

SCHEME OF STUDY & EXAMINATION AND
COURSE WISE DETAILS & CONTENTS

DIPLOMA IN COMPUTER APPLICATIONS FOR THE
VISUALLY IMPAIRED

(C-21)

SECOND SEMESTER

W.E.F 2021-22

JSS POLYTECHNIC FOR THE DIFFERENTLY ABLED (AUTONOMOUS), MYSURU – 570006

CURRICULUM STRUCTURE**II SEMESTER SCHEME OF STUDIES -DIPLOMA IN COMPUTER APPLICATIONS FOR THE VISUALLY IMPAIRED (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 CIE (including CIE Marks) | Assigned Grade | Grade Point | SGPA and CGPA | | |
|--------------------------|--------------------------------------|-----------------------|---|----------------|-----------|-----------|------------------------|-----------|---------------------|------------|------------|------------|-------------|---|----------------|-------------|---|--|--|
| | | | | L | T | P | | | Max | Min | Max | Min | | | | | | | |
| THEORY COURSES | | | | | | | | | | | | | | | | | | | |
| 1 | CAVI/CAVI | 6421 | Elements of Business Statistics | 4 | 0 | 0 | 4 | 4 | 50 | 20 | 50 | 20 | 100 | 40 | | | SGPA & CGPA of 2nd SEMESTER | | |
| 2 | CAVI/CAVI | 6422 | Business Studies – II | 4 | 0 | 0 | 4 | 4 | 50 | 20 | 50 | 20 | 100 | 40 | | | | | |
| 3 | CAVI/CAVI | 6423 | Financial Accounting – II | 4 | 0 | 0 | 4 | 4 | 50 | 20 | 50 | 20 | 100 | 40 | | | | | |
| PRACTICAL COURSES | | | | | | | | | | | | | | | | | | | |
| 4 | CAVI/EG | 6424 | Communication Skills in English Lab | 0 | 2 | 4 | 6 | 4 | 60 | 24 | 40 | 16 | 100 | 40 | | | SGPA & CGPA of 2nd SEMESTER | | |
| 5 | CAVI/CAVI | 6425 | English Computer Typing (Speed) (25WPM) | 0 | 2 | 4 | 6 | 4 | 60 | 24 | 40 | 16 | 100 | 40 | | | | | |
| 6 | CAVI/CAVI | 6426 | English Computer Typing (Letters & Tables) | | | | | | 60 | 24 | 40 | 16 | 100 | 40 | | | | | |
| 7 | CAVI/CAVI | 6427 | Computer Applications in Office-II | 0 | 2 | 4 | 6 | 4 | 60 | 24 | 40 | 16 | 100 | 40 | | | | | |
| AUDIT COURSES | | | | | | | | | | | | | | | | | | | |
| 8 | AU/KA | 21KA2 1/21N K21 | À»vÀâ 'AZÀÈÀ - I / \$%ÀPÉ PÀ£ÀBqÀ - I | 2 | 0 | 0 | 2 | 2 | 50 | 20 | - | - | 50 | 20 | | | SGPA & CGPA of 2nd SEMESTER | | |
| 9 | AU/PC | - | Psychology & Counselling - II | 2 | - | - | 2 | | Not for Examination | | | | | | | | | | |
| Total | | | | 16 | 06 | 12 | 34 | 26 | 440 | 176 | 310 | 124 | 750 | 300 | | | | | |

T:- Theory P:- Practical D:- Drawing E:- Elective BS- Basic Science:: ES-Engineering Science:: HS-Humanities & Social Science:: AU-Audit Course ::PC- Psychology & Counselling

1. Theory course Semester End Examination (SEE) is conducted for 100 marks (3 Hrs duration)

2. Practical course CIE and SEE is conducted for 100 Marks (3 Hrs duration)

Programme Coordinator**Principal**

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

Programme: DIPLOMA IN COMPUTER APPLICATIONS FOR THE VISUALLY IMPAIRED

| | | | |
|-----------------|--|---------------------|----------------------------------|
| Course Code | 6421 | Semester | II |
| Course Title | Elements of Business Statistics | Course Group | Core |
| No. of Credits | 4 | Type of Course | Lecture |
| Course Category | Core | Total Contact Hours | 4 Hrs. / Week |
| | | | 64 Hrs. / Semester |
| Prerequisites | English Knowledge | Teaching Scheme | [L : T : P] = 4 : 0 : 0 |
| CIE Marks | 50 | SEE Marks | 50 |

1. COURSE SKILL SET

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

1. 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

| | |
|---|---|
| COURSE OUTCOMES: At the end of the course, the students will be able to: | |
| CO1 | Acquire the basic knowledge of Statistical principles. |
| CO2 | Acquire the basic knowledge of Collection, Classification and tabulation of data in business. |
| CO3 | Acquire and Apply the Knowledge to Compute the measures of central tendency like mean, median and mode in business. |
| CO4 | Acquire and Apply the Knowledge to Calculate the Measures of Dispersion and Correlation in business. |
| CO5 | Use the knowledge of Comparing and establishing relationship by means of Correlation and index Numbers in business. |

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

| COURSE CONTENT AND BLUE PRINT OF MARKS FOR SEE | | | | | | | |
|--|---|-------------|------------------------------------|----------------------------------|-----------------------------------|------------------------|----------------------------|
| Legend: Remembering Understanding, Application of Knowledge, Analysis and Evaluation. | | | | | | | |
| Unit No. | Unit name | Hour | Questions to be set for SEE | | | Marks Weightage | Hours Weightage (%) |
| | | | R/ U /A | | | | |
| | | | No of question of 1 Mark | No of question of 5 Marks | No of question of 10 Marks | | |
| 1 | Introduction to Business Statistics | 09 | 10 | - | 02 | 30 | 20 |
| 2 | Collection, Classification and Tabulation of Statistical Data | 10 | 10 | - | 02 | 30 | 20 |
| 3 | Measures of Central Tendency: | 20 | 10 | - | 02 | 30 | 20 |
| 4 | Measures of Correlation | 15 | 10 | - | 02 | 30 | 20 |
| 5 | Index Numbers | 10 | 10 | - | 02 | 30 | 20 |
| Total | | 64 | 50 | - | 10 | 150 | 100 |

4. DETAILS OF COURSE CONTENT

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

| UNIT NO. AND NAME | UNIT SKILL SET | TOPICS / SUBTOPICS | HOURS L-T-P |
|---|--|--|------------------------|
| UNIT – 1 INTRODUCTION TO BUSINESS STATISTICS | Understand Principles of Statistics | 1.1 Meaning of Statistics 1.2 Definition of Statistics 1.3 Characteristics of Statistics 1.4 Functions of Statistics 1.5 Utility of Statistics 1.6 Limitations of Statistics 1.7 Scope of Statistics. | 09-0-0 |
| UNIT – 2 COLLECTION, CLASSIFICATION AND TABULATION OF STATISTICAL DATA | Understand Collection, Classification and tabulation of data in business | 2.1 Sources of Statistical Data 2.2 Methods of Collecting Data 2.3 Meaning – Objects – Types of Classification 2.4 Meaning – Objects – Types of Tabulation 2.5 Parts of a Table – Essentials of a Good Table 2.6 Frequency Distribution 2.7 Formation of a Continuous Frequency Distribution Table by using Exclusive and Inclusive Methods 2.8 Problems on Tabulation. | 10-0-0 |

| | | | |
|--|--|---|---------------|
| <p style="text-align: center;">UNIT – 3 MEASURES OF CENTRAL TENDENCY</p> | <p>Understand to Calculate the measures of central tendency</p> | <p>3.1 Concept of Central Tendency – Objectives of Averages – Essentials of an Ideal Average 3.2 Different Measures of Central Tendency 3.3 Calculation of Arithmetic Mean, (By using Direct, Shortcut and Step Deviation Methods) 3.4 Calculation of Median (By using Inspection or Observation Method) 3.5 Calculation of Mode, (By using Inspection or Observation Method) 3.6 Simple Problems</p> | <p>20-0-0</p> |
| <p style="text-align: center;">UNIT – 4 MEASURES OF CORRELATION</p> | <p>Understand to Calculate the Measures of Correlation in business</p> | <p>4.1 Meaning – Properties of Correlation 4.2 Types of Correlation 4.3 Calculation of Karl Pearson’s Co-efficient of Correlation in Individual Series</p> | <p>15-0-0</p> |
| <p style="text-align: center;">UNIT – 5 INDEX NUMBERS</p> | <p>Understand to Calculate Index number</p> | <p>5.1 Meaning – Uses of Index Numbers. 5.2 Calculation of Simple Aggregate Index Number. 5.3 Calculation of Fisher’s Ideal Index Number 5.4 Calculation of Cost of Living Index Number by using Aggregative Expenditure Method 5.5 Calculation of Cost of Living Index Number by using Family Budget Method 5.6 Simple Problems</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 the basic knowledge of Statistical principles | 1,2,3,5,7 | 1 | R/U/A | 09 | 30 |
| 2 | Acquire the basic knowledge of Collection, Classification and tabulation of data in business. | 1,2,3,5,7 | 2 | R/U/A | 10 | 30 |
| 3 | Acquire and Apply the Knowledge to Compute the measures of central tendency like mean, median and mode in business. | 1,2,3,5,7 | 3 | R/U/A | 20 | 30 |
| 4 | Acquire and Apply the Knowledge to Calculate the Measures of Dispersion and Correlation in business. | 1,2,3,5,7 | 4 | R/U/A | 15 | 30 |
| 5 | Use the knowledge of Comparing and establishing relationship by means of Correlation and index Numbers in business. | 1,2,3,5,7 | 5 | R/U/A | 10 | 30 |
| Total | | | | | 64 | 150 |

6. LEVELS OF CO, PO AND PSO MAPPING

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

Level 3- Highly Addressed, Level 2-Moderately Addressed, Level 1-Low Addressed.
 Method is to relate the level of PO with the number of 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. INSTRUCTIONAL STRATEGY

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

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

8. SUGGESTED LEARNING RESOURCES:

| Sl. No | Author | Title of Books | Publication / Year |
|---------------|--------------------------|-----------------------|---------------------------|
| 1 | S.P. Gupta | Statistical Methods | |
| 2 | S.L. Agarwal | Business statistics | |
| 3 | R.S.N.Pilai Bhagavati | Statistics | |
| 4 | Chikkodi and Satyaprasad | Business Statistics | |

9. COURSE ASSESSMENT AND EVALUATION CHART

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

10. COURSE ASSESSMENT SUMMARY

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

Note:

1. SEE (Semester End Examination) is conducted for 100 Marks theory courses for a time duration of 3 Hours.
2. Three CIE (written test), each of 30 marks for a time duration of 80 minutes shall be conducted. Also, three CIE (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. Introduction to Business Statistics | Meaning & Definition of Statistics | 1 | 1,2,3,5,7 | 1 | 09 |
| | Characteristics of Statistics | 1 | 1,2,3,5,7 | 1 | |
| | Functions of Statistics | 1 | 1,2,3,5,7 | 1 | |
| | Utility of Statistics | 1 | 1,2,3,5,7 | 1 | |
| | Utility of Statistics | 1 | 1,2,3,5,7 | 1 | |
| | Limitations 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 | |
| | Scope of Statistics | 1 | 1,2,3,5,7 | 1 | |
| 2. Collection, Classification and Tabulation of Statistical Data | Sources of Statistical Data | 2 | 1,2,3,5,7 | 1 | 10 |
| | Methods of Collecting Data | 2 | 1,2,3,5,7 | 1 | |
| | Meaning – Objects – Types of Classification | 2 | 1,2,3,5,7 | 1 | |
| | Meaning – Objects – Types of Classification | 2 | 1,2,3,5,7 | 1 | |
| | Meaning – Objects – Types of Tabulation | 2 | 1,2,3,5,7 | 1 | |
| | Meaning – Objects – Types of Tabulation | 2 | 1,2,3,5,7 | 1 | |
| | Parts of a Table – Essentials of a Good Table | 2 | 1,2,3,5,7 | 1 | |
| | Frequency Distribution – Formation of a Continuous Frequency Distribution Table by using Exclusive Method | 2 | 1,2,3,5,7 | 1 | |
| | Frequency Distribution – Formation of a Continuous Frequency Distribution Table by using Exclusive Method | 2 | 1,2,3,5,7 | 1 | |
| | Frequency Distribution – Formation of a Continuous Frequency Distribution Table by using Inclusive Method | 2 | 1,2,3,5,7 | 1 | |
| 3. Measures of Central Tendency | Concept of Central Tendency | 3 | 1,2,3,5,7 | 1 | 20 |
| | Objectives of Averages | 3 | 1,2,3,5,7 | 1 | |
| | Essentials of an Ideal Average | 3 | 1,2,3,5,7 | 1 | |
| | Different Measures of Central Tendency | 3 | 1,2,3,5,7 | 1 | |
| | Calculation of Arithmetic Mean By using Direct Method | 3 | 1,2,3,5,7 | 1 | |
| | Calculation of Arithmetic Mean By using Direct Method | 3 | 1,2,3,5,7 | 1 | |

| | | | | | |
|-----------------------------------|--|---|-----------|---|----|
| | Calculation of Arithmetic Mean By using Direct Method | 3 | 1,2,3,5,7 | 1 | |
| | Calculation of Arithmetic Mean By using Direct Method | 3 | 1,2,3,5,7 | 1 | |
| | Calculation of Arithmetic Mean By using Shortcut Method | 3 | 1,2,3,5,7 | 1 | |
| | Calculation of Arithmetic Mean By using Shortcut Method | 3 | 1,2,3,5,7 | 1 | |
| | Calculation of Arithmetic Mean By using Shortcut Method | 3 | 1,2,3,5,7 | 1 | |
| | Calculation of Arithmetic Mean By using Step Deviation Methods | 3 | 1,2,3,5,7 | 1 | |
| | Calculation of Arithmetic Mean By using Step Deviation Methods | 3 | 1,2,3,5,7 | 1 | |
| | Calculation of Arithmetic Mean By using Step Deviation Methods | 3 | 1,2,3,5,7 | 1 | |
| | Calculation of Arithmetic Mean By using Step Deviation Methods | 3 | 1,2,3,5,7 | 1 | |
| | Calculation of Median By using By using Inspection or Observation Method | 3 | 1,2,3,5,7 | 1 | |
| | Calculation of Median By using by using Inspection or Observation Method | 3 | 1,2,3,5,7 | 1 | |
| | Calculation of Mode By using by using Inspection or Observation Method | 3 | 1,2,3,5,7 | 1 | |
| | Calculation of Mode By using by using Inspection or Observation Method | 3 | 1,2,3,5,7 | 1 | |
| | Calculation of Mode By using by using Inspection or Observation Method | 3 | 1,2,3,5,7 | 1 | |
| 4. Measures of Correlation | Meaning of Correlation | 4 | 1,2,3,5,7 | 1 | 15 |
| | Properties of Correlation | 4 | 1,2,3,5,7 | 1 | |
| | Types of Correlation | 4 | 1,2,3,5,7 | 1 | |
| | Calculation of Karl Pearson's Co-efficient of Correlation in Individual Series | 4 | 1,2,3,5,7 | 1 | |
| | Calculation of Karl Pearson's Co-efficient of Correlation in Individual Series | 4 | 1,2,3,5,7 | 1 | |
| | Calculation of Karl Pearson's Co-efficient of Correlation in Individual Series | 4 | 1,2,3,5,7 | 1 | |
| | Calculation of Karl Pearson's Co-efficient of Correlation in Individual Series | 4 | 1,2,3,5,7 | 1 | |
| | Calculation of Karl Pearson's Co-efficient of | 4 | 1,2,3,5,7 | 1 | |

| | | | | | |
|-------------------------|--|---|-----------|---|-----------|
| | Correlation in Individual Series | | | | |
| | Calculation of Karl Pearson's Co-efficient of Correlation in Individual Series | 4 | 1,2,3,5,7 | 1 | |
| | Calculation of Karl Pearson's Co-efficient of Correlation in Individual Series | 4 | 1,2,3,5,7 | 1 | |
| | Calculation of Karl Pearson's Co-efficient of Correlation in Individual Series | 4 | 1,2,3,5,7 | 1 | |
| | Calculation of Karl Pearson's Co-efficient of Correlation in Individual Series | 4 | 1,2,3,5,7 | 1 | |
| | Calculation of Karl Pearson's Co-efficient of Correlation in Individual Series | 4 | 1,2,3,5,7 | 1 | |
| | Calculation of Karl Pearson's Co-efficient of Correlation in Individual Series | 4 | 1,2,3,5,7 | 1 | |
| | Calculation of Karl Pearson's Co-efficient of Correlation in Individual Series | 4 | 1,2,3,5,7 | 1 | |
| 5. Index Numbers | Meaning – Uses of Index Numbers | 5 | 1,2,3,5,7 | 1 | 10 |
| | Calculation of Simple Aggregate Index Number | 5 | 1,2,3,5,7 | 1 | |
| | Calculation of Simple Aggregate Index Number | 5 | 1,2,3,5,7 | 1 | |
| | Calculation of Fisher's Ideal Index Number | 5 | 1,2,3,5,7 | 1 | |
| | Calculation of Fisher's Ideal Index Number | 5 | 1,2,3,5,7 | 1 | |
| | Calculation of Fisher's Ideal Index Number | 5 | 1,2,3,5,7 | 1 | |
| | Calculation of Cost of Living Index Number by using Aggregative Expenditure Method | 5 | 1,2,3,5,7 | 1 | |
| | Calculation of Cost of Living Index Number by using Aggregative Expenditure Method | 5 | 1,2,3,5,7 | 1 | |
| | Calculation of Cost of Living Index Number by using Family Budget Method | 5 | 1,2,3,5,7 | 1 | |
| | Calculation of Cost of Living Index Number by using Family Budget Method | 5 | 1,2,3,5,7 | 1 | |
| Total | | | | | 64 |

12. RUBRICS FOR ACTIVITY

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

13. SUGGESTED LIST OF STUDENTS ACTIVITYS FOR CIE

| SI.NO | SUGGESTED ACTIVITIES |
|--------------|---|
| 1 | Collection of data using questionnaire |
| 2 | Tabulate the collected data in appropriate frequency table. |
| 3 | Collect the cost of living of different cities and analyze the same |
| 4 | Tabulate the Collected data in appropriate frequency table. |

14. MODEL QUESTION PAPER FOR SEE

IC: 210

Code: 6421

| | | | | | | | | | |
|----------|--|--|--|--|--|--|--|--|--|
| Reg. No. | | | | | | | | | |
|----------|--|--|--|--|--|--|--|--|--|

SECOND SEMESTER DIPLOMA EXAMINATIONS, NOV/DEC 20

Elements of Business Statistics

Time: 3 Hours

Max. Marks: 100

Instructions: In all the **Section a** is compulsory and answer
any One full question from each **Section b or c.**

SECTION – I

1.a. Fill in the blanks with appropriate word/ words: 10x1=10

1. Statistics deals only with _____ characteristics.
2. _____ is a Branch of applied mathematics.
3. Statistical _____ constitute the basic raw materials of the statistical method.
4. _____ is a branch of statistics which concerned only with Collecting, describing and summarizing a set of data so as derive Meaningful information.
5. _____ statistics deals with method and techniques used for the analysis of sub data of leading to predication about the entire population.
6. _____ is the entire set of possible observations that may be made on the universe.
7. _____ is the entire body of elementary units that are of interest and are investigation
8. _____ is any portion drawn from a population.
9. _____ is a characteristics of an elementary unit that can only be observed as to its presence.
10. _____ an observable quantitative characteristic of an elementary unit that may vary from unit to unit.

1 b Write the meaning of Statistics and Explain the characteristics of Statistics. 10

Or

1 c State and explain the functions of statistics 10

SECTION – II

2.a. Fill in the blanks with appropriate word/ words: 10x1=10

1. _____ data are available within the firm
2. _____ data are available from some other sources outside the firm.
3. The way of tabulating a pool of data of a variable and their respective frequencies side by side is called a _____.
4. A variable which can take up only exact values and not any fractional values, is called a _____ variable.
5. A variable which can take up any numerical value (integral/fractional) within a certain range is called a _____ variable.
6. Data collected expressly for a specific purpose are called _____ data.
7. Data collected and published by one organisation and subsequently used by other organisations are called _____ data.
8. We classify data by assigning arbitrary limits called _____.
9. The group between any two class-limits is termed as class or _____

10. The maximum and minimum values of a class-interval are called upper class limit and _____ respectively.

2 b. Prepare a frequency distribution table from the following data by exclusive method by taking 1st class as 10-20 10

11,25,34,14,,45,16,18,19,20,27,38,47,27,38,23,35,46,32,25,36,
28,27,36,48,15,26,38,46,42,37,49,24,27,29,33,22,45,38,26,24.

2 c. Explain various types of classification 10

SECTION – III

3.a. Choose the correct answer and complete the sentence 10x1=10

1. Any measure indicating the centre of a set of data, arranged in an increasing or decreasing order of magnitude, is called a measure of _____

- (a) Skewness (b) Symmetry (c) Central tendency (d) Dispersion

2 Scores that differ greatly from the measures of central tendency are called _____.

- (a) Raw scores (b) The best scores (c) Extreme scores (d) Z-scores

3 3 The measure of central tendency listed below is _____

- (a) The raw score (b) The mean (c) The range (d) Standard deviation

4 The total of all the observations divided by the number of observations is called _____

- (a) Arithmetic mean (b) Geometric mean (c) Median (d) Harmonic mean

5 While computing the arithmetic mean of a frequency distribution, each value of a class is considered equal to _____

- (a) Class mark (b) Lower limit (c) Upper limit (d) Lower class boundary

6. Change of origin and scale is used for calculation of the _____.

- (a) Arithmetic mean (b) Geometric mean (c) Weighted mean (d) Lower and upper quartiles

7 The sample mean is a _____

- (a) Parameter (b) Statistic (c) Variable (d) Constant

8. The population mean μ is called _____.

- (a) Discrete variable (b) Continuous variable (c) Parameter
(d) Sampling unit

9 The arithmetic mean is highly affected by _____

- (a) Moderate values (b) Extremely small values (c) Odd values (d) Extremely large values

10. The sum of deviations taken from mean is _____

- (a) Always equal to zero (b) Sometimes equal to zero (c) Never equal to zero (d) Less than zero

3 b. Calculate Arithmetic Mean by using step deviation method from the following data: 10

| Marks | No of Students |
|-------|----------------|
| 10-20 | 2 |
| 20-30 | 6 |
| 30-40 | 12 |
| 40-50 | 14 |
| 50-60 | 4 |
| 60-70 | 2 |

3 c. Calculate Median from the following table. 10

| Wages | No. of workers |
|---------|----------------|
| 10 - 20 | 4 |
| 20 - 30 | 6 |
| 30 - 40 | 20 |
| 40 - 50 | 10 |
| 50 - 60 | 7 |
| 60 - 70 | 3 |
| | |

SECTION – IV

4 a. Choose the correct answer and complete the sentence 10x1=10

1. The techniques which provide the decision maker a systematic and powerful means of analysis to explore policies for achieving predetermined goals are called _____.
 - a. Correlation techniques
 - b. Mathematical techniques
 - c. Quantitative techniques
 - d. None of the above
2. Correlation analysis is a _____.
 - a. Univariate analysis
 - b. Bivariate analysis
 - c. Multivariate analysis
 - d. Both b and c
3. If change in one variable results a corresponding change in the other variable, then the variables are _____.
 - a. Correlated
 - b. Not correlated
 - c. Any of the above
 - d. None of the above
4. When the values of two variables move in the same direction, correlation is said to be _____.
 - a. Linear
 - b. Non-linear
 - c. Positive
 - d. Negative
5. When the values of two variables move in the opposite directions, correlation is said to be _____.
 - a. Linear
 - b. Non-linear
 - c. Positive
 - d. Negative
6. When the amount of change in one variable leads to a constant ratio of change in the other variable, then correlation is said to be _____.
 - a. Linear
 - b. Non-linear
 - c. Positive
 - d. Negative
7. _____ attempts to determine the degree of relationship between variables
 - a. Regression analysis
 - b. Correlation analysis
 - c. Inferential analysis
 - d. None of these
8. Non-linear correlation is also called _____.
 - a. Non-curved linear correlation
 - b. Curved linear correlation
 - c. Zero correlation
 - d. None of these
9. Scatter diagram is also called _____.
 - a. Dot chart
 - b. Correlation graph
 - c. Both a and b
 - d. None of these
10. If all the points of a scatter diagram lie on a straight line falling from left upper corner to the right bottom corner, the correlation is called _____.
 - a. Zero correlation
 - b. High degree of positive correlation
 - c. Perfect negative correlation
 - d. Perfect positive correlation

4 b. Calculate Karl-Pearson's coefficient of correlation from the following data. 10

| X | Y |
|----|----|
| 12 | 40 |
| 15 | 50 |
| 19 | 60 |
| 22 | 70 |
| 27 | 80 |
| 30 | 90 |
| 24 | 30 |
| 18 | 20 |
| 15 | 10 |

4 c. Calculate and interpret the correlation coefficient of the two variables below.

| Person | Weight | Height |
|--------|--------|--------|
| A | 17 | 150 |
| B | 15 | 154 |
| C | 19 | 169 |
| D | 17 | 172 |
| E | 21 | 175 |

SECTION – V

5 a. Choose the correct answer and complete the sentence 10x1=10

- An index number is called a simple index when it is computed from:
 - Single variable
 - Bi-variable
 - Multiple variables
 - None of them
- Index numbers are expressed in _____.
 - Ratios
 - Squares
 - Percentages
 - Combinations
- If all the values are of equal importance, the index numbers are called _____.
 - Weighted
 - Unweighted
 - Composite
 - Value index
- Index numbers can be used for _____.
 - Forecasting
 - Fixed prices
 - Different prices
 - Constant prices
- Index for base period is always taken as _____.
 - 100
 - One
 - 200
 - Zero
- When the prices of rice are to be compared, we compute _____.
 - Volume index
 - Value index
 - Price index
 - Aggregative index
- Price relatives are a percentage ratio of current year price and _____.
 - Base year quantity
 - Previous year quantity
 - Base year price
 - Current year quantity
- Indices calculated by the chain base method are free from _____.
 - Seasonal variations
 - Errors
 - Percentages
 - Ratios
- The chain base indices are not suitable for _____.
 - Long range comparisons
 - Short range comparisons
 - Percentages
 - Ratios
- A _____ is formed from the ratio of the aggregate value for a particular period with that of the aggregate value that is found in the base period.
 - value index number
 - Quantity Index
 - Price Index
 - Quantity Index

5 b. Calculate Fisher's Ideal Index Numbers from the following data

10

| Items | Base Year | | Current Year | |
|------------|-----------|----------|--------------|----------|
| | Price | Quantity | Price | Quantity |
| Food | 25 | 20 | 30 | 22 |
| Fruits | 50 | 28 | 60 | 25 |
| Vegetables | 12 | 10 | 15 | 08 |
| Groceries | 18 | 28 | 22 | 25 |

5c. From the following data, find out the price index of 1995 using 1990 as a base. Use the simple average price relative method.

| Commodity | A | B | C | D |
|------------------------|----|----|----|----|
| Price in Rs. (1990) | 60 | 45 | 80 | 25 |
| Price in Rs. (1995) | 75 | 50 | 70 | 40 |

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

Programme: DIPLOMA IN COMPUTER APPLICATIONS FOR THE VISUALLY IMPAIRED

| | | | |
|-----------------|-----------------------------|---------------------|--------------------------------|
| Course Code | 6422 | Semester | II |
| Course Title | BUSINESS STUDIES -II | Course Group | Core |
| No. of Credits | 4 | Type of Course | Lecture |
| Course Category | Core | Total Contact Hours | 4 Hrs. / Week |
| | | | 64 Hrs. / Semester |
| Prerequisites | English Knowledge | Teaching Scheme | [L: T: P] = 4 : 0 : 0 |
| CIE Marks | 50 | SEE Marks | 50 |

1. COURSE SKILL SET

The students shall be able to:

1. Understand Home Trade and International Trade Nature of Distribution System
2. Know the Role and Importance of Transport as an Aids to Trade
3. Know the various sources of Business Finance
4. Know and Develop basic Entrepreneurial Qualities.

2. COURSE OUTCOMES

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

| | |
|---|---|
| COURSE OUTCOMES: At the end of the course, the students will be able to: | |
| CO1 | Acquire the knowledge of Trade |
| CO2 | Obtain the knowledge of Trade Procedure |
| CO3 | Obtain the Knowledge of various Modes of Transportation |
| CO4 | Acquire the knowledge of Business Finance |
| CO5 | Acquire & Apply basic Entrepreneurial Qualities. |

3. COURSE CONTENT OUTLINE WITH TEACHING HOURS AND MARK

| COURSE CONTENT AND BLUE PRINT OF MARKS FOR SEE | | | | | | | |
|--|---------------------|-------------|------------------------------------|----------------------------------|-----------------------------------|------------------------|----------------------------|
| Legend: Remembering Understanding, Application of Knowledge, Analysis and Evaluation. | | | | | | | |
| Unit No | Unit name | Hour | Questions to be set for SEE | | | Marks Weightage | Hours Weightage (%) |
| | | | R/ U & A | | | | |
| | | | No of question of 1 Mark | No of question of 5 Marks | No of question of 10 Marks | | |
| 1 | Internal Trade | 16 | 10 | - | 02 | 30 | 20 |
| 2 | International Trade | 15 | 10 | - | 02 | 30 | 20 |
| 3 | Transport | 15 | 10 | - | 02 | 30 | 20 |
| 4 | Business Finance | 12 | 10 | - | 02 | 30 | 20 |
| 5 | Entrepreneurship | 06 | 10 | - | 02 | 30 | 20 |
| Total | | 64 | 50 | - | 10 | 150 | 100 |

4. DETAILS OF COURSE CONTENT

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

| UNIT NO. AND NAME | UNIT SKILL SET | TOPICS / SUBTOPICS | HOURS L-T-P |
|---------------------------------------|-----------------------------------|--|--------------------|
| UNIT-1. INTERNAL TRADE | Understand Home Trade | 3.1 Meaning, and Types of Internal Trade: 3.2 Wholesale and Retail. 3.3 Characteristics and Functions – Wholesaler and Retailer 3.4 Types of Retail Format: –Small scale and large scale. Departmental Store, Super Market, Chain Store and Online Mail order business (Meaning, Features Advantages and Disadvantages). 3.5 Difference between wholesaler and Retailer | 16-0-0 |
| UNIT-2 INTERNATIONAL TRADE | Understand International Trade | 2.1 Meaning &Types, Importance, Merits and Demerits of Foreign Trade. 2.2 Difference between Home Trade and Foreign Trade. 2.3 Scope of International Business. 2.4 Export and Import Procedures and major Documentation. 2.5 International Trade Institutions: -WTO, EXIM Bank, World Bank/IMF (Meaning only). | 15-0-0 |
| UNIT-3 TRANSPORT | Understand the Modes of Transport | 3.1 Meaning of transport, Importance, Modes of Transport 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. 3.4 Water Transport: – Meaning, types 3.5Inland water transport: -Meaning, Types, Features, Merits and Demerits. 3.6 Ocean Transport: - Meaning, types, Features, Merits and Demerits. 3.7 Air Transport: – Meaning, Features, Merits and Demerits. | 15-0-0 |

| | | | |
|------------------------------------|--|---|--------|
| UNIT-4 BUSINESS FINANCE | Understand various sources of Business Finance | <p>4.1 Meaning of Business Finance - Nature and Significance.</p> <p>4.2 Financial Requirements and Sources: - Owners Funds and Borrowed Funds.</p> <p>4.3 Factors affecting Fixed Capital & working capital Financial Requirements.</p> <p>4.4 Methods of raising Finance: - Equity and Preference shares – Debentures and Bonds</p> <p>4.5 Important Schemes Pradhan Mantri Jan Dhan Yojana (PMJDY), Pradhan Mantri Jeevan Jyoti Bima Yojana (PMJJBY) Pradhan Mantri Suraksha Bima Yojana (PMSBY) Atal Pension Yojana (APY) Pradhan Mantri Mudra Yojana</p> | 12-0-0 |
| UNIT-5 ENTREPRENEURSHIP | Understand Basic qualities of Entrepreneurship | <p>5.1 Meaning of Entrepreneur and Entrepreneurship</p> <p>5.2 Types of Entrepreneurship.</p> <p>5.3 Characteristics of Entrepreneur.</p> <p>5.4 Functions of Entrepreneur</p> | 06-0-0 |

5. MAPPING OF CO WITH PO

| CO | Course Outcome | PO Mapped | Unit Linked | CL R/U/A | Theory in Hrs. | Total Marks |
|--------------|--|-----------|-------------|----------|----------------|-------------|
| 1 | Acquire the knowledge of Trade | 1,2,3,5,7 | 1 | R/U/A | 16 | 30 |
| 2 | Obtain the knowledge of Trade Procedure | 1,2,3,5,7 | 2 | R/U/A | 15 | 30 |
| 3 | Obtain the basics of various Modes of Transportation | 1,2,3,5,7 | 3 | R/U/A | 15 | 30 |
| 4 | Acquire the knowledge of Business Finance | 1,2,3,5,7 | 4 | R/U/A | 12 | 30 |
| 5 | Acquire & Apply basic Entrepreneurial Qualities. | 1,2,3,5,7 | 5 | R/U/A | 06 | 30 |
| Total | | | | | 64 | 150 |

6. LEVELS OF CO, PO AND PSO MAPPING

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

Level 3- Highly Addressed, Level 2-Moderately Addressed, Level 1-Low Addressed.
 Method is to relate the level of PO with the number of 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. INSTRUCTIONAL STRATEGY

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

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

8. SUGGESTED LEARNING RESOURCES:

| Sl. No. | Author | Title of Books | Publication / Year |
|----------------|---|-----------------------|---------------------------|
| 1 | CENTRAL GOVT | BUSINESS STUDIES - I | NCERT BOOKS PUBLISHED |
| 2 | PUC BOARD | BUSINESS STUDIES - I | NCERT BOOKS PUBLISHED |
| 3 | Dr. T. V. RAJU & Dr. K. SHESHAMURTHY | BUSINESS STUDIES II | |
| 4 | B.S. RAMAN. | BUSINESS STUDIES - II | |

9. COURSE ASSESSMENT AND EVALUATION CHART

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

10. COURSE ASSESSMENT SUMMARY

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

Note:

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

11. DETAILED COURSE CONTENTS

| UNIT NO. AND NAME | DETAILED COURSE CONTENT | CO | PO | CONTACT HRS. | TOTAL |
|-------------------------|--|----|-------|-----------------|-------|
| 1. Internal Trade | Meaning and Types of Internal trade. | 1 | 1 | 1 | 16 |
| | Meaning, Features & Functions of Wholesaler | 1 | 1 | 1 | |
| | Meaning, Features & Functions of Wholesaler | 1 | 1 | 1 | |
| | Meaning, Features & Functions of Retailer | 1 | 1 | 1 | |
| | Meaning, Features & Functions of Retailer | 1 | 1 | 1 | |
| | Types of Retail Format- Small scale | 1 | 1 | 1 | |
| | Types of Retail Format -Large scale | 1 | 1,7 | 1 | |
| | Meaning and Features of Departmental store | 1 | 1,3,5 | 1 | |
| | Merits and Demerits of Departmental store | 1 | 1 | 1 | |
| | Meaning and Features of Super market | 1 | 1 | 1 | |
| | Merits and Demerits of Super market. | 1 | 1 | 1 | |
| | Meaning and Features of Multiple shops | 1 | 1,5 | 1 | |
| | Merits and Demerits of Multiple shops | 1 | 1 | 1 | |
| | Meaning and Features of Online Mail order business | 1 | 1 | 1 | |
| | Meaning and Features of Online Mail order business | 1 | 1 | 1 | |
| | Difference between Wholesaler and Retailers | 1 | 1 | 1 | |
| 2. International Trade | Meaning &Types, Importance of Foreign Trade. | 2 | 1 | 1 | 15 |
| | Merits and Demerits of Foreign Trade. | 2 | 1 | 1 | |
| | Difference between Home trade and Foreign trade | 2 | 1 | 1 | |
| | Scope of International Business. | 2 | 1 | 1 | |
| | Export- Procedures. | 2 | 1 | 1 | |
| | Export- Documentation (Major) | 2 | 1,3,7 | 1 | |
| | Export- Documentation. (Major) | 2 | 1,3,7 | 1 | |
| | Import- Procedures | 2 | 1 | 1 | |
| | Import- Documentation (Major) | 2 | 1,3,7 | 1 | |
| | Import- Documentation (Major) | 2 | 1,3,7 | 1 | |
| | International Trade Institutions | 2 | 1 | 1 | |
| | WTO (Meaning only) | 2 | 1 | 1 | |
| | EXIM Bank (Meaning only) | 2 | 1 | 1 | |
| | World Bank (Meaning only) | 2 | 1 | 1 | |
| IMF (Meaning only) | 2 | 1 | 1 | | |
| 3. Transport | Meaning, Features and Importance of Transport | 3 | 1 | 1 | 15 |
| | Modes of Transport | 3 | 1,7 | 1 | |
| | Meaning, Features and Types of Land Transport | 3 | 1 | 1 | |

| | | | | | |
|----------------------------|--|---|-------|---|-----------|
| | Meaning, Features and Types of Road Transport | 3 | 1 | 1 | |
| | Merits and Demerits of Road transport. | 3 | 1 | 1 | |
| | Meaning and Features of Railway Transport | 3 | 1 | 1 | |
| | Merits and Demerits of Railway Transport | 3 | 1 | 1 | |
| | Road Transport versus Railway Transport. | 3 | 1,5 | 1 | |
| | Meaning, Features and Types of Water Transport | 3 | 1 | 1 | |
| | Meaning and Features of Inland water transport | 3 | 1 | 1 | |
| | Merits and Demerits of Inland water transport | 3 | 1 | 1 | |
| | Meaning, Features and Types of Ocean Transport | 3 | 1,7 | 1 | |
| | Merits and Demerits of Ocean Transport. | 3 | 1,7 | 1 | |
| | Meaning and Features of Air Transport. | 3 | 1,7 | 1 | |
| | Merits and Demerits of Air Transport. | 3 | 1,7 | 1 | |
| 4. Business Finance | Financial requirements and sources. | 4 | 1 | 1 | 12 |
| | Factors affecting fixed capital financial requirements. | 4 | 1 | 1 | |
| | Factors affecting working capital financial requirements. | 4 | 1 | 1 | |
| | Methods of raising Finance, Meaning of Shares and types of shares. | 4 | 1,7 | 1 | |
| | Meaning, Advantages and Disadvantages of Equity shares | 4 | 1 | 1 | |
| | Meaning, Types, Advantages and Disadvantages of Preference shares | 4 | 1 | 1 | |
| | Meaning, Advantages and Types of Debentures | 4 | 1 | 1 | |
| | Difference between Shares and Debentures. | 4 | 1 | 1 | |
| | Meaning, Features and Types of Bonds | 4 | 1 | 1 | |
| | Important Schemes of Pradhan Mantri Jan Dhan Yojana (PMJDY), Pradhan Mantri Jeevan Jyoti Bima Yojana | 4 | 1 | 1 | |
| | Important Schemes of Pradhan Mantri Suraksha Bima Yojana (PMSBY), Atal Pension Yojana (APY) | 4 | 1 | 1 | |
| | Important Schemes of Pradhan Mantri Mudra Yojana | 4 | 1,5,7 | 1 | |
| 5. Entrepreneurship | Meaning of Entrepreneur | 5 | 1 | 1 | 06 |
| | Meaning of Entrepreneurship. | 5 | 1 | 1 | |
| | Types of Entrepreneurs | 5 | 1,3 | 1 | |
| | Types of Entrepreneurs | 5 | 1,3 | 1 | |
| | Characteristics of Entrepreneur | 5 | 1,3,7 | 1 | |
| | Functions of Entrepreneur. | 5 | 1,3,7 | 1 | |
| Total | | | | | 64 |

12. RUBRICS FOR ACTIVITY

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

13. SUGGESTED LIST OF STUDENTS ACTIVITIES FOR CIE

| SI.NO | 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 SEE

IC: 210

Code: 6422

| | | | | | | | | | |
|----------|--|--|--|--|--|--|--|--|--|
| Reg. No. | | | | | | | | | |
|----------|--|--|--|--|--|--|--|--|--|

**SECOND SEMESTER DIPLOMA EXAMINATIONS, NOV/DEC 20
BUSINESS STUDIES-II**

Time: 3 Hours

Max. Marks: 100

Instructions: In all the **Section a** is compulsory and answer
any One full question from each **Section b or c.**

SECTION – I

1.a. Fill in the blanks with appropriate word/ words: 10x1=10

1. A _____ store is a large retail trading organization and it has several departments.
2. In a departmental store, the consumers can purchase all basic household requirements under one _____.
3. _____ Store is located in the centre of a city.
4. Departmental Store means shopping under one _____.
5. In Multiple Shops, all goods are sold on a _____ basis.
6. A _____ market is a superstore combining a supermarket and a departmental store.
7. Any business marketing using online media is known as _____ marketing.
8. Home trade is also known as _____.
9. _____ refers to buying and selling of goods and services for money or money's worth.
10. _____ trade is conducted within the geographical boundaries of a country.

1 b. Explain the Distribution System of Trade with Chart 10

Or

1c. State and describe any eight Functions of Wholesaler 10

SECTION – II

2.a. Fill in the blanks with appropriate word/ words: 10x1=10

1. _____ trade means trade between the different countries of the world.
2. _____ trade refers to trade with foreign countries.
3. _____ Trade means buying and selling of goods from one country to another country.
4. _____ Trade means purchase of goods from a foreign country
5. _____ Trade means sale of goods to a foreign country.
6. _____ **Trade** means purchase of goods from abroad for the purpose of sale to some other country.
7. _____ is the total quantity of goods that is permitted for exports.

3. Prospectus is issued by _____.
- (a) Private company (b) Public company seeking investment from public
(c) Public corporations (d) All public companies.
4. _____ Signatures are done on primary documents before incorporation:
- (a) Before incorporation
(b) After incorporation but before capital subscription
(c) After incorporation but before commencement of the business
(d) After commencement of the business.
5. Minimum number of members required for making public company ____.
- (a) 5 (b) 7 (c) 12 (d) 21
6. Proposed name of the company is declared void if _____
- (a) Is resembling to any existing company name
(b) Is resembling to any existing company logo
(c) Is resembling to any symbol of Indian Government or UNO
(d) None of these.
7. Chronological order of formation of a public company _____ -
- (a) Promotion, commencement of business, incorporation capital subscription
(b) Incorporation, capital subscription, commencement of business, promotion
(c) Promotion, incorporation, capital subscription, commencement of business
(d) Capital subscription, promotion, incorporation, commencement of business.
8. The ordinary shares of a company are delivered to the depository bank, which in turn issues the depository receipts, known as _____
- (a) Commercial banks (b) ADR (c) None of these (d) GDR
9. When one party grants the other party the right to use the asset in return for a periodic payment, it is known as _____
- (a) Lease Financing (b) Factoring (c) Public Deposits (d) Debts
10. The maturity period of a commercial paper usually ranges from ____.
- (a) 20 to 40 days (b) 60 to 90 days (c) 120 to 365 days (d) 90 to 364 days
- 4 b. Describe the Trade Credit? State its merits and limitations 10
- Or
- 4 c List the difference between Equity Share and Preference Share. 10

SECTION – V

- 5 a. Choose the correct answer and complete the sentence 10x1=10**
1. Which of the following shows the process of creating something new _____.
- a) Business model b) Modelling c) Creative flexibility d) Innovation
2. Which one of the following gives suggestions for new product and also help to market new products _____.
- a) Existing products and services b) Federal government c) Distribution Channels d) Consumers
3. Which of the following is used by entrepreneurs to acquire experience in an international market before making a major commitment _____.
- a) Merger b) Minority Interest c) Joint venture d) Majority interest

4. GATT is established in 1947, under _____
 - a) German leadership
 - b) U.S. leadership
 - c) French leadership
 - d) U.K. leadership
5. The entrepreneur was distinguished from capital provider in _____
 - a) Middle ages
 - b) 17th century
 - c) 18th century
 - d) 19th and 20th century
6. A person who managed large project was termed as the entrepreneur in the _____.
 - a) Earliest period
 - b) Middle ages
 - c) 17th century
 - d) 19th and 20th century
7. What is the process by which individuals pursue opportunities without regard to resources they currently control _____
 - a) Start-up management
 - b) Entrepreneurship
 - c) Financial analysis
 - d) Feasibility planning
8. Having less than 50 percent of equity share in an international venture is called _____
 - a) Joint Venture
 - b) Majority interest
 - c) Minority interest
 - d) Exporting
9. Having more than 50% ownership position that provides the entrepreneur with managerial control is called _____
 - a) Joint venture
 - b) Majority interest
 - c) Horizontal merger
 - d) Diversified activity merger
10. Which one of the following is the process of entrepreneurs developing new products that over time make current products obsolete _____.
 - a) New business model
 - b) Anatomization
 - c) None of the given options
 - d) Creative destruction

5 b. State and describe the Functions of Entrepreneur. 10

Or

5 c. List and Explain the types of Entrepreneurs 10

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

Programme: DIPLOMA IN COMPUTER APPLICATIONS FOR THE VISUALLY IMPAIRED

| | | | |
|-----------------|---|---------------------|--------------------------------|
| Course Code | 6423 | Semester | II |
| Course Title | Financial Accounting - II | Course Group | Core |
| No. of Credits | 4 | Type of Course | Lecture |
| Course Category | Core | Total Contact Hours | 4 Hrs. / Week |
| | | | 64 Hrs. / Semester |
| Prerequisites | Knowledge of Book keeping and Accounting | Teaching Scheme | [L : T : P]=4 : 0 : 0 |
| CIE Marks | 50 | SEE Marks | 50 |

1. COURSE SKILL SET

The students shall be able to:

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

2. COURSE OUTCOMES

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

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

3. COURSE CONTENT OUTLINE WITH TEACHING HOURS AND MARK

| COURSE CONTENT AND BLUE PRINT OF MARKS FOR SEE | | | | | | | |
|---|--|-----------|-----------------------------|---------------------------|----------------------------|-----------------|---------------------|
| Legend: Remembering Understanding, Application of Knowledge, Analysis and Evaluation. | | | | | | | |
| Unit No. | Unit name | Hour | Questions to be set for SEE | | | Marks Weightage | Hours Weightage (%) |
| | | | R/ U & A | | | | |
| | | | No of question of 1 Mark | No of question of 5 Marks | No of question of 10 Marks | | |
| 1 | FINANCIAL STATEMENTS OF SOLE TRADING CONCERN | 18 | 10 | - | 02 | 30 | 20 |
| 2 | ACCOUNTS FROM INCOMPLETE RECORDS | 15 | 10 | - | 02 | 30 | 20 |
| 3 | BANK RECONCILIATION STATEMENT | 11 | 10 | - | 02 | 30 | 20 |
| 4 | BILLS OF EXCHANGE | 10 | 10 | - | 02 | 30 | 20 |
| 5 | DEPRECIATION | 10 | 10 | - | 02 | 30 | 20 |
| Total | | 64 | 50 | - | 10 | 150 | 100 |

4. DETAILS OF COURSE CONTENT

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

| UNIT NO. AND NAME | UNIT SKILL SET | TOPICS / SUBTOPICS | HOURS L-T-P |
|--|--|---|--------------------|
| UNIT – 1 FINANCIAL STATEMENTS OF SOLE TRADING CONCERN | Understand and Apply 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 |
| UNIT – 2 ACCOUNTS FROM INCOMPLETE RECORDS | Understand and Apply to Prepare an Account from Incomplete Records | 2.1 Meaning – Features – Types of Single-Entry System of Book Keeping 2.2 Merits & Demerits of Single-Entry System of Book Keeping 2.3 Difference between Single Entry and Double Entry System of Book Keeping 2.4 Ascertainment of Profit – Computation of Net worth (Capital) at the Beginning and at the End of the Year 2.5 Preparation of Statement of Profit or Loss 2.6 Statement of Affairs v/s Balance Sheet. | 15-0-0 |

| | | | |
|--|---|--|---------------|
| <p style="text-align: center;">UNIT – 3 BANK RECONCILIATION STATEMENT</p> | <p>Understand and Apply 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>11-0-0</p> |
| <p style="text-align: center;">UNIT – 4 BILLS OF EXCHANGE</p> | <p>Understand and Apply 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>10-0-0</p> |
| <p style="text-align: center;">UNIT – 5 DEPRECIATION</p> | <p>Understand and Apply 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 | 30 |
| 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 | 15 | 30 |
| 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 | 11 | 30 |
| 4 | Apply the knowledge to Record transactions in related to Bill of Exchange | 1, 5, 7 | 4 | R/U/A | 10 | 30 |
| 5 | Acquire the knowledge to Calculate the depreciation under various methods. | 1, 5, 7 | 5 | R/U/A | 10 | 30 |
| Total | | | | | 64 | 150 |

6. LEVELS OF CO,PO AND PSO MAPPING

| Course | CO's | Programme Outcomes | | | | | | | Programme Specific Objectives | | |
|--------------------------|------|--------------------|---|---|---|---|---|---|-------------------------------|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 |
| Financial Accounting- II | CO1 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 |
| | CO2 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 |
| | CO3 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 |
| | CO4 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 |
| | CO5 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 |

Level 3- Highly Addressed, Level 2-Moderately Addressed, Level 1-Low Addressed.
 Method is to relate the level of PO with the number of 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. INSTRUCTIONAL STRATEGY

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

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

8. SUGGESTED LEARNING RESOURCES:

| Sl. No | Author | Title of Books | Publication / Year |
|---------------|--------------------------|------------------------|---------------------------|
| 1 | B.S. Raman | Accountancy Vol I & II | |
| 2 | Kadkol | Accountancy Vol I & II | |
| 3 | Pre-University Education | Accountancy Vol I & II | |
| 4. | Dr. T V Raju | Accountancy I & II | Sapna Publications |
| 4 | CBSE/ICSE | NCERT Books | |

9. COURSE ASSESSMENT AND EVALUATION CHART

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

10. COURSE ASSESSMENT SUMMARY

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

Note:

1. SEE (Semester End Examination) is conducted for 100 Marks theory courses for a time duration of 3 Hours.
2. Three CIE (written test), each of 30 marks for a time duration of 80 minutes shall be conducted. Also, three CIE (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 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 | 18 |
| | Problems on Trading Accounts | 1 | 1,2,3, 4,5,7 | 1 | |
| | Problems on Trading Accounts | 1 | 1,2,3, 4,5,7 | 1 | |
| | Problems on Trading Accounts | 1 | 1,2,3, 4,5,7 | 1 | |
| | Problems on Trading Accounts | 1 | 1,2,3, 4,5,7 | 1 | |
| | Problems on Trading Accounts | 1 | 1,2,3, 4,5,7 | 1 | |
| | Meaning, Features and Proforma of Profit & Loss Account. | 1 | 1,2,3, 4,5,7 | 1 | |
| | Problems on Profit and Loss Accounts | 1 | 1,2,3, 4,5,7 | 1 | |
| | Problems on Profit and Loss Accounts | 1 | 1,2,3, 4,5,7 | 1 | |
| | Problems on Profit and Loss Accounts | 1 | 1,2,3, 4,5,7 | 1 | |
| | Problems on Profit and Loss Accounts | 1 | 1,2,3, 4,5,7 | 1 | |
| | Problems on Profit and Loss Accounts | 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 | |
| | Problems on Financial Statements | 1 | 1,2,3, 4,5,7 | 1 | |
| | Problems on Financial Statements | 1 | 1,2,3, 4,5,7 | 1 | |
| | Problems on Financial Statements | 1 | 1,2,3, 4,5,7 | 1 | |
| | Problems on Financial Statements | 1 | 1,2,3, 4,5,7 | 1 | |

| | | | | | |
|--|---|---|-------------|---|-----------|
| | | | 4,5,7 | | |
| UNIT – 2 ACCOUNTS FROM INCOMPLETE RECORDS | Meaning, Features, Merits and Demerits of Single-Entry System. | 2 | 1,2,3,4,5,7 | 1 | 15 |
| | 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 to find out Opening and Closing Capital | 2 | 1,2,3,4,5,7 | 1 | |
| | Problems to find out Opening and Closing Capital | 2 | 1,2,3,4,5,7 | 1 | |
| | Problems to find out Opening and Closing Capital | 2 | 1,2,3,4,5,7 | 1 | |
| | Problems 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 on Profit or Loss Statement with Adjustments. | 2 | 1,2,3,4,5,7 | 1 | |
| | Problems on Profit or Loss Statement with Adjustments. | 2 | 1,2,3,4,5,7 | 1 | |
| | Problems on Profit or Loss Statement with Adjustments. | 2 | 1,2,3,4,5,7 | 1 | |
| | Problems on Profit or Loss Statement with Adjustments. | 2 | 1,2,3,4,5,7 | 1 | |
| | Problems on Profit or Loss Statement with Adjustments. | 2 | 1,2,3,4,5,7 | 1 | |
| | Problems on Profit or Loss Statement with Adjustments. | 2 | 1,2,3,4,5,7 | 1 | |
| | Problems on Profit or Loss Statement with Adjustments. | 2 | 1,2,3,4,5,7 | 1 | |
| UNIT – 3 BANK RECONCILIATION STATEMENT | 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 | 11 |
| | Preparation of Bank Reconciliation Statement | 3 | 1,2,3,4,5,7 | 1 | |
| | Preparation of Bank Reconciliation Statement | 3 | 1,2,3,4,5,7 | 1 | |
| | Preparation of Bank Reconciliation Statement | 3 | 1,2,3,4,5,7 | 1 | |
| | Preparation of Bank Reconciliation Statement | 3 | 1,2,3,4,5,7 | 1 | |
| | Preparation of Bank Reconciliation Statement | 3 | 1,2,3,4,5,7 | 1 | |
| | Preparation of Bank Reconciliation Statement | 3 | 1,2,3,4,5,7 | 1 | |
| | Preparation of Bank Reconciliation Statement | 3 | 1,2,3,4,5,7 | 1 | |

| | | | | | |
|---------------------------------------|---|---|-------------|---|-----------|
| | Preparation of Bank Reconciliation Statement | 3 | 1,2,3,4,5,7 | 1 | |
| | Preparation of Bank Reconciliation Statement | 3 | 1,2,3,4,5,7 | 1 | |
| | Preparation of Bank Reconciliation Statement | 3 | 1,2,3,4,5,7 | 1 | |
| UNIT – 4 BILLS OF EXCHANGE | Meaning, Definition, Features, Parties and Specimen of Bills of Exchange. | 4 | 1, 5, 7 | 1 | 10 |
| | 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 | |
| UNIT – 5 DEPRECIATION | Meaning, need for charging Depreciation, Factors affecting Depreciation. | 5 | 1, 5, 7 | 1 | 10 |
| | Methods of Depreciation – Meaning, Merits and Demerits of Straight-Line Method and Written Down Value Method | 5 | 1, 5, 7 | 1 | |
| | Problems on Straight Line Method of Depreciation | 5 | 1, 5, 7 | 1 | |
| | Problems on Straight Line Method of Depreciation | 5 | 1, 5, 7 | 1 | |
| | Problems on Straight Line Method of Depreciation | 5 | 1, 5, 7 | 1 | |
| | Problems on Straight Line Method of Depreciation | 5 | 1, 5, 7 | 1 | |
| | Problems on Written Down Value Method of Depreciation | 5 | 1, 5, 7 | 1 | |
| | Problems on Written Down Value Method of Depreciation | 5 | 1, 5, 7 | 1 | |
| | Problems on Written Down Value Method of Depreciation | 5 | 1, 5, 7 | 1 | |
| | Problems on Written Down Value Method of Depreciation | 5 | 1, 5, 7 | 1 | |
| Total | | | | | 64 |

12. RUBRICS FOR ACTIVITY

| Dimension | RUBRICS FOR ASSESSING STUDENT ACTIVITIES SCALE | | | | | Marks |
|---------------------------------------|--|---|---|---|---|-----------|
| | 1. Unsatisfactory (59 and Below) 4 | 2. Developing (69-60) 8 | 3. Satisfactory (79-70) 12 | 4. Good (89-80) 16 | 5. Exemplary (100-90) 20 | |
| 1.Introduction/ Understanding | Contents Disorganized not able to understand the Importance of the topic | Somewhat organized Contents but not able to understand the importance of topic | Contents organized and 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.Focus on the Topic/ Contents | Poor attempt is made to collect information in the context that shows poor understanding | Fewer attempts are made to collect information in the context that shows no 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 understandi ng | |
| 3.Applications | Presentation is not clear | Meet task but lacks clarity and Consistency | Meet task but lacks some clarity and Consistency | Meet task clarity and Consistency | Presentation is very clear | |
| Average Marks of 3 Dimensions= | | | | | | /3 |
| Maximum 20 Marks | | | | | | |

13. SUGGESTED LIST OF STUDENTS ACTIVITIES FOR CIE

| SI.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 SEE

IC: 210

Code: 6423

| | | | | | | | | | |
|----------|--|--|--|--|--|--|--|--|--|
| Reg. No. | | | | | | | | | |
|----------|--|--|--|--|--|--|--|--|--|

SECOND SEMESTER DIPLOMA EXAMINATIONS, NOV/DEC 20
FINANCIAL ACCOUNTING -II

Time: 3 Hours

Max. Marks: 100

Instructions: In all the **Section a** is compulsory and answer **any One** full question from each **Section b or c.**

SECTION – I

1.a. Fill in the blanks with appropriate word/ words:

10x1=10

1. _____ account enables the trader to find out gross profit or loss.
2. By preparing profit and loss account _____ can be found out.
3. Closing stock is entered on _____ side in the trading account.
4. Direct expenses appear in the debit side of the _____ account.
5. Indirect expenses appear in the _____ side of the profit and loss account.
6. All incomes are entered on _____ side in the profit and loss account.
7. Bad debt is a _____ expense.
8. 'Salaries and wages' appear on the _____ account.
9. Balance sheet shows the _____ of a business
10. Trading account is prepared to find out _____

1b. . From the following balances extracted from the books of Mr.Ravi, prepare the Trading Account for the year ending 31st March, 2017. 10

| | |
|------------------------------|-------------|
| Purchases | Rs. 82,000 |
| Wages | Rs.10,000 |
| Opening Stock | Rs.20,000 |
| Sales | Rs. 85,000 |
| Sales returns | Rs. 2,000 |
| Carriage inwards | Rs.5,000 |
| Purchases returns | Rs.2,000 |
| The value of stock unsold is | Rs. 25,000. |

Or

1c. From the information given below Prepare a balance sheet of L&T co. on 31st December 2018 10

| | |
|---------------------|-------------|
| Capital | Rs.1,00,000 |
| Debtors | Rs.10,000 |
| Creditors | Rs.8,000 |
| Bills receivable | Rs.20,000 |
| Bills Payable | Rs.12,000 |
| Bank overdraft | Rs.10,000 |
| Drawing | Rs.20,000 |
| Cash at Bank | Rs.8,000 |
| Plant and Machinery | Rs.72,000 |

SECTION – II

2.a. Fill in the blanks with appropriate word/ words:

10x1=10

1. In _____system of book-keeping, both aspects of every transaction are not recorded in the books of accounts.
 2. In _____single entry only personal accounts are recorded.
 3. In _____single entry personal accounts, cash account and some subsidiary books are maintained.
 4. _____Method: This method is also called Statement of Affairs method .
 - 5.. Balance Sheet is prepared under _____ entry system.
 6. Statement of Affairs is prepared under _____entry system.
 7. Statement of affairs is a _____of capital, liabilities and assets.
 8. The financial position as shown by the _____is reliable under double entry system.
 9. _____capital can be found by preparing a statement of affairs at the beginning of the year.
 10. Closing capital can be found by preparing a statement of affairs at the end of the year
- 2 b. Sri Dinesh Kumar a retailer had not kept books of accounts. From the following you are asked to find out his profit or loss for the year ending 31.3.2017.

10

| <i>Particulars</i> | <i>1.4.2016</i> | <i>31.3.2017</i> |
|--------------------|-----------------|------------------|
| | <i>Rs.</i> | <i>Rs.</i> |
| Stock | 12,000 | 24,000 |
| Bills Payable | 10,000 | 15,000 |
| Sundry Creditors | 15,000 | 20,000 |
| Sundry Debtors | 10,000 | 20,000 |
| Cash in Hand | 8,000 | 4,000 |
| Bank Overdraft | 12,000 | 24,000 |
| Bills Receivable | 6,000 | 12,000 |
| Furniture | 10,000 | 15,000 |
| Motor Vans | 15,000 | 30,000 |
| Investments | 20,000 | 40,000 |

Or

2c. Mahesh commenced business on 1st January 2019 with capital Rs.20000 On 1st April 2019, he introduced a further capital of Rs.5000.. During the year , he withdraw Rs. 2,000 for private Purposes.

On 31st December ,2019 his assets and liabilities were:

| | |
|---------------------------|---------------------|
| Cash at bank Rs.4,500 | Cash in hand Rs.500 |
| Debtors Rs.8,000 | Stock Rs. 15,000 |
| Furniture Rs. 2,000 | Motor car Rs.10,000 |
| Bills Receivable Rs.3,000 | Creditors Rs.9,000 |
| Bills Payable Rs.2,000 | |

Prepare a Statement Showing his Profit or Losses for the year ended 31st December 2019 10

- iii) The bank had credited in the pass book Rs. 475 as interest on investment and there was a debit of Rs. 200 for bank charges.
- iv) There was also a debit entry in the pass book for Rs. 300 in respect of a dishonored bill. You are required to prepare a BRS as on that date.

SECTION – IV

4 a. Choose the correct answer and complete the sentence **10x1=10**

1. The bill so drawn is payable as soon as its payment is demanded by the holder of the bill is called _____.
- a). Demand bill b). Time Bill c). Both
2. _____ is an instrument which is always in writing.
- a) Negotiable Instruments b) Not Negotiable Instruments c) Both .
3. The _____ is a person to whom the amount of bill is payable.
- a) Drawer b) drawee c) payee
4. The _____ is a person to whom the amount of bill is drawn .
- a) Drawer b) drawee c) Payee
5. The _____ is a person to who drawn bill .
- a) Drawer b) drawee c) Payee
6. The bill so drawn is payable as soon as its payment is demanded by the holder of the bill is called _____.
- a). Demand bill b). Time Bill c). Demand and Time
7. _____ refer to those goods which have been bought for resale.
- a) Purchases b) Sales c) Both
8. A bill of exchange is said to be _____ when the drawee refuses to accept or make payment of the bill.
- a. dishonored b. Renewal c. Endorsement
9. When a bill is drawn 'after date' its due date is calculated from the date of the bill. It is known as _____
- a). Demand bill b). Time Bill c). Demand and Time
10. As per Section 5 of the Negotiable Instruments Act _____
- a) 1881 b). 1981 c). 1988

4 b. Praveen sold goods to Malu on credit for Rs 5,000. He drew a bill on Malu for the amount and accepted by Malu . The bill was met on due date.

Pass journal entries in the books of Praveen and Malu 10

Or

4 c. Hema sold goods to Gagana i on 5th April. 2018 for Rs. 9,000 on credit and she drew a bill on him for four months and the bill is accepted. The bill is duly homered on the due date.

Pass journal entries in the books of Hema and Gagana

SECTION – V

5 a. Choose the correct answer and complete the sentence **10x1=10**

1. _____ method is also known as reducing balance method or original cost method.
- a) Fixed installment b) Diminishing c) Annuity
2. _____ method is also known as reducing balance method .
- a) Fixed installment b) Diminishing c) Annuity

3. _____ refers to a permanent / gradual and continuous decrease in the value of a fixed asset and it continues till the end of the useful life of the asset.

a) Depreciation b)Appreciation c)Both

4. Depreciation is charged on _____ and tangible assets only.

a)Fixed b) Current c)Both

5. Depreciation is a charge against profit for a particular accounting period.

a)Profit b)Loss c)Both

6 . Fixed assets have _____

a) Short life b) long life c) no life

7. _____ gradual fall in the value of the asset is of Permanent nature

a) Depreciation b)Appreciation c)Both

8. _____ represents only an estimate and not the exact amount.

a) Depreciation b)Appreciation c)Both

9. Total depreciation cannot exceed the cost of the depreciable _____.

a)Asset b) Liability c)Both

10. Depreciation is always computed in a _____ manner.

a).Systematic and rational b). Systematic c) rational

5 b. On 1st January, 2018, Arun purchased Furniture for Rs.40, 000. It is decided to depreciate Furniture at 10% on the original cost. Charge depreciation on fixed instalment method.

Prepare the Furniture account and Depreciation account for the first three years. 10

Or

5 c. On 1st January, 2017, a merchant purchased Building costing Rs.30, 000.It has been decided to depreciate it at the rate of 10% P A. on the diminishing value method .

Show the Building account & Depreciation Account in the first three years. 10

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

Programme: DIPLOMA IN COMPUTER APPLICATIONS FOR THE VISUALLY IMPAIRED

| | | | |
|-----------------|--|---------------------|---|
| Course Code | 6424 | Semester | II |
| Course Name | Communication Skills in English Lab | Course Group | Core |
| No. of Credits | 4 | Type of Course | Lecture + Practice |
| Course Category | Core | Total Contact Hours | 6 Hrs. / Week 96 Hrs. / Semester |
| Prerequisites | English Knowledge | Teaching Scheme | [L : T : P] = 0: 2 : 4 |
| CIE Marks | 60 | SEE Marks | 40 |

1. COURSE SKILL SET

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

1. Enable critical thinking
2. Empower with active learning skills
3. Enable team work/collaboration
4. Develop Reading and communication skills
5. Speak formally and informally in the day-to-day context.

2. COURSE OUTCOMES

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

| | Course Outcome |
|------------|--|
| CO1 | Acquire Knowledge functional grammar concepts& Reading. |
| CO2 | Inculcate Importance of Body language and its impact. |
| CO3 | Acquire Knowledge on Articulate ideas and engage in impromptu conversations. |
| CO4 | Acquire knowledge on confidence in presenting written content in logical and organized manner. |

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 | Parts of Speech | 24 | 05 | 05 | - | 10 |
| 02 | Non-Verbal Communication | 24 | - | 05 | 05 | 10 |
| 03 | Communication skills | 24 | 05 | - | 05 | 10 |
| 04 | Writing skills | 24 | 05 | - | 05 | 10 |
| CIE Tests | | | | | | |
| Total | | 96 | 15 | 10 | 15 | 40 |

(R = Remember, U = Understand, A = Apply and above levels)

4. DETAILS OF COURSE CONTENT

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

| UNIT NO. AND NAME | UNIT SKILL SET | TOPICS / SUBTOPICS | HOURS L-T-P |
|------------------------------------|---|--|-------------|
| UNIT-1. Parts of Speech | Understand of Functional Grammar Concepts | Definitions- Meanings of Parts of speech Parts of speech Sentence structure Examples of right sentences Reading Comprehension Reading a paragraph in Braille/ text Time Concept Activities Reading Fluency Activities Comprehending the read message and understanding it, reproduce with the write up - Exercises/ Activities | 0-15-09 |
| UNIT-2 Non-Verbal Communication | Understand the strategies for effective body language | Body language tips: Keep appropriate distance Take care of your appearance Maintain eye contact Do's in Non-Verbal Communication, Smile stand up confident and straight use appropriate hand gestures Make eye contact with audience Hold neat note cards while presenting content Don'ts in Non-Verbal Communication point at anyone rock backwards and forwards pace across front of room read off slides read off notes Techniques of categorizing sentences, understanding how to build with punctuation and effectively use in the verbal and non-verbal communication. This involves more of hands-on activities. Ten Different types of Non-Verbal Communication Facial Expressions Gestures Paralinguistic's PROXIMIC" (PROXIMITY/PERSONAL SPACE) EYE CONTACT/EYE GAZE HAPTIC (PHYSICAL TOUCH) | 0-14-10 |

| | | | |
|--|---|--|----------------|
| <p style="text-align: center;">UNIT-3 Communication skills</p> | <p>Understand and apply knowledge on Communication and demonstration skills</p> | <p>Language Functions General Knowledge Questions – Factual propositions, Argumentative issue The nature of group Discussion – Opinion forming, storming, Norms and Performing- Leadership Roles Dialogue presentation. Role Play – Sales man, Guide, Narration, News and Views – Jobs, Business and everyday activities – Programme and plans -Giving message. Starting Conversation with a stranger – Making Request- Expression Gratitude Complimenting and congratulating – Apologizing and Responding to an Apology – Expressing Sympathy – Seeking Permission Introducing – Leave taking – Request for Repetition Asking for Information – Offering to help – Agreeing and Disagreeing Webinar / Web Presentation (zoom, Google meet, Skype)</p> | <p>0-14-10</p> |
| <p style="text-align: center;">UNIT-4 Writing Skills</p> | <p>Understand and apply knowledge on writing skills</p> | <p>Present content in the PPT format efficiently. Job Interviews Preparation- To understand and Practice Questions and effective replies at a job interview. Preparing CV in a latest Format. Personal Details – Interview Manners -HR questions. Passage comprehension Conversation comprehension; Reports using MS Word Different types of emails: Job application, request letter, letter writing and quick notes</p> | <p>0-13-11</p> |

05. MAPPING OF CO WITH PO

| CO | Course Outcome | PO Mapped | Unit Linked | CL R/U/A | Theory in Hrs. | Total Marks |
|--------------|--|-----------|-------------|----------|----------------|-------------|
| 1 | Acquire Knowledge functional grammar concepts & Reading. | 1,6,7 | 1 | R/U/A | 24 | 10 |
| 2 | Inculcate Importance of Body language and its impact. | 1,6,7 | 2 | R/U/A | 24 | 10 |
| 3 | Acquire Knowledge on Articulate ideas and engage in impromptu conversations. | 1,6,7 | 3 | R/U/A | 24 | 10 |
| 4 | Acquire knowledge on confidence in presenting written content in logical and organized manner. | 1,6,7 | 4 | R/U/A | 24 | 10 |
| Total | | | | | 96 | 40 |

06. LEVELS OF CO, PO AND PSO MAPPING

| Course | CO's | Programme Outcomes | | | | | | | Programme Specific Objectives | | |
|--|------|--------------------|---|---|---|---|---|---|-------------------------------|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 |
| Communication skills in English lab | CO1 | 3 | - | - | - | - | 2 | 3 | 2 | 3 | - |
| | CO2 | 3 | - | - | - | - | 2 | 3 | 2 | 3 | - |
| | CO3 | 3 | - | - | - | - | 2 | 3 | 2 | 3 | - |
| | CO4 | 3 | - | - | - | - | 2 | 3 | 2 | 3 | - |
| | | | | | | | | | | | |

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.

07. INSTRUCTIONAL STRATEGY

To achieve course objectives, it is important to provide the blended mode of instruction for each of the concepts. This blended mode of instruction enables and empowers students with:

Understanding of Concept (Theory):

Through definitions, discussions, explanation, conclusions.

Through demonstrations: Show films or other workplace clips that model various conversation skills. This provides greater clarity of the concept by enabling observation skills

- Helping in expression of gesture
- Building confidence

Application of Concept (Learning by doing): It is imperative that to become a good communicator, the skills have to be built by applying the concept in the hypothetically created real life situations.

Students are encouraged to participate in each of these activities during lab session to help build the effective communication skills.

Use of technology tools like audio books, apps like voice thread or paper telephone, etc.

To help in workplace conversions.

To increase active listening, pronunciation

To help in voice modulation Group discussion Reinforce active listening

Enable group debate to imbibe healthy communication strategies

Sharpen the skills of "Asking clarifying questions"

Sharpen Feedback/Response skills Time management skills Group presentations/peer reviews

Enable team work

Assess concept understanding

Sharpen both oral and written communication skills Group activities:

Foster critical thinking

Enable reflective learning Tool's usage:

Understand the difference between a Dictionary and a Thesaurus

Understand "When" and "How" to use these tools for communication.

8. SUGGESTED LEARNING RESOURCES:

Recommended Learning Resources <https://www.englishclub.com/grammar/parts-of-speech.htm>

Watch Amy Cuddy's TED Talk: Your Body Language Shapes Who You Are

Additional Reading: <http://money.cnn.com/2000/05/03/career/q body language/>

9. COURSE ASSESSMENT AND EVALUATION CHART

| Sl.No | Assessment | Schedule | Duration | Max. Test marks |
|-------|------------|---|----------|-----------------|
| 1 | SkillTest1 | Attheendof5 th weekofthesem | 2 Hrs | 20 |
| 2 | SkillTest2 | Attheendof9 th weekofthesem | 2 Hrs | 20 |
| 3 | SkillTest3 | Attheendof15 th weekofthesem | 2 Hrs | 20 |
| Total | | | | 60 |

Scheme of Valuation for CIE

| Serial no | Assessment | Marks |
|--------------|---|-----------|
| 1 | Portfolio Evaluation of activities / exercises conducted upto the schedule of Skill Test. (Work Book Based) | 10 |
| 2 | Assessment of any one through qualitative assessment (Rubrics) | 10 |
| TOTAL | | 20 |

The weightage of Continuous Internal Evaluation (CIE) is 60% and for Semester End Exam (SEE) is 40%. The student has to obtain minimum of 40% marks individually both CIE and SEE to pass. The practical Semester End Exam (SEE) is conducted for 100 marks (3 Hours duration exams). Based on this grading will be awarded.

10. DETAILED COURSE CONTENTS

| UNIT NO. AND NAME | DETAILED COURSE CONTENT | CO | PO | CONTACT HRS. | TOTAL |
|--|--|-------|-------|--------------|-------|
| 1. Parts of speech | 1.1 Definitions- Meanings of Parts of speech | 1 | 1,7 | 4 | 24 |
| | 1.2 Parts of speech Sentence structure | 1 | 1,7 | 4 | |
| | 1.3 Examples of right sentences | 1 | 1,7 | 4 | |
| | 1.4 Reading Comprehension | 1 | 1,7 | 3 | |
| | 1.5 Reading a paragraph in braille/ text | 1 | 1,7 | 2 | |
| | 1.6 Time Concept Activities | 1 | 1,7 | 2 | |
| | 1.7 Reading Fluency Activities | 1 | 1,7 | 2 | |
| | 1.8 Comprehending the read message and understanding it, reproduce with the write up | 1 | 1,7 | 3 | |
| | Exercises/ Activities | | | | |
| 2. Non-verbal communication | 2.1 Body language tips: | 2 | 1,6,7 | 4 | 24 |
| | • Keep appropriate distance | 2 | 1,6,7 | 4 | |
| | • Take care of your appearance | 2 | 1,6,7 | 4 | |
| | • Maintain eye contact | 2 | 1,6,7 | 4 | |
| | 2.2 Do's in Non-Verbal Communication | 2 | 1,6,7 | 4 | |
| | • smile | 2 | 1,6,7 | 4 | |
| | • stand up confident and straight | 2 | 1,6,7 | 4 | |
| | • use appropriate hand gestures | 2 | 1,6,7 | 4 | |
| | • Don'ts in Non-Verbal Communication | 2 | 1,6,7 | 4 | |
| | 2.3 Don'ts in Non-Verbal Communication | 2 | 1,6,7 | 4 | |
| | • point at anyone | 2 | 1,6,7 | 4 | |
| | • rock backwards and forwards | 2 | 1,6,7 | 4 | |
| | • pace across front of room | 2 | 1,6,7 | 4 | |
| | • read off slides read off notes | 2 | 1,6,7 | 4 | |
| | • Techniques of categorizing sentences, understanding how to build with punctuation and effectively use in the verbal and non-verbal communication. This involves more of hands-on activities. | 2 | 1,6,7 | 4 | |
| | 2.4 Ten Different types of Non-Verbal Communication | 2 | 1,6,7 | 4 | |
| | • Facial Expressions | 2 | 1,6,7 | 4 | |
| | • Gestures | 2 | 1,6,7 | 4 | |
| • Paralinguistics | 2 | 1,6,7 | 4 | | |
| • Proxemic" (proximity/personal space) | 2 | 1,6,7 | 4 | | |
| • Eye contact/eye gaze | 2 | 1,6,7 | 4 | | |

| | | | | | |
|-------------------------|---|---|-------|-----------|----|
| | • Haptic (physical touch) | 2 | 1,6,7 | 4 | |
| 3. Communication Skills | 3.1 Language Functions | 3 | 1,6,7 | 4 | 24 |
| | 3.2 General Knowledge Questions – Factual propositions, Argumentative issue | 3 | 1,6,7 | 4 | |
| | 3.3 The nature of group Discussion – Opinion forming, storming, Norms and Performing- Leadership Roles | 3 | 1,6,7 | 3 | |
| | 3.4 Dialogue presentation. | 3 | 1,6,7 | 3 | |
| | 3.5 Role Play – Sales man, Guide, Narration, News and Views – Jobs, Business and everyday activities – Programme and plans -Giving message. | 3 | 1,6,7 | 3 | |
| | 3.6 Starting Conversation with a stranger – Making Request-Expression Gratitude | 3 | 1,6,7 | 4 | |
| | – Complimenting and congratulating – Apologizing and Responding to an Apology – Expressing Sympathy – Seeking Permission | 3 | 1,6,7 | 4 | |
| | – Introducing – Leave taking – Request for Repetition – Asking for Information – Offering to help – Agreeing and Disagreeing | 3 | 1,6,7 | 4 | |
| | 3,7 Webinar / Web Presentation (zoom, Google meet, Skype) | 3 | 1,6,7 | 4 | |
| 4. Presentation Skills | 4.1 Present content in the PPT format efficiently. | 4 | 1,6,7 | 6 | 24 |
| | 4.2 Job Interviews Preparation- To understand and Practice Questions and effective replies at a job interview. | 4 | 1,6,7 | 4 | |
| | 4.3 Preparing CV in a latest Format. | 4 | 1,6,7 | 2 | |
| | 4. 4Personal Details – Interview Manners -HR questions | 4 | 1,6,7 | 2 | |
| | 4. Reports using MS Word | 4 | 1,6,7 | 2 | |
| | 4.6Apologizing and Responding to an Apology | 4 | 1,6,7 | 2 | |
| | 4. Different types of emails: Job application, request letter, letter writing and quick notes | 4 | 1,6,7 | 2 | |
| | 4.8Introducing – Leave taking – Request for Repetition– | 4 | 1,6,7 | 2 | |
| | 4.9Asking for Information – Offering to help – Agreeing and Disagreeing | 4 | 1,6,7 | 2 | |
| Total | | | | 90 | |

| 12.RUBRICS FOR ACTIVITY | | | | | | |
|--|------------|--------------|------------|------------|------------|---------------|
| RUBRICS FOR ASSESSMENT OF ACTIVITY (10marks) (Qualitative Assessment) | | | | | | |
| Dimension | Beginner | Intermediate | Good | Advanced | Expert | Student Score |
| | 2 | 4 | 6 | 8 | 10 | |
| | Descriptor | Descriptor | Descriptor | Descriptor | Descriptor | |
| | Descriptor | Descriptor | Descriptor | Descriptor | Descriptor | |
| | Descriptor | Descriptor | Descriptor | Descriptor | Descriptor | |
| | Descriptor | Descriptor | Descriptor | Descriptor | Descriptor | |

Note:

The weightage of Continuous Internal Evaluation (CIE) is 60% and for Semester End Exam (SEE) is 40%. The student has to obtain minimum of 40% marks individually both CIE and SEE to pass. The practical Semester End Exam (SEE) is conducted for 100 marks (3 Hours duration exams). Based on this grading will be awarded.

13. SUGGESTED LIST OF STUDENTS ACTIVITY FOR CIE

The following are the various activities that faculty could conduct for each unit are presented below;

| Unit No. | Unit Title | Unit Activities |
|----------|--------------------------|--|
| UNIT 1: | Parts of speech | <p>Parts of Speech: building sentence using parts of speech: Demonstration by teacher: (Will be explained in the book as an example) Jumbled parts of speech: Student should pick the right order to build meaningful sentence: (More samples will be provided in the workbook)</p> <ul style="list-style-type: none"> • College goes to you every day. • Makes spider web a <p>Gender, Singular and Plurals: Match the following activity for singular and plural</p> <ul style="list-style-type: none"> • Fill in the blanks activity for genders <p>Reading & Comprehension: Conversation</p> <ul style="list-style-type: none"> • Conversation at the bank (provided in the workbook along with few more conversation samples) • Questions based on this conversation will be provided in the workbook |
| Unit 2: | Non-verbal communication | <p>Body language Instructions and set up: 1.Series of instructions to the group that are to be copied/reproduced. Start slowly and increase the pace 2.State the following actions as YOU do them:</p> |

| | | |
|---------|----------------------|---|
| | | <p>3.Put your hand to your nose 4.Clap your hands 5.Stand up 6.Turn around 7.Touch your shoulder 8.Sit down 9.Stamp your foot 10.Cross your arms 11.Put your hand to your forehead – BUT WHILE SAYING THIS PUT YOUR HAND TO YOUR NOSE 12.Observe the number of group members who copy what you did rather than what you said. Outcome of this activity: Discuss how body language can reinforce/influence verbal communication and drive the importance of body language and how to work on it</p> |
| UNIT 3: | Communication skills | <ul style="list-style-type: none"> • Reading passage (Provided in workbook) • Reading passage from the text book • Comprehension: Passage & Conversation (will be provided in workbook) <p>Chunking words and reading activities</p> <ul style="list-style-type: none"> • Presentation: <ul style="list-style-type: none"> ○ About learning in the communication class ○ Concept presentation <p>Hosting online meeting using online meeting tools Inviting people</p> |
| Unit 4: | Writing Skills | <ul style="list-style-type: none"> • Email writing activities: Writing emails using email provider. Theme based email writing • Report writing assignment <p>Additional essential writing skills – Framework will be provided and assignments will be advised:</p> <ul style="list-style-type: none"> • Resume writing /Curriculum |

| | | |
|--|--|---|
| | | <p>Vitae</p> <ul style="list-style-type: none"> • Report Writing • Portfolio writing <p>Formal letters</p> <p>Writing about a machinery tool/interior designing plan? Related to the diploma stream.</p> <ul style="list-style-type: none"> • Resume writing assignment • Data handling: Collecting data about machines/number of students passed out of college for last three years and creating graph about it. <ul style="list-style-type: none"> ○ Sharing screen <p>Email communication & using technical jargons:</p> <p>Sample letter writing as assignment to students. (List will be provided in the text book – Request, apology, job application and relevant email formats that are useful for students post diploma course)</p> <ul style="list-style-type: none"> • There will be at least one assignment that utilizes technical jargons in email communication. |
|--|--|---|

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JSS POLYTECHNIC FOR THE DIFFERENTLY ABLED (AUTONOMOUS)

Programme: DIPLOMA IN COMPUTER APPLICATIONS FOR THE VISUALLY IMPAIRED

| | | | |
|-----------------|--|---------------------|---|
| Course Code | 6425 | Semester | II |
| Course Title | English Computer Typing (Speed 25WPM) | Course Group | Core |
| No. of Credits | 4 | Type of Course | Tutorial & Practice |
| Course Category | Core | Total Contact Hours | 6 Hrs. / Week 96 Hrs. / Semester (45+45) Speed & Letters & Tables Hrs per semester |
| Prerequisites | English Knowledge | Teaching Scheme | [L : T : P] 0:2:4 |
| CIE Marks | 60 | SEE Marks | 40 |

1. COURSE SKILL SET

The students shall be able to:

1. 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

| Course Outcome | |
|-----------------------|---|
| CO1 | Type a Simple English Passage at the rate of 10 WPM |
| CO2 | Type a Simple English Passage at the rate of 15 WPM |
| CO3 | Type a Simple English Passage at the rate of 20 WPM |
| CO4 | 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 | Type the Passages at 10 WPM | 10 | - | - | - | - |
| 02 | Type the Passages at 15WPM | 10 | - | - | - | - |
| 03 | Type the Passages at 20 WPM | 10 | - | - | - | - |
| 04 | Type the Passages at 25WPM | 18 | 50 | 30 | 20 | 100 |
| Total Hours of instruction | | 48 | 50 | 30 | 20 | 100 |

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

4. DETAILS OF COURSE CONTENT

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

| UNIT NO. AND NAME | UNIT SKILL SET | TOPICS / SUBTOPICS | HOURS L-T-P |
|---|---------------------------------------|-----------------------------|-------------|
| UNIT - 1 TYPE THE PASSAGES AT 10 WPM | Practicing of 100 words in 10 Minutes | Type the Passages at 10 WPM | 0-02-08=10 |
| UNIT - 2 TYPE THE PASSAGES AT 15 WPM | Practicing of 150 words in 10 Minutes | Type the Passages at 15 WPM | 0-02-08=10 |
| UNIT - 3 TYPE THE PASSAGES AT 20 WPM | Practicing of 200 words in 10 Minutes | Type the Passages at 20 WPM | 0-02-08=10 |
| UNIT - 4 TYPE THE PASSAGES AT 25 WPM | Practicing of 250 words in 10 Minutes | Type the Passages at 25 WPM | 0-02-16=18 |

5. MAPPING OF CO WITH PO

| CO | Course Outcome | PO Mapped | Unit Linked | CL R/U/A | Theory in Hrs. | Total Marks |
|--------------|---|-------------|-------------|----------|----------------|-------------|
| 1 | Type a Simple English Passage at the rate of 10 WPM | 1,2,3,4,5,7 | 1 | R/U/A | 10 | - |
| 2 | Type a Simple English Passage at the rate of 15 WPM | 1,2,3,4,5,7 | 2 | R/U/A | 10 | - |
| 3 | Type a Simple English Passage at the rate of 20 WPM | 1,2,3,4,5,7 | 3 | R/U/A | 10 | - |
| 4 | Type a Simple English Passage at the rate of 25 WPM | 1,2,3,4,5,7 | 4 | R/U/A | 18 | 100 |
| Total | | | | | 48 | 100 |

6. LEVELS OF CO, PO AND PSO MAPPING

| Course | CO's | Programme Outcomes | | | | | | | Programme Specific Objectives | | |
|--|------|--------------------|---|---|---|---|---|---|-------------------------------|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 |
| English Computer Typing (Speed 25WPM) | CO1 | 3 | 2 | 2 | 1 | 1 | 1 | 3 | 2 | 1 | 1 |
| | CO2 | 3 | 2 | 2 | 1 | 1 | 1 | 3 | 2 | 1 | 1 |
| | CO3 | 3 | 2 | 2 | 1 | 1 | 1 | 3 | 2 | 1 | 1 |
| | CO4 | 3 | 2 | 2 | 1 | 1 | 1 | 3 | 2 | 1 | 1 |
| | CO5 | 3 | 2 | 2 | 1 | 1 | 1 | 3 | 2 | 1 | 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.

7. INSTRUCTIONAL STRATEGY

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

- Teachers by demonstrating screen reading software (NVDA and JAWS) which enables students to use computer.
- By providing the Real time problems for practice the students can look at the challenges in a fresh perspective.
- By providing the course materials in soft copy, large font size Print outs and Braille Printouts it helps to the students to revise the contains in depth.
- Providing the Typing Master links students can understand the contents in depth.
- To understand the concepts in depth the YouTube Links are been Provide for the repetitive purpose and easy access.

8. SUGGESTED LEARNING RESOURCES:

| Sl. No. | Author | Title of Books | Publication / Year |
|---------|----------------------|----------------------------------|--------------------|
| 1 | Sri.R.V.Nagaraja Rao | A Text Book of Touch Typewriting | |
| 2 | S.R.Siddaraju. | English Typewriting Text Book | |

9. COURSE ASSESSMENT AND EVALUATION CHART

| Assessment Methods | Types of Assessment | | Target | Assessment Methods | Max Marks | Types of Record | Course Outcomes for Assessment |
|---------------------|--|----------------------------------|----------|---|-----------------|-------------------|---|
| DIRECT ASSESSMENT | CIE CONTINUOUS INTERNAL EVALUATION | IA Test | STUDENTS | Two Speed Tests (Average of two test will be computed) | 20 | Blue Book | All Co's |
| | | Assignment & Student activity | | Three Speed Tests (Average of three test will be computed) | 20 | Activity Book | Specified CO by the Course Coordinat or |
| | | | | Student Activity / Assignment | 20 | | |
| | | | | Total CIE Marks | 60 | | |
| | SEE SEMESTER END EXAMINATION | Semester End Exam | | End of the Course | 40 | Answer Scripts | All Co's |
| | | | | Total | 100 | | |
| INDIRECT ASSESSMENT | Student Feedback | | STUDENTS | Middle of the Course | Feed Back Forms | | |
| | End of Course Survey | | | End of the Course | | | |

10. COURSE ASSESSMENT SUMMARY

| Sl. No. | Assessment | Duration | Max Marks | Conversion |
|---|--|------------|-----------|------------------------------------|
| 1 | CIE Assessment – 1 Speed Test-1 (10WPM) At the end of 6 th Week | 28 Minutes | 20 | Average of two tests 20 Marks |
| 2 | CIE Assessment – 2 Speed Test-2 (25WPM) At the end of 15 th Week | 28 Minutes | 20 | |
| 3 | CIE Assessment -3 Speed Test-1 (15WPM) At the end of 8 th Week | 28 Minutes | 20 | Average of Three tests 20 Marks |
| 4 | CIE Assessment -4 Speed Test-2 (17WPM) At the end of 10 ^h Week | 28 Minutes | 20 | |
| 5 | CIE Assessment 5 Speed Test-3 (22WPM) At the end of 13 th Week | 28 Minutes | 20 | |
| 6 | CIE Assessment 6 Speed test (Student Activity / Assignment) At the beginning of 16 th Week | — | 20 | 20 Marks |
| Total Continuous Internal Evaluation (CIE) Assessment | | | | 60 |
| 7 | Semester End Examination (SEE) Speed Examination (25 WPM) | 3 Hours | 100 | 40 |
| Total Marks | | | | 100 |

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 28 minutes shall be conducted. Also, three CIE (Test/student activity or assignment) each of 20 marks for the time duration of 28 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.Type the Passages at 10 WPM | Type the Passages at 10 WPM | 1 | 1,2,3,4,5,7 | 10 | 10 |
| 2.Type the Passages at 15 WPM | Type the Passages at 15 WPM | 2 | 1,2,3,4,5,7 | 10 | 10 |
| 3.Type the Passages at 20 WPM | Type the Passages at 20 WPM | 3 | 1,2,3,4,5,7 | 10 | 10 |
| 4.Type the Passages at 25 WPM | Type the Passages at 25 WPM | 4 | 1,2,3,4,5,7 | 10 | 18 |
| Total | | | | | 48 |

12. RUBRICS FOR ACTIVITY

| Dimension | RUBRICS FOR ASSESSING STUDENT ACTIVITIES SCALE | | | | | Marks |
|---------------------------------------|--|--|---|---|---|-----------|
| | Marks | 1. Unsatisfactory (59 and Below) 4 | 2. Developing (69-60) 8 | 3. Satisfactory (79-70) 12 | 4. Good (89-80) 16 | |
| 1.Introduction/ Understanding | Contents Disorganized not able to understand the Importance of the topic | Somewhat organized Contents but not able to understand the importance of topic | Contents organized and Understand able Knowledge of the importance of the topic | Organized and Understand the importance of the topic | A well Organized and easy to understand the importance of the topic | |
| 2.Focus on the Topic/ Contents | No Focus on the topic and No idea | Main idea is not clear and random Collection of information | Main idea is somewhat clear. but there is a need for more supporting information is general | Main idea is clear but the Supporting information is general | Well focused topic and main idea stands out and supported by detailed information. | |
| 3.Applications | Poor attempt in Understanding and Applications | Students need to understand more about the contents and apply. | Students is not able to understand Completely. However, applications needs improvement. | Students is able to understand but apply Partly the knowledge about the Contents | Students is able to understand and apply the knowledge about the Contents | |
| Average Marks of 3 Dimensions= | | | | | | /3 |
| Maximum 20 Marks | | | | | | |

13. SUGGESTED LIST OF STUDENTS ACTIVITIES FOR CIE

| SI.NO | SUGGESTED ACTIVITIES |
|-------|----------------------------------|
| 1 | Type the hardcopy study material |
| 2 | Type the News papers |
| 3 | Type the other printed matters. |

14. SCHEME OF EXAMINATION FOR BOTH CIE AND SEE

Duration of Examination: 3 Hours

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

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

1. Type a Passage of 250 Words at 25 WPM for 10 Minutes
2. Time Extension may be given to VI as per rules.
3. Question paper for PVI and VI should be in Braille and / or Large Font as the case may be.
4. The typed answer script printout should be taken for Valuation.
5. 1 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 24 in the End Examination and 40 including I A.

15. MODEL QUESTION PAPER FOR SEE

IC: 210

Code: 6424

| | | | | | | | | | |
|-----------------|--|--|--|--|--|--|--|--|--|
| Reg. No. | | | | | | | | | |
|-----------------|--|--|--|--|--|--|--|--|--|

SECOND SEMESTER DIPLOMA EXAMINATIONS, NOV/DEC 20
English Computer Typing (Speed 25WPM)

Time: 3 Hours

Max. Marks: 100

Instructions to Candidates:

1. Typewrite the following passage in double lie spacing.
2. Type on only one side of the paper.
3. Special attention is to be given to neatness.

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 notes 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 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 COLLEGIATE AND TECHNICAL EDUCATION

JSS POLYTECHNIC FOR THE DIFFERENTLY ABLED (AUTONOMOUS)

Programme: DIPLOMA IN COMPUTER APPLICATIONS FOR THE VISUALLY IMPAIRED

| | | | |
|-----------------|---|---------------------|---|
| Course Code | 6426 | Semester | II |
| Course Title | English Computer Typing (Letters & Tables) | Course Group | Core |
| No. of Credits | 4 | Type of Course | Tutorial : Practice |
| Course Category | Core | Total Contact Hours | 6 Hrs. / Week |
| | | | 96 Hrs. / Semester (45+45) Speed & Letters and Tables Hrs per semester |
| Prerequisites | English Knowledge | Teaching Scheme | [L : T : P] 0:2:4 |
| CIE Marks | 60 | SEE Marks | 40 |

1. COURSE SKILL SET

The students shall be able to:

1. Understand the Letters and Tables abbreviations to type the various documents properly.
2. Know the format of Tabular Statements and type at the rate of 25 WPM.
3. Know the format of various Business Letters and type at the rate of 25 WPM.
4. Understand the format of State and Central Official Letters and type at the rate of 25 WPM.

2. COURSE OUTCOMES

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

| | Course Outcome |
|------------|---|
| CO1 | Acquire the knowledge of the format of various Business Letters and type at the rate of 25 WPM. |
| CO2 | Attain the knowledge of the format of State and Central Official Letters and type at the rate of 25 WPM. |
| CO3 | Attain the knowledge of the format of Demi Official Letter & Autonomous Letter and type at the rate of 25 WPM |
| CO4 | Obtain the knowledge of the format of Tabular Statements and type 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 | Business Letter (not exceeding 150 words) | 10 | 15 | 15 | - | 30 |
| 02 | Official Letter (not exceeding 150 words) | 10 | 15 | 15 | - | 30 |
| 03 | Demi Official Letter & Autonomous Letter (not exceeding 150 words) | 10 | 10 | 10 | - | 20 |
| 04 | Simple Statements (not exceeding 100 words) | 18 | 10 | 10 | - | 20 |
| Total | | 48 | 50 | 50 | - | 100 |

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

4. DETAILS OF COURSE CONTENT

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

| UNIT NO. AND NAME | UNIT SKILL SET | TOPICS / SUBTOPICS | HOURS L-T-P |
|---|--|---|------------------------|
| UNIT – 1 BUSINESS LETTER | Understand the format of various Business Letters and type at the rate of 25 WPM. | 1.1 Introduction to Business Letter 1.2 Parts of Business Letter 1.3 Instruction on Business Letter 1.4 Business Letter Practice | 0-2-08=10 |
| UNIT-2 OFFICIAL LETTER | Understand the format of State and Central Official Letters and type at the rate of 25 WPM . | 2.1 Introduction to Official Letter 2.2 Parts of Official Letter 2.3 Instruction on Official Letter 2.4 Official Letter Practice | 0-2-08=10 |
| UNIT-3 DEMI OFFICIAL & AUTONOMOUS LETTER | Understand the format of various Demi Official Letters and type at the rate of 25 WPM. | 3.1 Introduction to Demi Official Letter 3.2 Parts of Demi Official Letter 3.3 Instruction on Demi Official Letter 3.4 Demi Official Letter Practice 3.5 Introduction to Autonomous Official Letter 3.6 Parts of Autonomous Official Letter 3.7 Instruction on Autonomous Official Letter | 0-2-08=10 |
| UNIT – 4 SIMPLE STATEMENTS | Understand the format of Tabular Statements and type at the rate of 25 WPM. | 4.1 Introduction to Simple Statement 4.2 Parts of Simple Statement 4.3 Instruction on Simple Statement 4.4 Simple Statement Practice | 0-3-15=18 |

5. MAPPING OF CO WITH PO

| CO | Course Outcome | PO Mapped | Unit Linked | CL R/U/A | Theory in Hrs. | Total Marks |
|-------|---|-------------|-------------|----------|----------------|-------------|
| 1 | Acquire the knowledge of the format of various Business Letters and type at the rate of 25 WPM. | 1,2,3,4,5,7 | 1 | R/U/A | 10 | 30 |
| 2 | Attain the knowledge of the format of State and Central Official Letters and type at the rate of 25 WPM. | 1,2,3,4,5,7 | 2 | R/U/A | 10 | 30 |
| 3 | Attain the knowledge of the format of Demi Official Letter & Autonomous Letter and type at the rate of 25 WPM | 1,2,3,4,5,7 | 3 | R/U/A | 10 | 20 |
| 4 | Obtain the knowledge of the format of Tabular Statements and type at the rate of 25 WPM | 1,2,3,4,5,7 | 4 | R/U/A | 18 | 20 |
| Total | | | | | 48 | 100 |

6. LEVELS OF CO, PO AND PSO MAPPING

| Course | CO's | Programme Outcomes | | | | | | | Programme Specific Objectives | | |
|---|------|--------------------|---|---|---|---|---|---|-------------------------------|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 |
| English Computer Typing (Letters & Tables) | CO1 | 3 | 2 | 2 | 1 | 1 | 1 | 3 | 2 | 1 | 1 |
| | CO2 | 3 | 2 | 2 | 1 | 1 | 1 | 3 | 2 | 1 | 1 |
| | CO3 | 3 | 2 | 2 | 1 | 1 | 1 | 3 | 2 | 1 | 1 |
| | CO4 | 3 | 2 | 2 | 1 | 1 | 1 | 3 | 2 | 1 | 1 |
| | CO5 | 3 | 2 | 2 | 1 | 1 | 1 | 3 | 2 | 1 | 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. | | | | | | | | | | | |

7. INSTRUCTIONAL STRATEGY

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

- Teachers by demonstrating screen reading software (NVDA and JAWS) which enables students to use computer.
- By providing the Real time problems for practice the students can look at the challenges in a fresh perspective.
- By providing the course materials in soft copy, large font size Print outs and Braille Printouts it helps to the students to revise the contents in depth.
- Providing the Typing Master links students can understand the contents in depth.
- To understand the concepts in depth the YouTube Links are been Provide for the repetitive purpose and easy access.

8. SUGGESTED LEARNING RESOURCES:

| Sl. No. | Author | Title of Books | Publication / Year |
|---------|----------------------|-----------------------------------|--------------------|
| 1 | Sri.R.V.Nagaraja Rao | A Text Book of Touch Typewriting” | |
| 2 | S.R.Siddaraju | English Typewriting Text Book | |

9. COURSE ASSESSMENT AND EVALUATION CHART

| Assessment Methods | Types of Assessment | | Target | Assessment Methods | Max Marks | Types of Record | Course Outcomes for Assessment |
|---------------------|--|----------------------------------|----------|---|-----------------|-----------------|--|
| DIRECT ASSESSMENT | CIE CONTINUOUS INTERNAL EVALUATION | IA Test | STUDENTS | Two Letter Skill Test (Average of two test will be computed) | 20 | Blue Book | All Co's |
| | | Assignment & Student activity | | Three Letter Skill Test (Average of three test will be computed) | 20 | Activity Book | Specified CO by the Course Coordinator |
| | | | | Student Activity / | 20 | | |
| | | | | Total CIE Marks | 60 | | |
| | SEE SEMESTER END EXAMINATION | Semester End Exam | | End of the Course | 40 | Answer Scripts | All Co's |
| | | | | Total | 100 | | |
| INDIRECT ASSESSMENT | Student Feedback | | STUDENTS | Middle of the Course | Feed Back Forms | | |
| | End of Course Survey | | | End of the Course | | | |

10. COURSE ASSESSMENT SUMMARY

| Sl. No. | Assessment | Duration | Max Marks | Conversion |
|---|--|------------|-----------|------------------------------------|
| 1 | CIE Assessment – 1 Letter Skill Test-1 Business Letter- At the end of 6 th Week | 60 Minutes | 20 | Average of two tests 20 Marks |
| 2 | CIE Assessment – 2 Letter Skill Test-1 Statement-At the end of 15 th Week | 60 Minutes | 20 | |
| 3 | CIE Assessment -3 Letter Skill Test-1 (Official Letter)-At the end of 8 th 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 th Week | 60 Minutes | 20 | |
| 5 | CIE Assessment 5 Letter Skill Test-1-Autonomous Official Letter At the end of 13 th 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 th Week | — | 20 | 20 Marks |
| Total Continuous Internal Evaluation (CIE) Assessment | | | | 60 |
| 7 | Semester End Examination (SEE) Speed Examination (25 WPM) | 3 Hours | 100 | 40 |
| Total Marks | | | | 100 |

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 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
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. Business Letter | Introduction to Business Letter | 1 | 1,2,3,4,5,7 | 1 | 10 |
| | Parts of Business Letter | 1 | 1,2,3,4,5,7 | 1 | |
| | Instruction on Business Letter | 1 | 1,2,3,4,5,7 | 1 | |
| | Instruction on Business Letter | 1 | 1,2,3,4,5,7 | 1 | |
| | Business Letter Practice | 1 | 1,2,3,4,5,7 | 1 | |
| | Business Letter Practice | 1 | 1,2,3,4,5,7 | 1 | |
| | Business Letter Practice | 1 | 1,2,3,4,5,7 | 1 | |
| | Business Letter Practice | 1 | 1,2,3,4,5,7 | 1 | |
| | Business Letter Practice | 1 | 1,2,3,4,5,7 | 1 | |
| | Business Letter Practice | 1 | 1,2,3,4,5,7 | 1 | |
| 2. Official Letter | Introduction to Official Letter | 2 | 1,2,3,4,5,7 | 1 | 10 |
| | Parts of Official Letter | 2 | 1,2,3,4,5,7 | 1 | |
| | Instruction on Official Letter | 2 | 1,2,3,4,5,7 | 1 | |
| | Instruction on Official Letter | 2 | 1,2,3,4,5,7 | 1 | |
| | Official Letter Practice | 2 | 1,2,3,4,5,7 | 1 | |
| | Official Letter Practice | 2 | 1,2,3,4,5,7 | 1 | |
| | Official Letter Practice | 2 | 1,2,3,4,5,7 | 1 | |
| | Official Letter Practice | 2 | 1,2,3,4,5,7 | 1 | |
| | Official Letter Practice | 2 | 1,2,3,4,5,7 | 1 | |
| | Official Letter Practice | 2 | 1,2,3,4,5,7 | 1 | |

| | | | | | |
|---|--|---|-------------|---|----|
| 3. Demi Official & Autonomous Letter | Introduction to Demi Official Letter | 3 | 1,2,3,4,5,7 | 1 | 10 |
| | Parts of Demi Official Letter | 3 | 1,2,3,4,5,7 | 1 | |
| | Instruction on Demi Official Letter | 3 | 1,2,3,4,5,7 | 1 | |
| | Instruction on Demi Official Letter | 3 | 1,2,3,4,5,7 | 1 | |
| | Demi Official Letter Practice | 3 | 1,2,3,4,5,7 | 1 | |
| | Demi Official Letter Practice | 3 | 1,2,3,4,5,7 | 1 | |
| | Demi Official Letter Practice | 3 | 1,2,3,4,5,7 | 1 | |
| | Introduction to Autonomous Official Letter | 3 | 1,2,3,4,5,7 | 1 | |
| | Parts of Autonomous Official Letter | 3 | 1,2,3,4,5,7 | 1 | |
| | Instruction on Autonomous Official Letter | 3 | 1,2,3,4,5,7 | 1 | |
| 4. Simple Statements | Introduction to Simple Statement | 4 | 1,2,3,4,5,7 | 1 | 18 |
| | Parts of Simple Statement | 4 | 1,2,3,4,5,7 | 1 | |
| | Instruction on Simple Statement | 4 | 1,2,3,4,5,7 | 1 | |
| | Instruction on Simple Statement | 4 | 1,2,3,4,5,7 | 1 | |
| | Instruction on Simple Statement | 4 | 1,2,3,4,5,7 | 1 | |
| | Instruction on Simple Statement | 4 | 1,2,3,4,5,7 | 1 | |
| | Instruction on Simple Statement | 4 | 1,2,3,4,5,7 | 1 | |
| | Instruction on Simple Statement | 4 | 1,2,3,4,5,7 | 1 | |
| | Instruction on Simple Statement | 4 | 1,2,3,4,5,7 | 1 | |
| | Simple Statement Practice | 4 | 1,2,3,4,5,7 | 1 | |
| | Simple Statement Practice | 4 | 1,2,3,4,5,7 | 1 | |
| | Simple Statement Practice | 4 | 1,2,3,4,5,7 | 1 | |
| | Simple Statement Practice | 4 | 1,2,3,4,5,7 | 1 | |
| | Simple Statement Practice | 4 | 1,2,3,4,5,7 | 1 | |
| | Simple Statement Practice | 4 | 1,2,3,4,5,7 | 1 | |
| | Simple Statement Practice | 4 | 1,2,3,4,5,7 | 1 | |

12. RUBRICS FOR ACTIVITY

| Dimension | RUBRICS FOR ASSESSING STUDENT ACTIVITIES SCALE | | | | | |
|---------------------------------------|--|--|---|--|---|--------------|
| Marks | 1. Unsatisfactory (59 and Below) 4 | 2. Developing (69-60) 8 | 3. Satisfactory (79-70) 12 | 4. Good (89-80) 16 | 5. Exemplary (100-90) 20 | Marks |
| 1.Introduction/ Understanding | Contents Disorganized not able to understand the Importance of the topic | Somewhat organized Contents but not able to understand the importance of topic | Contents organized and Understand able Knowledge of the importance of the topic | Organized and Understand the importance of the topic | A well Organized and easy to understand the importance of the topic | |
| 2.Focus on the Topic/ Contents | No Focus on the topic and No idea | Main idea is not clear and random Collection of information | Main idea is somewhat clear. but there is a need for more supporting information is general | Main idea is clear but the Supporting information is general | Well focused topic and main idea stands out and supported by detailed information | |
| 3.Applications | Poor attempt in Understanding and Applications | Students need to understand more about the contents and apply. | Students is not able to understand Completely. However, applications needs improvement. | Students is able to understand but apply Partly the knowledge about the Contents | Students is able to understand and apply the knowledge about the Contents | |
| Average Marks of 3 Dimensions= | | | | | | /3 |
| Maximum 20 Marks | | | | | | |

13. SUGGESTED LIST OF STUDENTS ACTIVITIES FOR CIE

| SI.NO | SUGGESTED ACTIVITIES |
|-------|--|
| 1 | Type the statement in proper form |
| 2 | Type the Official Letter in proper form by correcting mis-spelling and expanding all abbreviation |
| 3 | Type the Demi Official Letter in proper form by correcting mis-spelling and expanding all abbreviation |

14. SCHEME OF EXAMINATION FOR BOTH CIE AND SEE

SCHEME OF EXAMINATION AND VALUATION:

Duration of Examination: 4 Hours for PVI & VI

Typing of Statements etc.,: PVI & VI : 150 (90 + 60) Minutes

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

1. Time Extension may be given to VI as per rules.
2. Question paper for PVI and VI should be in Braille and / or Large Font as the case may be.
3. Examination Question Paper should consist of Totally **Three** Questions only of 25 Marks each (including 3 marks for Format and 2 marks for neatness in each question).

Question paper pattern :

- a) Any ONE Question on the following (Should not be more than 100 words):
 - i) Statements
 - ii) Balance Sheet (Profit and Loss Account, Income and Expenditure Account, Receipts and Payments Account etc.,)
 - iii) Invoices / Accounts Sales
 - b) Any TWO Questions on the following (should not be more than total 250 words):
 - i) Business Letter
 - ii) Official Letters / Demi Official letter / Autonomous letter
1. Printout for any one question shall be taken for valuation.
 2. Evaluate all the Three Questions and record the Marks.
 3. Half mark has to be deducted for each of the following mistakes:
 - a. Omission of Words
 - b. Mis-Spelt Words
 - c. Failure to Leave Space between the Words
 - d. Space between the Letters of the Same Word
 - e. Failure to leave required Space after full stop and other Punctuations
 - f. Failure to observe Upper and Lower Capitals.
 7. 10% of marks shall be allotted to the format of the statements / documents.
 8. Allocation of Marks:

Typing: 75 Marks
Print Out : 10 Marks
Viva : 15 Marks
Total : 100 Marks

Note: In VIVA - ask questions on Expansion of Abbreviations, Formats, etc.,

9. Minimum Passing Marks is 24 in the End Examination and 40 including I A.

15. MODEL QUESTION PAPER FOR SEE

IC: 210

Code: 6426

| | | | | | | | | | |
|----------|--|--|--|--|--|--|--|--|--|
| Reg. No. | | | | | | | | | |
|----------|--|--|--|--|--|--|--|--|--|

SECOND SEMESTER DIPLOMA EXAMINATIONS, NOV/DEC 20

English Computer Typewriting (Letters and Tables)

Time: 3 Hours

Max. Marks: 100

1. Type the following Statement neatly.

MAHENDRA DEPARTMENTAL STORES

Statement showing the charges under several Heads

| Head of charge | Tailoring | Ladies wear | Outfitting | Total |
|-----------------|-----------|-------------|------------|--------|
| Stationery | 300 | 325 | 316 | 921 |
| Postage | 292 | 220 | 231 | 663 |
| General Charges | 13,209 | 13,200 | 13,218 | 39,627 |
| Insurance | 595 | 595 | 595 | 1,785 |
| Department | 1,800 | 1,800 | 1,800 | 5,400 |
| Establishment | 28,176 | 8,811 | 10,566 | 24,633 |
| Bad Debts | 8,811 | 3,340 | 7,708 | 19,823 |
| Advertisement | 3,241 | 1,215 | 2,837 | 7,293 |
| Income Tax | 3,676 | 1,838 | 5,514 | 11,028 |
| Rent and Taxes | 20,193 | 10,096 | 15,148 | 45,437 |

2. Type the following Business Letter neatly.

Telegram: "MANJU"

Telephone: 26576

MANJUNATH ELECTRICALS

No 6, Temple Street,
Gandhi Nagar,
Bangalore – 560 009,
10th January 1980.

No. 1980/GO/80

The Licensed Electrical Contractors,
Poona –Goa Road,
DHARWAD – 1

Dear Sir,

Subject: Supply of irrigation pumpsets.

We have already sent a letter to the Land Development Bank of your talk. We hope you will please go through the contents of this letter we are sure that you will done benefit out of this, because you are undertaking the servicing of irrigation pump sets. For our mutual benefit & also the will being of the riots, we would advice you to please contact us during our next visit to Bangalore for discussions detailed.

We have known of such instances where a riot needs financial help to install an electrical pump set he has not been able to obtain such help from the Land Development Bank because he is not eligible for the same on account of his land being not free from encumbrances in such cases, it is our intension to render them sufficient help through your good offices of course, when we or out to sender help to the poorer section of our society, we have to run a certain amount of risk and we are glad to say that we are prepared for it.

Your co-operation is requested in ensuring that our generous approach is not misused to our disadvantage.

Thanking you,

Yours faithfully,
for MANJUNATH ELECTRICALS,

Manager.

3. Type the following Official Letter neatly.

GOVERNMENT OF KARNATAKA

No FD 2CPP83

Karnataka Government Secretariat,
Vidhana Soudha,
Bangalore, dated 27th July 1983.

From

The Secretary to Government,
Finance Department,
BANGALORE – 560 002.

To

All the Heads of Departments.

Sir,

Subject: Revision of pension of Government servant who retired offer
1st January 1982 and not exercised their option.

With reference to the above subject, I am directed to state that a Government Servant who retired from service after 1st January 1982 may exercise his option to retain the existing scale within 3 months from the date of receipt of a Communication in that behalf by his from the Heads of the Offices, in which he was working at the time of retirement.

2. If the intimation is not received within 3 months from the date of receipt of the communication the Government servant shall be deemed to have been governed by the revised scale though pension as to be revised by the general he cannot take action in this behalf by himself unless he is intimated of the fact, whether the Government servant exercises his option to the revised scale of pay are not.

3. Therefore, I request you to review all cases of retirement of 1st January 1982 where pension has been set right with references to pay in the existing scales and forwarded to the Accountant General in time to enable him to review the pension.

Yours faithfully,
Secretary to Government,
Finance Department.

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

Programme: DIPLOMA IN COMPUTER APPLICATIONS FOR THE VISUALLY IMPAIRED

| | | | |
|-----------------|---|---------------------|--------------------------------|
| Course Code | 6427 | Semester | II |
| Course Title | Computer Applications in Office-II | Course Group | Core |
| No. of Credits | 4 | Type of Course | Tutorial & Practice |
| Course Category | Core | Total Contact Hours | 6 Hrs. / Week |
| | | | 96 Hrs. / Semester |
| Prerequisites | English Knowledge | Teaching Scheme | [L : T : P] 0:2:4 |
| CIE Marks | 60 | SEE Marks | 40 |

1. COURSE SKILL SET

The students shall be able to:

1. Understand the various features, Designs and create Presentation using MS - Power Point.
2. Know the Database and Create, View, Form, Table, Query and Report in MS – Access.

2. COURSE OUTCOMES

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

| | Course Outcome |
|------------|--|
| CO1 | Acquire the basic knowledge of MS-Power Point. |
| CO2 | Procure and Apply the knowledge of MS - Power Point in to Create Presentation with Title Slide, Animation, and Action Buttons. |
| CO3 | Acquire the basic knowledge of MS – Access. |
| CO4 | Acquire and Apply the knowledge of Database, Tables, View, Forms, Query, Report, and Index in MS – Access. |

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

| UNIT NO | UNIT TITLE | TEACHING HOURS | DISTRIBUTION LEVELS (Marks) | | | TOTAL |
|---------|-----------------------------------|----------------|-----------------------------|----|----|-------|
| | | | R | U | A | |
| 01 | INTRODUCTION TO MS-POWERPOINT | 21 | - | - | - | - |
| 02 | GRADED EXERCISES IN MS POWERPOINT | 27 | 10 | 20 | 20 | 50 |
| 03 | INTRODUCTION TO MS-ACCESS | 21 | - | - | - | - |
| 04 | GRADED EXERCISES IN M.S ACCESS | 27 | 10 | 20 | 20 | 50 |
| Total | | 96 | 20 | 40 | 40 | 100 |

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

4. DETAILS OF COURSE CONTENT

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

| UNIT NO.AND NAME | UNIT SKILL SET | TOPICS / SUBTOPICS | HOURS L-T-P |
|--|---|--|--------------------|
| UNIT- 1 INTRODUCTION TO MS-POWERPOINT | Understand various features, Designs using MS - Power Point | 1.5 Introduction to PowerPoint, uses and applications. 1.6 Creating a New Power Point Presentation with Single Slide. 1.7 Creating a New Power Point Presentation with Multiple Slides. 1.8 Creating a New Power Point Presentation with Adding the Slides 1.9 Creating a New Power Point Presentation with Editing & Copying the Slides 1.10 Creating a New Power Point Presentation with Deleting and Rearranging the Slides. | 0-6-15=21 |
| UNIT- 2 GRADED EXERCISES IN MS POWERPOINT | Understand and Apply knowledge to Create Presentation using MS - Power Point. | 2.1 Creating Sample PowerPoint Presentation on Business 2.2 Creating Sample PowerPoint Presentation on Marketing. 2.3 Creating Sample PowerPoint Presentation on General. 2.4 Creating Sample PowerPoint Presentation on Subject related 2.5 Media Clips (Movie and Audio Clips) and Creation of Animation. 2.6 Preparing Advanced Presentation by inserting Hyperlink. | 0-3-24=27 |

| | | | |
|---|---|---|------------------|
| <p style="text-align: center;">UNIT – 3 INTRODUCTION TO MS-ACCESS</p> | <p>Understand Database and Mail Merges from database</p> | <p>3.1 Meaning and Utility 3.2 Features of DBMS and RDBMS 3.3 Types of Database in MS SQL 3.3 Tables, Queries, Forms, Reports and Macros 3.4 Printing of Reports 3.5 Creating charts from databases 3.6 Importing data from external databases 3.7 Importing data MS Excel 3.8 Mail Merges from databases</p> | <p>0-2-19=21</p> |
| <p style="text-align: center;">UNIT- 4 GRADED EXERCISES IN M.S ACCESS</p> | <p>Understand and Apply knowledge to Create, View, Form, Table, Query and Report in MS – Access</p> | <p>4.1 Student Database – Create Table, Querying, Forms and Reports. 4.2 Hospital Database – Create Table, Querying, Forms and Reports. 4.3 Salary Database – Create Table, Querying, Forms and Reports. 4.4 Book Club Database – Create Table, Querying, Forms and Reports. 4.5 Demo in My SQL Select – Insert – Update – Backup and restore of database</p> | <p>0-4-23=27</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 the basic knowledge of MS-Power Point. | 1,2,4,6,7 | 1 | R/U/A | 21 | |
| 2 | Procure and Apply the knowledge of MS - Power Point in to Create Presentation with Title Slide, Animation, and Action Buttons. | 1,2,3,4,5,6,7 | 2 | R/U/A | 27 | 50 |
| 3 | Acquire the basic knowledge of MS – Access. | 1,2,4,6,7 | 3 | R/U/A | 21 | |
| 4 | Acquire and Apply the knowledge of Database, Tables, View, Forms, Query, Report, and Index in MS – Access. | 1,2,3,4,5,6,7 | 4 | R/U/A | 27 | 50 |
| Total | | | | | 96 | 100 |

6.LEVELS OF CO, PO AND PSO MAPPING

| Course | CO's | Programme Outcomes | | | | | | | Programme Specific Objectives | | |
|---|------|--------------------|---|---|---|---|---|---|-------------------------------|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 |
| Computer Applications in Office-II | CO1 | 3 | 2 | 1 | 1 | 1 | 1 | 2 | 3 | 1 | 1 |
| | CO2 | 3 | 2 | 1 | 1 | 1 | 1 | 3 | 3 | 1 | 1 |
| | CO3 | 3 | 2 | 1 | 1 | 1 | 1 | 2 | 3 | 1 | 1 |
| | CO4 | 3 | 2 | 1 | 2 | 1 | 1 | 3 | 3 | 1 | 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.

7. INSTRUCTIONAL STRATEGY

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

- Teachers can involve the students in the group discussions by which they can come out with their innovative thinking.
- Teachers conducting the guest lectures, workshops and seminars by involving the experts of the subjects make the students to get more knowledge exposure.
- Teachers provide case studies that can provide the necessary platform to communicate and collaborate about a situation that is concerned.
- By providing project work and filed work it creates an opportunity for students to get the wide range of exposure of different environments.
- Teachers by demonstrating screen reading software (NVDA and JAWS) which enables students to use computer.
- By providing the Real time problems for practice the students can look at the challenges in a fresh perspective.
- By providing the course materials in soft copy, large font size Print outs and Braille Printouts it helps to the students to revise the contains in depth.
- Providing the E-books links students can understand the contents in depth.
- To understand the concepts in depth the YouTube Links are been Provide for the repetitive purpose and easy access.

8. SUGGESTED LEARNING RESOURCES:

| Sl. No | Author | Title of Books | Publication / Year |
|---------------|--------------------|--|---------------------------|
| 1 | Comdex | MS Office 2007 | 2007 |
| 2 | Shobha S | Fundamentals of Computer | 2010 |
| 3 | Guy Hard-Davis | The ABC s of MS Office 2000 | 2000 |
| 4 | Coray Sandler, Tom | Teach yourself Office 2000 for Windows | 2000 |

9. COURSE ASSESSMENT AND EVALUATION CHART

| Assessment Methods | Types of Assessment | | Target | Assessment Methods | Max Marks | Types of Record | Course Outcomes for Assessment |
|---------------------|--|-------------------------------|----------|-------------------------------|-----------------|-----------------|--|
| DIRECT ASSESSMENT | CIE CONTINUOUS INTERNAL EVALUATION | IA Test | STUDENTS | Two Tests (Theory) | 20 | Blue Books | All Co's |
| | | Assignment & Student activity | | Three Skill Tests (Practical) | 20 | Activity Book | Specified CO by the Course Coordinator |
| | | | | Student Activity | 20 | | |
| | | | | Total CIE Marks | 60 | | |
| | SEE SEMESTER END EXAMINATION | Semester End Exam | | End of the Course | 40 | Answer Scripts | All Co's |
| | | | | Total | 100 | | |
| INDIRECT ASSESSMENT | Student Feedback | | STUDENTS | Middle of the Course | Feed Back Forms | | |
| | End of Course Survey | | | End of the Course | | | |

10. COURSE ASSESSMENT SUMMARY

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

Note:

1. SEE (Semester End Examination) is conducted for 1000 Marks Practical courses for a time duration of 3 Hours.
2. Two CIE (written test),(Theory Test) each of 20 marks for a time duration of 60 minutes shall be conducted. Three CIE (Practical Test) each of 20 marks for a time duration of 60 minutes shall be conducted Also, One CIE (student activity or assignment) of 20 marks shall be conducted. Any fraction at any stage during evaluation will be rounded off to the next higher digit
3. Assessment of assignment and student activity is evaluated through appropriate rubrics by the respective course coordinator. The secured mark in each case is rounded off to the next higher digit.

11. DETAILED COURSE CONTENTS

| UNIT NO. AND NAME | DETAILED COURSE CONTENT | CO | PO | CONTACT HRS. | TOTAL |
|---|---|----|---------------|-----------------|-----------|
| 1. INTRODUCTION TO MS-POWERPOINT | Introduction to PowerPoint, uses and applications | 1 | 1,2,4,6,7 | 3 | 21 |
| | Creating a New Power Point Presentation with Single Slide | 1 | 1,2,4,6,7 | 3 | |
| | Creating a New Power Point Presentation with Multiple Slides | 1 | 1,2,4,6,7 | 3 | |
| | Creating a New Power Point Presentation with Adding the Slides | 1 | 1,2,4,6,7 | 3 | |
| | Creating a New Power Point Presentation with Editing the Slides | 1 | 1,2,4,6,7 | 3 | |
| | Creating a New Power Point Presentation with Copying the Slides | 1 | 1,2,4,6,7 | 3 | |
| | Creating a New Power Point Presentation with Deleting, Rearranging the Slides . | 1 | 1,2,4,6,7 | 3 | |
| 2. GRADED EXERCISES IN MS POWERPOINT | Creating Sample PowerPoint Presentation on Business | 2 | 1,2,3,4,5,6,7 | 3 | 27 |
| | Creating Sample PowerPoint Presentation on Business | 2 | 1,2,3,4,5,6,7 | 3 | |
| | Creating Sample PowerPoint Presentation on Marketing | 2 | 1,2,3,4,5,6,7 | 3 | |
| | Creating Sample PowerPoint Presentation on Marketing | 2 | 1,2,3,4,5,6,7 | 3 | |
| | Creating Sample PowerPoint Presentation on General | 2 | 1,2,3,4,5,6,7 | 3 | |
| | Creating Sample PowerPoint Presentation on Subject related | 2 | 1,2,3,4,5,6,7 | 3 | |
| | Media Clips (Movie and Audio Clips) and Creation of Animation | 2 | 1,2,3,4,5,6,7 | 3 | |
| | Media Clips (Movie and Audio Clips) and Creation of Animation | 2 | 1,2,3,4,5,6,7 | 3 | |
| | Preparing Advanced Presentation by inserting Hyperlink. | 2 | 1,2,3,4,5,6,7 | 3 | |
| | | | | | |
| INTRODUCTION TO MS- | Meaning and Utility of MS. Access | 3 | 1,2,4,6,7 | 3 | 21 |
| | Features of DBMS and RDBMS | 3 | 1,2,4,6,7 | 3 | |
| | Tables, Queries, Forms, Reports and Macros | 3 | 1,2,4,6,7 | 3 | |

| | | | | | |
|--|--|---|---------------|---|-----------|
| | Creating charts from databases | 3 | 1,2,4,6,7 | 3 | |
| | Importing data from external databases | 3 | 1,2,4,6,7 | 3 | |
| | Importing data MS Excel | 3 | 1,2,4,6,7 | 3 | |
| | Mail Merges from databases | 3 | 1,2,4,6,7 | 3 | |
| 4. GRADED EXERCISES IN M.S ACCESS | Student Database – Create Table, Querying, Forms and Reports | 4 | 1,2,3,4,5,6,7 | 3 | 27 |
| | Student Database – Create Table, Querying, Forms and Reports | 4 | 1,2,3,4,5,6,7 | 3 | |
| | Hospital Database – Create Table, Querying, Forms and Reports | 4 | 1,2,3,4,5,6,7 | 3 | |
| | Hospital Database – Create Table, Querying, Forms and Reports | 4 | 1,2,3,4,5,6,7 | 3 | |
| | Salary Database – Create Table, Querying, Forms and Reports | 4 | 1,2,3,4,5,6,7 | 3 | |
| | Salary Database – Create Table, Querying, Forms and Reports | 4 | 1,2,3,4,5,6,7 | 3 | |
| | Book Club Database – Create Table, Querying, Forms and Reports | 4 | 1,2,3,4,5,6,7 | 3 | |
| | Book Club Database – Create Table, Querying, Forms and Reports | 4 | 1,2,3,4,5,6,7 | 3 | |
| | Demo in My SQL Select – Insert – Update – Backup and restore of database | 4 | 1,2,3,4,5,6,7 | 3 | |
| Total | | | | | 96 |

12. RUBRICS FOR ACTIVITY

| Dimension | RUBRICS FOR ASSESSING STUDENT ACTIVITIES SCALE | | | | | Marks |
|---------------------------------------|--|--|---|---|--|-----------|
| | 1. Unsatisfactory (59 and Below) 4 | 2. Developing (69-60) 8 | 3. Satisfactory (79-70) 12 | 4. Good (89-80) 16 | 5. Exemplary (100-90) 20 | |
| 1.Introduction / Understanding | Contents Disorganized not able to understand the Importance of the topic | Somewhat organized Contents but not able to understand the importance of topic | Contents organized and Understand able Knowledge of the importance of the topic | Organize d and Understa nd the importan ce of the topic | A well Organized and easy to understand the importance of the topic | |
| 2.Focus on the Topic/ Contents | No Focus on the topic and No idea | Main idea is not clear and random Collection of information | Main idea is somewhat clear. but there is a need for more supporting information is general | Main idea is clear but the Supporti ng informati on is general | Well focused topic and main idea stands out and supported by detailed information. | |
| 3.Applications | Poor attempt in Understanding and Applications | Students need to understand more about the contents and apply. | Students is not able to understand Completely. However, applications needs improveme nt. | Students is able to understand but apply Partly the knowled ge about the Contents | Students is able to understand and apply the knowledge about the Contents | |
| Average Marks of 3 Dimensions= | | | | | | /3 |
| Maximum 20 Marks | | | | | | |

13. SUGGESTED LIST OF STUDENTS ACTIVITIES FOR CIE

| SI.NO | SUGGESTED ACTIVITIES |
|-------|--|
| 1 | Prepare a Presentation of 10 slides of different Designs using Design feature |
| 2 | Prepare a Presentation in MS Power Point containing 5 Slides using Animation features – Transition for the whole Slide |
| 3 | Prepare Book club database of a Library |
| 4 | Prepare an Employee database of Office |

14. MODEL QUESTION PAPER FOR CIE AND SEE

| | |
|---|-----------------|
| Course & Programme: Computer Applications for the Visually Impaired | |
| Semester: I | |
| Subject : Computer Applications in Office – I | Max Marks : 100 |
| Course Code : 6427 | |
| Duration : 3 Hr | |
| Name of the course coordinator: | Test : I |
| Note: Student has to conduct any one experiment in the CIE and SEE | |
| Questions | |
| 1. Creating a New Power Point Presentation with Multiple Slides. | 25 Marks |
| 2. Creating Sample PowerPoint Presentation on General. | 25 Marks |
| 3. Creating Sample PowerPoint Presentation on Subject related | 25 Marks |

| | |
|---|-----------------|
| Course & Programme: Computer Applications for the Visually Impaired | |
| Semester: I | |
| Subject : Computer Applications in Office – I | Max Marks : 100 |
| Course Code : 6427 | |
| Duration : 3 Hr | |
| Name of the course coordinator: | Test : II |
| Note: Student has to conduct any one experiment in the CIE and SEE | |
| Questions | |
| 1. Student Database – Create Table, Querying, Forms and Reports. | 25 Marks |
| 2. Salary Database – Create Table, Querying, Forms and Reports. | 25 Marks |
| 3. Book Club Database – Create Table, Querying, Forms and Reports. | 25 Marks |

15. SCHEME OF EXAMINATION FOR BOTH CIE AND SEE:

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

GOVERNMENT OF KARNATAKA

DEPARTMENT OF COLLEGIATE AND TECHNICAL EDUCATION

JSS POLYTECHNIC FOR THE DIFFERENTLY ABLED (AUTONOMOUS)

Programme: DIPLOMA IN COMPUTER APPLICATIONS FOR THE VISUALLY IMPAIRED

«±ÉÃµAZÉvÀ£ÀÀ ¥Á°mÉQßPî, «ÉÄÊ,ÀÆgÀÄ -570 06

2021-22£ÉÄ ,Á°£À°è céwÃAiÀÄ ,É«Ä,ÀÖgi PÀ£ÀßqÀ §®è r¥ÉÆèÄ³AiÁ
«zÁÿðUÀ½UÉ µUÀç¥Àr¹zÀ ¥ÀoÀåPÀæ³ÄÄ

,Á»vÀå 'AZÀ£À -1

(PÀ£ÀßqÀ °sÁµÉ, ,Á»vÀå ,ÀA,Àìøw «ÄÄvÀÄÛ ¥ÀgÀA¥ÀgÉ PÄÄjvÄÄ)

| | | | |
|---------------------|---------------------------------------|--|-----------------------------------|
| Course Code | 21KA21 | Semester | II |
| Course Title | ,Á»vÀå 'AZÀ£À -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 |

céwÃAiÀÄ ,É«Ä,ÀÖgi

,Á»vÀå 'AZÀ£À – 1 Course Code: 21KA21

PÀ£ÀßqÀ §®è r¥ÉÆèÄ³AiÁ «zÁÿðUÀ½UÉ µUÀçü¥Àr¹ PÁAiÀÄð¥ÀoÉå¥ÄÄ,ÀÛPÀ

(PÀ£ÀßqÀ °sÁµÉ, ,Á»vÀå, ,ÀA,Àìøw «ÄÄvÀÄÛ ¥ÀgÀA¥ÀgÉ PÄÄjvÄÄ)

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| ¥ÀoÀå ¥ÄÄ,ÀÛPÀzÀ ¥Äj«r | °ÉÆÄzsÀ£Á C³Àçü |
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| <p>PÀÈÀßqÀ ‚Á»vÀâzÀ ‚AAQë¥ÀÛ ZÀjvÉæ</p> | <p>02 UÀAmÉ</p> |
| <p>°À¼ÀUÀÈÀßqÀ ‚Á»vÀâ - ¥AA¥À ¥ÀÆªÀð AiÀÄÄUÀ</p> <p>PÀÈÀßqÀ ‚Á»vÀâzÀ gÀZÀÈÉUÉ ¥ÀæªÀÄÄR ¥ÉæÃgÀuÉUÀ¼ÄÄ ªÀÄvÀÄÛ ¥Àæ“sÁªÀUÀ¼ÄÄ</p> <p>PÀÈÀßqÀ ‚Á»vÀâ ¥ÀgÀA¥ÀgÉªÀÄvÀÄÛ gÁeÁ±ÀæAiÀÄ</p> <p>PÀ«gÁdªÀiÁUÀðªÀÄvÀÄÛªÀqÁØgÁzsÀÈÉ</p> | <p>04 UÀAmÉ</p> |
| <p>¥AA¥À / ZÀA¥ÀÆ AiÀÄÄUÀzÀ PÀÈÀßqÀ ‚Á»vÀâªÀÄvÀÄÛ ¥ÀgÀA¥ÀgÉ</p> <p>DçPÀ« ¥AA¥À, gÀÈÀß, ¥ÉÆÈÀß, dÈÀß, MAzÀÈÉË ÉÁUÀªÀªÀð ªÀÄvÀÄÛ ÉÁUÀZÀAzÀæ</p> <p>10ªÀÄvÀÄÛ 12 ÈË ±ÀvÀªÀiÁÈzÀ ‚ÀªÀPÁ°ÁÈÀ ¥ÀæªÀÄÄR PÀ«UÀ¼ÄÄ</p> | <p>04 UÀAmÉ</p> |
| <p>ÈÀqÀÄUÀÈÀßqÀ ‚Á»vÀâ –ªÀZÀÈÀ ‚Á»vÀâ / §,ªÀªÀ AiÀÄÄUÀ ªÀZÀÈÀ ‚Á»vÀâzÀ “É¼ÀªÀtÂUÉUÉ PÁgÀtUÀ¼ÄÄªÀÄvÀÄÛ CzÀgÀªÀÄªÀvÀé</p> <p>¥ÀæªÀÄÄRªÀZÀÈÀPÁgÀgÀÄ,ªÀZÀÈÀ ‚Á»vÀâzÀ°èªÉÈZÁjPÀvÉ ªÀÄvÀÄÛ PÁiÀÄPÀ vÀvÀé</p> | <p>06 UÀAmÉ</p> |
| <p>PÀÄªÀiÁgÀªÀÁªÀ,À AiÀÄÄUÀªÀÄvÀÄÛ ‚Á»vÀâzÀ EvÀgÉ gÀÆ¥ÀUÀ¼ÄÄ</p> <p>gÀUÀ¼É - °ÀjªÀgÀ</p> <p>µÀlàç - PÀÄªÀiÁgÀªÀÁªÀ, ©QëöªÀªÀªÀÄvÀÄÛ gÁWÀªÀÁPÀ ‚ÁAUÀvÀªÀ – gÀvÀßPÀgÀªÀtÂð</p> | <p>04 UÀAmÉ</p> |
| <p>zÁ,À ‚Á»vÀâ / QÃvÀðÈÉUÀ¼ÄÄ</p> <p>¥ÀÄgÀAzÀgÀzÁ,ÀgÀÄ, PÀÈÀPÀzÁ,ÀgÀÄªÀÄvÀÄÛ EvÀgÉ QÃvÀðÈÈPÁgÀgÀÄ</p> | <p>02 UÀAmÉ</p> |
| <p>EvÀgÉ ‚Á»vÀâzÀ ¥ÀæPÁgÀUÀ¼ÄÄ</p> <p>wæ¥Àç - ‚ÀªÀðdÖ</p> <p>eÁÈÀ¥ÀzÀ ‚Á»vÀâ,</p> | <p>02 UÀAmÉ</p> |

| | |
|---|--------------------------|
| vÀvÀéÿÀzÀUÀ¼ÀÄ - ²±ÀÄÉÁ¼À ±ÀjÃÿsÀgÀÄ | |
| äÄÄ»¼Á ,Á»vÀå : °É¼ÀäÀÈÀPÀmÉÖ VjAiÀÄäÄÄä äÄÄvÄÄÜ ¼ÀAa°ÉÆÈÀßäÄÄä DzsÄÄxPÀ ÿÀÆäÀð PÀÈÀßqÀ ,Á»vÀå : PÉAÿÄÄÉÁgÁAiÄÄt äÄÄvÄÄÜ äÄÄzÄÝt | 04 UÀAmÉ |
| °À¼ÀUÀÈÀßqÀ äÄÄvÄÄÜ ÈÀqÀÄUÀÈÀßqÀ ,Á»vÀå ZÀjvÉæAiÄÄ MAzÄÄ CäÀ`ÉÆÄPÀÈÀ | 02 UÀAmÉ |
| MIÄÖ ``ÉÆÄzsÀÈÁ CäÀçü 32 UÀAmÉUÀ¼ÀÄ | 32 UÀAmÉUÀ¼ÀÄ |

**§¼ÀPÉ PÀÈÀßqÀ-1 äÄÄvÄÄÜ ,Á»vÀå 'AZÀÈÀ-1 ÿÀoÀðPÀæäÄÄUÀ½UÉ
xgÀAvÀgÀ CAVÀjPÀ äÄÄiË®ääÄiAÿÀÈzÀ äÄÄiÁUÀð,ÀÆeUÀ¼ÀÄ**

(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 |
| 2 | CIE Assessment – 2 (Written Test – 2) At the end of 10th Week (Theory Test) | 80 Minutes | 30 | 30 Marks |
| 3 | CIE Assessment – 3 (Skill Test-1) At the end of 11th Week (Practical Test) | 80 Minutes | 30 | |
| 4 | CIE Assessment – 4 (MCQ / Quiz) At the end of 8th Week | 60 Minutes | 20 | Average of three Assessment |
| 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 | - | 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 |

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JSS POLYTECHNIC FOR THE DIFFERENTLY ABLED (AUTONOMOUS)

Programme: DIPLOMA IN COMPUTER APPLICATIONS FOR THE VISUALLY IMPAIRED

ಇಂಜಿನಿಯರಿಂಗ್ ಡಿಪ್ಲೊಮಾ ಕಂಪ್ಯೂಟರ್ ಅನ್ವಯಿಕೆಗಾಗಿ ದೃಷ್ಟಿಹೀನರಿಗಾಗಿ -570 06
2021-22 ಲೆಕ್ಕಾಚಾರವನ್ನು ಕೆಳಕಂಡಂತೆ ಪರಿಗಣಿಸಿ. ಕರ್ನಾಟಕ ಸರ್ಕಾರ / ಕರ್ನಾಟಕ ಸರ್ಕಾರದ
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|---------------------|--|----------------------------------|--|
| Course Code | 21NK21 | Semester | II |
| Course Title | ಇಂಜಿನಿಯರಿಂಗ್ ಡಿಪ್ಲೊಮಾ ಕಂಪ್ಯೂಟರ್ ಅನ್ವಯಿಕೆಗಾಗಿ ದೃಷ್ಟಿಹೀನರಿಗಾಗಿ -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 |

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Table of Contents (ಃÀj«r)

| PART - I | Teaching Hours |
|--|----------------|
| 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. | |
| PART – II | |
| Key to Transcription for Correct Pronunciation of Kannada Language, Instructions to Teachers to teach Kannada Language | |
| PART – III Lessons to teach Kannada Language - | |
| CO-1: baLake Kannada – Parichaya (Introduction) | |
| 1.1 PÀÈÀßqÀ CPÀëgÀªÀiÁ´É °ÁUÀÆ GZÁÑgÀuÉ Kannada Alphabets and Pronuciation | 08 |
| 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) | |
| 1.7 Exercise – 1 to 7 | |
| CO -2: | |
| 2.1 Introduction | 04 |
| 2.2 Ekaavachana mattu Bhahuvachana (Singular and Plural Nouns) - KPÀªÀZÀÈÀªÀÄvÀÄÜ §ªÀÄªÀZÀÈÀ | |
| 2.3 Linga (Gender) - °AUÀ | |
| 2.4 Pullinga (Masculine gender) - ¤ÀÄ°èAUÀ | |
| 2.5 Stree linga (Feminine gender) - ´ÛçÃ °AUÀ | |
| 2.6 Napumsakaa linga (Neuter gender) - ÈÀ¤ÀÄÀ, ÀPÀ °AUÀ | |
| 2.7 Samanya linga (Common gender) - ¸ÀªÀiÁÈÀª °AUÀ | |
| 2.8 Exercise | |
| 2.9 Prashnarthaka Padagalu (Interrogative words) - ¤Àæ±ÁßxÀðPÀ ¤ÀzÀUÀ¼ÀÄ | |
| 2.10 Viruddha Padagalu / Virodharthaka Padagalu (Antonyms) - «gÀÄzÀÝ/«gÈÆÄzÁxÀðPÀ¤ÀzÀUÀ¼ÀÄ. | |
| 2.11 Asamanjasa Uchcharane (Inappropriate Pronunciation) - C,ÀªÀÄAd,À GZÁÑgÀuÉ | |
| CO – 3: | |
| 3.1 Sankhya Vyavasthe (Numbers system) – ¸ÀASÁªªÀªªÀ,ÉÜ | 08 |
| 3.2 Kannada moolaankagalu (Cardinal numbers), Stanasuchaka / Sankeyyegalu / Kramasuchaka sanekyyegalu (ordinal numbers) ¸ÀÜÈÀ,ÀÆZÀPÀ ¸ÀASÈªUÀ¼ÀÄ/PÀæªÀÄ,ÀÆZÀPÀ ¸ÀASÈªUÀ¼ÀÄ | |
| 3.3 Reading Practice : 1 and Reading Practice: 2, Reading Practice: 3 (Exercises) | |

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|--|--|
| <p>3.4 Fractional weights and measurements</p> <p>3.5 Gunita Chinnhegalu (Mathematical symbols) – UÀtÂvÀ a°ÉBUÀ¼ÄÄ</p> <p>3.6 Bhinnamshagalu (Fractions) - ©üÉÁBA±ÀUÀ¼ÄÄ</p> <p>3.7 List of Vegetables</p> <p>3.8 Tindiya Hesarugalu / Belagina upaharagala Hesarugalu – Menu (Names) of the breakfast items - wArAiÄÄ °É,ÀgÀÄUÀ¼ÄÄ</p> <p>3.9 Aaharakke sambandhisida padagalu / Aahara padarthagala Hesarugalu (Names connected with food) – D°ÁgÀPÉÌ ,ÀAŞAÇü¹zÀ ¥ÀzÀUÀ¼ÄÄ</p> <p>3.10 Samaya / Kalakke Sambhandhisida padhagalu (Words Relating to Time) – ,ÀªÄÄAiÄÄ / PÁ®PÉÌ ,ÀAŞAÇü¹zAAvÀ°À ¥ÀzÀUÀ¼ÄÄ</p> <p>3.11 Dikkugalige sambhadisida padhagalu (Words Relating to Directions) – çQÌUÉ ,ÀAŞAÇü¹zAAvÀ°À ¥ÀzÀUÀ¼ÄÄ</p> <p>3.12 Manavana Bhavanegalige sambhanddisida Padagalu (Words Relating to Human’s feelings and Emotions) – ¢ÀiÁÉÀªÀ ¨sÁªÀÉÉUÀ½UÉ ,ÀAŞAÇü¹zÀ ¥ÀzÀUÀ¼ÄÄ</p> | |
|--|--|

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|---|----------|
| CO – 4: | |
| <p>1.1 Manavana shareerada bagagalu / angagalu (Parts of the Human body) – ಅನಿರೀಕ್ಷಿಸಲಾಗುವ ಭಾಗಗಳು / CAUÀUÀ¼ÄÄ /</p> <p>1.2 Manava sambhandhada / Sambhandhaakke sambhadisida padhagalu (Terms relating to Human Relationship) – ಅನಿರೀಕ್ಷಿಸಲಾಗುವ ಸಂಬಂಧಪಟ್ಟ ಪದಗಳು / ÀÀŞAçü'zÀ ¥ÀzÀUÀ¼ÄÄ</p> <p>1.3 Vaasada sstalakke sambhandisidanthaha padhagalu (Words Relating to Place of Living) – ವಾಸಾಡಾ ಸ್ಥಳಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತಹ ಪದಗಳು / ÀÀŞAçü'zÀ ¥ÀzÀUÀ¼ÄÄ</p> <p>1.4 Saamanya sambhashaneyalli Bhlasuvanthaha Padagala Patti (List of Words, used in the general conversation) – ಸಾಮಾನ್ಯ ಸಂಭಾಷಣೆಯಲ್ಲಿ ಬಳಸುವಂತಹ ಪದಗಳ ಪಟ್ಟಿ / ÀÀŞAçü'zÀ ¥ÀzÀUÀ¼ÄÄ</p> <p>1.5 Bannagala Hesarugalu (Name of the Colours) – ಬಣ್ಣಗಳ ಹೆಸರುಗಳು / ÀÀŞAçü'zÀ ¥ÀzÀUÀ¼ÄÄ</p> | 04 |
| CO – 5: | |
| <p>Sambhashaneyalli Kannada Kannada in conversations</p> <p>5.1 Introduction</p> <p>5.2 naamapadagaLu (Nouns) – ನಾಮಪದಗಳು / ÀÀŞAçü'zÀ ¥ÀzÀUÀ¼ÄÄ</p> <p>5.3. SarvanaamapadagaLu (Pronouns) – ಸರ್ವನಾಮಪದಗಳು / ÀÀŞAçü'zÀ ¥ÀzÀUÀ¼ÄÄ</p> <p>5.4. Kannada naamavisheshanagaLu (Kannada Adjectives and its usage) – ಕನ್ನಡ ನಾಮವಿಶೇಷಣಗಳು / ÀÀŞAçü'zÀ ¥ÀzÀUÀ¼ÄÄ</p> <p>5.5 Kriya padagaLu (Kannada Verbs) - ಕ್ರಿಯಾಪದಗಳು / ÀÀŞAçü'zÀ ¥ÀzÀUÀ¼ÄÄ</p> <p>5.6. KriyavisheshanagaLu (Adverbs in Kannada) – ಕ್ರಿಯಾವಿಶೇಷಣಗಳು / ÀÀŞAçü'zÀ ¥ÀzÀUÀ¼ÄÄ</p> <p>5.7 Kannadadalli SamyogagaLu (Conjunctions in Kannada) / ÀÀŞAçü'zÀ ¥ÀzÀUÀ¼ÄÄ</p> <p>5.8 Upasarga (Prepositions in Kannada) – ಉಪಸರ್ಗಗಳು / ÀÀŞAçü'zÀ ¥ÀzÀUÀ¼ÄÄ</p> <p>5.9 Prashnarthaka padagalu (Interrogative words) – ಪ್ರಶ್ನಾರ್ಥಕ ಪದಗಳು / ÀÀŞAçü'zÀ ¥ÀzÀUÀ¼ÄÄ</p> <p>5.10 vicharaneya / Vicharisuva / bedikeya vaakyagaLu (Enquiry/ Request sentences) – ವಿಚಾರಣಾ / ವಿಚಾರಿಸುವಾ / ಬೆದಿಕೆಯಾ ವಾಕ್ಯಗಳು / ÀÀŞAçü'zÀ ¥ÀzÀUÀ¼ÄÄ</p> | 04 |
| CO – 6 : | |
| <p>6.1 Activities in Kannada (Kannadadalli chatuvatike -1 (Activity -1)</p> <p>6.2 Sambhashane – Conversation - ಸಂಭಾಷಣೆ - 1 and 2 with Exersies</p> <p>6.3 Chatuvatike – 2 (Activity -2 Shabdakisha – Vocabulary –±ÀŞÝPÉÆÄ±À</p> <p>6.4 Sambhashane - Conversation - ಸಂಭಾಷಣೆ -1,2 & 3 with Exersies</p> <p>Model Question Papers and Extra Actitie. -UÀæAxÀiÄt</p> | 04 |
| Total Teaching Hours | 32 Hours |

**ಇಂಗ್ಲಿಷ್ ಪಾಠ್ಯಕ್ರಮ-1 ನಲ್ಲಿನ 'ಆವೇಶ-1' ಪಾಠ್ಯಕ್ರಮದ ಮೂಲಕ
 ಕನ್ನಡದ ಕಾವ್ಯಗಳನ್ನು ಅಭ್ಯಾಸಿಸುವುದರಲ್ಲಿನ
 (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 11th 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 (Balake Kannada – 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 |

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

Programme: DIPLOMA IN COMPUTER APPLICATIONS FOR THE VISUALLY IMPAIRED

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

| Sl. No. | Assessment | Duration | Max. Marks | Conversion |
|---|---|-----------------|-------------------|-----------------------------------|
| 1. | CIE Assessment 1 (Activity) - At the end of 3 rd week | 60 minutes | 10 | Total of all the CIE assessments. |
| 2. | CIE Assessment 2 (Activity) - At the end of 6 th week | 60 minutes | 10 | |
| 3. | CIE Assessment 3 (MCQ/Quiz) - At the end of 9 th week | 60 minutes | 10 | |
| 4. | CIE Assessment 4 (MCQ/Quiz) - At the end of 12 th week | 60 minutes | 10 | |
| 5. | CIE Assessment 5 (Activity) - At the beginning of 15 th week | 60 minutes | 10 | |
| Total Continuous Internal Evaluation (CIE) Assessment | | | | 50 |
| Total Marks | | | | 50 |

8.INSTRUCTIONAL STRATEGY

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

9.DETAILED COURSE CONTENTS

| UNIT NO. AND NAME | DETAILED COURSE CONTENT | CO | PO | CONTACT HRS. | TOTAL |
|---|--|----|---------|-----------------|-----------|
| 1. Problems and problem solving skills | Analyzing a problem | 1 | 1,5,6,7 | 1 | 06 |
| | 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 | |
| 2. Working with groups | Nature of groups. | 2 | 1,5,6,7 | 1 | 06 |
| | 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 | |
| 3. Positive Psychology | Science of happiness | 3 | 1,5,6,7 | 1 | 07 |
| | 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 | |
| 4. Attitude | Attitude | 4 | 1,5,6,7 | 1 | 07 |
| | 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 | |
| 5. Career Planning | Career planning Features and importance of career planning. | 5 | 1,5,6,7 | 1 | 06 |
| | 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 | |
| Total | | | | | 32 |

10.SUGGESTED LIST OF STUDENTS ACTIVITIES

| Sl. No. | Suggested Activities |
|---------|---|
| 1 | Puzzle activity- to build their creativity. |
| 2 | Individual tasks in the classroom stage to build confidence |
| 3 | Healthy competitions to know their caliber and learn to encourage and support each other. |
| 4 | Group discussions |
| 5 | Mock Interview |

11.SUGGESTED LEARNING REFERENCES

| Sl. No. | References |
|----------------|---|
| 1 | Introduction to Psychology by Morgan and king |
| 2 | Social Psychology by Shelley E. Taylor |
| 3 | Positive Psychology by Baumgardner Steve Crothers Marie |
| 4 | 13 Things Mentally Strong People Don't Do by Amy Morin |
| 5 | The Righteous Life by A.P.J. Abdul Kalam |
| 6 | https://www.youtube.com/watch?v=ZnjJpa1LBOY |
| 7 | https://www.youtube.com/watch?v=_gJ5V525Sck |
