5.Paying 6.Majority 7.Leadership b) Transcribe the following into English Shorthand I am sorry to interfere with the arrangements for the announcement of the concert season but at the same time I am compelled to say that I think the form proposed is not likely to have the effect of introducing new members to the society.		1x5=5  5		

<b>TEST-IV MCQ/QUIZ</b>	<b>SEMESTER</b>	<b>COURSE</b>	<b>Max.Marks:20</b>
<b>Date &amp; Time</b>	<b>Second</b>	<b>English Shorthand –II (Principles &amp; Condensation)</b>	<b>Duration: 60 Minutes</b>
	<b>Year:</b>	<b>Course Code: 2524</b>	
<b>Name of the Course</b>	<b>Coordinator:</b>	<b>Units : ALL</b>	

**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.

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

1-A large initial circle represents:

- (a) S (b) Stee (c) SW

2-A third position half length stroke is written:

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

3-A large final hook represents:

- (a) N (b) F or V (c) Shun

4-A large initial hook prefixes to represents upward “L”:

- (a) W (b) KWA (c) Wh

5-“L” standing alone or with only a final S circle is doubled to:

- (a) Tr (b) dr (c) thr

**Q. No.2 Write correct phrases of the following (ANY FIVE (05))**

- Carried on \_\_\_\_\_
- Their own \_\_\_\_\_
- You will remember \_\_\_\_\_
- I believe \_\_\_\_\_
- By all means \_\_\_\_\_
- f) Something \_\_\_\_\_
- g) Just now \_\_\_\_\_

**Q. No. 3. Write correct shorthand outlines of the following passage. (10)**

As far as we know, the case should reach you as soon as this note, that is, today or tomorrow. We feel that the result of our new policy is most satisfactory. If you wish to make sure that you will advance in your business career, you should strive to develop the habit of accuracy from the beginning of your training. If you like, we can dispatch the book to you for your approval, and if you decide to return it, you may do so without any obligation. We have returned the stamps which you enclosed with your inquiry. We are informed that the natural gas industry is a wonderful future. Will you kindly forward instructions concerning the transfer of your stock certificates?

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**Semester End Examination**

<b>Program Name</b>	<b>:</b>	<b>Commercial Practice</b>	
<b>Semester</b>	<b>:</b>	<b>II Sem.</b>	
<b>Course</b>	<b>:</b>	<b>English Shorthand – I (Principles and Condensation)</b>	<b>Max Marks : 100</b>
<b>Course Code</b>	<b>:</b>	<b>2524</b>	<b>Duration : 3Hrs.</b>

**English Shorthand – II (Principles and Condensation)**

**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**

**A. Write correct Phrases for the following (Answer any Five):** **1 x 5 = 5**

1. By all means
2. At first cost
3. Just now
4. I am surprised
5. This word
6. We would be able to
7. Has to be there
8. At first
9. In our opinion
10. By all means

**B. Write correct shorthand outlines for the following ( Answer any Five):** **1 x 5 = 5**

1. Embolden
2. Miller
3. Inevitable
4. Timid
5. Qualify
6. Wordsworth
7. Becomingly
8. Magnetize
9. Self-confident
10. Instrumental

**C. Write correct shorthand grammalogue outlines for the following: 1 x 5 = 5**  
**( Answer any Five):**

1. Northern
2. Circumstance
3. Subjection
4. Whether
5. According
6. Rather
7. Instruction
8. Yard
9. Wonderful
10. hand

**PART – II**

**Answer any 3 of the following questions : 10 x 3 = 30**

1. Explain briefly the usage of N and F/V Hooks in Pitman Shorthand with examples
2. Explain the usage of SHUN Hook with examples
3. How is the Halving principle applied? Explain with suitable examples?
4. Explain the use of doubling principles with suitable examples.
5. What are the Suffixes and Terminations that are used in Pitman Shorthand? Illustrate the answer with examples.
6. Explain the rules governing the use of Medial Semi-circle.

**PART - III**

**Write the following sentences in shorthand(Model Only. May Contain 200 Words) 25 Marks**

A man's happiness or misery hangs, in some measure, on the state of his bodily health, and this in turn upon his strength to resist a fancy for food which he knows harms him. A haughty leader, high in authority, and known as a hero in battle and a sage in council, wishing to show his hardy but heedless legions how much more valuable wisdom is than mere physical strength or headstrong bravery, had a pair of horses placed in view of the whole force, and he then set a couple of men the task of pulling out the horses tails.

The minister or preacher should ever strive and aspire to appear as one who bears joyful news to the people who travel on this earth. It is a false notion to suppose we have all the same duties in life. The duties of the kingly office differ from those belonging to the position of a minister, and those again from those of a judge.

He was successful in rising up a flourishing business, but his invention of machinery for the utilization of silk waste showed, above all else, the shrewdness, the patience, and the powerful brain of the man.

**PART - IV**

**Condense the following passage into 150 words using indirect speech and past tense.**

**30 Marks**

Speaking on the Budget, a State Legislative Member said:

At the outset I thank for giving me this opportunity to express my views on the budget proposed for the next year. I wish to express my views on the various aspects covered in this Budget.

In the budget, the Honourable Finance Minister has allocated 200 Crores for the welfare of orphaned children. I wish to state that the amount allocated is not sufficient considering the number of orphaned children in the State. The Minister may kindly consider this favourably.

I am very much distressed to see the increased number of road accidents. Again and again, we have made appeal to the authorities concerned that the Drivers must be given re-orientation course as rules of safe driving and necessary sign boards should be kept in bus stops and other accidents prone places. In this connection, I would like to mention this point. Many a time, when an accident takes place and compensation is claimed, the driver removes some parts in the brakes and says that the brakes have failed. The relatives of the victims who claim compensation are not able to get it especially when they are poor. It is not sufficient if the inspector checks up the vehicles. It is necessary that an Inspector from outside authority should go and inspect the vehicles and see that the brakes as well as the vehicles are in good condition. To have better transport facilities, I think we should introduce the belt system as in Western countries, where a lot of accident are avoided.

Regarding the food, I would like to bring that there are so many people who are not at all getting a meal a day. It is said in the budget that action will be taken to see that the food is made available to all the people living in the State. It is also said that the State will become hunger free. It is very good to see that. However I have apprehension that how this will be achieved without having a perfect system of procuring the food grains? A mechanism has to be evolved so as to procure the required amount of food grains. Such procurement may be from within the State or from other States. The budget allocation made for this purpose may also be increased two fold. Also I urge the Finance Minister to kindly focus more attention to the weaker sections of the Society who are in great need of food grains.

Regarding sericulture I wish to express that we have got a very short land being used for sericulture and the farmers may be encouraged to take up sericulture profitably. The technology available may be effectively used.

I wish to conclude my speech with thanks to the Chair.

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## English Shorthand – II (Principles and Condensation)

### VALUATION PROCEDURE

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. The extra answers may be suitably marked in the answer papers.
2. In Part II, if the student has written the answers not exactly as given in the Instructor or the Model Answer, but the rule is properly covered and correct example is given, Marks as allotted should be awarded.
3. In Part III, for every mistake ½ mark is to be deducted.
4. In Part IV, marks may be allotted for Comprehension, sentence formation, grammar, etc.

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### ENGLISH SHORTHAND – II (PRINCIPLES & CONDENSATION)

#### SCHEME OF VALUATION

1. Answers which convey the meaning of the rules maybe awarded suitable marks. Spelling and grammatical mistakes need not be taken into account.
2. **Transcription of longhand into Shorthand:**
  - (a) Ten percent of maximum marks may be reserved for position writing and neatness of outlines.
  - (b) Half a mark may be deducted for omission of each word.
  - (c) Half a mark Should be deducted for-
    - (i) Failures to make use of the recognised common phrases, contractions, logograms etc., as given in the text-book recommended.
    - (ii) Wrong or incorrect outlines.

Note: *Writing advanced outlines/phrases for certain words/phrases from any reference books should not be treated as mistakes.*

### CONDENSATION

#### Marks allotment : 30 Marks

- |                     |          |
|---------------------|----------|
| 1. For main heading | 02 marks |
| 2. Sub-headings     | 03 marks |
| 3. Points           | 20 marks |
| 4. Grammar          | 05 marks |

#### Note:

In case of answers for Theory and Condensation papers, the candidates cannot be expected to answer in the same manner or language as in the Model. Therefore, if the point or idea is expressed clearly and correctly though not in the same language, suitable marks should be awarded.

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## Model Question Bank

### English Shorthand – II (Principles and Condensation)

#### **10 Marks Questions:**

1. Explain the usage of Aspirates in Pitman Shorthand. Illustrate with suitable examples.
2. Explain the usage of Upward and Downward R with examples.
3. Explain how Upward and Downward L and SH are used in Pitman Shorthand. Illustrate with examples
4. Write briefly about different Compound Consonants used in Pitman Shorthand. Illustrate your answers with examples
5. Explain the rules governing the use of Vowel Indication with examples
6. Explain the rules governing the use of Halving Principle with examples
7. Explain the rules connected with the use of Halving Principle to the Strokes M, N, L and R. Illustrate the answers with examples
8. Explain the rules connected with Joining of Strokes of Unequal Length. How Halving Principle is used in Phraseography? Explain with examples
9. Write briefly the rules governing the use of Doubling Principle with examples
10. Explain the rules connected with position of Double Length Strokes. How Doubling Principle is used in Phraseography? Explain with examples
11. Write briefly about Diphonic or Two-Vowel Signs with examples
12. Write briefly about Medial Semi-Circle with examples
13. What are the Prefixes that are used in Pitman Shorthand? Give examples
14. What are the Suffixes and Terminations that are used in Pitman Shorthand? Illustrate the answer with examples

#### **WRITING OF PHRASES AND WORDS**

Phrases and Words that are given in the Book “Pitman Shorthand Instructor and Key” up to the Chapter Suffixes and Terminations shall be given.

#### **TRANSLATION FROM ENGLISH TO SHORTHAND**

Simple Sentences / Passages shall be given.

#### **CONDENSATION**

Simple Passages shall be given

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

**PROGRAM: DIPLOMA IN COMMERCIAL PRACTICE**

Course Code	<b>2524</b>	Semester	<b>II</b>
Course Name	<b>Professional English Competence -II</b>	Course Group	<b>Optional</b>
No. of Credits	<b>6</b>	Type of Course	<b>Lecture/ Theory / Demonstration</b>
Course Category	<b>CP/ Core</b>	Total Contact Hours	<b>6 Hrs. / Week 96 Hrs. / Semester</b>
Prerequisites	<b>English Knowledge</b>	Teaching Scheme	<b>[L : T : P]=6: 0 : 0</b>
CIE Marks	<b>50</b>	SEE Marks	<b>50</b>

### 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

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



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

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

**CIE Marks**

CIE Tests (CIE Assessments 1, 2 and 3)	80 minutes	30 (30+30+30=90/3)	<b>30</b>
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	
<b>Grand Total</b>			<b>50</b>

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

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

**Note : Model Question paper pattern is appended**

#### 4.DETAILS OF COURSE CONTENT

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

UNIT NO.	UNIT SKILL SET	TOPICS / SUBTOPICS	HOURS L-T-P
UNIT-1. English Vocabulary Builder	Understand the basic concepts of English Vocabulary.	<b>1. English Vocabulary Builder:</b> 1.1 The Body 1.2 Clothes 1.3 Accessories and beauty products 1.4 Appearance 1.5 Personality traits 1.6 Feelings and moods 1.7 Family tree 1.8 Family and relationships 1.9 Baby equipment and toys 1.10 Education 1.11 Studying 1.12 Communication and beliefs  Activity/ Exercises  <b>Marks :20</b>	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.	<b>2. Grammar</b> 2.1 Singular and Plural Nouns 2.2 Countable Nouns Vs Uncountable Nouns 2.3 Types of Nouns 2.4 Possessive Nouns 2.5 Proper Nouns 2.6 Pronouns 2.7 Noun: Gender 2.8 Opposites 2.9 Articles 2.10 'Be ' Verbs  Activity / Exercises  <b>Marks:20</b>	20-0-0

<p style="text-align: center;"><b>UNIT- 3</b> <b>Conversation Skills</b></p>	<p>Understand the importance of speaking/signing skills</p>	<p><b>3. Conversation Skills</b>  3.1 Expressing Concern for Someone  3.2 Expressing Joy at Someone's Success  3.3 Complimenting Someone's Clothes  3.4 Leisure Activities  3.5 Favourite Movie  3.6 Favourite Music  3.7 Sports  3.8 Invitation to a Movie  3.9 A Sick Classmate  3.10 Sharing News and Information</p> <p style="text-align: center;">Activity / Exercises</p> <p style="text-align: right;"><b>Marks:20</b></p>	<p>18-0-0</p>
<p style="text-align: center;"><b>UNIT- 4</b> <b>Reading Skills</b></p>	<p>Understand comprehension abilities and analytical abilities.</p>	<p><b>4. Reading Skills</b>  4.1. Read the passage and answer the questions given below.  4.2. Complete the story by using suitable hints given in the box.  4. 3. Wishes and regrets  4. 4. Forming questions  4.5. Question words  4.6. Object and Subject questions</p> <p style="text-align: center;">Activity / Exercises</p> <p style="text-align: right;"><b>Marks :20</b></p>	<p>20-0-0</p>
<p style="text-align: center;"><b>UNIT- 5</b> <b>Writing Skills: (Paper / Computer)</b></p>	<p>Understand that Writing equipments with communication and thinking skills</p>	<p><b>5. Writing Skills: (Paper / Computer)</b>  5.1. Finding words from the Dictionary  5.2. Write a short, simple notes and messages for example thanking someone.  5. 3. Writing Simple Essays – Myself, My teacher, Parents etc  5. 4. Writing Simple Sentences  5. 5. Asking Simple Questions and answering them.  5. 6. Write an Application for one day leave.</p> <p style="text-align: center;">Activity / Exercises</p> <p style="text-align: right;"><b>Marks:20</b></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
Test					-	-
<b>Total</b>					<b>96</b>	<b>100</b>

**6.LEVELS OF CO AND PO MAPPING**

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

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

## 10. COURSE ASSESSMENT SUMMARY

Sl. No.	Assessment	Duration	Max Marks	Conversion
1	CIE Assessment – 1 (Written Test – 1) At the end of <b>6th Week</b>	80 Minutes	30	Average of three written tests 30 Marks
2	CIE Assessment – 2 (Written Test – 2) At the end of <b>10th Week</b>	80 Minutes	30	
3	CIE Assessment – 3 (Written Test – 3) At the end of <b>15th Week</b>	80 Minutes	30	
4	CIE Assessment 4 (MCQ / Quiz) At the end of <b>8th Week</b>	60 Minutes	20	Average of three 20 Marks
5	CIE Assessment 5 (Open book Test) At the end of <b>13th Week</b>	60 Minutes	20	
6	CIE Assessment 6 (Student Activity / Assignment) At the beginning of <b>16th Week</b>	-	20	
<b>Total Continuous Internal Evaluation (CIE) Assessment</b>				<b>50</b>
7	Semester End Examination (SEE) Assessment (Written Test)	3 Hours	100	50
<b>Total Marks</b>				<b>100</b>

**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:	<b>1. English Vocabulary Builder:</b>				18
	1.1 The Body	1	1,5,6,7	2	
	1.2 Clothes	1	1,5,6,7	2	
	1.3 Accessories and beauty products	1	1,5,6,7	2	
	1.4 Appearance	1	1,5,6,7	1	
	1.5 Personality traits	1	1,5,6,7	2	
	1.6 Feelings and moods	1	1,5,6,7	2	
	1.7 Family tree	1	1,5,6,7	2	
	1.8 Family and relationships	1	1,5,6,7	1	
	1.9 Baby equipment and toys	1	1,5,6,7	1	
	1.10 Education	1	1,5,6,7	1	
	1.11. Studying	1	1,5,6,7	1	
	1.12 Communication and beliefs	1	1,5,6,7	1	
	Activity/ Exercises.				
2. Grammar:	<b>2. Grammar:</b>				20
	2.1 Singular and Plural Nouns	2	1,5,6,7	2	
	2.2 Countable Nouns Vs Uncountable Nouns	2	1,5,6,7	2	
	2.3 Types of Nouns	2	1,5,6,7	2	
	2.4 Possessive Nouns	2	1,5,6,7	2	
	2.5 Proper Nouns	2	1,5,6,7	2	
	2.6 Pronouns	2	1,5,6,7	2	
	2.7 Noun: Gender	2	1,5,6,7	2	
	2.8 Opposites	2	1,5,6,7	2	
	2.9 Articles	2	1,5,6,7	2	
	2.10 'Be' Verbs	2	1,5,6,7	2	
	Activity/ Exercises				
3. Conversation Skills	<b>3. Conversation Skills</b>				18
	3.1. Expressing Concern for Someone	3	1,5,6,7	2	
	3.2. Expressing Joy at Someone's Success	3	1,5,6,7	2	
	3.3. Complimenting Someone's Clothes	3	1,5,6,7	2	
	3.4. Leisure Activities	3	1,5,6,7	2	
	3.5. Favourite Movie	3	1,5,6,7	2	
	3.6. Favourite Music	3	1,5,6,7	2	
	3.7. Sports	3	1,5,6,7	2	
	3.8. Invitation to a Movie	3	1,5,6,7	2	
	3.9 A Sick Classmate	3	1,5,6,7	1	
	3.10. Sharing News and Information	3	1,5,6,7	1	
	Activity / Exercises				



<b>4. Reading Skills</b>	<b>4. Reading Skills:</b>				20
	4.1. Read the passage and answer the questions given below.	4	1,5,6,7	4	
	4.2. Complete the story by using hints given in the box.	4	1,5,6,7	4	
	4.3. Wishes and regrets	4	1,5,6,7	4	
	4.4. Short Form Answers	4	1,5,6,7	4	
	4.5. Question Tags	4	15,6,,7	4	
Activity / Exercises					
<b>6. Writing Skills: (Paper / Computer)</b>	<b>5. Writing Skills: (Paper / Computer)</b>				20
	1. Finding words from the Dictionary	5	1,5,6,7	4	
	2. Write a short, simple notes and messages for example thanking someone.	5	1,5,6,7	4	
	3. Writing Simple Sentences	5	1,5,6,7	4	
	4. Asking Simple Questions and answering them.	5	1,5,6,7	4	
	5. Write an Application for one day leave.	5	1,5,6,7	4	
Activity / Exercises					
<b>Total</b>					<b>96</b>

## 12. MODEL OF RUBRICS /CRITERIA FOR ASSESSING STUDENT ASSIGNMENT

### Example: Assignment on Story Writing

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	
<b>Average Marks of 3 Dimensions=</b>				<b>/ 3</b>		
<b>Total Marks = 20</b>						

## 13. SUGGESTED ACTIVITIES

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

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

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

Date &Time	Semester	Course Name / Code	Max Marks	Test No.		
1Hr 20 Minutes	I	Professional English Competence -II	30	01		
Course Coordinator : Nandini D V			Units Covered: English Vocabulary			
Question No.	QUESTIONS		Marks	CL	CO	PO
I	<p><b>Cross out the wrong word</b></p> <p>a. b. c. d. e.</p> <p style="text-align: center;"><b>" OR "</b></p> <p><b>Cross out the wrong word</b></p> <p>a. b. c. d. e.</p>		05	R/U/A	CO 1	1,5,6,7
II	<p><b>Complete each sentence with words from the box</b></p> <p>a. b. c. d. e.</p> <p style="text-align: center;"><b>" OR "</b></p> <p><b>Complete each sentence with words from the box</b></p> <p>a. b. c. d. e.</p>		05	R/U/A	CO 1	1,5,6,7
III.	<p><b>Circle the word that is spelt correctly</b></p> <p>a. b. c. d. e.</p> <p style="text-align: center;"><b>" OR "</b></p> <p><b>Circle the word that is spelt correctly</b></p> <p>a. b. c. d. e.</p>		05	R/U/A	CO 1	1,5,6,7

<p>IV</p>	<p><b>Un Jumble the words by using the words given in the brackets</b>                      a.                      b.                      c.                      d.                      e.</p> <p style="text-align: center;"><b>" OR "</b></p> <p><b>Un Jumble the words by using the words given in the brackets</b>                      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><b>Write the Missing Letters</b>                      a.                      b.                      c.                      d.                      e</p> <p style="text-align: center;"><b>" OR "</b></p> <p><b>Rewrite each word. Complete with a vowel.</b>                      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><b>Combine the two Sentences using 'and'</b>                      a.                      b.                      c.                      d.                      e</p> <p style="text-align: center;"><b>" OR "</b></p> <p><b>Combine the two Sentences using 'and'</b>                      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 -II**  
**CIE –Test Question Paper**  
**PROGRAM : Commercial Practice**

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

<b>Date &amp;Time</b>	<b>Semester</b>	<b>Course Name / Code</b>	<b>Max Marks</b>	<b>Test No.</b>		
1Hr 20 Minutes	I	Professional English Competence -II	30	02		
Course Coordinator : Nandini D V			Units Covered: Conversation Skills			
<b>Question No.</b>	<b>QUESTIONS</b>		<b>Marks</b>	<b>CL</b>	<b>CO</b>	<b>PO</b>
I	<p>Read the answers and complete the questions.</p> <p>a. b. c. d. e.</p> <p style="text-align: center;"><b>" OR "</b></p> <p>Read the answers and complete the questions.</p> <p>a. b. c. d. e.</p>		05	R/U/A	CO 3	1,5,6,7
II	<p>Fill in the Gaps by choosing the words in the box</p> <p>a. b. c. d. e.</p> <p style="text-align: center;"><b>" OR "</b></p> <p>Fill in the Gaps by choosing the words in the box</p> <p>a. b. c. d. e.</p>		05	R/U/A	CO 3	1,5,6,7
III.	<p>Complete the Dialogue</p> <p>a. b. c. d. e.</p> <p style="text-align: center;"><b>" OR "</b></p> <p>Complete the Dialogue</p> <p>a. b. c. d. e.</p>		05	R/U/A	CO 3	1,5,6,7

<p>IV</p>	<p><b>Rewrite the Sentences in Past Continuous Tense</b>  a.  b.  c.  d.  e.</p> <p style="text-align: center;"><b>" OR "</b></p> <p><b>Re write the Sentences in Past Continuous Tense</b>  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>V</p>	<p><b>Rewrite the Sentences in Past Perfect Tense</b>  a.  b.  c.  d.  e</p> <p style="text-align: center;"><b>" OR "</b></p> <p><b>Rewrite the Sentences in Past Perfect Tense</b>  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><b>Write about your mother, use “she never” or “she often” or “she doesn’t” or “very often”.</b>  a) Scolds me.  b) Visits temple.  c) Cooks well.  d) Watches TV.  e) Teaches me.</p> <p style="text-align: center;"><b>" OR "</b></p> <p><b>Write about your Sister, use “she always” or “once a week” or “she sometimes ” or “every day”.</b>  a) eat fish  b) drink milk  c) ride a bike  d) Swimming  e) Teaches me.</p>	<p>05</p>	<p>R/U/A</p>	<p>CO 3</p>	<p>15,6,7</p>

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

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

<b>Date &amp;Time</b>	<b>Semester</b>	<b>Course Name / Code</b>	<b>Max Marks</b>	<b>Test No.</b>		
1Hr 20 Minutes	<b>I</b>	<b>Professional English Competence -II</b>	<b>30</b>	<b>03</b>		
<b>Course Coordinator : Nandini D V</b>			<b>Units Covered: Writing Skills (Paper / Computer)</b>			
<b>Question No.</b>	<b>QUESTIONS</b>		<b>Marks</b>	<b>CL</b>	<b>CO</b>	<b>PO</b>
<b>I</b>	<b>Arrange the words in the Dictionary Order</b> a. b. c. d. e. <p style="text-align: center;"><b>" OR "</b></p> <b>Arrange the words in the Dictionary order</b> a. b. c. d. e.		05	R/U/A	CO 5	1,5,6,7
<b>II</b>	<b>Choose correct alternative</b> a. b. c. d. e. <p style="text-align: center;"><b>" OR "</b></p> <b>Choose correct alternative</b> a. b. c. d. e.		05	R/U/A	CO 5	1,5,6,7

<p>III.</p>	<p><b>Change the following exclamatory sentences into assertive sentences</b>  a.  b.  c.  d.  e.</p> <p style="text-align: center;"><b>" OR "</b></p> <p><b>Change the following exclamatory sentences into assertive sentences</b>  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>IV</p>	<p><b>Circle the best word for each sentence and write it in the space.</b>  a.It is cold,_____ I wear my hat and my mitts. (and, so)  b I want cake, _____ I'm not allowed. (but, or)  c. I would go, _____ it is too far. (so, but)  d. I will finish my homework, ___ then I can play video games. (and, but)  e. We washed the dishes, _____ we put them away. (and but)</p> <p style="text-align: center;"><b>" OR "</b></p> <p><b>Circle the best word for each sentence and write it in the space.</b>  a. I know Michael, _____ I don't know his brother.( but, or)  b. It will be sunny, _____ there will be no game. ( and, or)  c. I will read a book, _____ I'll just watch TV. ( but, or)  d. The teacher is talking, _____ we need to listen. (or, so)  e. John got dressed, _____ he forgot his socks! ( but, so)</p>	<p>05</p>	<p>R/U/A</p>	<p>CO 5</p>	<p>1,5,6,7</p>
<p>V</p>	<p><b>Convert the following Assertive sentences to Negative Sentences</b>  a.  b.  c.  d.  e</p> <p style="text-align: center;"><b>" OR "</b></p> <p><b>Convert the following Assertive sentences to Negative Sentences</b>  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><b>Write a letter to your Principal requesting him for 3 days Leave</b></p> <p style="text-align: center;"><b>" OR "</b></p> <p><b>Write a letter to your Headmaster requesting for 5 days leave</b></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 -II**  
**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 - II	20	MCQ / Quiz		
Course Coordinator : Nandini D V			Units Covered: Grammar			
Ques tion No.	QUESTIONS		Marks	CL	CO	PO
I	Write the Plural form of a. b. c. d. e		05	R/U/A	CO 2	1,5,6,7
II	Identify each noun as Countable or Uncountable a. b. c. d. e.		05	R/U/A	CO 2	1,5,6,7
III	Underline the nouns in the following sentences a b. c. d. e.		05	R/U/A	CO 2	1,5,6,7
IV	Supply suitable Articles 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 -II  
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 - II	20	Open Book		
Course Coordinator : Nandini D V			Units Covered: Reading Skills			
Ques tion No.	QUESTIONS		Marks	CL	CO	PO
I	<b>Add Question Tags</b> a. b. c. d. e		05	R/U/A	CO 4	1,7
II	<b>Supply Short Form Answers</b> a. b. c. d. e		05	R/U/A	CO 4	1,7
III	<b>Fill in the blanks with suitable Interrogatives</b> a. b. c. d. e		05	R/U/A	CO 4	1,7
IV	<b>Read the following passage and answer the questions given below.</b>		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 -II**

**Duration: 3 Hours] Subject Code: 21CP16T [ Max. Marks: 100**

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

**SECTION – 1 [ 20 Marks ]**

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

Question Number	Question 1		Question 2	Marks
1	Cross out the wrong word	<b>OR</b>	Cross out the wrong word	5
2	Complete each sentence with words from the box		Complete each sentence with words from the box	5
3	Circle the word that is spelt correctly		Circle the word that is spelt correctly	5
4	Un Jumble the words by using the words given in the brackets		Un Jumble the words by using the words given in the brackets	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	Write the Plural form of	<b>OR</b>	Write the Plural form of	5
2	Identify each noun as Countable or Uncountable		Identify each noun as Countable or Uncountable	5
3	Underline the nouns in the following sentences		Underline the nouns in the following sentences	5
4	Supply suitable Articles		Supply suitable Articles	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	Read the answers and complete the questions.	<b>OR</b>	Read the answers and complete the questions	5
2	Fill in the Gaps by choosing the words in the box		Fill in the Gaps by choosing the words in the box	5
3	Rewrite the Sentences in Past Continuous Tense		Rewrite the Sentences in Past Continuous Tense	5
4	Rewrite the Sentences in Past Perfect Tense		Rewrite the Sentences in Past Perfect Tense	5

**SECTION – 4 [ 20 Marks ]****[ Questions from Unit 4 - Reading Skills which covers CO-4 and POs 1,5,6, 7]**

Question Number	Question 1		Question 2	Marks
1	Add Question Tags	<b>OR</b>	Add Question Tags	5
2	Supply Short Form Answers		Supply Short Form Answers	5
3	Fill in the blanks with suitable Interrogatives		Fill in the blanks with suitable Interrogatives	5
4	Read the following passage and answer the questions given below.		Read the following passage and answer the questions given below.	5

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

Question Number	Question 1		Question 2	Marks
1	Arrange the words in the Dictionary Order	<b>OR</b>	Arrange the words in the Dictionary Order	5
2	Write a letter to your Principal requesting him for 3 days leave		Write a letter to your friend thanking him for your birthday gift.	5
3	Choose correct alternative		Choose correct alternative	5
4	Convert the following Assertive sentences to Negative Sentences		Convert the following Assertive sentences to Negative Sentences	5

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

**PROGRAM: DIPLOMA IN COMMERCIAL PRACTICE**

Course Code	<b>2525</b>	Semester	<b>II</b>
Course Name	English Computer Typing-I (Speed25WPM)	Course Group	<b>Core</b>
No. of Credits	<b>04</b>	Type of Course	<b>Lecture/Theory/Demonstration</b>
Course Category	<b>CP/Core</b>	Total Contact Hours	<b>06 Hrs. Per Week 96 (48+48) / Speed and Manuscript Hrs. per Semester</b>
Prerequisites	Knowledge of Basic English and Basic knowledge of Typing	Teaching Scheme	<b>[ L : T : P ] 32:0:64</b> 16:0:32forSpeed 16:0:32forManuscript
CIE Marks	<b>60</b>	SEE Marks	<b>40</b>

### 1. COURSE SKILL SET

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

1. Type a Passage of 250 Words at 10 WPM for 10 Minutes
2. Type a Passage of 250 Words at 15 WPM for 10 Minutes
3. Type a Passage of 250 Words at 20 WPM for 10 Minutes
4. Type a Passage of 250 Words at 25 WPM for 10 Minutes

### 2. COURSE OUTCOMES

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

<b>Course Outcome</b>	
<b>CO1</b>	Gain the speed to type a Simple English Passage at the rate of 10 WPM
<b>CO2</b>	Attain the speed to type a Simple English Passage at the rate of 15 WPM
<b>CO3</b>	Obtain the speed to type a Simple English Passage at the rate of 20 WPM
<b>CO4</b>	Acquire the speed to type a Simple English Passage at the rate of 25 WPM

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

UNIT NO.	UNIT TITLE	TEACHING HOURS	DISTRIBUTION LEVELS (Marks)			TOTAL
			R	U	A	
01	Typing Speed @ 10 WPM	10	-	-	-	-
02	Typing Speed @ 15 WPM	10	-	-	-	-
03	Typing Speed @ 20 WPM	10	-	-	-	-
04	Typing Speed @ 25 WPM	18	50	30	20	100
<b>Total</b>		<b>48</b>	<b>50</b>	<b>30</b>	<b>20</b>	<b>100</b>

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

**4. DETAILS OF COURSE CONTENT**

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

UNIT NO.	OBJECTIVES	TOPICS / SUBTOPICS	HOURS L-T-P
UNIT-1: TYPING SPEED @ 10 WPM	Type a Passage of 250 Words at 10 WPM for 10 Minutes	To type a Simple English Passage at the rate of 10 WPM	0-02-08=10
UNIT-2 TYPING SPEED @ 15 WPM	Type a Passage of 250 Words at 15 WPM for 10 Minutes	To type a Simple English Passage at the rate of 15 WPM	0-02-08=10
UNIT-3 TYPING SPEED @ 20 WPM	Type a Passage of 250 Words at 20 WPM for 10 Minutes	To type a Simple English Passage at the rate of 20 WPM	0-02-08=10
UNIT-4 TYPING SPEED @ 25 WPM	Type a Passage of 250 Words at 25 WPM for 10 Minutes	To type a Simple English Passage at the rate of 25 WPM	0-02-13=15

## 5. MAPPING OF CO WITH PO

CO	Course Outcome	PO Mapped	Unit Linked	CL R/U/A	Theory in Hrs.
1	Gain the speed to type a Simple English Passage at the rate of 10 WPM	1,2,3,4,5,7	1	R/U/A	10
2	Attain the speed to type a Simple English Passage at the rate of 15 WPM	1,2,3,4,5,7	2	R/U/A	10
3	Obtain the speed to type a Simple English Passage at the rate of 20 WPM	1,2,3,4,5,7	3	R/U/A	10
4	Acquire the speed to type a Simple English Passage at the rate of 25 WPM	1,2,3,4,5,7	4	R/U/A	18
Total					48

## 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-I (Speed 25 WPM)	CO-1	3	2	1	1	1	-	2	3	1	1
	CO-2	3	2	1	1	1	-	3	3	1	1
	CO-3	3	2	1	1	1	-	2	3	1	1
	CO-4	3	2	1	2	1	-	3	3	1	1
Levels: 3 – Highly Mapped, 2 – Moderately Mapped, 1- Low Mapped and 0 – Not Mapped											

## 7. INSTRUCTIONAL STRATEGY

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

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

## 8. SUGGESTED LEARNING RESOURCES:

Sl. No.	Author / Publisher	Title of Books	Publication / Year
1	Bhagwan Associates, Bengaluru	KSEEB Junior Speed Papers Speed builder Series English Typewriting FOUR-IN-ONE Speed Papers	2014
2	Gupta R	Proficiency in English Typewriting	Ramesh Publishing House
3	-	Typing practice of Previous Examination question papers, Newspapers & other printed matters	-



## 9. COURSE ASSESSMENT AND EVALUATION CHART

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

**11. COURSE ASSESSMENT SUMMARY**

Sl. No.	Assessment	Duration	Max. Marks	Conversion
1	CIE Assessment – 1 Speed Test-1 (10 WPM) At the end of 6 <sup>th</sup> Week	10 Minutes	20	Average of two tests 20 Marks
2	CIE Assessment – 2 Speed Test-2 (25 WPM) At the end of 15 <sup>th</sup> Week	10 Minutes	20	
3	CIE Assessment -3 Speed Test-1 (15 WPM) At the end of 8 <sup>th</sup> Week	10 Minutes	20	Average of Three tests 20 Marks
4	CIE Assessment -4 Speed Test-2 (17 WPM) At the end of 10 <sup>h</sup> Week	10 Minutes	20	
5	CIE Assessment 5 Speed Test-3 (22 WPM) At the end of 13 <sup>th</sup> Week	10 Minutes	20	
6	CIE Assessment 6 Speed test (Student Activity / Assignment) At the beginning of 16 <sup>th</sup> Week	10 Minutes	20	20 Marks
Total Continuous Internal Evaluation (CIE) Assessment				60
7	Semester End Examination (SEE) Speed Examination (25 WPM)	3 Hours	100	40
Total Marks				100

**Note:**

1. SEE (Semester End Examination) is conducted for 100 Marks theory courses for a time duration of 3 Hours.
2. Two CIE each of 20 marks for time duration of 10 minutes shall be conducted. Also, three CIE (Test/student activity or assignment) each of 20 marks for the time duration of 10 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.
4. Assessment of student activity is evaluated through appropriate rubrics by the respective course coordinator.
5. CIE Skill tests to be conducted as per SEE scheme of evaluation.
6. Type a Passage of 250 Words (1250 Strokes) at 25 WPM for 10 Minutes
7. Deduct 1 mark for one mistake
8. Set CIE Assessment Typing Speed Paper Question paper as per Speed improvement.

**12. SUGGESTED STUDENTS ACTIVITIES:**

1. Collect the simple English Passage of 250 words from any text books and practice regularly on a computer to attain the speed of 10 WPM.
2. Collect the simple English Passage of 250 words from the internet and practice regularly on a computer to attain the speed of 15 WPM.
3. Collect the simple English Passage of 250 words from any Magazine and practice regularly on a computer to attain the speed of 20 WPM.
4. Collect the simple English Passage of 250 words from the question papers of previous years and practice regularly on a computer to attain the speed of 25 WPM.

**13. DETAILED COURSE CONTENTS**

<b>UNIT NO. AND NAME</b>	<b>DETAILED COURSE CONTENT</b>	<b>CO</b>	<b>PO</b>	<b>CONTACT HRS.</b>	<b>TOTAL</b>
<b>UNIT-I: PRACTICE SPEED @ 10 WPM</b>	TotypeaSimpleEnglishPassageatt herateof10WPM	1	1,2,3,4,5,7	10	10
<b>UNIT- 2 PRACTICE SPEED @ 15 WPM</b>	TotypeaSimpleEnglishPassageatt herateof15 WPM	2	1,2,3,4,5,7	10	10
<b>UNIT- 3 PRACTICE SPEED @ 20 WPM</b>	TotypeaSimpleEnglishPassageatt herateof20WPM	3	1,2,3,4,5,7	10	10
<b>UNIT- 4 PRACTICE SPEED @ 25 WPM</b>	TotypeaSimpleEnglishPassageatt herateof25WPM	4	1,2,3,4,5,7	18	18
<b>Total</b>					<b>48</b>

### 14. 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	
<b>Average Marks of 3 Dimensions= / 3</b>						
<b>Total Marks = 20</b>						

## 15. SCHEME OF EVALUATION FOR BOTH CIE AND SEE

### SCHEME OF EXAMINATION AND VALUATION

Duration of Examination: 3 Hours

Speed Typing for OH & HI: 10 Minutes

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

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

1. Time Extension may be given to OH as per rules.
2. Question paper for PVI and VI should be in Braille and / or Large Font as the case may be.
3. MS Word document setting should be as follows :
  - a. Type in 1.5 Lines Spacing in A4 Sheet using MS Word
  - b. Set the Font : Times New Roman and Font Size : 12 or 14
  - c. Set the Margins in Page Set up one inch at all the Four Sides
  - d. Take Print out only on One Side of the Paper
  - e. Give importance to Neatness and Accuracy.
4. The typed Answer Scripts Print Out should be taken for Valuation.
5. One Mark has to be deducted for each of the following Mistakes:
  - a. Omission of words
  - b. Commission of words
  - c. Mis-Spelt words
  - d. Space between the Letters of the same Word
  - e. Failure to leave space between the Words
  - f. Failure to leave required space after Full stop and other Punctuations
  - g. Failure to observe Upper and Lower Capitals
  - h. Wrong Splitting of Words
  - i. Improper Indentation of Paragraphs
6. Minimum Passing Marks is 50 in the End Examination and 60 including I A.

## 16. MODELQUESTIONPAPER

### ENGLISH COMPUTER TYPING – I (SPEED 25 WPM)

**Time: 3 Hours.**

**Max. Marks: 100**

Duration of Examination: 3 Hours

Speed Typing for OH & HI: 10 Minutes

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

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

#### INSTRUCTIONS:

1. Type in **1.5** Lines Spacing in A4 Sheet using MS Word
2. Set the Font: Times New Roman and Font Size : 12 or 14
3. Set the Margins in Page Set up one inch at all the Four Sides
4. Take Print out only on One Side of the Paper
5. Give importance to Neatness and Accuracy.

For a scrutiny of title of any property the following details are to be noted namely all the registered documents, patta, house tax, receipts, urban land tax receipt, ground rent, rent receipts, encumbrance certificates all of them are to be arranged data wise and not taken. It is to be ascertained whether all the documents mentioned in the encumbrance are available. According to the documents it is to be ascertained who are the owners and what are the various encumbrances. If a party has already died it is to be ascertained who are his legal heirs and if the legal heirs are many, a family tree is to be written and the respective share of each legal shares to be noted. If there is a minor it is to be ascertained whether the guardian has to obtain court permission the date of birth of the minor has to be noted down.

Now-a-days in urban cities there is a scarcity for land which has led to growth of vertical multi-storeyed buildings. Hence, there is a tendency to own a flats instead of independent houses. Before venturing to invest in flats any purchased must safeguard himself from being exploited. Generally, in these type of multi-storeyed buildings the flat is conveyed to the buyer and the land is conveyed to all the buyers jointly.

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

**PROGRAM: DIPLOMA IN COMMERCIAL PRACTICE**

Course Code	<b>2526</b>	Semester	<b>II</b>
Course Name	<b>English Computer Typing - II (Manuscript)</b>	Course Group	<b>Core</b>
No. of Credits	<b>04</b>	Type of Course	<b>Lecture/Theory/ Demonstration</b>
Course Category	<b>CP/Core</b>	Total Contact Hours	<b>06 Hrs. Per Week 96 (48+48) / Speed and Manuscript Hrs. per Semester</b>
			<b>96 Hrs. / Semester</b>
Prerequisites	Knowledge of Basic English and Basic knowledge of Computer Typing	Teaching Scheme	<b>[ L : T : P ] 32:0:64</b> 16:0:32forSpeed 16:0:32forManuscript
CIE Marks	<b>60</b>	SEE Marks	<b>40</b>

### I. COURSE SKILL SET

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

1. Understand different Signs, Symbols and Abbreviations used in Manuscripts and the Format of Business Letter
2. Understand the formats of Official & Demi-Official Letters.
3. Understand the formats of Autonomous Letters.
4. Understand the formats of various Simple Statements.

### 2. COURSE OUTCOMES

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

<b>Course Outcome</b>	
<b>CO1</b>	Acquire the knowledge of different Signs, Symbols and Abbreviations used in Manuscripts and the Format of Business Letters to type @ 25 WPM and not exceeding 150 Words.
<b>CO2</b>	Acquire the knowledge of the format to type State and Central Official letters Understand the formats of Official Letters @ 25 WPM and not exceeding 150 Words.
<b>CO3</b>	Acquire the knowledge of the format to type Autonomous Letters @ 25 WPM and not exceeding 150 Words.
<b>CO4</b>	Obtain the knowledge of the format to type Simple Tabular Statements @ 25 WPM and not exceeding 100 Words.

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

UNIT NO.	UNIT TITLE	TEACHING HOURS	DISTRIBUTION LEVELS (Marks)			TOTAL
			R	U	A	
01	Business Letters	14	-	-	-	25
02	Official & Demi Official Letters	14	-	-	-	25
03	Autonomous Letters	10	-	-	-	15
04	Statements	10	-	-	-	35
<b>Total</b>		<b>48</b>	-	-	-	<b>100</b>

(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 BUSINESS LETTERS	To understand different Signs and Symbols used in Manuscripts and also the format of Business Letter	Introduction to different Signs	0-6-8=14
		Introduction to different Symbols	
		Introduction to different Abbreviations	
		Introduction to the Format of Business Letter	
		Parts of Business Letter	
		Practice of Business Letter	
UNIT-2 OFFICIAL & DEMI OFFICIAL LETTERS	Understand the formats of Official and Demi-Official Letter	Introduction to the Format of Official Letter	0-6-8=14
		Parts of Official Letter	
		Practice of Official Letter	
		Introduction to the Format of Demi-Official Letter	
		Parts of Demi-Official Letter	
		Practice of Demi-Official Letter	
UNIT-3 AUTONOMOUS LETTERS	Understand the formats of Autonomous Letters	Introduction to the Format of Autonomous Letter	0-3-7=10
		Parts of Autonomous Letter	
		Practice of Autonomous Letter	
UNIT-4 STATEMENTS	Understand the formats of Simple Statements	Introduction to Simple Statement	0-3-12=10
		Parts of Simple Statement	
		Practice of Simple Statement	



## 5. MAPPING OF CO WITH PO

CO	Course Outcome	PO Mapped	Unit Linked	CL R/U/A	Theory in Hrs.
1	Acquire the knowledge of different Signs, Symbols and Abbreviations used in Manuscripts and the Format of Business Letters to type @ 25 WPM and not exceeding 150 Words.	1,2,3,4,5,7	1	R/U/A	14
2	Acquire the knowledge of the format to type State and Central Official letters Understand the formats of Official Letters @ 25 WPM and not exceeding 150 Words.	1,2,3,4,5,7	2	R/U/A	14
3	Acquire the knowledge of the format to type Autonomous Letters @ 25 WPM and not exceeding 150 Words.	1,2,3,4,5,7	3	R/U/A	10
4	Obtain the knowledge of the format to type Simple Tabular Statements @ 25 WPM and not exceeding 100 Words.	1,2,3,4,5,7	4	R/U/A	10
Total					48

## 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 - II (Manuscripts)	CO-1	3	2	1	1	1	-	2	3	1	1
	CO-2	3	2	1	1	1	-	3	3	1	1
	CO-3	3	2	1	1	1	-	2	3	1	1
	CO-4	3	2	1	2	1	-	3	3	1	1
Levels: 3 – Highly Mapped, 2 – Moderately Mapped, 1- Low Mapped and 0 – Not Mapped											

## 7. INSTRUCTIONAL STRATEGY

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

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

## 8. SUGGESTED LEARNING RESOURCES:

Sl. No.	Author / Publisher	Title of Books	Publication / Year
1	Sri. R V NagarajaRao	Computer Key Board Practice using“ A Text Book of Touch Typewriting”	-
2	Sri S R Siddaraju	English Typewriting Text Book	-
3	Speed builder Series	Typing Mailable Copy Junior Grade & DCP II Semester	2018
4	Bhagwan Associates	Speed builder Series English Typewriting Typewriting Guide and Manuscript for DCP Second Semester	2014
5	-	Typing practice of Previous Examination question papers, Newspapers & other printed matters.	-

## 9.COURSE ASSESSMENT AND EVALUATION CHART

Assessment Method	Types of Assessment		Target	Assessment Method	Max Marks	Type of Record	Cos for Assessment
Direct Assessment	CIE Continuous Internal Evaluation	IA Tests	STUDENT	Two Tests (Theory)	20	Test / Blue Books	All COs
		Assignment and Student Activity		Three Skill Tests (Practical)	20	Log of Record / Activity Book	Specified CO by the Course Coordinator
				Student Activity	20		
	SEE	Semester End Exam		Total CIE Marks	60		
				End of Course	40	Answer Scripts	All COs
				Total	100		
	Indirect Assessment	Student FEEDBACK		STUDENT	Middle of the Course	-NA-	Feedback forms
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 Letter Skill Test-1 Business Letter At the end of 6 <sup>th</sup> Week	60 Minutes	20	Average of two tests 20 Marks
2	CIE Assessment – 2 Letter Skill Test-1 Statement At the end of 15 <sup>th</sup> Week	60 Minutes	20	
3	CIE Assessment -3 Letter Skill Test-1 (Official Letter) At the end of 8 <sup>th</sup> Week	60 Minutes	20	Average of Three tests 20 Marks
4	CIE Assessment -4 Letter Skill Test-1 Demi Official Letter At the end of 10 <sup>th</sup> Week	60 Minutes	20	
5	CIE Assessment 5 Letter Skill Test-1 Autonomous Official Letter At the end of 13 <sup>th</sup> Week	60 Minutes	20	
6	CIE Assessment 6 (Student Activity / Assignment) Various letters of BL, OL, DO, Statement to be enclose At the beginning of 16 <sup>th</sup> Week	-	20	20 Marks
Total Continuous Internal Evaluation (CIE) Assessment				60
7	Semester End Examination (SEE) Speed Examination (25 WPM)	3 Hours	100	40
Total Marks				100

**Note:**

- SEE (Semester End Examination) is conducted for 100 Marks theory courses for time duration of 3 Hours.
- Two CIE each of 20 marks for a time duration of 60 minutes shall be conducted. Also, three CIE (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.
- Assessment of student activity is evaluated through appropriate rubrics by the respective course coordinator.
- CIE Skill tests to be conducted as per SEE scheme of evaluation.

**12. SUGGESTED STUDENTS ACTIVITIES:**

- Collect all the Signs that are used in Manuscripts.
- Collect all the Symbols that are used in Manuscripts.
- Collect all the Abbreviations that are used in Manuscripts.
- Write the format of Business Letter
- Write the format of Official Letter
- Write the format of Statement Letter

## 13. Example only:

**MODEL OF RUBRICS / CRITERIA FOR ASSESSING STUDENT ACTIVITY**

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	
<b>Average Marks of 3 Dimensions= / 3</b>						
<b>Total Marks = 20</b>						

**14. Scheme of Evaluation for both CIE and SEE**

Sl. No.	Particulars	Marks
1	Proper usage of Signs, Symbols and Abbreviations	05
2	Execution of Business Letter	30
3	Execution of Official Letter	30
4	Execution of Statement Letter	30
5	Print Out	05
<b>Total</b>		<b>100</b>

**15. MODEL QUESTIONS PAPER FOR CIE AND SEE**

TEST-I	SEMESTER	COURSE	Max.Marks:30
Date&Time	SECOND	English Computer Typing-II(Manuscript)	Duration:30MIN.
	Year	CourseCode:2526	
Name of the Course Coordinator:		Units Kept for test Business Letter	
Qn.No.	Question		Marks

TEST-II	SEMESTER	COURSE	Max.Marks:30
Date&Time	SECOND	English Computer Typing-II (Manuscript)	Duration:30MIN.
	Year:-	CourseCode:2526	
Name of the Course Coordinator:		Units Kept for test Official Letter	
Qn. No.	Question		Marks

TEST-III	SEMESTER	COURSE	Max.Marks:30
Date&Time	SECOND	English Computer Typing-II (Manuscript)	Duration:30MIN.
	Year:-	CourseCode:2526	
Name of the Course Coordinator:		Units Kept for test Statement	
Qn. No.	Question		Marks

TEST-IVMCQ/QUIZ	SEMESTER	COURSE	Max.Marks:20
Date & Time	Second	English Computer Typing-II (Manuscript)	Duration:30MIN.
	Year:	CourseCode:2526	
Name of the Course Coordinator:		Units Kept for test Chapter-ALL	

1. How many fingers are used to type in a typewriter keyboard?  
a.8                                      b.9                                      c.10 d.6
2. #this sign show for  
a. To leave space in between words      b. Leave words  
c. Attach words                                  d. Not to leave space in between words
3. Who will sign at the end of the Secretarial Letter?  
a. Director    b. Commissioner    c. Secretary to Government    d. Chairman
4. 'Enclosures' should have to be typed in a letter  
a. Below Numbering    b. to address                      c. below date                      d. end of the letter
5. How many line space used in a body of the official letter  
a.3                                      b.1                                      c.2                                      d.1½
6. Expansion of D.O.in typing  
a. Daughter of              b. Date of                      c. Demi-official                      d. None of these
7. Speed margin Settings in a type writing machine  
a.5to80                      b.10to75                      c.15to70                      d.10to70
8. How many ' shift keys' in a Typewriting Key Board  
a.2                                      b.4                                      c.3                                      d.1
9. Qty. Full form  
a. Quality    b. Quite                      c. Quantity    d. None of these
10. The Sign shows for  
a. Leftsidetothe page b. Rightsidetothe page c. Centertothe page d. Abovetothe page

## Semester End Examination

Program Name	: <b>English Computer Typing–II (Manuscript)</b>		
Semester	: II	Course : CP	Max Marks : 100
Course Code	: 2526	Duration:3 Hrs	

### MODEL QUESTION PAPER ENGLISH COMPUTER TYPING–II (MANUSCRIPT)

Time: 60minutes

Max.Marks:50

Instructions to candidates:

- 1.Type on only one side of the paper only.
- 2.Use a separate sheet for each one of the Question.
- 3.Write the Register number only in the space provided
- 4.Type the answers by expanding the Abbreviations and by correcting the Mistakes without any fault.
- 5.For question number 1 draw the vertical lines by pen or pencil
- 6.Arrange the answer sheets serially.

\*\*\*\*\*

1. Type the following state mention proper form and punctuate the figures. 30 Marks
2. Type the following Official Letter in proper form by correcting misspellings and expanding all abbreviations. 20Marks
3. Type the following Business Letter in proper form by correcting misspellings and expanding all abbreviations. 20Marks



## **SCHEME OF EVALUATION**

Half Mark is to be deducted for each of the following Mistakes:

1. Omission of words,
2. Commission of words,
3. Mis-Spelt words,
4. Space between the Letters of the same Word,
5. Failure to leave space between the Words,
6. Failure to leave required space after Full stop and other Punctuations,
7. Failure to observe Upper and Lower Capitals,
8. Wrong Splitting of Words,
9. Improper indentations of Paragraphs.

Note:

1. The Number of words should not exceed 220 for Statement and Balance sheet.
2. The Number of words should not exceed 440 for Official letter and Business letter.
3. While setting the question paper, do not just copy the Question papers of the previous Examinations.

Set the Question papers much as possible with a fresh Subject Matter.

Q. No1. Allotted marks 40, out of which 10% is to be allotted for the format, the remaining Marks are to be allotted for the matter. (Deduct half mark for each one of the mistake)

Q.No.2. Allotted marks is 30, out of which 10% is to be allotted for the format, the remaining Marks is to be allotted for the matter. (Deduct half mark for each one of the mistake)

Q.No.3 Allotted marks is 30 each, out of which 10% is to be allotted for the format, 01 Mark for carbon copy, if provided and the remaining Marks is to be allotted for the matter

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

**PROGRAM: DIPLOMA IN COMMERCIAL PRACTICE**

<b>Course Code</b>	<b>2527</b>	<b>Semester</b>	<b>II</b>
Course Name	<b>Computer Applications in Office-II</b>	Course Group	<b>Core</b>
No. of Credits	<b>4</b>	Type of Course	<b>Lecture/Theory/ Demonstration</b>
Course Category	<b>CP/ Core</b>	Total Contact Hours	<b>6 Hrs. / Week</b>
			<b>96 Hrs. / Semester</b>
Prerequisites	<b>English Knowledge</b>	Teaching Scheme	<b>[ L : T : P ] 0:2:4</b>
CIE Marks	<b>60</b>	SEE Marks	<b>40</b>

### 1. COURSE SKILL SET

- To utilize Internet Applications in Business decision making.
- To Understand the E-Business, Online Education and Online Banking.
- To Design Power point presentations for Business Data.
- To understand the various advanced features, Designs and create Presentation using MS – Power.

### 2. COURSE OUTCOMES

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

<b>COs</b>	<b>Course Outcome</b>
CO1	Understand Basics of Internet, Create and Use Email, Perform Online Transactions.
CO2	Acquired the knowledge of E-Business, Online Education and Online Banking.
CO3	Understand and Create a Basic Presentation using MSPOWERPOINT.
CO4	Understand and Create and Advanced Presentation incorporating Hyperlink and Animation using MS - POWERPOINT.

### 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 SET	TOPICS / SUB TOPICS	HOURS L-T-P
UNIT – 1 INTERNET USAGE IN OFFICE	Understand various Network of Computers, and Hardware Components	Internet–Meaning and Advantages of Internet , Meaning of Computer Networks, Types of Computer Networks (PAN-Personal Area Network, LAN-Local AreaNetwork,WLAN-WirelessLocalAreaNetwork,CAN-CampusAreaNetwork,MAN-MetropolitanAreaNetwork,WAN-WideArea Network, SAN-Storage Area Network, EPN-Enterprise Private Network, VPN-Virtual Private Network),	0-10-15
		Meaning of Intranet and Internet, World Wide Web, Major Hardware Components (Modem, Filter, Router, Switches), ISP (Internet Service Provider), Establishing connection from Modem/Router to Switches and Switches to Computers	
		E-mail – Meaning, Etiquettes, Creation of Email, Attaching Documents to Email, Downloading and Saving Attachments from Email, Using Google Drive for sending and retrieving Large Files, Searching of particular Email Sent or Received based on Subject, Sender, Date and Size, Creation of Email Group, Creation of Labels and moving Email to Label.	
UNIT-2 ONLINE PROCESS	Understand concept of E-Business, Online Shopping, Online Banking and Online Education	Meaning of E-Business/E-Commerce/E-Transactions - Online Buying & Selling, Online Education (SWAYAM, MOOCs, Others), Online Banking (Account Details, Amount Transfers, Bill Payments), Online Jobs (Registering in Job Portals, Online Work From Home Jobs, Online Internships), Search Engines, Payment Gateways, Basic Security Measures for Online Transactions, Secured and Unsecured Websites.	0-10-15
UNIT – 3 MS-POWER POINT	Understand and Practices to Prepare various Presentation in MS – Power Points	Meaning of MS – Power Point, Features of Power Point and Advantages of MS Power Point. Preparing Level-1 Presentation using different Fonts, Colors and Size in different Layouts Preparing Level-2 Presentation by inserting Pictures, Charts and Header & Footer Preparing Level-3 Presentation by inserting Shapes, Smart Art and Clip Art and Changing the Design of the Slides and Shortcut Keys.	0-12-16
UNIT – 4 ADVANCED POWER POINT	Practice of Advanced Power Point	Preparing Advanced Presentation by inserting Hyperlink, Media Clips (Movie and Audio Clips) and Creation of Animation	0-4-14

#### 4. MAPPING OF CO WITH PO

CO	Course Outcome	PO Mapped	Unit Linked	CL R/U/A	Theory in Hrs.
1	Understand Basics of Internet, Create and Use Email, Perform Online Transactions	1,2,3,4,5,6,7	1	R/U/A	25
2	Acquired the knowledge of E-Business , Online Education and Online Banking	1,2,3,4,5,6,7	2	R/U/A	25
3	Understand and Create a Basic Presentation using MS POWERPOINT	1,2,3,4,5,6,7	3	R/U/A	28
4	Advanced Presentation incorporating Hyperlink and Animation using MS POWERPOINT	1,2,3,4,5,6,7	4	R/U/A	18
<b>Total</b>					<b>96</b>

#### 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
<b>Computer Applications in Office-II</b>	CO1	1	1	1	1	1	1	1	1	1	1
	CO2	3	3	3	3	3	3	3	3	3	3
	CO3	3	3	3	3	3	3	3	3	3	3
	CO4	1	1	1	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	Rohit Khurana	Computer Fundamentals & Internet Basics Hard cover	APH Publishing Corporation (1 January 2010)
2	Jason Whittaker	The Internet	E- Books
3	Janis Fisher Chan	E-Mail: A Write It Well Guide Paperback	Write It Well - 2011
4	Lambert Joan	Microsoft Power point 2016	Wiley 19-10-2015

## 8. COURSEASSESSMENTANDEVALUATIONCHART

Assessment Method	Type of Assessment		Target	Assessment methods	Max Marks	Type of record	CO's for assessment
<b>Direct Assessment</b>	CIE Continuous Internal Evaluation	IA Testes	STUDENT	Two Tests(Average of Two Tests will be Computed)	20	Blue Books	All CO's
		Assignment & 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		
<b>Indirect Assessment</b>	Student feed back		STUDENT	Middle of the course	-NA-	Feed back 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) <b>At the end of 6th Week (Theory Test)</b>	<b>1 Hr</b>	20	Average of two written tests 20 Marks
2	CIE Assessment – 2 (Written Test – 2) <b>At the end of 15th Week (Theory Test)</b>	<b>1 Hr</b>	20	
3	CIE Assessment – 3 ( Skill Test-1) <b>At the end of 8th Week (Practical Test)</b>	<b>3 Hr</b>	20	Average of three Skill tests 20 Marks
4	CIE Assessment – 4 ( Skill Test-2) <b>At the end of 10th Week (Practical Test)</b>	<b>3 Hr</b>	20	
5	CIE Assessment – 5( Skill Test-3) <b>At the end of 13th Week (Practical Test)</b>	<b>3 Hr</b>	20	
7	CIE Assessment 6 (Student Activity / Assignment) <b>At the beginning of 16th Week</b>	-	20	
Total Continuous Internal Evaluation (CIE) Assessment				60
8	Semester End Examination (SEE) Assessment (Written Test)	<b>3 Hours</b>	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	<b>20</b>
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	<b>20</b>
3	CIE Assessment – 6	Student Activity / Assignment	Maximum Marks 20	-	-	20	<b>20</b>
4	<b>Total Marks of Continuous Internal Evaluation(CIE) Assessment (1+2+3)</b>						<b>60</b>
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	<b>40</b>
<b>FINAL TOTAL MARKS FOR THE COURSE (4 + 5)</b>							<b>100</b>

**PASSING MARKS CRITERION:**

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



## 10.DETAILED COURSE CONTENTS

Unit No & Name	DETAILED COURSE CONTENT	CO	PO	Contact Hrs.
<b>UNIT - I INTERNET USAGE IN OFFICE</b>	Meaning of Internet & Advantages of Internet	1	1,2,3,4,5,6,7	1
	Meaning of Computer Networks Types of Computer Networks	1	1,2,3,4,5,6,7	1
	PAN-Personal Area Network, LAN-Local Area Network & WLAN-Wireless Local Area Network	1	1,2,3,4,5,6,7	1
	CAN-Campus Area Network, MAN-Metropolitan Area Network & WAN-Wide Area Network	1	1,2,3,4,5,6,7	1
	SAN-Storage Area Network , EPN-Enterprise Private Network & VPN-Virtual Private Network	1	1,2,3,4,5,6,7	1
	Meaning of Intranet and Internet & World Wide Web	1	1,2,3,4,5,6,7	1
	Major Hardware Components (Modem, Filter, Router, Switches) ISP(Internet Service Provider)	1	1,2,3,4,5,6,7	1
	Establishing connection from Modem/Router to Switches and Switches to Computers	1	1,2,3,4,5,6,7	1
	Meaning of E- Mail, Etiquettes & Creation of Email	1	1,2,3,4,5,6,7	1
	Attaching Documents to Email, Downloading and Saving Attachments from Email	1	1,2,3,4,5,6,7	1
	Using Google Drive for sending and retrieving Large Files	1	1,2,3,4,5,6,7	1
	Searching of particular Email Sent or Received based on Subject, Sender, Date and Size	1	1,2,3,4,5,6,7	1
	Creation of Email Group & Creation of Labels and moving Email to Label	1	1,2,3,4,5,6,7	1
	Practice	1	1,2,3,4,5,6,7	12
<b>UNIT - II ONLINE PROCESS</b>	Meaning of E-Business/E-Commerce/E-Transactions	2	1,2,3,4,5,6,7	2
	Online Buying & Selling,	2	1,2,3,4,5,6,7	1
	Online Education (SWAYAM,MOOCs, Others),	2	1,2,3,4,5,6,7	2
	Online Banking (Account Details, Amount Transfers, Bill Payments),	2	1,2,3,4,5,6,7	2
	Online Jobs (Registering in Job Portals, Online Work From Home Jobs, Online Internships),	2	1,2,3,4,5,6,7	1
	Search Engines, Payment Gateways	2	1,2,3,4,5,6,7	1
	Basic Security Measures for Online Transactions.	2	1,2,3,4,5,6,7	2
	Secured and Unsecured Websites	2	1,2,3,4,5,6,7	2
	Practice	2	1,2,3,4,5,6,7	12

<b>UNIT – III MS-POWER POINT</b>	Meaning of MS – Power Point & Features of M S – Power Point	3	1,2,3,4,5,6,7	1
	Advantages of M S – Power Point	3	1,2,3,4,5,6,7	1
	PreparingLevel-1PresentationusingdifferentFonts	3	1,2,3,4,5,6,7	1
	Preparing Level- 2 Presentation using different Colors and Size	3	1,2,3,4,5,6,7	1
	PreparingLevel-3 Presentation using different Layouts	3	1,2,3,4,5,6,7	1
	PreparingLevel-4PresentationbyinsertingPictures,Chartsand Header & Footer	3	1,2,3,4,5,6,7	1
	PreparingLevel-5 Presentation by inserting Shapes and Smart Art	3	1,2,3,4,5,6,7	1
	PreparingLevel-6 Presentation by Changing theDesign of the Slides.	3	1,2,3,4,5,6,7	1
	Using Shortcut Keys	3	1,2,3,4,5,6,7	1
	Practices	3	1,2,3,4,5,6,7	19
<b>UNIT – 4 ADVANCED POWER POINT</b>	Preparing Advanced Presentation by inserting Hyperlink,	4	1,2,3,4,5,6,7	2
	Preparing Advanced Presentation by inserting Media Clips(Movie and Audio Clips)	4	1,2,3,4,5,6,7	2
	Preparing Advanced Presentation by creating Animation	4	1,2,3,4,5,6,7	2
	Practices	4	1,2,3,4,5,6,7	12

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

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	
<b>Average Marks of 3 Dimensions= / 3</b>						
<b>Total Marks = 20</b>						

**12. SCHEME OF EVALUATION FOR BOTH CIE AND SEE (SEE TO COVER THE ENTIRE COs)**

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

### 13.SUGGESTED ACTIVITIES:

1. Collect the meaning of Computer Network and Pictures of different types of Computer Networks
2. Collect the information and Pictures related to basic Hardware Components that are necessary for working in Internet.
3. Connect the Modem/Router to Switches and Switches to Computer Systems to start working in Internet
4. Create and Send an email to your friend by attaching a document
5. Send an email to your friend by attaching document using Google Drive
6. Search the email based on Subject, Sender, Date and Size
7. Create an Email Group consisting of 5 of your Friends and send an email to all
8. Create a Label in the Email and move 10 Emails received or sent to that Label
9. Collect different Online Shopping, Online Training, Online Job Website Addresses
10. Create your Account in an Online Shopping Website and select a product and put it in to Cart for buying it at a later stage
11. Create your Account in an Online Training Website and register for a Program
12. Create your Account in an Online Job Portal, register your name and search for the Jobs for which you can apply
13. Create your Account in the Internet Website and search for the Internships for which you can apply
14. Explore the different Work From Home Opportunities by using suitable Search Engines
15. Collect information regarding advantages of different Payment Gateways
16. Using MS Power Point, Prepare a Presentation with basic Features of Fonts, Colors to show the important tourist places of Karnataka
17. Using MS Power Point, Prepare a Presentation with different Layout feature to show the various animals and birds
18. Prepare a Presentation using MS Power Point with the features Pictures, Header and Footer to show the information about your Institution
19. Prepare a Presentation using MS Power Point by inserting Table and Charts to show the details of Sales of 5 types of goods for 5 Years
20. Improve your Presentation already created above by inserting Shapes and Smart Art
21. Prepare a Presentation using MS Power Point by inserting Clip Art
22. Prepare a Presentation of 10 slides of different Designs using Design feature
23. Using MS Power Point, prepare a Presentation to show the working of a Bank using Hyper Link
24. Using MS Power Point, prepare a Presentation to show a Motivational Speech using Media Clip – Audio
25. Using MS Power Point, prepare a Presentation to show a Motivational Speech using Media Clip – Movie
26. Prepare a Presentation in MS Power Point containing 5 Slides using Animation features – Transition for the whole Slide
27. For the above Presentation change the Transition speed and give Transition Sounds
28. Prepare a Presentation in MS Power Point containing using Animation features – Transition for different points of a Slide
29. Prepare a document in Kannada about Commercial Practice Program using NUDI
30. Prepare a document in Kannada containing a Table using NU

## 14. References : Books

1. Computer Fundamentals & Internet Basics Hardcover-By Rohit Khurana
2. The Internet: The Basics – By Jason Whittaker
3. E-Mail: A Write It Well Guide Paperback - By Janis Fisher Chan
4. Power Point 2019 for Dummies
5. Microsoft PowerPoint 2016 Step By Step - By Lambert Joan
6. Office 365 All-in-One for Dummies
7. Teach yourself Office 2000 for Windows – Coray Sandler, Tom

## WEBSITE ADDRESSES

1. [https://www.livinginternet.com/tindex\\_p.htm](https://www.livinginternet.com/tindex_p.htm)
2. <https://www.belden.com/blog/smart-building/network-types>
3. <https://www.inc.com/guides/2010/06/email-etiquette.html>
4. <https://www.linkedin.com/pulse/email-etiquette-mamun-khan/>
5. <https://www.wikihow.com/Make-a-Mailing-List-in-Gmail>
6. <https://swayam.gov.in/>
7. <https://www.mooc.org/>
8. <https://merchant.razer.com/v3/blog/the-basic-of-payment-gateway-what-is-it- and-how-it-works/>
9. <https://www.paytabs.com/en/7-tips-for-safe-online-transactions/>
10. <https://techprimes.com/online-transaction-security-precautions/>
11. <https://learn.rtxplatform.com/hc/en-us/articles/360006292994-Secure-HTTPS-vs- non-secure-HTTP-web-pages>
12. <https://support.office.com/en-us/article/powerpoint-for-windows-training-40e8c930- cb0b-40d8-82c4-bd53d3398787>
13. <https://business.tutsplus.com/tutorials/how-to-learn-powerpoint--cms-29884>
14. [youtube.com](https://www.youtube.com)

## Model Question Paper for CIE and SEE

GOVERNMENT OF KARNATAKA  
DEPARTMENT OF TECHNICAL EDUCATION  
BOARD OF TECHNICAL EXAMINATION  
Second Semester Diploma Examinations / Sem.

Name of Practical: Computer Applications in Office -II

Code No: 2527

Date:

Time:

Duration: 3 hours

Batch No: I

Max. Marks: 100

### WRITING

- 1) Fill in the blanks with appropriate word/words: **5 X 1 =5 Marks**
- a) Expand PAN \_\_\_\_\_  
i) Personal Area Network                      ii) Personal Account Number  
iii) Present Account Number    iv) Perfect Area Network
- b) E- Business is also known as \_\_\_\_\_  
i) Good Business      ii) Offer Business                      iii) Discount Business                      iv) Online Business
- c) \_\_\_\_\_ a Program that allows the user to design a presentation that consists of multiple slides.  
i) MS- Word                      ii) MS- Power Point      ii) MS-Access                      iv) MS - Excel
- d) A \_\_\_\_\_ is the process of **presenting** a topic to an audience.  
i) **Presentation**                      ii) Desktop                      iii) Computer                      iv) Preparation
- e) \_\_\_\_\_ is the process of changes in display from one slide to another.  
i) Transition                      ii) Speaker                      iii) Scanner                      iv) Movements
- 2) Explain the Features of MS Power point. **5**
- 3) Write the meaning of Computer Network and briefly explain the types of Computer Networks. **10**

### EXECUTION

- 4) Create and Send an email to your friend by attaching a document. **10**
- 5) Create a Presentation by using Image, Word art, Clipart, Animations and Transitions in MS Power Point (minimum 10 slides). Assume the necessary information. **20**
- 6) Using MS Power Point, Prepare a Presentation by using necessary Features to show the important tourist places of Karnataka. **10**
- 7) Record **10**
- 8) Viva Voce **20**

100

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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**

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

**Prerequisite:** Knowledge of Basic English Grammar and Internet Operations

**COURSE SKILL SET:**

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:

<b>CO1</b>	Acquire verbal communication skills to speak and write clearly and concisely.
<b>CO2</b>	Articulate ideas and engage in improving conversations using latest internet contents.

<b>CO-Cognitive Level (CL) -PO MAPPING</b>				
<b>Name of the course: Modern Business Practices</b>				
	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

Modern Business Practices	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	02	32	Class performance Evaluation and follow up				

**COURSE CONTENTS**

Unit	Major Topics	Hours Allotted
1	<p><b>Basic English Grammar:</b></p> <ol style="list-style-type: none"> <li>1. Singular and Plural Nouns</li> <li>2. Countable Nouns Vs Uncountable Nouns</li> <li>3. Types of Nouns</li> <li>4. Possessive Nouns</li> <li>5. Proper Nouns</li> <li>6. Pronouns</li> <li>7. Noun: Gender</li> <li>8. Opposites</li> <li>9. Articles</li> <li>10. 'Be ' Verbs</li> <li>11. Forms of Verbs</li> <li>12. Finites and non-infinites</li> </ol> <p>Activity / Exercises</p>	14
2	<p><b>Applied Grammar:</b></p> <ol style="list-style-type: none"> <li>3. Difference between Noun: Number and Gender</li> <li>4. Difference between Common Noun and Collective Noun</li> <li>5. Exercises on Opposites</li> <li>6. Sentence: Kinds of Sentences</li> <li>7. Omission of Articles</li> <li>8. Agreement of Verb with the Subject</li> </ol> <p>Activity / Exercises</p>	06

3	<b>Writing Section: (Paper / Computer)</b>  <ol style="list-style-type: none"><li>1. Finding words from the Dictionary</li><li>2. Write a short, simple notes and messages for example thanking someone.</li><li>3. Writing Simple Essays – Myself, My teacher, Parents etc</li><li>4. Writing Simple Sentences</li><li>5. Asking Simple Questions and answering them.</li><li>6. Write an Application for one day leave.</li></ol> <p>Activity / Exercises</p>	12
Total		<b>32</b>

**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.

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

PROGRAM: DIPLOMA IN COMMERCIAL PRACTICE

Course Code	PC2102	Semester	II
Course Title	Psychology and Counseling - II	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:

1. Understand Psychology related problems and acquire problem solving skills.
2. Understand and learn to work in teams.
3. Adapt positive psychology in daily life.
4. Understand career planning and explore career options.

### 2. COURSE OUTCOMES

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

	Course Outcomes
CO 1	Develop knowledge on problem solving skills.
CO 2	Work in teams.
CO 3	Acquire knowledge and adapt a good mental well-being.
CO 4	Obtain positive attitude and self esteem.
CO 5	Obtain knowledge about career planning and apply it.

### 3. COURSE CONTENT OUTLINE WITH TEACHING HOURS AND MARK

UNIT NO.	UNIT TITLE	TEACHING HOURS	MARKS
01	Problems and problem solving skills	06	10
02	Working with groups	06	10
03	Positive Psychology	07	10
04	Attitude	07	10
05	Career Planning	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. Problems and problem solving skills	Understand and apply problem solving skills. Learn self value and live a well-balanced life.	1.1 Analyzing a problem 1.2 Problem solving skills 1.3 Forgiving self and understanding self-worth. 1.4 Well-balanced living.	06
UNIT- 2. Working with groups	Understand and learn to work/adjust in a groups.	2.1 Nature of groups. 2.2 Group productivity. 2.3 Leadership. 2.4 Success. 2.5 Understanding Pros and Cons of working in groups.	06
UNIT- 3 Positive Psychology	Understand the importance of staying positive and have a good mental health.	3.1 Science of happiness 3.2 Mindfulness 3.3 Positive thinking 3.4 Optimism 3.5 Mental well-being	07

UNIT- 4 Attitude	Understand the importance of positive attitude and self esteem.	<ul style="list-style-type: none"> <li>a. Attitude</li> <li>b. Factors Influencing our attitude</li> <li>c. Changing attitude- negative to positive.</li> <li>d. Building positive self-esteem and image.</li> <li>e. Forming positive habits and characters.</li> <li>f. Prejudice</li> <li>g. Overcoming loneliness</li> <li>h. Witnessing/ interacting with successful differently abled people.</li> </ul>	07
UNIT- 5 Career Planning	Understand the importance of career planning and apply it in exploring suitable options.	<ul style="list-style-type: none"> <li>5.1 Career planning</li> <li>5.2 Features and importance of career planning.</li> <li>5.3 Understanding job satisfaction.</li> <li>5.4 Exploring career options suitable for their personality.</li> <li>5.5 Goal setting and working towards it.</li> <li>5.6 Time Management.</li> <li>5.7 Decision Making</li> </ul>	06

#### 5. MAPPING OF CO WITH PO

CO	Course Outcome	PO Mapped	Unit	CL R/U/A	Theory in Hrs.
1	Develop knowledge on problem solving skills.	1,5,6,7	1	R/U/A	6
2	Work in teams.	1,5,6,7	2	R/U/A	6
3	Acquire knowledge and adapt a good mental well-being.	1,5,6,7	3	R/U/A	7
4	Obtain positive attitude and self esteem.	1,5,6,7	4	R/U/A	7
5	Obtain knowledge about career planning and apply it.	1,5,6,7	5	R/U/A	6
Total					32

## 6. LEVELS OF CO AND PO MAPPING

Psychology and Counselling	Program Outcomes						
Course outcomes	1	2	3	4	5	6	7
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 <sup>rd</sup> week	60minutes	10	Total of all the CIE assessments.
2.	CIE Assessment 2 (Activity) -At the end of 6 <sup>th</sup> week	60minutes	10	
3.	CIE Assessment 3 (MCQ/Quiz) -At the end of 9 <sup>th</sup> week	60minutes	10	
4.	CIE Assessment 4 (MCQ/Quiz) -At the end of 12 <sup>th</sup> week	60minutes	10	
5.	CIE Assessment 5 (Activity) -At the beginning of 15 <sup>th</sup> week	60minutes	10	
Total Continuous Internal Evaluation(CIE)Assessment				50
<b>Total Marks</b>				<b>50</b>

## 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.	TOTAL
<b>1. Problems and problem solving skills</b>	Analyzing a problem	1	1,5,6,7	1	<b>06</b>
	Problem solving skills	1	1,5,6,7	1	
	Forgiving self and understanding self-worth	1	1,5,6,7	1	
	Well-balanced living.	1	1,5,6,7	1	
	Activity on problem solving.	1	1,5,6,7	1	
	CIE Assessment 1	1	1,5,6,7	1	
<b>2. Working with groups</b>	Nature of groups.	2	1,5,6,7	1	<b>06</b>
	Group productivity.	2	1,5,6,7	1	
	Leadership. Success.	2	1,5,6,7	1	
	Understanding Pros and Cons of working in groups	2	1,5,6,7	1	
	Activity on working in groups - 2 Tasks	2	1,5,6,7	1	
	CIE Assessment 2	2	1,5,6,7	1	



<b>3. Positive Psychology</b>	Science of happiness	3	1,5,6,7	1	<b>07</b>
	Mindfulness	3	1,5,6,7	1	
	Positive thinking	3	1,5,6,7	1	
	Optimism	3	1,5,6,7	1	
	Mental well-being	3	1,5,6,7	1	
	Activity on staying positive	3	1,5,6,7	1	
	CIE Assessment 3	3	1,5,6,7	1	
<b>4. Attitude</b>	Attitude	4	1,5,6,7	1	<b>07</b>
	Factors Influencing our attitude				
	Changing attitude- negative to positive.	4	1,5,6,7	1	
	Building positive self-esteem and image.	4	1,5,6,7	1	
	Forming positive habits and characters.	4	1,5,6,7	1	
	Prejudice Overcoming loneliness	4	1,5,6,7	1	
	Witnessing/ interacting with successful differently abled people.	4	1,5,6,7	1	
CIE Assessment 4	4	1,5,6,7	1		
<b>5. Career Planning</b>	Career planning	5	1,5,6,7	1	<b>06</b>
	Features and importance of career planning.				
	Understanding job satisfaction. Exploring career options suitable for their personality.	5	1,5,6,7	1	
	Goal setting and working towards it.	5	1,5,6,7	1	
	Time Management.	5	1,5,6,7	1	
	Decision Making	5	1,5,6,7	1	
CIE Assessment 5	5	1,5,6,7	1		
<b>Total</b>					<b>32</b>

**10. SUGGESTED LIST OF STUDENTS ACTIVITIES**

<b>Sl. No</b>	<b>Suggested Activities</b>
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
5	Mock Interview

**11. SUGGESTED LEARNING REFERENCES**

<b>Sl.No</b>	<b>References</b>
1	Introduction to Psychology by Morgan and King
2	Social Psychology by Shelley E. Taylor
3	Positive Psychology by Baum Gardner 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	<a href="https://www.youtube.com/watch?v=ZnjJpa1LBOY">https://www.youtube.com/watch?v=ZnjJpa1LBOY</a>
7	<a href="https://www.youtube.com/watch?v=_gJ5V525Sck">https://www.youtube.com/watch?v=_gJ5V525Sck</a>

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

**PROGRAM: DIPLOMA IN COMMERCIAL PRACTICE**

<b>Course Code</b>	SL2102	<b>Semester</b>	II
<b>Course Title</b>	<b>Sign Language - II</b>	<b>Course Group</b>	Audit
<b>Type of Course</b>	Lecture	<b>Total Contact Hours</b>	2Hrs Per Week
			32Hrs Per Semester
<b>Prerequisites</b>	Knowledge of Basic Sign Language	<b>Teaching Scheme</b>	(L:T:P)=2:0:0
<b>CIE Marks</b>	50	<b>SEE Marks</b>	-

**1. COURSE SKILL SET:**

1. Understand and apply signs of English, Banking and others.
2. Understand the Departmental Technical Terminology.
3. Understand and apply signs of Mathematical Terminologies.

**2. COURSE OUTCOMES:**

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

<b>CO1</b>	Acquire and apply the signs of English and Computer terminology.
<b>CO2</b>	Acquire and apply the signs of Banking Terminologies.
<b>CO3</b>	Obtain and apply the signs of Department related Technical terms.
<b>CO4</b>	Acquire and apply the signs and Measuring Units.
<b>CO5</b>	Acquire and apply the signs of Mathematical terminologies.

**3. COURSE CONTENT:**

Unit No & Name	Detailed Course Content	CO	PO	Contact Hrs
1. English Terminologies and Computer Terminologies	1.1 Know the signs for English Terminology	CO1	1,5,6,7	2
	1.2 Know the signs for Computer Terminology	CO1	1,5,6,7	2
	1.3 Practice session	CO1	1,5,6,7	1
	CIE Assessment 1			1
2. Banking Terminologies	2.1 Know the signs for Banking Terminology	CO2	1,5,6,7	2
	2.2 Practice Session	CO2	1,5,6,7	1
	CIE Assessment 2			1
3. Department Related Words	3.1 Learning Department related words of Computer Science	CO3	1,5,6,7	2
	3.2 Learning Department related words of Electronics & Communication Engineering	CO3	1,5,6,7	2
	3.3 Learning Department related words of Architecture	CO2	1,5,6,7	2
	3.4 Learn Department related words of Commercial Practice	CO3	1,5,6,7	2
	3.5 Learn Department related words of Jewellery Design & Technology	CO3	1,5,6,7	2
	3.6 Practice Session			3
	CIE Assessment 3			1
4. Measuring Units	4.1 Know the signs for Measuring Units	CO3	1,5,6,7	3
	4.2 Practice Session			
	CIE Assessment 4			1
5. Mathematical Terminologies	5.1 Know the signs for Mathematical Terminologies.	CO3	1,5,6,7	3
	5.2 Practice Session			
	CIE Assessment 5			1

**4. REFERENCES BOOKS:****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

**5. Open source software and website address:**

- 1) [www.indiansignlanguage.org](http://www.indiansignlanguage.org)
- 2) [www.islrtc.nic.in](http://www.islrtc.nic.in)
- 3) [www.talkinghands.co.in](http://www.talkinghands.co.in)
- 4) [www.def.org.in](http://www.def.org.in)

**6. 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

**7. Mapping of Course Outcomes with Program Outcomes**

CO	Course Outcome	PO Mapped	Cognitive Level R/U/A	Units	Theory Sessions In Hrs
CO1	Acquire and apply the signs of English and Computer terminology.	1,5,6,7	R,UA	1	6
CO2	Acquire and apply the signs of Banking Terminologies.	1,5,6,7	R,U,A	2	4
CO3	Obtain and apply the knowledge of signing the Department related Technical terms.	1,5,6,7	R,U	3	14
CO4	Acquire and apply the signs and measuring units.	1,5,6,7	R,UA	4	4
CO5	Acquire and apply the signs of Mathematical terminologies.	1,5,6,7	R,UA	5	4
<b>Total Hours of instruction</b>					32

**8. Level of Mapping PO's with CO's**

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

### 9. COURSEASSESSMENTANDEVALUATIONCHART

Sl.No.	Assessment	Duration	Max Marks	Conversion
1	CIE Assessment 1 ( Activity 1 -At the end of 3 <sup>d</sup> week	60minutes	10	Total of all the CIE Assessment
2	CIE Assessment 2 (Activity -2) -At the end of 5 <sup>th</sup> week	60minutes	10	
3	CIEAssessment3 (Activity-3)- At the end of 12 <sup>th</sup> week	60minutes	10	
4	CIE Assessment 4 (MCQ/Quiz) - At the end of 14 <sup>th</sup> week	60minutes	10	
5	CIE Assessment 5 (Activity/Assignment) - At the beginning of 16 <sup>th</sup> week	60minutes	10	
6	Total Continuous Internal Evaluation(CIE)Assessment			50
<b>Total Marks</b>				<b>50</b>

<b>Unit 1</b>			
<b>1.1 English Terminologies</b>			
<ol style="list-style-type: none"> <li>1. English</li> <li>2. Words</li> <li>3. Sentences</li> <li>4. Paragraph</li> <li>5. Essay</li> <li>6. Story</li> <li>7. Grammar</li> <li>8. Noun</li> <li>9. Common noun</li> <li>10. Countable noun</li> <li>11. Uncountable noun</li> <li>12. Pronoun</li> <li>13. Adjective</li> <li>14. Verb</li> <li>15. Adverb</li> </ol>	<ol style="list-style-type: none"> <li>16. Preposition</li> <li>17. Singular</li> <li>18. Plural</li> <li>19. Prefix</li> <li>20. Suffix</li> <li>21. Past tense</li> <li>22. Present tense</li> <li>23. Future tense</li> <li>24. Exclamatory</li> <li>25. Comma</li> <li>26. Full stop</li> <li>27. Underline</li> <li>28. Question mark</li> <li>29. Example</li> <li>30. Letter</li> </ol>	<b>1.3 Practice Session</b>	
<b>Unit 2</b>			
<b>1.2 Computer terminologies</b>			
<ol style="list-style-type: none"> <li>1. Computer</li> <li>2. Laptop</li> <li>3. CPU</li> <li>4. Keyboard</li> <li>5. Mouse</li> <li>6. Monitor</li> <li>7. Web camera</li> <li>8. CD</li> <li>9. DVD</li> <li>10. Pen drive</li> <li>11. Projector</li> <li>12. Xerox</li> <li>13. Scan</li> <li>14. Printer</li> <li>15. Print out</li> </ol>	<ol style="list-style-type: none"> <li>16. Ms Office</li> <li>17. Ms Word</li> <li>18. Ms Excel</li> <li>19. Ms Power point</li> <li>20. Paint</li> <li>21. File</li> <li>22. Folder</li> <li>23. Save</li> <li>24. Edit</li> <li>25. Cut</li> <li>26. Copy</li> <li>27. Paste</li> <li>28. Internet</li> <li>29. Network</li> <li>30. Joystick</li> </ol>	<b>Practice Session</b>	
	<b>2.1 Banking Terminologies</b>		
<ol style="list-style-type: none"> <li>1. Bank</li> <li>2. Mobile bank</li> <li>3. Internet banking</li> <li>4. Manager</li> <li>5. Account</li> <li>6. Accountant</li> <li>7. Cash</li> </ol>	<ol style="list-style-type: none"> <li>16. Loan</li> <li>17. Transfer</li> <li>18. Signature</li> <li>19. Credit</li> <li>20. Debit</li> <li>21. Salary</li> <li>22. Fixed Deposit</li> </ol>	<b>2. 3 Practice Session</b>	

<ul style="list-style-type: none"> <li>8. Cashier</li> <li>9. Passbook</li> <li>10. ATM Card</li> <li>11. Withdraw</li> <li>12. Demand Draft</li> <li>13. Money</li> <li>14. Deposit</li> <li>15. Cheque</li> </ul>	<ul style="list-style-type: none"> <li>23. Recurring Deposit</li> <li>24. Branch</li> <li>25. Address</li> <li>26. Proof</li> <li>27. Online payment</li> <li>28. Nominee</li> <li>29. Interest</li> <li>30. Signature</li> </ul>	
<b>Unit 3</b>		
<b>Technical Signing words</b>		
<b>3.1 Computer Science</b>		
<ul style="list-style-type: none"> <li>1. Anti virus</li> <li>2. App</li> <li>3. Application</li> <li>4. Bold</li> <li>5. CD Writer</li> <li>6. Cartridge</li> <li>7. Copy</li> <li>8. Cancel</li> <li>9. Cursor/pointer</li> <li>10. Data</li> <li>11. Delete</li> <li>12. Download</li> <li>13. Install</li> <li>14. Paste</li> <li>15. Shut down</li> </ul>	<ul style="list-style-type: none"> <li>16. Virus</li> <li>17. Connection</li> <li>18. Underline</li> <li>19. Zoom</li> <li>20. Restart</li> <li>21. E-mail</li> <li>22. Browse</li> <li>23. Logic</li> <li>24. Operating system</li> <li>25. Mistake, error</li> </ul>	<b>Practice Session</b>
<b>3.2 Electronics &amp; Communication Engineering</b>		
<ul style="list-style-type: none"> <li>1. Alkaline cell</li> <li>2. Automation</li> <li>3. Fuse</li> <li>4. Generator</li> <li>5. Inverter</li> <li>6. Equipment</li> <li>7. Electric tester</li> <li>8. Ammeter</li> <li>9. Soldering iron</li> <li>10. Volt</li> <li>11. Integrated Circuit</li> <li>12. Analogy signal</li> <li>13. Digital Signal</li> <li>14. Radio</li> <li>15. Electrical Energy</li> </ul>	<ul style="list-style-type: none"> <li>16. Electrician</li> <li>17. Direct current</li> <li>18. Electricity</li> <li>19. conductor</li> <li>20. Insulator</li> <li>21. Wiring</li> <li>22. Amplitude</li> <li>23. Convertor</li> <li>24. Anode</li> <li>25. Cathode</li> </ul>	<b>Practice Session</b>

<b>3.3 Architecture</b>		
<ol style="list-style-type: none"> <li>1. Architect</li> <li>2. Building</li> <li>3. Construction</li> <li>4. Brick</li> <li>5. Beam</li> <li>6. Lintel</li> <li>7. Sand</li> <li>8. Wood</li> <li>9. Cement</li> <li>10. Gate</li> <li>11. Paint</li> <li>12. Window</li> <li>13. Door</li> <li>14. Compass</li> <li>15. Depth</li> </ol>	<ol style="list-style-type: none"> <li>16. Draw</li> <li>17. Cello tape</li> <li>18. Curtains</li> <li>19. Plastering</li> <li>20. Quantity</li> <li>21. Measuring tape</li> <li>22. Compass</li> <li>23. Bedroom</li> <li>24. Kitchen</li> <li>25. Office</li> </ol>	<b>Practice Session</b>
<b>3.4 Commercial Practice</b>		
<ol style="list-style-type: none"> <li>1. Commerce</li> <li>2. Tally</li> <li>3. Amount</li> <li>4. Interest</li> <li>5. Process</li> <li>6. Trust</li> <li>7. Accounting year</li> <li>8. Bill</li> <li>9. Receipt</li> <li>10. Payment</li> <li>11. Commission</li> <li>12. Discount</li> <li>13. Customer</li> <li>14. Financial year</li> <li>15. Income</li> </ol>	<ol style="list-style-type: none"> <li>16. Insurance</li> <li>17. Investment</li> <li>18. Legal</li> <li>19. Minor</li> <li>20. Profession</li> <li>21. Total</li> <li>22. Sale</li> <li>23. Cash</li> <li>24. Transfer</li> <li>25. Cheque</li> </ol>	<b>Practice Session</b>
<b>3.5 Jewellery Design</b>		
<ol style="list-style-type: none"> <li>1. Jewellery</li> <li>2. Wire</li> <li>3. Link</li> <li>4. Gem, precious stone</li> <li>5. Melt</li> <li>6. Bangle</li> <li>7. Ring</li> <li>8. Bracelet</li> <li>9. Gold</li> <li>10. Silver</li> <li>11. Diamond</li> <li>12. Copper</li> <li>13. Clean</li> <li>14. Sharp</li> <li>15. Mix</li> </ol>	<ol style="list-style-type: none"> <li>16. Boil</li> <li>17. Metal</li> <li>18. Traditional</li> <li>19. Concept</li> <li>20. Drawing</li> <li>21. Necklace</li> <li>22. Earring</li> <li>23. View</li> <li>24. Modern</li> <li>25. Mixture</li> </ol>	<b>3.6 Practice Session</b>



<b>Unit 4</b>		
<b>4.1 Measuring units</b>		
<ol style="list-style-type: none"> <li>1. Measure</li> <li>2. Measurement</li> <li>3. Weight</li> <li>4. Kilogram</li> <li>5. Gram</li> <li>6. Distance</li> <li>7. Kilometre</li> <li>8. Meter</li> <li>9. Height</li> <li>10. Temperature</li> <li>11. Degree</li> <li>12. Litre</li> <li>13. Millilitre</li> <li>14. Force</li> <li>15. Area</li> </ol>	<ol style="list-style-type: none"> <li>16. Centime</li> <li>17. Inch</li> <li>18. Millimetre</li> <li>19. Mile</li> <li>20. Mass</li> </ol>	<b>4.2 Practice Session</b>
<b>Unit 5</b>		
<b>5.1 Mathematical terminologies</b>		
<ol style="list-style-type: none"> <li>1. Math</li> <li>2. Number</li> <li>3. Addition</li> <li>4. Subtraction</li> <li>5. Multiplication</li> <li>6. Division</li> <li>7. Percentage</li> <li>8. Average</li> <li>9. Calculate</li> <li>10. Integer</li> <li>11. Decimal</li> <li>12. Axis</li> <li>13. Circumference</li> <li>14. Fraction</li> <li>15. Numerator</li> </ol>	<ol style="list-style-type: none"> <li>16. Denominator</li> <li>17. Angle</li> <li>18. Constant</li> <li>19. Variable</li> <li>20. Square</li> <li>21. Rectangle</li> <li>22. Triangle</li> <li>23. Cone</li> <li>24. Cube</li> <li>25. Circle</li> <li>26. Formula</li> <li>27. Equal</li> <li>28. Diagonal</li> <li>29. Ascending</li> <li>30. Descending</li> </ol>	

**5.2 Practice Session**

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

**೧೯೮೯-೨೦೨೦-೨೧-೨೨ ವರ್ಷಗಳಿಗಾಗಿ ಸರ್ಕಾರಿ ತಂತ್ರಜ್ಞಾನ ವಿಭಾಗ - 570 06  
2021-22ನೇ ವರ್ಷಕ್ಕೆ ಸೀಬಿಟಿ ಪಠ್ಯಕ್ರಮದ ವಿವರಣೆ ಇಂತಿಹುದು. ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು  
ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು  
ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು  
(ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು)**

Course Code	21KA21	Semester	II
Course Title	ಇಂತಿಹುದು ಇಂತಿಹುದು -1	Category :	Lecture
No. of Credits	2	Type of Course	Audit Course
Total Contact Hours	2 Hrs Per Week 32 Hrs Per semester	Teaching Scheme [ L : T : P ] 2:0:0	CIE Marks : 50 SEE Marks : Nil

**ಇಂತಿಹುದು ಇಂತಿಹುದು**

**ಇಂತಿಹುದು ಇಂತಿಹುದು - 1 Course Code: 21KA21  
ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು  
(ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು)**

ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು	ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು
1. ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು	02 UÀAmÉ
2. ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು	02 UÀAmÉ
3. ಇಂತಿಹುದು	04 UÀAmÉ
4. ಇಂತಿಹುದು 10 ಇಂತಿಹುದು ಇಂತಿಹುದು 12 ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು ಇಂತಿಹುದು	04 UÀAmÉ
5. ಇಂತಿಹುದು	06 UÀAmÉ
6. ಇಂತಿಹುದು	04 UÀAmÉ

<p>7. zÁ,À ,Á»vÀã / QÃvÀðÉÉUÀ¼ÀÄ ÏÄÄgÄAzÀgÀzÁ,ÀgÄÄ, PÀÉÀPÀzÁ,ÀgÄÄ ãÄÄvÄÄÛ EvÀgÉ QÃvÀðÉÀPÁgÀgÄÄ</p>	<p>02 UÀAmÉ</p>
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8. EvÀgÉ ,Á»vÀâzÀ ¥ÆPÁgÀUÀ¼ÄÄ wæ¥ÄÇ - ,ÀªÀðdÖ eÁÉÀ¥ÀzÀ ,Á»vÀâ, vÀvÀé¥ÀzÀUÀ¼ÄÄ - <sup>2</sup> ±ÄÆÉÁ¼À ±ÄjÃ¥sÀgÄÄ	02 UÀAmÉ
9. ¢ÄÄ»¼Á ,Á»vÀâ : ¢É¼À¸ÆÀPÀmÉÖ VjAiÄªÄª ¢ÄÄvÀÄÜ ,ÀAª¢ÉÆÀÀÄÄ DzsÄÄËPÀ ¥ÀÆªÀð PÀÉÀßqÀ ,Á»vÀâ : PÉA¥ÄÆÉgÁiÄÄt ¢ÄÄvÀÄÜ ªÄÄZÀÝt	04 UÀAmÉ
10. ¢¼ÀUÀÆÀßqÀ ¢ÄÄvÀÄÜ ÉÀqÀÄUÀÆÀßqÀ ,Á»vÀâ ZÀjvÉæAiÄÄ MAzÄÄ CªÀ`ÉÆÄPÀÉÀ	02 UÀAmÉ
MIÄÖ ``ÉÆÄzsÄÉÁ CªÀcù 32 UÀAmÉUÀ¼ÄÄ	32 UÀAmÉUÀ¼ÄÄ

§¼ÀPÉ PÀÉÀßqÀ-1 ¢ÄÄvÀÄÜ ,Á»vÀâ 'AZÀÉÀ-1 ¥ÀòÀPÀæªÄÄUÀ¼UÉ ¢gÀAvÀgÀ CAvÀjPÀ  
ªÄiËªªÄiÁ¥ÀÉzÀ ¢ÄiÁUÀð,ÀÆeUÀ¼ÄÄ

**(COURSE ASSESSMENT AND EVALUATION CHART –CIE ONLY)**

Sl. No.	Assessment	Duration	Max Marks	Conversion
1	CIE Assessment – 1 (Written Test – 1) At the end of 6th Week (Theory Test)	80 Minutes	30	Average of two written tests 30 Marks
2	CIE Assessment – 2 (Written Test – 2) At the end of 10th Week (Theory Test)	80 Minutes	30	
3	CIE Assessment – 3 ( Skill Test-1) At the end of 1th Week (Practical Test)	80 Minutes	30	Average of three Assessment
4	CIE Assessment – 4 (MCQ / Quiz) At the end of 8th Week	60 Minutes	20	
5	CIE Assessment – 5 (Open Book Test-3) At the end of 13th Week	60 Minutes	20	
6	CIE Assessment 6 (Student Activity / Assignment) At the end of 16th Week	60 Minutes	20	
Total Continuous Internal Evaluation (CIE) Assessment				50

At the end of each unit, the student be able to achieve the following course outcomes:

**COs : Kannada (Saahithya Sinchana -1) :**

- CO – 1 : Understand the history of Kannada language.
- CO – 2 : Familiarize the usage of old Kannada and Kannada heritage
- CO – 3 : Understand Mid-age Kannada (Basava Yuga and Kumaravyasa Yuga)Usage
- CO – 4 : Know the Kannada Language through poems and Folk literature

CO – 5 : Familiarize the use of Kannada language through literature for women

**CO-PO Mapping**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO-1	2	-	-	-	2	1	2
CO-2	2	-	-	-	2	1	2
CO-3	2	-	-	-	2	1	2
CO-4	2	-	-	-	2	1	2
CO-5	2	-	-	-	2	1	2

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

**೨೦೨೧-೨೦೨೨ನೇ ವರ್ಷದ ಕರ್ನಾಟಕ ಸರ್ಕಾರದ ಅಧಿಕಾರ ವಹಿವಿಧಾನ, ೨೦೨೧-೨೦೨೨ನೇ ವರ್ಷದ**

**೨೦೨೧-೨೦೨೨ನೇ ವರ್ಷದ ಕರ್ನಾಟಕ ಸರ್ಕಾರದ ಅಧಿಕಾರ ವಹಿವಿಧಾನ, ೨೦೨೧-೨೦೨೨ನೇ ವರ್ಷದ  
೨೦೨೧-೨೦೨೨ನೇ ವರ್ಷದ ಕರ್ನಾಟಕ ಸರ್ಕಾರದ ಅಧಿಕಾರ ವಹಿವಿಧಾನ, ೨೦೨೧-೨೦೨೨ನೇ ವರ್ಷದ  
೨೦೨೧-೨೦೨೨ನೇ ವರ್ಷದ ಕರ್ನಾಟಕ ಸರ್ಕಾರದ ಅಧಿಕಾರ ವಹಿವಿಧಾನ, ೨೦೨೧-೨೦೨೨ನೇ ವರ್ಷದ**

**ಕರ್ನಾಟಕ ಭಾಷಾ - ೧**

Course Code	21NK21	Semester	II
Course Title	ಕರ್ನಾಟಕ ಭಾಷಾ - ೧	Category	Lecture
No. of Credits	2	Type of Course	Audit Course
Total Contact Hours	2 Hrs Per Week 32 Hrs Per semester	Teaching Scheme [ L : T : P ] 2:0:0	CIE Marks : 50 SEE Marks: Nil

ಕರ್ನಾಟಕ ಭಾಷಾ - ೧

**ಕರ್ನಾಟಕ ಭಾಷಾ - ೧ (ಕರ್ನಾಟಕ ಭಾಷಾ - ೧) Course Code: 21NK21**

**Table of Contents (ಪರಿಚಯ)**

<b>PART - I</b>	<b>Teaching Hours</b>
Introduction to the Book, Necessity of learning a local language, Tips to learn the language with easy methods. Easy learning of a Kannada Language : A few tips. Hints for correct and polite conversation. Instructions to teachers for Listening and Speaking Activities.	
<b>PART – II</b>	
Key to Transcription for Correct Pronunciation of Kannada Language, Instructions to Teachers to teach Kannada Language	
<b>PART – III Lessons to teach Kannada Language -</b>	
<b>CO-1: baLake Kannada – Parichaya (Introduction)</b>	
1.1 ಕರ್ನಾಟಕ ಭಾಷಾ ಅಕ್ಷರಗಳ ಮತ್ತು ಉಚ್ಚಾರಣೆ Kannada Alphabets and Pronuciation	<b>08</b>
1.2 Kannada Stress letters – vattakshara (also often written as Ottakashara)	
1.3 Kannada Khaghunitha (Pronounced as ka-gunitha)	
1.4 Pronuciation (Uchcharane), Memorisation and usage of the Kannada Letters	
1.5 (D) Vargeeya Vyanjanagala Uchcharane (Pronuciation of Structured Consonants)	
1.6 (E) Avareeya Vyanjanagala Uchcharane Uchcharane (Pronuciation of Unstructured Consonants)	
<b>1.7</b> Exercise – 1 to 7	

<p><b>CO -2:</b></p> <p>2.1 Introduction</p> <p>2.2 Ekaavachana mattu Bhahuvachana (Singular and Plural Nouns) - ಕ್ರಮಾತ್ಮಕಾಃ ಏಕಾಃ ಪುರುಷಾಃ</p> <p>2.3 Linga (Gender) - ಿಲಿಂಗಾಃ</p> <p>2.4 Pullinga (Masculine gender) - ಪುರುಷಲಿಂಗಾಃ</p> <p>2.5 Stree linga (Feminine gender) - ಸ್ತ್ರೀಲಿಂಗಾಃ</p> <p>2.6 Napumsakaa linga (Neuter gender) - ಏಕಲಿಂಗಾಃ</p> <p>2.7 Samanya linga (Common gender) - ಸಾಮಾನ್ಯಲಿಂಗಾಃ</p> <p>2.8 Exercise</p> <p>2.9 Prashnarthaka Padagalu (Interrogative words)</p> <p>- ಕ್ವಿಃ ಕ್ವಾಃ ಕ್ವಃ ಕ್ವಾಃ ಕ್ವಃ</p> <p>2.10 Viruddha Padagalu / Virodharthaka Padagalu (Antonyms)</p> <p>- «ಗಾಢಾಃ / «ಗಾಢಾಃ</p> <p>2.11 Asamanjasa Uchcharane (Inappropriate Pronunciation)</p> <p>- ಕ್ವಿಃ ಕ್ವಾಃ ಕ್ವಃ ಕ್ವಾಃ ಕ್ವಃ</p>	<p>04</p>
<p><b>CO – 3:</b></p> <p>3.1 Sankhya Vyavasthe (Numbers system) – ಸಂಖ್ಯಾ ವ್ಯವಸ್ಥಾಃ</p> <p>3.2 Kannada moolaankagalu (Cardinal numbers), Stanasuchaka / Sankeyyegalu / Kramasuchaka sanekyyegalu (ordinal numbers) ಕನ್ನಡ ಮೂಲಾಂಕಗಳು / ಸ್ತಾನಸುಚಕಾ / ಸಂಖ್ಯೆಯೆಗಳು / ಕ್ರಮಾಸುಚಕಾ ಸಂಖ್ಯೆಯೆಗಳು</p> <p>3.3 Fractional weights and measurements</p> <p>3.4 Gunitha Chinnhegalu (Mathematical symbols) – ಗುಣಿತ ಚಿಹ್ನೆಗಳು</p> <p>3.5 Bhinnamshagalu (Fractions) - ಭಿನ್ನಾಂಶಗಳು</p> <p>3.6 List of Vegetables</p> <p>3.7 Tindiya Hesarugalu / Belagina upaharagala Hesarugalu – Menu (Names) of the breakfast items - ತಿಂದಿಯ ಹೆಸರುಗಳು / ಬೆಲಗಿನಾ ಉಪಹಾರಗಳ ಹೆಸರುಗಳು – ಮೆನು (ಹೆಸರು) ಆಯತುಗಳ ಹೆಸರುಗಳು</p> <p>3.8 Aaharakke sambandhisida padagalu / Aahara padarthagala Hesarugalu (Names connected with food) – ಆಹಾರಕ್ಕೆ ಸಂಬಂಧಿಸಿದ ಪದಗಳು / ಆಹಾರ ಪದಾರ್ಥಗಳ ಹೆಸರುಗಳು</p> <p>3.9 Samaya / Kalakke Sambhandhisida padhagalu (Words Relating to Time) – ಸಮಯ / ಕಾಲಕ್ಕೆ ಸಂಬಂಧಿಸಿದ ಪದಗಳು</p> <p>3.10 Dikkugalige sambhadisida padhagalu (Words Relating to Directions) – ದಿಕ್ಕುಗಳಿಗೆ ಸಂಬಂಧಿಸಿದ ಪದಗಳು</p> <p>3.11 Manavana Bhavanegalige sambhanddisida Padagalu (Words Relating to Human’s feelings and Emotions) – ಮಾನವನು ಭಾವನೆಗಳಿಗೆ ಸಂಬಂಧಿಸಿದ ಪದಗಳು</p>	<p>08</p>

<p><b>CO – 4:</b></p> <p>1.1 Manavana shareerada bagagalu / angagalu (Parts of the Human body) – ಅನಿರೀಕ್ಷಿಸಲಾಗುವ ಭಾಗಗಳು / ಅಂಗಗಳು</p> <p>1.2 Manava sambhandhada / Sambhandhaakke sambhadisida padhagalu (Terms relating to Human Relationship) – ಅನಿರೀಕ್ಷಿಸಲಾಗುವ ಸಂಬಂಧಗಳ ಪದಗಳು (Terms relating to Human Relationship) – ಅನಿರೀಕ್ಷಿಸಲಾಗುವ ಸಂಬಂಧಗಳ ಪದಗಳು</p> <p>1.3 Vaasada sstalakke sambhandisidanthaha padhagalu (Words Relating to Place of Living) – ವಾಸಿಸುವ ಸ್ಥಳಗಳ ಸಂಬಂಧಿಸಿದ ಪದಗಳು (Words Relating to Place of Living) – ವಾಸಿಸುವ ಸ್ಥಳಗಳ ಸಂಬಂಧಿಸಿದ ಪದಗಳು</p> <p>1.4 Saamanyā sambhashaneyalli Bhasuvanthaha Padagala Patti (List of Words, used in the general conversation) – ಸಾಮಾನ್ಯ ಸಂಭಾಷಣೆಯಲ್ಲಿ ಬಳಸುವಂಥ ಪದಗಳ ಪಟ್ಟಿ (List of Words, used in the general conversation) – ಸಾಮಾನ್ಯ ಸಂಭಾಷಣೆಯಲ್ಲಿ ಬಳಸುವಂಥ ಪದಗಳ ಪಟ್ಟಿ</p> <p>1.5 Bannagala Hesarugalu (Name of the Colours) – ಬಣ್ಣಗಳ ಹೆಸರುಗಳು (Name of the Colours) – ಬಣ್ಣಗಳ ಹೆಸರುಗಳು</p>	04
<p><b>CO – 5:</b></p> <p>Sambhashaneyalli Kannada Kannada in conversations</p> <p>5.1 Introduction</p> <p>5.2 naamapadagaLu (Nouns) – ನಾಮಪದಗಳು (Nouns) – ನಾಮಪದಗಳು</p> <p>5.3. SarvanaamapadagaLu (Pronouns) – ಸರ್ವನಾಮಪದಗಳು (Pronouns) – ಸರ್ವನಾಮಪದಗಳು</p> <p>5.4. Kannada naamavisheshanagaLu (Kannada Adjectives and its usage) – ಕನ್ನಡ ನಾಮವಿಶೇಷಣಗಳ (Kannada Adjectives and its usage) – ಕನ್ನಡ ನಾಮವಿಶೇಷಣಗಳ</p> <p>5.5 Kriya padagaLu (Kannada Verbs) - ಕ್ರಿಯಾಪದಗಳು (Kannada Verbs) - ಕ್ರಿಯಾಪದಗಳು</p> <p>5.6. KriyavisheshanagaLu (Adverbs in Kannada) – ಕ್ರಿಯಾವಿಶೇಷಣಗಳು (Adverbs in Kannada) – ಕ್ರಿಯಾವಿಶೇಷಣಗಳು</p> <p>5.7 Kannadadalli SamyogagaLu ( Conjunctions in Kannada) ಕನ್ನಡದಲ್ಲಿ ಸಮಯೋಗಗಳು ( Conjunctions in Kannada) ಕನ್ನಡದಲ್ಲಿ ಸಮಯೋಗಗಳು</p> <p>5.8 Upasarga (Prepositions in Kannada ) – ಉಪಸರ್ಗಗಳು (Prepositions in Kannada ) – ಉಪಸರ್ಗಗಳು</p> <p>5.9 Prashnarthaka padagalu ( Interrogative words) – ಪ್ರಶ್ನಾರ್ಥಕ ಪದಗಳು ( Interrogative words) – ಪ್ರಶ್ನಾರ್ಥಕ ಪದಗಳು</p> <p>5.10 vicharaneya / Vicharisuva / bedikeya vaakyagaLu (Enquiry/ Request sentences) – ವಿಚಾರಣಾ / ವಿಚಾರಿಸುವಾ / ಬೆದಿಕೆಯಾ ವಾಕ್ಯಗಳು (Enquiry/ Request sentences) – ವಿಚಾರಣಾ / ವಿಚಾರಿಸುವಾ / ಬೆದಿಕೆಯಾ ವಾಕ್ಯಗಳು</p>	04
<p><b>CO – 6 :</b></p> <p>6.1 Activities in Kannada (Kannadadalli chatuvatike -1 (Activity -1)</p> <p>6.2 Sambhashane – Conversation - ಸಂಭಾಷಣೆ - 1 and 2 with Exercises</p> <p>6.3 Chatuvatike – 2 (Activity -2 Shabdakisha – Vocabulary – ಶಬ್ದಕಿಷಾ – Vocabulary – ಶಬ್ದಕಿಷಾ)</p> <p>6.4 Sambhashane - Conversation - ಸಂಭಾಷಣೆ - 1,2 &amp; 3 with Exercises</p> <p>Model Question Papers and Extra Actitie.</p> <p>– ಮಾದರಿ ಪ್ರಶ್ನೆಪತ್ರಗಳು ಮತ್ತು ಹೆಚ್ಚುವರಿ ಅಭ್ಯಾಸಗಳು.</p>	04
<p><b>Total Teaching Hours</b></p>	32 Hours



**ಕರ್ನಾಟಕ ಸರ್ಕಾರ - 1 ನೇ ವರ್ಷದ 'ಆ' - 1 ನೇ ಪಾಠ್ಯಕ್ರಮದ ಅರ್ಜಿ ಪೂರ್ವಕವಾಗಿ  
ಆಯ್ಕೆ ಪರೀಕ್ಷೆಗಳನ್ನು ನಡೆಸುವುದರ ಬಗ್ಗೆ**

**(COURSE ASSESSMENT AND EVALUATION CHART –CIE ONLY)**

Sl. No	Assessment	Duration	Max Marks	Conversion
1	CIE Assessment – 1 (Written Test – 1) At the end of 6th Week (Theory Test)	80 Minutes	30	Average of two written tests 30 Marks
2	CIE Assessment – 2 (Written Test – 2) At the end of 10th Week (Theory Test)	80 Minutes	30	
3	CIE Assessment – 3 ( Skill Test-1) At the end of 1th Week (Practical Test)	80 Minutes	30	Average of three Assessment
4	CIE Assessment – 4 (MCQ / Quiz) At the end of 8th Week	60 Minutes	20	
5	CIE Assessment – 5 (Open Book Test-3) At the end of 13th Week	60 Minutes	20	
6	CIE Assessment 6 (Student Activity / Assignment) At the end of 16th Week	60 Minutes	20	
Total Continuous Internal Evaluation (CIE) Assessment				50

**COs : Kannada (ಬಾಹ್ಯ ಕನ್ನಡ – 1)**

- CO – 1 : Understand & usage of Kannada alphabets  
 CO – 2 : Use of singular & plural nouns in Kannada language  
 CO – 3 : Usage of numbers and day-to-day application of Kannada language  
 CO – 4 : Know the human body parts & general conversation  
 CO – 5 : Apply knowledge acquired in Kannada Language & related activities

**CO-PO Mapping**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO-1	2	-	-	-	2	1	2
CO-2	2	-	-	-	2	1	2
CO-3	2	-	-	-	2	1	2
CO-4	2	-	-	-	2	1	2
CO-5	2	-	-	-	2	1	2

## JSS POLYTECHNIC FOR THE DIFFERENTLY ABLED, MYSURU

## CURRICULUM STRUCTURE

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

Sl. No.	Course Category /Teaching 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					
<b>THEORYCOURSES</b>																	
1	PC/CP	2531	Financial Accounting-III	5	0	0	5	5	50	20	50	20	100	40			SGPA and CGPA for Third Semester
2	PC/CP	2532	Business Management	5	0	0	5	5	50	20	50	20	100	40			
3	PC/CP	2533	Company Law & Secretarial Practice	5	0	0	5	5	50	20	50	20	100	40			
4	PC/CP	2534	a. English Shorthand-I (Speed 60 WPM) OR b. Professional English Competence-III	6	0	0	6	6	50	20	50	20	100	40			
<b>PRACTICALCOURSES</b>																	
5	PC/CP	2535	English Computer Typing-III (Speed 35 WPM)	2	0	4	6	4	60	24	40	16	100	40			SGPA and CGPA for Third Semester
6	PC/CP	2536	Desk Top Publishing (PageMaker, Photoshop & Nudi)	2	0	4	6	4	60	24	40	16	100	40			
<b>AUDITCOURSES</b>																	
7	AU/KA	21KA31 21NK31	Kannada-I À»vÀâ 'AZÀ£À - 2 §¼ÀPÉ PÀ£ÀßqÀ - 2	2	0	0	2	2	50	20	-	-	50	20			
8	AU/CP Physical Activity	-	Sports/NCC/NSS/Youth Red Cross/Yoga/Technical club.	Student shall enroll in any one of these activities in 3 <sup>rd</sup> semester and shall participate actively. The student shall obtain 'Participation Certificate' in the activity to get eligible for the award of Diploma.													
<b>Total</b>				<b>27</b>	<b>0</b>	<b>8</b>	<b>35</b>	<b>31</b>	<b>370</b>	<b>148</b>	<b>280</b>	<b>112</b>	<b>650</b>	<b>260</b>			

T:Theory P:Practical E:Elective AU: Audit Course

- AU-Physical Activity-Student participation in the selected physical activity shall be monitored and the participation record shall be maintained by the respective Program Coordinator(Head of Section).
- Theory course Semester End Examination (SEE) is conducted for 100 marks (3Hrs duration)
- Practical course CIE and SEE is conducted for 100 marks (3hrs duration)
- \*Courses 4a & 4b are Optional. The student can opt for any one course.
- ECT Courses are treated as Practical Courses for Examination purpose and the Scheme of examination with allocation of time is given in the syllabus.
- In the Course Code (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.

**JSS POLYTECHNIC FOR THE DIFFERENTLY ABLED, MYSURU**  
**CURRICULUM STRUCTURE**

**IV 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						
<b>THEORY COURSES</b>																		
1	PC/CP	2541	Financial Accounting-IV	5	0	0	5	5	50	20	50	20	100	40			SGPA and CGPA for Third Semester	
2	PC/CP	2542	Indian Constitution & Professional Ethics	5	0	0	5	5	50	20	50	20	100	40				
3	PC/CP	2543	a. English Shorthand-I (Speed 90 WPM) OR b. Professional English Competence-IV	6	0	0	6	6	50	20	50	20	100	40				
<b>PRACTICAL COURSES</b>																		
5	PC/CP	2544	English Computer Typing - IV (Speed 45 WPM)	2	0	4	6	4	60	24	40	16	100	40			SGPA and CGPA for Third Semester	
6	PC/CP	2545	English Computer Typing - V (Manuscripts)						60	24	40	16	100	40				
	PC/CP	2546	E-Office	2	0	4	6	4	60	24	40	16	100	40				
	PC/CP	2547	Secretarial Skills and practice	2	0	2	3	2	60	24	40	16	100	40				
<b>AUDIT COURSES</b>																		
8	AU/CP Physical Activity	-	Sports/NCC/NSS/Youth Red Cross/Yoga/Technical club.	Student shall enroll in anyone of these activities in 3 <sup>rd</sup> semester and shall participate actively. The student shall obtain 'Participation Certificate' in the activity to get eligible for the award of Diploma.														
<b>Total</b>				<b>22</b>	<b>0</b>	<b>10</b>	<b>31</b>	<b>26</b>	<b>390</b>	<b>156</b>	<b>310</b>	<b>124</b>	<b>700</b>	<b>280</b>				

T:Theory P:Practical E:Elective AU: Audit Course

1. AU-Physical Activity-Student participation in the selected physical activity shall be monitored and the participation record shall be maintained by the respective Program Coordinator (Head of Section).
2. Theory course Semester End Examination (SEE) is conducted for 100 marks (3 Hrs duration)
3. Practical course CIE and SEE is conducted for 100 marks (3hrs duration)
4. \*Courses 3a & 3b are Optional. 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.